

Lesson/Learning Plan #3
InTASC Standards 5 and 9

Lavina Alderette
EDUC 2100: Practicum in Teaching
April 2022

Rationale: This lesson plan incorporates technology such as Nearpod and displays how students can be digital citizens. The technological aspect was engaging for the learners, and allowed for learners to take charge of their learning while thinking critically and creatively when answering engaging questions. As for professional development, I was able to review my practices through video and seek for improvement from my mentor teacher. I got more insight into aspects I did a good job of and what I can do better the next time I deliver a lesson that will ensure that I meet the needs of every learner.

Lesson/Learning Plan #3

Technology Integration

Title of Lesson: Life Cycle of a Sunflower Review

CC Student Name: Lavina Alderette

Timeline/Date(s) for Lesson/Unit to be delivered: April 22nd, 2022 (1:15pm-2:15pm)

Grade Level: 1st grade

Content Area(s): Science

Lesson Objective(s):

1. Students will be able to accurately describe each stage of the sunflower's life cycle using Nearpod on their school iPads.

Plan for Assessing/ Evaluating student work:

Overall, this is a review for the students. Student progress will be measured by the teacher during the live Nearpod session, as well as their responses to the questions that are asked. The Nearpod will be a formal assessment to show where students are at.

Common Core State Standards/NCSL Standards Covered:

NCSL Science Standards:

S1.3.3 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (CCSS reference: 1-LS1-1)

CCSS Speaking and Listening Standards:

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

ISTE NETS-Students:

1.1.c Empowered Learner - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.2.b Digital Citizen - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

Technology Tool(s) Used by Students (ISTE NETS-S):

- School iPads
- Nearpod

Key Vocabulary AND Definitions to Review with Students; include Technology Vocabulary:

Digital citizenship: a person who uses technology and online networks safely, ethically, responsibly, and positively.

Seed: the first stage of the sunflower’s life cycle

Root: the part of the sunflower that grows into the ground and absorbs water and nutrients.

Sprout: when the sunflower initially grows out of the ground

Leaves: the parts of the plant that grow off of the stem and remain green.

Budding flower: the growth of the flower. It is not fully developed yet.

Flowering plant: the bud has bloomed into a flower. The final stage of a sunflower’s life cycle.

Student tools and resources; Materials needed:

- iPad
- Clever scan code
- Nearpod code (will be provided once the live session begins)
- Computer
- Interactive Board

Entry Task:

Students will be transitioning from math. Students will put away their math materials and stand at their carpet spots.

Signal for attention (classroom management):

What is the agreed upon class signal for attention?

The signal for attention is the teacher will sing, “Everybody (command such as listen, come to the carpet, etc.)”

What will the students do when the signal is given?

The anticipated response from the students to this signal is that they will sing back, “Right now,” or “Yes ma’am.”

Procedures - Plan for Instruction; gradual release for student independent work; include differentiation:

Anticipatory Set: “First graders! We are going to review the life cycle of a sunflower, but first, we need to cool our brains down. We are going to dance to a song called ‘Sunflower.’” Teacher will play the video: [KIDZ BOP Kids - Sunflower \(Dance Along\) \[KIDZ BOP 40\]](#)

Once the song is over, teacher will say, “First graders, grab your iPads and come back to your carpet spots. We are going to review the life cycle of a sunflower!”

Procedures:

