

UK Elementary Education Science Formal Lesson Plan

Name: Claire Cullen

Date: 4/12/24

Lesson Length: 30

School: Lansdowne Elementary

Grade Level: 1

of Students: 14

Subject: Science

Topic: Worms

of IEPs: 0

Objectives (*performance, and condition/criteria that matches assessment*): **After review, and a simulation activity, the students will be able to contribute orally to the making of an anchor chart and successfully participate in a think pair share about worm attributes.**

Learning Target: (I Can Statement OR I am Learning to...):

I am learning to effectively participate in role play to achieve a high level of learning.

I am learning how worms can move without a backbone.

I will know I am successful when I can orally engage in think pair share conversation with my peers about the attributes of a worm.

Kentucky Core Academic Standards (and Practices)/ NGSS:

NGSS Performance Expectation (PE) / KAS State Science Standard to target		
1-LS1-2. Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive.		
Disciplinary Core Idea LS1.B: Growth and Development of Organisms Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	Crosscutting Concept Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	Science & Eng. Practice Obtaining, Evaluating, and Communicating Information Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
<i>Common Core State Standards Connections. Describe how the ELA/literacy and math connections can be used within your lesson.</i>		

ELA/Literacy –

- *Reading and obtaining information from text*
- *Summarizing text*

Mathematics -

- *Recognizing patterns*

Use the table below to identify differentiation (variation) in

- **content** (how students access material),
- **process** (what students do with material), and
- **product** (how students show what they know).

Also, be mindful of the **cultural backgrounds** of students in the room and consider if and how they see themselves reflected in the curriculum.

In your lesson plan, highlight at least **2 UDL options** from *each column* in the table below to show how your lesson plan **is differentiated to meet a variety of students' needs**.

Universal Design for Learning			
Representation (access to content)	Engagement (interaction w/ content)	Expression (products created from content)	Cultural Considerations
Content	Process	Product	
Artifacts/Concrete Models Pictures	Group work Partner work Manipulatives	Written response Illustrated response Oral response	Nature of content and ethnicity/culture of students (e.g.

Graphic organizers	Movement	Model creation or construction	inclusion of diverse perspectives)
Video clips	Debates	Other _____	Use of native languages
Audio recordings	Role plays		Community and familial connections
Other _____	Simulations		Other _____
	Open-ended Task		
	Other _____		

Specific accommodations/modifications

Based on the students in your class, note how you will address specific needs

ELL: 2

Behavior: None

IEPs/504s: None

Enrichment for early finishers: The class will be working together for the most part. There should not be any explicit early finishers, if needed they can do a turn and talk or reflective thinking.

Materials/Technology:

- The students will have their song pulled up from yesterday to review and sing about earthworms which is on a PowerPoint slide.
- Anchor chart materials printed.
- Video of worms moving.

Procedures: *Provide sufficient detail for a substitute teacher to follow the plan; Follow this format – Engage, Explore, Explain, Extend, and Evaluate*.*

LESSON PLAN – 5-E Model
1. ENGAGE: Choose an item.
Description of ENGAGE Opening Activity: ● Describe how the teacher will capture students' interest.

- What kind of questions should the students ask themselves after the engagement?
- **Students will sing the song from the day prior to jog their memory.**
- **The students will sing the song with teacher guidance.**
- **The students will gather in a circle in crisscross and champs expectations will be explained for the role play activity.**
- The teacher will explain and remind students that worms are invertebrates, which means they do not have a backbone.
- The student volunteers will be told that they need to move from one side of the circle to another without moving their arms and legs without much other explanation.
- Teacher will explain that because we are vertebrates, our bodies cannot move the same way that a worm would and there is no way a mammal with a backbone could move the way that worms move.
- (5 or so student volunteers)
- The class will come back together and engage in a class anchor chart (teacher led but with ample opportunity for student collaboration).

2. EXPLORE: Choose an item.

Lesson Description – Materials Needed / Probing or Clarifying Questions:

- Describe what hands-on/minds-on activities students will be doing.
- List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration
- The class will gather back on the carpet to participate in an anchor chart.
- They will go one at a time and talk with a partner to reflect on things that worms can do.
- Groups will share out and the teacher will write what worms can do and fill it out on an anchor chart.

3. EXPLAIN: Concepts Explained and Vocabulary Defined: Choose an item.
• Teacher will explain all of the different vocabulary used. • Invertebrate • Gut • Intestines • Segmented body
4. ELABORATE: Applications and Extensions: Choose an item.
Description: • The teacher will challenge a student whenever they see a worm to examine the different body parts of a worm and how they move. • On the way out to small group the students will write on one slip of paper something that the worms can do, something worms have, or something worms are.
5. *EVALUATE: Ticket In/Out the Door
Formative Monitoring (Questioning / Discussion): The students will be questioned throughout the lesson to assess their knowledge and skew the assignment based on the needs and understanding of the students. • Summative Assessment (Quiz / Project / Report): the students will complete an exit slip on what the worms can do, something worms have, or something worms are.

