

Lesson Plan 7

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| Grade: Kindergarten | Subject: Science (nonliving & living) |
| Materials: Picture sorts Growing magical creatures (put them in water) Water Cups Fake flowers Real flowers Workbooks Pencil Crayons | Technology Needed: NA |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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) <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: <input 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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic |
| Standard(s) Performance Standard K-LS1-1 Describe patterns, through observation, of what plants and animals (including humans) need to survive. | Differentiation Below Proficiency: These students will have guided help when having to put the pictures under the section of nonliving and living. They will also be able to tell me what an animal and plant is. Above Proficiency: These students will write a reason on why the item is nonliving and living. They will also have to write more detail out on the workbook. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to directions Visual: the pictures Tactile: cutting/ writing Kinesthetic: NA |
| Objective(s): The students will be able to tell me if an item is nonliving or living. They will be able to draw a picture of items that are living. They will also be able to sort through pictures as a class and put them in nonliving and living column. Bloom's Taxonomy Cognitive Level: Understand | (This cell is merged with the one above and contains differentiation details.) |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to sit on their dot spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking. Students will have to go back to their table spots quietly. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates. |
| Minutes | Procedures |

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| 1 hr. | <p>Set-up/Prep:</p> <p>Prepare workbooks Buy real flowers Organize all the items I need Laminate the nonliving and living sheets Cut them out Grab cups to put water in them</p> |
| 10 | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Good afternoon, kindergartens, today we are going to be working on science! Can anyone tell me what a nonliving thing is? Some students might say, “doesn’t breathe, can’t move, etc.” Allow time for students to answer After that I will ask them, “what a living thing is?” Some students might say, “it breathes, it moves, etc.” Allow time for students to answer Can anyone tell me if these plants are nonliving or living. Show them the fake flowers and then the real flowers. Some students might say they are both real and some might say they are fake. Make sure you allow the students to come up and feel the flowers so they can tell you what they think and why. After they are done feeling the flowers and have told you their answers, you will want to tell them which one was which. After that, I will grab the cup of water and get the magical creature things out and drop one in. I will ask the students, is that a nonliving or living in? Some students might say it is a living thing because it grew, but it is not living because it does not breathe. Make sure to tell them that it is nonliving because it does not breathe. To see if the students are understanding things, I will grab out the nonliving and living columns picture thing. I will have it sit up and then have the students come up and put the pictures where they go. Some might go under nonliving, and some might go under living. After everyone has had a turn, I will then transition into explaining what they need to do for their workbooks.</p> |
| 5 | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Okay kindergartens, now it is your turn. I want to test your knowledge and see if you know what a nonliving and living thing is. In the workbook, we will be draw pictures. You can use your crayons if you want. No markers though because those will bleed through, and we do not want that. I except you to draw pictures that relate to the sentence that is listed below the box. Now before we start, what is a living thing again? What is a nonliving thing? Okay now that we reviewed them, does anyone have any questions before I give you your workbooks? You will need a pencil and your crayons. The students will be given their workbooks. I will go through the book with them and read to them what they need to do. After I go through the workbook with them, I will have them go to their seats and then have the paper passer, pass out the books. They will need to write their name on their on their workbook. After that, they will go through the workbook themselves. I might send some to the back table, but we will see the follow of the room and how it is going for them. I will see if the students are understanding what I am asking them. If students are still confused, we will stop what we are doing and go back to their dot spots and review a little bit. Now we will transition in to the explore part.</p> |
| 10 | <p>Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will do the first page with the students just so they know what I except from the. After I go through the workbook with them, I will have them go to their seats and then have the paper passer, pass out the books. They will need to write their name on their on their workbook. After they are done writing their name, I will then help start them off.</p> |

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| | <p>The first page with a box reads, "living things need food and water, Draw examples of food and water." I will then draw in my box, examples of food and water. The students will then continue through their book by themselves. As the students are working, I will be walking around asking questions, how do you know that? You can please explain to me why you drew that for nonliving and living? After a few of the students are done, they will be able to read their books to their classmates if time allows. (Waiting for their other classmates to get done). Once everyone is almost done, or we are running out of time, we will transition into the review section.</p> |
| <p style="text-align: center;">5</p> | <p>Review (wrap up and transition to next activity):</p> <p>Once all the students are done, I will have them go to the back rug. I will ask the students what we were working on. I will ask them how they can apply it to their everyday life. I will also ask them to close it out, name 7 things that you have learned today that are living. (the whole class will have to answer 7 things). Once they have given me 5 things that are living, the students will clean up and we will get ready for recess.</p> |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>How do you know that? You can please explain to me why you drew that for nonliving and living?</p> <p>Consideration for Back-up Plan: Do what Mrs. Hair has planned for the students.</p> | <p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson the students should be able to tell me if an item is nonliving and living. They should also be able to sort through pictures and put them in the correct spot. The students should also be able to draw an item to represent a nonliving or living.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think everything went really well. When I was doing the magical creature things, they didn't grow right away so I was in a panic, but it all worked out in the end. When they came in from recess, we checked them out and they thought they were so cool. I enjoyed teaching this lesson. When I asked them to find 7 things in the room, I really liked how everyone on them was looking around and trying to find something. I think all the students learned something, because they were all engaged and when looking at their workbooks, they wrote everything that they need to do. Overall, I am happy with this lesson. If I would change something I would maybe have done some other items to really make them think on whether or not an item was nonliving or living. Like a tree branch, (dead one and alive one).</p> <p>Mrs. Hair's Notes:</p> <ul style="list-style-type: none"> • Question to understand • Flowers-> real vs. Fake • Thumbs up and down- good check • Grow capsules • Picture sort • Take turns • Thumb up living • Thumb down nonliving • Good questions if they needed to fix • Make sure to show work-good! • Good review in between activities • Told what supplies are needed for booklet! • MODELED awesome • Echo-read- yay! | |

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- Retried when not everyone was participating
- reviewed materials need before giving books
- Worked with small group
- Pointed out students who were working hard
- Gives jobs when students finish
- Checked back on the grow capsules (after recess)
- Named living things in our room good correlation to things they know
- Named nonliving things in our room
- Got them back on track
- Slide show with real pictures
- Questions to reviews
- They were engaged and participated the whole time!
- Good Work!
- Suggestions:
- Use a call back like Criss across applesauce
- When showing them the slide show, maybe name pictures
- When doing real vs. fake flowers, maybe talk about plants vs. animals
- Maybe hand out pictures 1 at a time so they are not distracted, but they did good
- When you handed the pictures to them, maybe name the pictures each time so if a student isn't looking, they will hear it (auditory learners).