

Eve Keith

<p><b>Grade:</b> 5<sup>th</sup></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Construction paper (many different colors)</li> <li>- Pencil</li> <li>- Glue</li> <li>- Scissors</li> <li>- Yarn or string (optional)</li> <li>- Markers or other coloring options</li> </ul>	<p><b>Subject:</b> Science</p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>- Presentation ready</li> <li>- Jeopardy Game</li> </ul>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p>
<p><b>Standard(s)</b></p> <p>5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <p>Those who are below proficiency are able to do this lesson. They are able to review with their peers and give in some thought too. The students will also be creating their own project. These students will need to hear the directions, so making sure that the directions are written on the board or that they follow their graphic organizer will help him. This lesson will be at their level and will be able to achieve the objectives.</p>
<p><b>Objective(s)</b></p> <p>By the end of the lesson, students will be able to show understanding of the life cycle of an animal including decomposer, consumer, prey, predator by creating a project.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p>Remember: Students will remember from what they have previously learned to help them answer questions and create their project.</p> <p>Understand: Students will understand what the task is at hand and what they are learning.</p> <p>Apply: Students will apply their understanding to their creation using their past learned vocabulary words.</p>	<p><b>Above Proficiency:</b></p> <p>The students in this area will be able to do this lesson. These students can follow along with the questions and work as a team too. These students can be good peers and help others, but not take over. These students may try to answer every question, but as a teacher I am able to see this and try to pick others once in a while. These students can also do the creativity part without worry.</p> <p><b>Approaching/Emerging Proficiency:</b></p> <p>These students who are in this area are able to do the lesson. They will review and it will be at their level as well as the craft. This will be a good time for them to work with others on review, as well as getting the opportunity to be creative.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Those who have visual impairments will be able to listen to a review game or can still work in a team and add in their input. For the creativity part, these students can still create a project but using different materials that will be there for touch and feel. Their project will be a different style and could even be put into a cycle.</li> <li>• <b>Auditory:</b> Those who have auditory impairments are able to see the game visually and help others. They are also able to follow along with the creativity part. This student can also get a written direction paper.</li> <li>• <b>Kinesthetic:</b> This will be a lesson these students can do. Students will be able to follow through with the review game and the creativity part. If there is not enough movement, students can stand or move with their table. Adding in movement will help these students stay focused.</li> <li>• <b>Tactile :</b> This activity will be great for these students since there is art. This will be very hands on for these students and they will be able to put their information</li> </ul>

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	that they learned into their art work.
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  The students will have the correct transitions that are at a 5<sup>th</sup> grade level. Students will be working in teams in the beginning and must be able to group up well. The students will be able to ask questions and discuss with other students. This is a good time to chat about which animals they will be able to select, but during the review time they will be focused on the board.</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will understand the rules of the game that will be played for review. The rules will be in on the board and students will be expected to follow. When students are doing their art project, they will be expected to act like 5<sup>th</sup> graders and be smart with their resources. The students are able to use the strategies from their organizers in order to help them through and fill in the blanks. Students will be respectful of each person’s space and their materials.</p>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Have PowerPoint or review ready.</li> <li>- Have the art project materials ready for students.</li> <li>- Have the rules of the review game ready too.</li> <li>- Make sure that the graphic organizer is printed out for each student to have.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- The opening activity for students is a review Jeopardy game.</li> <li>- The game will include many questions that are vocabulary to help students refresh before getting into the explore part of the lesson.</li> <li>- The student will be at their desks during this time.</li> <li>- Have the students read what they need by checking the PowerPoint on the board.</li> <li>- Ask the students if they remember learning about the life cycle.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Start the jeopardy game with the students.</li> <li>- Each table is a team, to answer a question students should raise their hand, if a student gets one wrong points will be docked.</li> <li>- The students can discuss with their tablemates to try to figure out their answer before they raise their hand.</li> <li>- This is the opportunity for students to review their vocabulary and get set before the explore.</li> <li>- Continue through the questions until it is over.</li> <li>- Track their score on the board to that there may be a winner.</li> <li>- Once students are done, hand out their graphic organizer.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- The graphic organizer that is being handed out will be used to help them figure out which animal cycle they are going to use.</li> <li>- The students will then learn about their project that they will be starting.</li> <li>- The students will be getting paper, scissors, coloring options, and glue.</li> <li>- We will walk through the steps together and explain which ones go first.</li> <li>- Students will then get their time to work on their project.</li> <li>- There may be talking with friends and use of computers to help them find which animal cycle that they would like to use.</li> <li>- Walk around and watch the students on their work</li> <li>- If students are not doing the work that they should be, then they can move away from friends.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- To wrap up the activity, have students put away their things and any non-finished work can be put aside.</li> <li>- The students will be able to work on this at another time as well.</li> <li>- Students should begin to transition into their next lesson.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>Through formative assessments, I am able to see what they are learning by how the review game goes. I know that if students have a hard time to answer the questions, then more review should have been added.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>I will be able to see how the students learned by what they have created. If they created their project correctly then they fully understood what we have reviewed and what they have learned about the life cycle. This assessment does not need to be handed in, but seeing what they have created can tell me what they understood and did</p>

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The students will also be using their graphic organizer, which I will be able to see if they fully understood the rules and the cycle if they filled it out correctly.

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

What went well?

- I think that this lesson went well. It was more of a review lesson, but it still have students engaged on the task. The students focused well on the game and the art project. They did follow the rules and listen as well as ask questions. The students did what they needed during the time given to them and were able to get half of their project done as well. The students were able to review what they already knew and put their knowledge to the test with the Jeopardy game.

What did the students learn?

- The students were able to recall previous information. This lesson was very much a review lesson, so I did not teach them anything new. The students were good about recalling information but it was created more for review.

How do you know?

- I know that the students were on task because I was walking around and talking with them. The students playing the game were talking amongst themselves and were able to figure out an answer together, which gets all students involved. The art project also went well and the students did a great job of using their graphic organizer to help them.

What changes would you make?

- I would have added in something that I teach them. This can help my teaching ability as well as teaching the students something. I know that they would have been able to learn new information, but since it was created for a review I did not teach anything new.

# Cycle Graphic Organizer

Name \_\_\_\_\_

Date \_\_\_\_\_

