**PK-3 Lesson Plan Format**

Mentor Teacher’s Initials \_\_\_\_\_

**Name:** Avery Rodrigue **Grade Level:** K **Date:** March 13, 2017 **Group Size:** Whole

**Subject/Lesson Topic:** Science: The Tiny Seed

**Objectives:**

* TLW read about the lifecycle of a plant as it begins as a seed.
* TLW observe seeds through a magnifying glass and make predictions about what it will grow in to.

**Standards/GLEs:**

Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)

Pose questions that can be answered by using students’ own observations and scientific

knowledge (SI-E-A1)

Predict and anticipate possible outcomes (SI-E-A2)

**Contextual Factors:** The class works on a variety of levels and academic abilities. The lesson is planned with these in mind. The class does not have set time for science each day, therefore we have to make adjustments to the daily schedule to ensure that the learning goals are being acknoweldged. Two students are identified ADHD, one is indentified gifted and one is identified autistic. All of the lessons are planned to meet the needs of each student.

**Teacher Materials/Resources:**

* *The Tiny Seed* by Eric Carle

**Student Materials/Resources:**

* Pumpkin, watermelon, grean bean, corn, and sunflower seeds
* Magnifying glasses

**Technology Integration:**Display Eric Carle’s book under the projector

**Pre-Assessment:** I have conducted two checklists pertaining to the learning goals of this unit. These checkilists determine student’s ability to identify the roots, leaves, stem, and petals of a plant and label them on a chart as well as their ability to observe and discuss the lifecyle of a plant. Most of my class scored low on the learning goals, therefore I knew what I had to focus on for the rest of the unit.

**Lesson Procedure and Activities:**

**Introduction:** “This week, we are going to be learning a lot about plants and how they grow. Before we start, I want to know what you guys already know about plants and what are some things that you want to know throughout the week. Let’s make a KWL chart to compile all of this information.”

**Activities:** Display the KWL Chart for the class and begin by asking what the students know about plants. Write their answers in the first (K) column. Next, ask them what they want to know. Write this is the (W) line. The last section, (L) is for what they learned and will be completed at the end of the unit.

“We are going to read a book by one of our favorite authors, Eric Carle. This book is called, *The Tiny Seed.”* Display the big book version in front of the class for the whole class to see. Begin reading the story about the lifecycle of a flower. As you read the story, stop on the pages where the season changes and talk about what happened in each season. “How did the seed change in this time?” Stop before it gets to spring tiem and ask the students to make a prediction about what will happen next. Have them turn to their peanut butter and jelly partner to share their answers. After a few seconds, have them turn back to you and share some of their answers. Continue reading to see if their predictions were correct. Once the book is over, ask, “What was the first first stage of the flower in this book?” Once the class answers seed, tell them that they will get to take a look at seeds and make predictions about what they think it might turn in to.

**Closure:** Realease students back to their desks to look at seeds with a magnifying glass. Have them return to the carpet after a feew minutes and have a discussion about what they saw.

**Differentiation:** Prompt students to more advanced students with critical thinking questions. Make sure that students who scored lower on the preassessment are understanding by pulling them or small group follow ups.

**Formative Assessment/Evaluation:** Use student predictions to assess whether or not they were able to make predictions about the plants and their lifecycles.