Teacher will:	Students will:	Standards addressed:
<p>Teacher will direct students to their carpet spots. The anticipatory set will be introduced. (Duration: 5 minutes)</p>	<p>Students will stand at their carpet spots and participate with the video.</p>	
<p>Teacher will direct students to get their iPads and Clever code, then to come back to their carpet spots. (Duration: 2 minutes)</p>	<p>Students will grab their iPads and their Clever code, then sit on the carpet.</p>	
<p>Teacher will direct students to open Nearpod through their Clever app. Teacher will open the Nearpod for the students to join. REMIND students to use their actual names on the Nearpod (part of being a digital citizen). The Nearpod activity will be live participation. REMIND students that when their iPad screens say to look forward at the teacher, then they need to flip their iPads down until the teacher tells them to flip them back up. REMIND students to face their iPads down when they finish answering a question (that will let the teacher know that they are ready to move on). Life Cycle of a Sunflower Nearpod LINK (Duration: 5 minutes)</p>	<p>Students log into their Clever account. Then they will type in the Nearpod code and enter their name.</p>	<ul style="list-style-type: none"> ● 1.1.c Empowered Learner ● 1.2.b Digital Citizen
<p>Teacher will play the We The Digital Citizens video in the Nearpod. Teacher will ask students what it means to be a digital citizen and what digital citizens do. QUESTIONS: “Based on the video, what is a digital citizen?” “How can we be digital citizens today?” REMIND students that their</p>	<p>Students will participate in the Nearpod.</p>	<ul style="list-style-type: none"> ● SL.1.1.A ● SL.1.1.C ● 1.1.c Empowered Learner ● 1.2.b Digital Citizen

<p>responses and drawings will need to be appropriate because the teacher and their classmates will be able to see them.</p> <p>Teacher will have students pledge to be digital citizens.</p> <p>“Raise your right hand and repeat after me: I pledge to be a digital citizen.”</p> <p>(Duration: 10 minutes)</p>		
<p>Teacher will take students to the next slide in the Nearpod. Teacher will give the students directions (fill in the blank). Teacher will allow for the students to ask their peers for help if needed. Once students finish, the teacher will go over the answers with the class.</p> <p>(Duration: 10 minutes)</p>	<p>Students will follow directions for the Nearpod slide. They may ask their peers for help if needed.</p>	<ul style="list-style-type: none"> ● S1.3.3 ● SL.1.1.C ● 1.1.c Empowered Learner ● 1.2.b Digital Citizen
<p>Teacher will take the students to the next slide in the Nearpod. Teacher will give the students directions (matching the picture to its description). Teacher will allow for the students to ask their peers for help if needed.</p> <p>(Duration: 5 minutes)</p>	<p>Students will follow directions for the Nearpod slide. They may ask their peers for help if needed.</p>	<ul style="list-style-type: none"> ● S1.3.3 ● SL.1.1.A ● SL.1.1.C ● 1.1.c Empowered Learner
<p>Teacher will direct students to go to their desks BEFORE starting the next slide. Teacher will say, “Alright first graders, we are going to play a game called ‘Time to Climb’. The top three winners will be displayed at the end, so let’s try our best and participate in the game! We are going to move to our desks to play.”</p> <p>Once students are at their desk, teacher will move onto the next slide in the Nearpod.</p> <p>REMIND students that each question has a 40 second timer. Teacher will read each question and the answer choices.</p> <p>(Duration: 5 minutes)</p>	<p>Students will return to their seats. Students will participate in the game.</p>	<ul style="list-style-type: none"> ● S1.3.3 ● 1.1.c Empowered Learner ● 1.2.b Digital Citizen
<p>If there is extra time left over, teacher will set out books about plants. Teacher will explain to the</p>	<p>Students will read to self or read to someone.</p>	<ul style="list-style-type: none"> ● SL.1.1.A

students that they may “read to self” or “read to someone”. (Duration: remainder of lesson)		
--	--	--

Differentiation:

- Students will be given a brain break prior to the lesson to release energy if needed
- Teacher will ask open ended questions during the “We the Digital Citizens” video
- Students may ask their peers for help
- The “Time to Climb” questions are short, but the timer is set to 40 seconds for those who need to reread the question and answers (once all students answer, the timer will automatically turn off and the next question will come onto the screen)
- Teacher will be available to answer questions
- Students may choose flexible seating when they read

What is your plan for monitoring student progress toward task completion throughout the work time?

How will you help students to get back on task?

The Nearpod is a live participation activity. When the students finish answering a question, they will face their iPads down so the teacher knows that they are ready to move to the next question. To help students get back on task, I will acknowledge the students that are on task. I will also use proximity during the “Time to Climb” activity since the students will be at their desks.

