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| Lesson PlanWeek 9Science: Theme: Review/Assessment | | | **Grade Level**: K  **Length of Lesson:** 1 week |
| CCSS Standards: **K.RI.1** With prompting and support, ask and answer questions about key details in a text.  **K.RI.2** With prompting and support, identify the main topic and retell key details of a text.  **K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  **K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.  **K.RI.5** Identify the front cover, back cover, and title page of a book.  **K.RI.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **GODE**  **K.1.1** Raise questions about the natural world.  **K.2.1** Observe and give examples of plants and animals identifying how they are alike and how they are different in how they look and in the things they can do.  **K.2.2** Describe how babies, or young, are similar to their parents.  **K.1.5** Tell why it is important to be checked by a doctor or a dentist.  **K.2.1** Recognize how the family influences personal health practices.  **K.3.1** Name a person who can help promote health and wellness.    **SAT10 Skills**  **Life Science –** Predict organisms’ habitats based on an understanding of structure and function, predict animal behavior based on an understanding of structure and function  **Science Process Skills-** Use observation skills to determine differences  **Earth Science-** Identify materials that can be broken down into soil. | | | |
| **Core Instructional Strategies:**  \_X\_ Collaborative Group work  \_X\_ Writing to Learn  \_\_\_\_ Literacy Groups  \_X\_ Questioning  \_\_\_\_ Scaffolding  \_X\_ Classroom Talk  \_\_\_\_ Other  **Level of Knowledge:**  \_X\_ Knowledge  \_X\_ Comprehension  \_X\_ Application  \_\_\_\_ Analysis  \_\_\_\_ Synthesis  \_\_\_\_ Evaluation | Anticipatory Set: Day 1: Ask students to categorize animals based on their habitat (e.g. farm, zoo, ocean)  Day 2: Have students match off-spring to mother  Day 3: Have students label lifecycle of a butterfly  Day 4: Have students identify life cycle of a frog and chicken  Day 5: Have students identify and label parts of a plant | Lesson Objectives: (Students will be able to…)  * Distinguish between zoo, farm and ocean animals * Identify the lifecycle of a butterfly, frog, chicken. * Identify the off springs to their mothers * Identify parts and functions of plants | |
| Materials and Resources: Worksheets  Primary Paper  Crayons  Pencils  Blank Paper  Glue  Scissors | Procedures: Day 1 – Review animals and their habitats   * Teacher will review lessons on types of animals * Students will orally identify animals and their habitats   Day 2 – Review Lifecycle of butterflies   * Teacher will review lessons on butterfly lifecycle * Students will explain the lifecycles of a butterfly   Day 3 – Review Lifecycle of frogs and chickens   * Teacher will review lessons on lifecycle * Students will explain the lifecycles of different animals   Day 4 – Review of parts of plant and function   * Teacher will review lesson on parts of a plant and its function * Students will orally identify parts of a plant, its function * Students will orally explain what plants need to survive   Day 5 – Administer Post Test for 3rd Quarter | | |
| Vocabulary Words: | Assessment/Evaluation:   * Product assessment * Performance assessment (group activities) * Paper and pencil assessment * Oral responses | | |
| **ESLRS:**(Expected School wide Learning Results.)  UPIES | Alternative Lessons for the Needs of Individual Students: (Modifications)  * Simplify directions * Sit near teacher * Visual aids * Peer assistance * 1 to 1 help * Extra think time * Modified assessment | | |