

## Lesson Plan 9 Science

### GENERAL INFORMATION

Author	Mrs. Brianna D'Alessio
Subject	Science
Grade level	First Grade
Length of class	45 minutes

### CONTENT STANDARD (S)

1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like their parents, but not exactly like their parents.

#### Central Focus

Students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how behaviors of parents and offspring survive. The understanding that young plants and animals are like, but not exactly the same as, their parents developed. This will help students in the future understand nature, animals, and plants in order to succeed in higher grades and make observations in everyday life.

### LESSON OBJECTIVE AND LANGUAGE DEMANDS

#### Learning Objective

Given a nature walk, students will observe different plants, record their data, and discuss similarities and differences they found in a class discussion with an investigation packet.

#### Academic Language

**Language demands-** The language students should be expected to learn and use in order to participate and engage in today's lesson in a meaningful manner includes verbally saying the words with definitions and on a Word Wall

**Language support-** Strategies provided by the teacher to help learners understand, use and practice the concepts learned in today's lesson include modeling examples, guided practice, and providing a visual aid of the words.

- ✓ Language functions – The verbs, referred to Bloom's taxonomy used in this lesson include "record" and "discuss". I will model what the nature walk will entail to show how to use these words.
- ✓ Vocabulary – *plants- living beings that take in sunlight and water for food, traits- characteristics of things, texture- how something feels*. Words will be verbally stated and modeled throughout instruction.
- ✓ Syntax – Students will be shown how to first observe, then record data, then discuss.
- ✓ Discourse – Students will record data and discuss with the class their findings.

#### Prior Knowledge

The prior knowledge, skills and concepts should students know to be successful with this lesson include recognizing plants are different colors.

#### Misconceptions

The common misconception and/or gap that may affect this lesson involve not understanding how the same plant may be different colors. I plan to address this by modeling the two plants in the classroom and how they are the same exact plant just different colors.

### ASSESSMENT

#### Formative

Ask students questions such as:

1. How are plants alike?
2. How are plants different?

### **Summative**

Students will go on a nature walk and record at least 3 different plants they find in nature. After, students will discuss similarities and differences found in a class discussion.

### **FOCUS STUDENTS**

#### **Accommodations/Modifications/Supports**

2 students with classified as OHI (other health impairments). Students have an instructional assistant who helps during instruction and independent work. Also the co-teacher works with these students during group instruction and independent study based off of the lesson plan and materials I have provided. (IEPs)

2 students who struggle with reading. Students work with the co-teacher during group instruction and independent study based off of the lesson plan and materials I have provided.

#### OHI (2)

Content: Students are allowed to sit on a textured booster seat. Students are given questions verbally and written down. One to one conferencing during independent study to check in with content knowledge. Link prior knowledge to the current lesson. Do not penalize for spelling or grammar mistakes.

Process: Students will be given one task at a time in order to not overwhelm the student. These students will receive conferencing during partner discussions by the co-teacher and myself. Breaks will be distributed in between chunked work completion.

Product: Students will only have to record about 2 plants. Paraprofessional or myself will work with them during the nature walk.

#### Struggling Readers (2)

Content: Students will receive conferencing myself to check in with comprehension.

Process: Students will receive repeated directions individually by myself prior to independent work.

Product: Students will only have to record about 2 plants. Paraprofessional or myself will work with them during the nature walk.

*(14 middle-range learners, 2 OHI, 2 Struggling Readers: Total 18 students)*

### **THE INSTRUCTIONAL PLAN**

#### **Step 1**

##### **Anticipatory Set**

Tell students a story about how I observed different plants sprouting on my way over this morning. I saw purple flowers and pink flowers. I saw flowers with long stems; I saw flowers with short stems. I saw the same flowers but in a variety of colors. Just like animals, all plants are different.

#### **Step 2**

##### **Instructional Procedures**

- First, today we are going to look at plants and how they are similar or different from each other.

- Second, tell students we are going on a nature walk around the school. Have them get their coats and hand each student an investigation packet and clipboard. Demonstrate at the Smart Board how students will record plants they find. Put 2 images of plants up at the board and use them as a model recording in the investigation packet.
- Fourth, take students outside for about 20 minutes. Have students record at least 3 plants they found. Have them describe with words the plant and draw a picture.
- Fifth, come back inside and sit in a circle. Have students discuss what they found in nature. Talk about the similarities and differences among plants.

*\*If it rains, students will observe the plants set up in the classroom, record data, draw pictures, then have a class discussion.*

### **Step 3**

#### **Closure**

Call students back to the carpet. Ask students these questions:

1. How are plants similar?
2. How are plants different?
3. Why do you think this is?

Say, "Excellent job today class!"