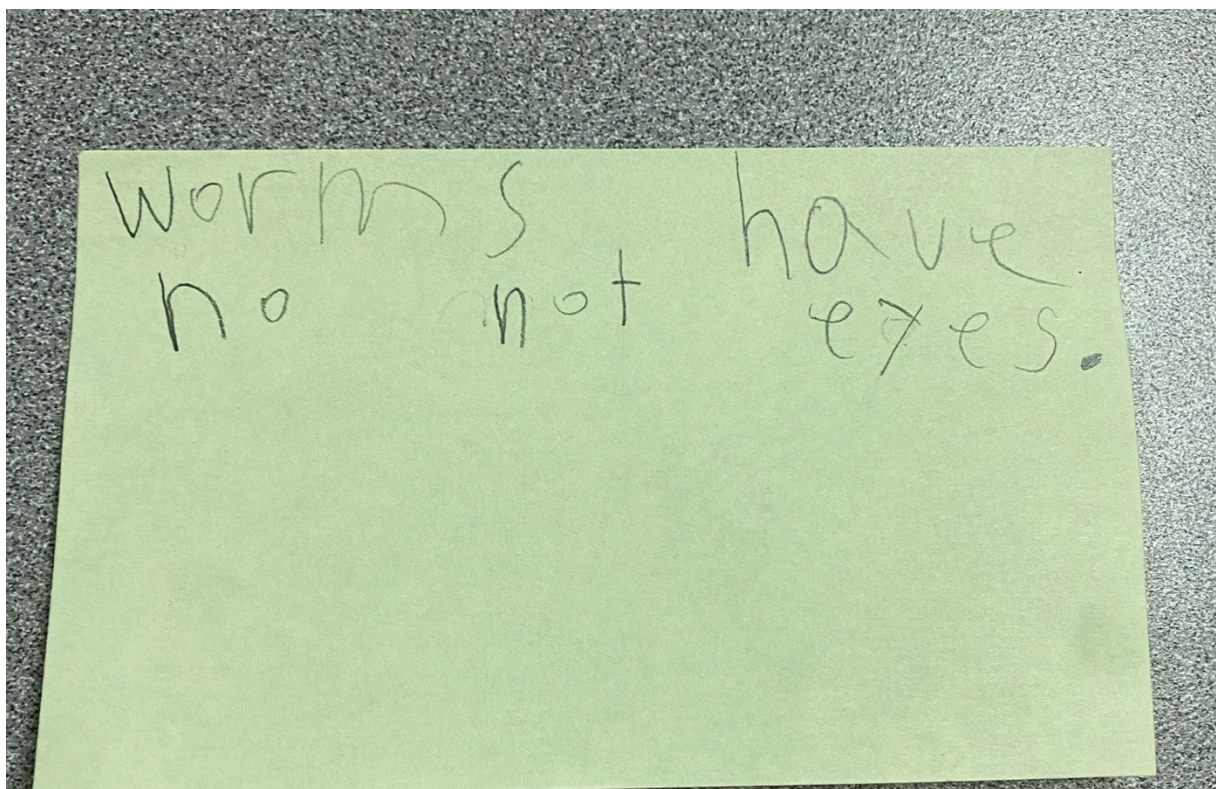
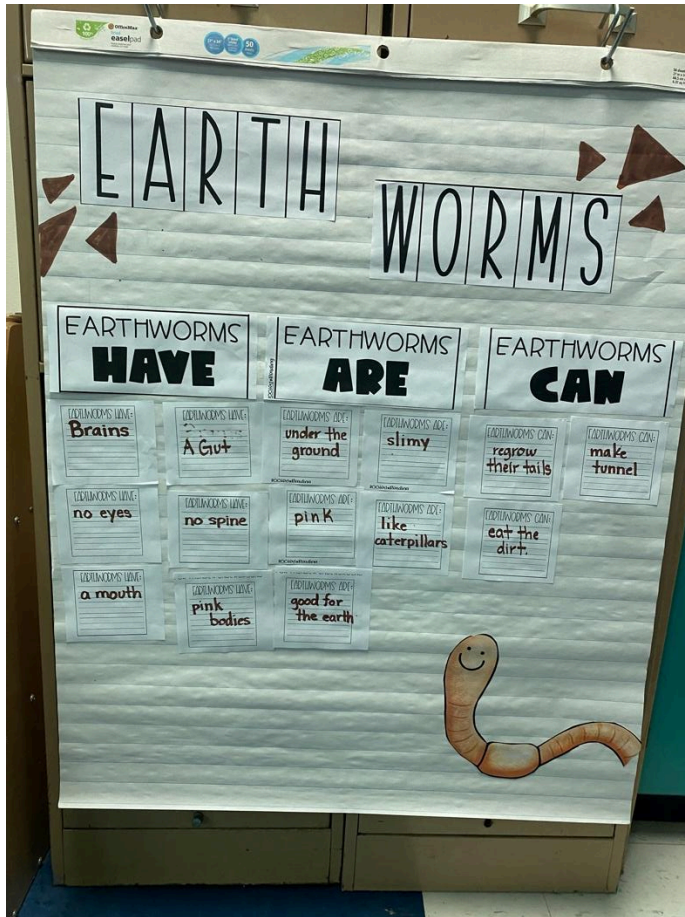
Lesson Reflection: *(Did you depart from your plan? If so, how and why? Be sure to use data to indicate the degree to which students met, exceeded, or fell below criteria from objectives.) Briefly describe strengths and areas of growth for each group.*

