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| Lesson Plan Week 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 motherDay 3: Have students label lifecycle of a butterfly Day 4: Have students identify life cycle of a frog and chickenDay 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
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| Materials and Resources:WorksheetsPrimary PaperCrayons PencilsBlank PaperGlueScissors | 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

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| **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
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