

Lesson Plan Template

Grade: 5 th	Subject: Science
Materials: Pencils, paper	Technology Needed: Computer, apple TV, Students will need ipads
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) 5.LS1.1 Support an argument that plants get the materials they need for growth chiefly from air and water	Differentiation
Objective(s) By the end of the lesson, the students will be able to describe the vocabulary around plants and their materials. Bloom's Taxonomy Cognitive Level: Comprehension	Below Proficiency: I will be able to see if students are below proficiency by how they are participating within the lesson. If the student is struggling to define and understand the definitions of the given vocabulary words, I will assume they are below proficiency. Above Proficiency: I will be able to see if students are above proficiency by how they are participating within the lesson. If the student is actively participating within the lesson and understanding the definitions of the given vocabulary words, with ease, I will assume they are above proficiency. Approaching/Emerging Proficiency: I will be able to see if students are approaching proficiency by the way that they are participating within the lesson. If the student is fairly active in participating within the lesson and is beginning to understand the given vocabulary words, I will assume they are above proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For students who are visual learners, we will be visually going through the vocabulary words and the definitions. • Auditory: For the students who are auditory learners, we will be verbally discussing the definitions and the vocabulary words. • Kinesthetic: For the students who are kinesthetic learners, we will be playing a kahoot game, which will allow the students to be moving when needed. • Tactile: For the students who are tactile learners, they will be able to be hands on throughout the lesson by utilizing their ipads for the kahoot game.

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<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be learning through a hands-on technology integration activity. Students will be at their desks, working on their own with iPads to challenge their knowledge in this content area. This will be an individual learning time, where students will stay in their seats and work from their desks.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Throughout the lesson, the students will have the same behavior expectations as they typically do while playing Kahoot. The students are expected to stay at a level 2 voice level, not get too competitive, and continue to remain calm. The students know if they get out of control while completing the lesson, they will no longer be able to play Kahoot for the day, regardless of how long we have been playing the game for.</p>
Minutes	Procedures	
10	<p>Set-up/Prep: I will need to create the Kahoot game prior to the day of the lesson. On the day of the lesson, I will need to set up the apple TV to the computer so that I am able to project the game right away as needed. I will also need the Kahoot code readily available.</p>	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will begin the lesson by asking the students if they remember some science vocabulary. I will remind them of the vocabulary and wait for their answers. Once the students have voiced whether or not they remember the vocabulary, I will tell them that we will be playing a game to help them learn and remember their science vocabulary.</p>	
8	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain the lesson by reminding the students of the vocabulary that we will be learning about. I will not be giving them the definitions at this time, I will just be reminding them of the vocabulary words. I will remind the students of the rules around the Kahoot game. I will remind them that they will lose the opportunity to play as soon as they become very competitive and rowdy.</p>	
15-20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) We will explore this concept by playing the Kahoot game.</p> <p>The vocab includes:</p> <p>Chlorophyll- green material in plants that absorbs sunlight, which the plant uses to make food Photosynthesis- the process by which green plants make food by using energy from sunlight Food chain- a process by which the energy passes from one living thing to another Food web- a process that combines many food chains to show how energy moves through an ecosystem Producers- generate food for themselves and others (an example would be plants) Consumers- cannot generate their own food and often eat other things (an example would be a cow) Herbivore- a consumer that gets its energy from eating plants Carnivore- a consumer that eats other animals Omnivore- a consumer that eats both plants and animals Decomposers- living things that break down animal skins, tree trunks, and other decaying materials</p>	
3	<p>Review (wrap up and transition to next activity): To review, I will ask the students to tell me how these vocabulary words relate to our ecosystem.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. To check in with the students on the vocab, I will be able to view how they are scoring on the kahoot game and judge a backup plan from there. Consideration for Back-up Plan: Go back and reteach the information to the students</p>		<p>Summative Assessment (linked back to objectives) End of lesson: At the end of this lesson, the students will take a summative quiz on the vocabulary to determine how much information they retained. If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.

This lesson went very well. I could tell the students were having fun with it by the way that they were acting throughout the duration of the lesson. The students seemed very excited and entertained by the Kahoot! game. I think this was a good way of seeing how much the students know for the vocabulary from this chapter. The students did not collaborate on this, which challenged them to test their own knowledge. Using this model, I was able to see how the students were doing overall.

Unfortunately, this is a hard way to fully assess the information. Some of the students had the mindset that answering the questions was a joke. They liked to pick the wrong answer, just so that they could laugh about it. Another thing that was hard was that I could not know which students were the ones who were constantly getting them wrong, while we were doing the game. At the end of the game, you can view a document that says which students voted for which answer, but you cannot say it while you are doing the game. You also have to look at it right away, you cannot go back and view the information.

I think I would change the summative assessment portion of this lesson. Instead of using the Kahoot game as a full assessment, I would use it as a review. For an assessment piece, I would use a different platform or a traditional paper and pencil quiz to test their knowledge on this information. I think this would be the easiest, since it would most likely eliminate the competition feel that Kahoot typically has.