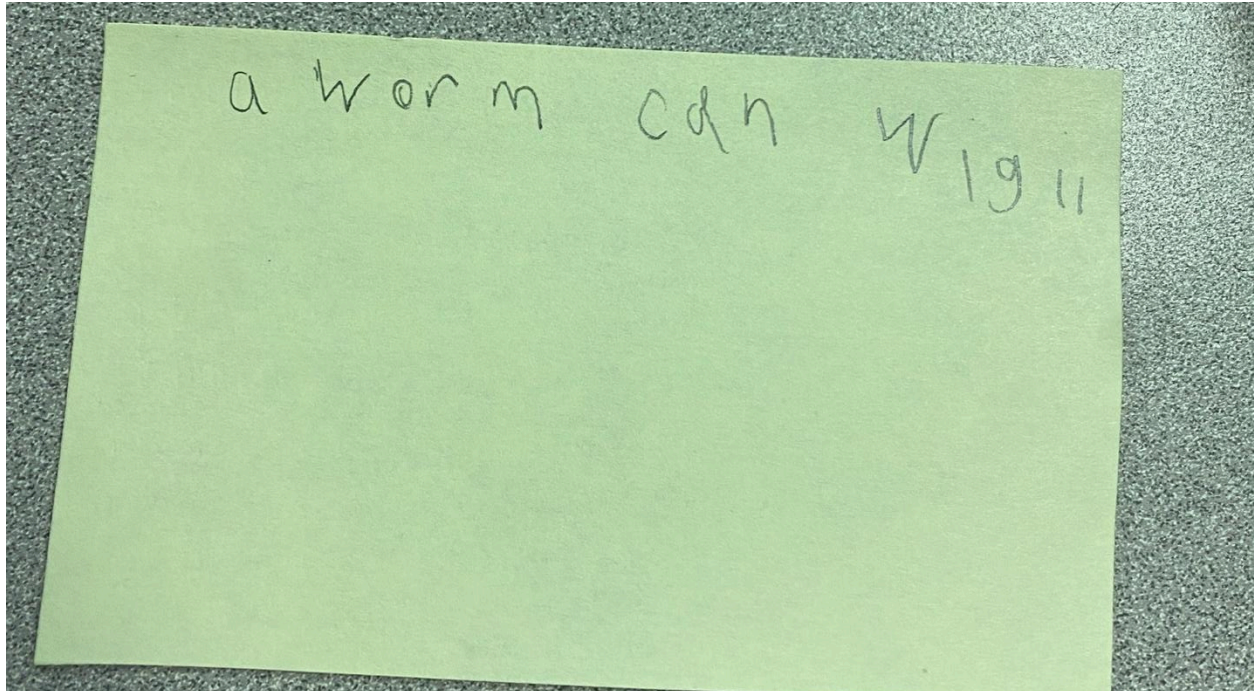
Below criteria 2 # of students

Meets criteria 10 # of students

Exceeds criteria 2# of students

****Please include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on the objective(s).***





Strengths: *(What strategies/procedures supported student learning? What successful outcomes emerged? Use Data to support your assertions.)*

- My strengths of this lesson were definitely the engager and classroom management during the kids being excited. I was scared that they were not going to be able to handle doing a fun simulation activity but setting my CHAMPS expectations in the beginning and redirecting throughout we were able to have fun and I really got the students interested.
- Many of my students understood the content and completed their exit slips with accuracy.
 - The students who did not complete the exit slip have some troubles focusing and did not get it done in the allotted time.
- Some of my students also completed more than one exit slip because they completed their own so quickly. These students were assessed as exceeding criteria.

Challenges: *(What challenges emerged? Briefly describe how you addressed challenges.)*

- Some of my challenges were time management. 35 minutes go *so quickly*, and I just feel like by the time we start actually getting to content, the class is almost over, so finding a quick engager and being able to complete as much content as possible.
- I need to ask more high-level thinking questions. I tend to ask questions that are somewhat obvious but getting them to think further and enquire about things will be

helpful for me.

Recommended Lesson Modifications: *(Recommend at least two specific changes to improve the lesson or your work with the students. Provide a rationale.)*

- If I could do this again, I would not have every group share for the anchor chart making, but only some. This would help with timing.
- I would also have the students do their exit slip earlier and then put them up on the anchor chart as part of an in-class assessment so there is a time limit and we can learn from each other and their own mistakes.