

Sample Lesson Plan Teacher: Sue Blue		School District: Rainbow CSD Building: Red Elementary	
Subject: Science		Grade Level(s)/Course: 1st grade	
	Which subject-specific objectives are going to be addressed in the lesson? The student is expected to <ul style="list-style-type: none"> • sort organisms and objects according to their parts and characteristics; and • observe and describe the parts of plants and animals. 		
Goal of Lesson:	What is the stated purposes, or goals of the lesson? <ul style="list-style-type: none"> • The student will be able to identify the basic anatomy of an insect: 3 body parts, 6 legs, and 2 feelers. • The student will be able to identify insects and non-insects based on anatomy. 		
Introduction:	What activity will focus attention on the subject matter of the upcoming lesson? Students will be shown images of insects downloaded from the Internet and asked how the insects are alike and different. Questions to guide the students' attention to the anatomy of the insect will be used. Technology Integration: A computer equipped with Microsoft PowerPoint will display images of insects that have been downloaded from the Internet.		
Procedures:	What approach will be used to provide information (explain) the lesson to the students? A PowerPoint presentation will present the anatomy of an insect and will project a slide show about insects onto a television screen.		
	Modeling:	What modeling will take place to demonstrate what the students will do? The students will be shown a picture of an insect. Together determine if the picture is an insect or not. Model thinking through the picture orally to determine if it is an insect or not. 4b Help students make a connection between the body parts of an insect by comparing the insect body parts to human body parts. . Have students say the names of the body parts of an insect and the number of legs and antennae. Show a diagram of an insect with the body parts labeled. and ask the students how many body parts does an insect have? How many legs does an insect have?	
	Checking for Understanding:	What check(s) will be used to determine if learners have understood the material and activities of the	

		<p>lesson? Show scanned pictures of insects and non-insects. Each student will be given an index card with one side labeled "insect" and the other side labeled "non-insect". When each picture is shown, the students will hold up the corresponding side of the index card. Students will then be chosen to explain their reasoning.</p>
	<p>Guided Practice:</p>	<p>What initial practice of lesson skill or the follow-up activity, under direct supervision of the teacher will be used? Each student will be given a plastic bag with shapes inside. The shapes will be used to construct an insect. Model by taking each shape out of the bag one at a time and hold them up for the students to identify. Ask the students how many shapes will be needed to construct the body (3). Tell the students to choose three shapes as the body of their insect. After the shapes are chosen, the shapes will be labeled 1, 2, and 3 and placed together to form the body of an insect. Model the task for the students. Tell the students to add the legs and ask the students how many shapes will be needed to add legs (6). Tell the students to choose six shapes for the legs of their insect. After the shapes are chosen, the shapes will be labeled one through six and placed along the body to resemble legs. Model the task for the students. Ask the students what body part is left to add (feelers) and how many shapes will be needed to add feelers (2). Tell the students to choose two shapes as the feelers for their insect. After the shapes are chosen, the shapes will be labeled one and two and then placed at the head to resemble feelers. Model the task for the students.</p> <p>The teacher will then Ask the students to place all their shapes in a bag and build the insect again, using the numbers written on the shapes as a check. 3d</p>
	<p>Checking for Understanding:</p>	<p>What check(s) will be used to determine if learners have understood the material and activities of the lesson? Circulate among the students to demonstrate the task and observe the practicing of the task 1c</p>
	<p>Reteach:</p>	<p>If necessary, what alternative teaching methods will be used to teach the same information or skill? What alternative instructional modifications and adaptations that address all learners' needs are necessary, if any?</p>

Construct an insect jigsaw puzzle made of the body parts that fit together before the lesson. Students will work with an insect puzzle until they can independently construct their own insect using the materials from the guided practice activity. **5a**

What alternative instructional modifications and adaptations that address all learners' needs are necessary, if any? 1d, 2b

Make other learning resources available, such as picture books, fiction and nonfiction books, computer programs and videos to assist learners in constructing their knowledge of insects. Additional learning centers related to insects will be set up to meet the needs of diverse learners.

What practice of the skill concept of the lesson, without direct (step-by-step) adult supervision will take place?

Students will work individually at a computer learning station to construct their own insect using the software package KidPix. The insect should have three body parts. The insect should also have the correct number of antennae (2) and legs (6). Students can label the body parts of the insect if they choose. The finished products will be displayed around the classroom.

Independent Practice:

While students are waiting for a turn at the computer learning station, they will use glue and construction paper to glue down the insect made during guided practice. Students who finish early may label their insect and draw a background on the construction paper.

Technology Integration:

Using the KidPix software package, students will click on various shapes and lines to create their own unique insect. Encourage the students to use a variety of shapes in addition to the circle to create their insect. Students may use the insert text capability to label the parts of the insect if they choose. Students will use a printer to produce a hard copy of their creations.

What formal assessment that provides learning criteria and indicators through traditional or alternative assessment means will be used?

Assessment or Evaluation:

To demonstrate mastery and understanding of the lesson objectives, the student will be able to construct an insect containing the proper number of body segments, legs, and feelers.

The teacher will collect the insects made during independent practice. These will be used for formal assessment purposes. The insect should contain the proper number of body segments, legs, and feelers. Body parts do not have to be labeled. **5a**

<p>Enrichment / Extension:</p>	<p>What challenging instructional activities can be provided for students who demonstrate academic proficiency of curriculum objectives?</p> <p>Students may visit a special Insect Learning Station, which contains books, posters, and other activities designed to reinforce the concept of an insect. 2b</p>
<p>Closure or Ending the Lesson:</p>	<p>What very brief activity will take place that has students state or demonstrate the main objective(s) of the lesson?</p> <p>The teacher will ask the students what they have learned about an insect today.</p> <p>The teacher will ask how many body parts an insect has as well as how many legs and feelers.</p>
<p>Materials:</p>	<p>What preparation must occur before the lesson is ready?</p> <p>The learner should read books and look at various insects to activate any schemata related to insects.</p> <p>What resources should be available for students?</p> <p>Students will need resources such as paper and pencil, glue, construction paper, computer, an Internet connection, printer, KidPix software 4f</p> <p>What should be available to the instructor and learner to appropriately and successfully complete the lesson plan's stated objective(s), purpose(s) or goal(s)?</p> <p>A computer, scan converter cable, printer, scanner, Kid Pix software, PowerPoint software, paper, scissors, pencils 4f</p> <p>What resources would add to the learning experience?</p> <p>Internet sites related to Insects, Handouts, Internet Access, Inspiration software, KidPix software, PowerPoint software, scanner, hardware, poster board, paper, crayons, markers, books, guest speakers such as someone from the County Extension Office 3d, 4f</p> <p>Adaptations for Special Education, ESL, and GT students (Adaptive and Assistive Learning) 4d</p> <p>Students will see samples of products to be made in guided and independent practice in different stages of completion. Any students who finish quickly can go to learning centers in the classroom or complete enrichment activities.</p>