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| NECC_NETS_small | **Lesson Plan for Implementing NETS•S—Template I*(More Directed Learning Activities)*** |
| ***Template with guiding questions*** |
| Teacher(s) Name | Shanyon Storey |
| Position | Special Education Teacher/ IRR K- 2nd  |
| School/District | Harriet Tubman Elementary/ Fulton County Schools  |
| E-mail  | sstorey4@kennesaw.view.usg.edu |
| Phone |  |
| Grade Level(s) | Kindergarten, First, & Second |
| Content Area | Science (Target: K/1st) Integrated with Reading and Writing Skill  |
| Time line | Four to Six Weeks  |

**Standards** (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks? ) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

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| Content Standards | **S1L1.** Students will investigate the characteristics and basic needs of plants and animals.  |
| NETS\*S Standards: | Communication & Collaboration, Digital Citizenship, and Technology Operations & Concepts  |

**Overview** (a short summary of the lesson or unit including assignment or expected or possible products)

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| **OVERVIEW:** In this unit students will focus on the following elements: Week 1: a. Identify the basic needs and specific physical characteristics of plants c. Identify the parts of a plant-root, stem, leaf, and flower Week 2: b. Identify the basic needs and specific physical characteristics of animals Week 3: d. Compare and describe how various animals change as they grow  d. Compare and describe how various animals move Week 4: Investigate how weather and seasonal changes affect plants and animals **ENDURING UNDERSTANDING:** At the end of this unit students will know and understand that:Plants and animals live in different environment and have unique features to help them survivePlants parts have special functions: roots-hold plants in place and absorb water; seeds- make new plants; stems-keep plants upright and transports materials up and down the plant; leaves- make food for plants.Plants need: air, water, light, and nutrientsAnimals need: air, water, food, and shelterAnimals have physical characteristics: body coverings- hair, fur, feathers, scales, and shells; body shape; movement-walking, crawling, flying, and swimming **CULMINATING ACTIVITY:** Students will create a Plant and Animal Poster identifying their parts and listing their needs. The teacher will guide the class in collaborating on a class PowerPoint presentation. |

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**Essential Questions** (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

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| **Essential Questions:** What do all plants need to survive? \* What do all animals need to survive?Why can’t animals all live in the same place? \* How do animals adapt to their environment? What are characteristics of animal groups? \* Why are plants and animals important to us? **Prior Knowledge:** Students need to know what plant are, what animals are, and the difference between plants and animals. Students should name one plant and one animal, and say one thing about each.  |

**Assessment** (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

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| **Pre-Assessment**: see attachment, also found on the GADOE website at the URL below. <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/1%20Science%20Framework%20Plants%20and%20Animals.pdf> **Post Assessment:** see attachment, also found on the GADOE website at the URL below. <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/1%20Science%20Framework%20Plants%20and%20Animals.pdf> **Formative Assessment:** see attachments: What Plants Need; Land vs. Water; Animal Flip Book  |

**Resources** (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

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| **Class Weebly Blog:** students will blog as an alternative to journaling- at least one blog for each week of unit. **Socrative.com:** students will take at least one assessments using iPads**Flickr.com:** students will use it to add pictures of plants and animals to at least two blogs- one plant & one animalAdditional web resources found on pages 27 & 28 Plant & Animal Unit on the GADOE website: <https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/1%20Science%20Framework%20Plants%20and%20Animals.pdf>  |

**Instructional Plan**

**Preparation** (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

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| 1. The simplest tool that I can use to assess prior learning is to use a KWL Chart. I can do it individually or as a group. I can use words and or pictures. I can call on students and fill their responses.2. I can ask students to draw a picture about nature (or the outdoor) and ask them to draw as many plants and animals as they can. I will follow up by asking each student to tell me out their picture. I will take notes.Students with disabilities often have difficulty reading and spelling. I would get them to talk as much as possible.  |

**Management** Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

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| The teacher will make technology available during homeroom and on non-specials day. For students who struggle with getting their thoughts on paper, they will have the opportunity to blog and use technology at home provided they have access. The teacher will have a printed copy of web-based assessments or activities. The teacher will have at least two appropriate websites and one hands-on or paper activity. Teacher will introduce lessons whole group then group students in a manner that will maximize time based on the activity.  |

**Instructional Strategies and Learning Activities** – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom’s Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

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| **TTW** use the following strategies: Explicit Teaching, Compare & Contrast, Brainstorming, Discussion, Cooperative Groups, Concept Mapping, Explaining, Providing Examples, Questioning, Proving Wait Time, Using Technology and Web-Based Tools. **TTW** serve primarily as the facilitator. **TSW** will serve as Explorer, Teacher, and Producer**Higher-Order Thinking Skills:** Understanding, Evaluating, Application, and Analysis/Synthesis/Creation**Indicators of Learning:** Authentic/Meaningful, Multi-Disciplinary, Collaboration, and Performance-Based |

**Differentiation** (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

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| **Content (what):** teacher will extend activities for 2nd graders, and minimize information for Kindergarteners **Process (how):** students will show/ express understanding according to his/ her individual strengths **Product (tangible):** 2nd graders will write more sentences, and Kindergarteners will write fewer and simpler **Vocabulary:** 2nd- list/define/ use in sentences; 1st- match terms with definitions; K- draw pictures to match terms **Assessments:** teacher will read to all students; students may respond orally or draw in place of writing sentences  |

**Reflection** (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

**•** Did students find the lesson meaningful and worth completing?

**•** In what ways was this lesson effective?

**•** What went well and why?

**•** What did not go well and why?

**•** How would you teach this lesson differently?)

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| Teacher will provide students will chart paper with one prompt per sheet, students will write or draw responses:My favorite activity was… \* My least favorite activity was... I wish I could do\_\_\_\_\_\_\_\_\_ again \* I never want to do \_\_\_\_\_\_ again.I remember \_\_\_\_\_\_\_\_\_\_\_ about plants. \* I remember \_\_\_\_\_\_\_\_\_\_ about animals. I know that (vocabulary) means \_\_\_\_\_\_\_\_. Or Use one vocabulary word in an original sentence. \_\_\_ |

**Closure:** Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

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| Although this is a K/1st Science unit, the following English Language Arts (ELA) standards are integrated: **ELA1R6.** Reads and listens to a variety of texts for information and pleasure.**ELA1LSV1b.** Recalls information presented orally. \* **ELA1LSV1f**. Uses complete sentences when speaking.**ELA1R6m.** Recognizes and uses graphic features and graphic organizers to understand text**ELA1R1c.** Demonstrates an understanding that punctuation and capitalization are used in all written sentences.  |

KEY:

TTW= The teacher will

TSW= The student will