

First Grade Unit

May 2003

Samford University

Fourteen Day Unit Designed around the Carolina Science Kit from Alabama Science and Motion

Essential Question: How do you know if something is alive?

Objective: Students will be able to understand the difference between nonliving and living organisms. Students will be able to comprehend the need for nonliving and living things to have nutrition in order to survive.

Lesson One

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Learning to Observe

Lesson Objectives:

The students will be able to describe different objects and their differences in their terrariums. They will be able to identify the differences and record their observations on their observation forms.

State Standard(s):

Alabama Science Standards 17-19

Materials:

Pencils

Variety of fruits

Observation handout

Baggies

Carolina Supplies

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.
The teacher will prepare the students for the days lesson by explaining to the students that they are going to be embarking on a journey of discovery. The teacher will explain to the students will learn how to observe materials and how to record the information that they observe.
2. Describe the instructional strategies that the teacher will use to guide students into learning.
The students will have a self discovery activity. The teacher will read over the handout and explain to the students that they will fill in the information on the sheet. The students will have time to observe the fruit and write down the differences that they see. From here the teacher and the students will have a question answer time where the students can ask the teacher about the materials that they are going to explore.
3. Describe the ways in which children are engaged in the learning process.
The students will be working in small groups to observe the fruit. Having them in the small groups will allow for them to discuss the fruit.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

motoric/kinesthetic- the students will have the opportunity to move around while doing the observation

tactile- the students will be touching and feeling the fruit in the bag

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated by a teacher checklist that allows the teacher to check for students understanding.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, variety of fruits, observation handout, baggies, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.

- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Two

Curriculum Area: Science

Grade level/: First Grade

Time Frame: Thirty Minutes

What We Know about Organisms

Lesson Objectives:

- Students will draw a living thing and add the elements they think it needs to live and be healthy.
- Students will share the ways they think all plants and animals are alike.
- Students will share the ways they think all plants and animals are different

State Standard(s):

Alabama State Standard 17-19

Materials:

Pencils
Crayons
Markers
Venn diagram

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.
The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that they will begin the day by discussing what is alive and not alive and the difference between plants and animals.
2. Describe the instructional strategies that the teacher will use to guide students into learning.
The students and the teacher will work together to create a Venn diagram to show the differences and the similarities. The teacher will question the students on how they think they are the same and how the contribute to our ecosystem.
3. Describe the ways in which children are engaged in the learning process.

The students will be working with the teacher and one another to come up with the answers to the questions.

Accommodations and Modifications of Instruction

1. Describe the instructional strategies that will address the following modalities:
 - Cognitive- the students will be doing a higher order thinking activity that allows them to grow
 - Communication- the students will be working a social setting it will allow them to work on communication skills
 - motoric/kinesthetic- the students will have the opportunity to move around while doing the Venn Diagram
 - tactile- the students will be touching and feeling things around the room as they discuss the items
 - visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?

The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?

The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.

- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Three

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Observing and Describing our Seeds

Lesson Objectives:

- The class will discuss ways to find out how the seeds are alike and how they are different and be able to complete a Venn Diagram to show how they are alike and different, and even the same.
- Students will use their senses to observe a variety of seeds.
- Students will draw and describe their seeds.
- The students will create the class observation table that they will use throughout the unit to record changes in their seeds

State Standard:

Alabama State Standard 17-19

Materials:

Pencils
Crayons
Markers
Venn diagram
Organism booklet
Seeds

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.
The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The

teacher will explain to the students that they are going to be observing their plant seeds. They will record all the differences and similarities. The students will be making predictions on what kinds of plants they are going to produce.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will work with the teacher to make some observations about their seeds. The students will observe and record information as well as create a picture of one of their seeds that they are observing.

3. Describe the ways in which children are engaged in the learning process.

The students will be working with the teacher and one another to come up with the answers to the questions.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- o How does the content relate to your instructional goals?

The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.

- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Four

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Observing and Describing our Seeds

Lesson Objectives:

- The class will begin their exploration of the needs of living things by planting their seeds.
- The students record their seeds' growth and changes using drawings and words to show the changes.
- The students will make a prediction what they think will happen to their seeds.

State Standard(s):

Alabama State Standard 17-19

Materials

Pencils

Crayons

Markers

Organism booklet

Seeds

Soil

Terrariums

Gravel

Cups

Sharpie

Colored coded dots
 Baggies

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that they have completed some very important steps. The teacher will explain to the students that it is time to plant the seeds that they have observed. The teacher will explain to the students that they are going to keep a “journal” of the growth of their seeds.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The teacher will work in small groups with the students to plant their seeds. Each group will plant a different seed so that the whole class will have several examples of each plant.

3. Describe the ways in which children are engaged in the learning process.
 The students will be planting their own seeds.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Five

Curriculum Area: Science

Grade level: First Grade

Time Frame:Thirty Minutes

Observing Woodland Plants

Lesson Objectives:

- The students will observe, draw, and describe two woodland plants: Loblolly Pine and Pillow Moss.
- The students will discuss what the plants need in order to live.
- The students will observe and draw the woodland home, add the plants, and begin an ongoing pictorial record of their terrarium.