Lesson Closure:

The teacher will wrap up the lesson by telling students to put their iPads (or books) away and to come sit on the carpet. Teacher will say, “Today, we reviewed the stages of a sunflower’s life cycle. We reviewed the vocabulary for each stage and we also learned what it means to be a digital citizen. Repeat after me: I can identify each stage of a sunflower’s life cycle and be a digital citizen.”

Plan for providing feedback:

- Teacher will be available for questions and feedback
- Teacher will give feedback during the sunflower life cycle review

Students Results AND Reflection:

NEARPOD RESULTS

Student	Participation	Time to Climb Score
Student #1	100%	5/6 (4276 points)
Student #2	100%	6/6 (4449 points)
Student #3	100%	4/6 (2949 points)
Student #4	100%	6/6 (4985 points)
Student #5	100%	6/6 (4323 points)
Student #6	100%	5/6 (3559 points)
Student #7	100%	6/6 (1044 points)
Student #8	100%	6/6 (4398 points)
Student #9	100%	6/6 (2725 points)
Student #10	100%	5/6 (2294 points)
Student #11	100%	4/6 (3482 points)
Student #12	100%	5/6 (3148 points)
Student #13	100%	5/6 (2713 points)
Student #14	100%	5/6 (3688 points)
Student #15	100%	6/6 (4523 points)
Student #16	100%	5/6 (3425 points)
Student #17	Dead iPad (some participation)	Dead iPad
Student #18	Absent	Absent
CLASS AVERAGE	100%	90% correct

- **Were objectives met using appropriate assessments? Is homework/reinforcement and independent practice still needed; why or why not?**

Based on the results of the Nearpod, I think that the objectives were met. There were two students during the drawing portion that got two or three stages mixed up, but once we went over the matching, they got those stages correct. I do not think that more independent practice is needed; the students did an excellent job answering the questions in the Time to Climb game!

- **In terms of student learning, what really worked during this lesson? What didn't?**

Something that really worked was the game. Students had to answer the questions quickly and correctly in order to accumulate the most points to win. This created a sense of competition, and overall the students did an excellent performance.

For some students, their iPads were kicking them out of their apps, so it was a continuous process of having to log back in throughout the lesson. I think it was a little difficult and a bit more time consuming for them to log back into the Nearpod because it was a new platform they were not familiar with.

One student did not have a charged iPad, so I allowed him to join another student, but he bounced between two of the other students and it became quite distracting for the three. I had to separate the three during the lesson. I also found the student without the iPad wandering around the classroom during the Time to Climb game. I think that making sure that all of the students have charged iPads would help prevent this!

- **What proves that students actually learned?**

This lesson was a review for the life cycle of a sunflower. I analyzed the results of each slide, and each student answered the majority of the questions correctly. The class average score for the Time to Climb was 90%.

- **What teaching skills did I use to promote learning?**

One skill that I used to promote learning was the hands of agreement. If one student said something that the class agreed with, the other students would pump their hands into the air. I think this was a great way for students to encourage and motivate each other. Another skill I used was allowing time for students to give an answer before giving them the answer. I also asked engaging questions throughout the lesson to stimulate the student's thinking. Another skill I used was having the students give a round of applause for our top three winners in the Time to Climb game, and then saying everyone did an awesome job answering the questions.

- **Was there a moment in which I really connected with a student?**

I think I connected with many students during the game; it was apparent to me that everyone was having a blast competing with one another to be one of the top three winners. I would countdown the last five seconds on the timer for each question, and each time the students would join in the countdown. After the countdown was over, I would read the answer like a gameshow host and the students would say, "Yes! I got it right!"

- **I need assistance from my mentor teacher in these areas.....(list):**

- Gathering attention in the middle of the lesson when giving directions
- Group management when working with one student
- Reinforcing listening expectations
- Using proximity

Mentor Commentary:

[Mentor Commentary #3.pdf](#)

Peer Evaluation:

Youtube Video:

<https://youtu.be/iHTaHovTDBI>