

Lesson Plan Format – Day 2 of Unit

Student Teacher: Alicia Nelson **Date:** Wednesday September 14, 2011

Grade Level: Kindergarten **Subject:** Science **Supervisor:** Mr. Crossan/ Miss Bitler

PRELIMINARY PLANNING

PA Standards:

3.1a: Biological Sciences: Living and Non- Living Organisms

3.1a.1 Common Characteristics of Life

- Categorize plants by external characteristics
- Describe why living things need air, food, and water to survive.

1.1K Reading Independently

1.1.K.A: Identify the purpose and type (fiction and nonfiction) of text.

Objective:

- Trees have structures
- Understand terms: branch, leaf, root, tree, and trunk

Materials:

- Book – “Red leaf, Yellow Leaf”
- Worksheet for reading response.
- Paint

LEARNING SEQUENCE

Description: Get students excited about story **Time:** 5 min

INTO Introduction/Motivation/ Focus Attention

- The teacher will tell the students that they are going to be reading a book called “Red Leaf, Yellow Leaf.”
- The teacher will explain to the students that it is very important to pay attention to the story because it will relate to what we are going to be doing in a few days in class.

- The teacher will explain that in two days we are going to be going outside to look at the trees that we have in our schoolyard. We will be looking at the branches, leaves, color of the leaves and sizes.

Description: Red Leaf, Yellow Leaf Story **Time:** 10-15 min

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- The teacher will tell the students that the story we are going to be reading today in science is going to explain about the process of trees and what happens to trees as they go through the season.
- The teacher will ask the students to turn on their listening ears as the story “Red Leaf, Yellow Leaf” is read to the class.
- The teacher will point out a maple seeds on certain pages.
- The teacher will bring in a maple seed and show it to the class.
- At the end of the story discuss the maple seeds in the spring and in the fall. Tell the students to keep an eye open for a maple tree outside in the schoolyard.

Description: Worksheet as a response **Time:** 10 minutes

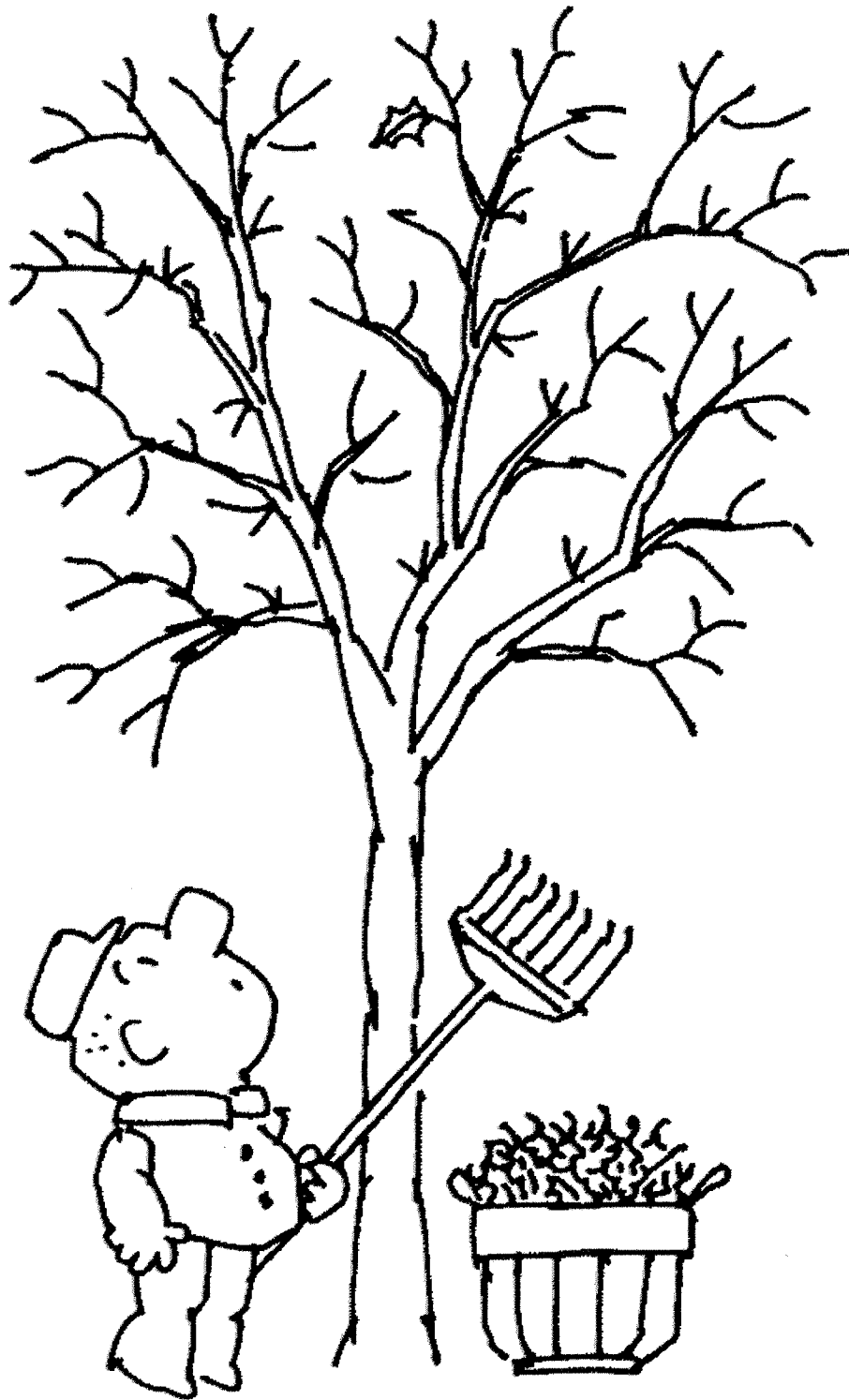
BEYOND

Closure (Check for Understanding, Summarize, Future Forecast, Transition)

- The students will complete a worksheet where they will color and stick there thumb in water color paint. The students will then place their thumb on the bare branches so they can represent leaves.

POST INSTRUCTIONAL PLANNING

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?





Day 2 of Unit.

Reflection

My lesson today went FANTASTIC! The ideas for the lesson were created by me (video, pictures on laptop, ~~and~~ story, and fingerpainting a tree) not by a Foss Kit. My co-op said it was a great lesson as well. My pictures of trees really grasped the students attention, I put myself in a picture with the fall trees so the students would get to know more about me. I then showed a video clip on the changes of leaves in the fall, and every student was listening intently. My story flowed right in after the video that went along with the trees. Then for the activity, the finger painting worked awesome! The students listened as I modeled and took their time creating their own trees. The paint was not smeared all over the paper. I was proud of my lesson, but most of all proud of how well the students did, I will definitely use this lesson again with absolutely no changes!

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