- Students discuss the similarities and differences between the woodland plants.

State Standard(s):

Alabama State Standards 17-19

Materials:

Pencils
Crayons
Markers
Organism booklet
Planted seeds
Water

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will tell the students that over the next several days they are going to monitor a terrarium that has loblolly pines and pillow moss planted inside of it. The teacher will explain to the students that they are going to monitor and record the growth progress that occurs in the terrarium. The teacher will explain to the students that they have completed some very important steps. The teacher will explain to the students that it is time to plant the seeds that they have observed. The teacher will explain to the students that they are going to keep a “journal” of the growth of their seeds.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their terrariums and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.

The students will be monitoring the terrariums and their individual plants.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Six

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Observing Freshwater Plants

Lesson Objectives:

- The students will observe, draw, and describe two freshwater plants: Elodea and Cabomba.
- The students will observe and draw a freshwater home, add to their freshwater plants, and begin an ongoing pictorial record of the aquarium.
- The students will discuss how the freshwater plants are alike and different and record their findings on their graphs.

State Standard(s):

Alabama State Standards 17-19

Materials:

Pencils
 Crayons
 Markers
 Organism booklet
 Aquariums
 Elodea
 Caboma
 Water

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will tell the students that over the next several days they are going to monitor an aquarium, but first they are going to observe the plants that go into the aquariums. The teacher will explain to the students that they are going to monitor and record the growth progress that occurs in the aquarium. The teacher will explain to the students that they have completed some very important steps.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.
The students will be monitoring the terrariums, aquariums, and their individual plants.

Accommodations and Modifications of Instruction

1. Describe the instructional strategies that will address the following modalities:
Cognitive- the students will be doing a higher order thinking activity that allows them to grow
Communication- the students will be working in a social setting it will allow them to work on communication skills
motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
tactile- the students will be touching and feeling things around the room as they discuss the items
visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.
Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.
The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.
The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- o How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- o How does the activity stem from your knowledge about each student and instructional context?

- The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
 - How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Seven

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

How Have our Seeds Changed

Lesson Objectives (State in behavioral terms)

- The students will continue to observe and discuss the similarities and difference among their plants.
- The students will discuss their observations of the changes in seeds they have planted.
- The students will start to place in order their seed cards to tell the history of their plant.
- Students will complete their daily observation charts to compare their measurements.

State Standard(s)

Alabama State Standard 17-19

Materials:

Pencils
Crayons
Markers
Organism booklet
Aquariums
Terrariums
Student's plants
Elodea
Caboma
Water

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will remind the students what transpiration and what respiration means. The teacher will ask the students why the baggies were placed over the plants. The teacher and the students will then discuss the differences in the students plants. They will discuss how some sprouted over night while some are still trying to develop roots.
2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.
3. Describe the ways in which children are engaged in the learning process.

The students will be monitoring the terrariums, aquariums, and their individual plants.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:
 - Cognitive- the students will be doing a higher order thinking activity that allows them to grow
 - Communication- the students will be working a social setting it will allow them to work on communication skills
 - motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
 - tactile- the students will be touching and feeling things around the room as they discuss the items
 - visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Eight

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Observing Freshwater Snails

Lesson Objectives:

- The students will observe, draw, and describe a freshwater snail.
- The students will share their observations in a class discussion.
- The students will discuss and describe what a pond would need in order for a snail to live there.

State Standard(s)

Alabama State Standard 17-19

Materials:

- Pencils
- Crayons
- Markers
- Organism booklet
- Aquariums
- Terrariums
- Student's plants
- Elodea
- Caboma
- Water

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that the snails are a mollusks, which include octopus, snails, and clams. The teacher will explain to the students that snails are gastropods which mean "stomach footed" and have no bones. The snail rises to the surface to breath and can not hear.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.

The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the snail fits and used to fit in their venn diagram.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Nine

Curriculum Area: Science

Grade level: First Grade

Time Frame:Thirty Minutes

Observing Guppies: How do they compare with Snails?

Lesson Objectives:

- The students will observe and draw a male and a female guppy.
- The students will share their observation and discuss the similarities and differences between the two.
- The students will use a Venn diagram to identify and discuss the similarities and differences between the guppies and the snails.
- The students will discuss what the guppies need to live.

State Standard(s):

Alabama State Standards 17-19

Materials:

Pencils
Crayons
Markers
Organism booklet
Aquariums
Terrariums
Student's plants
Elodea
Caboma
Water
Cups
Guppies

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that the guppies are vertebrates and have bones. The guppies have a lateral line that detects movement as well as a swim bladder that gives them buoyancy. Guppies originated in the West Indies and in South America. Guppies now thrive in warm water and eat mosquitoes so most people have become very fond of them. The male guppy is smaller and is usually more colorful. The male is usually a shiny orange, pink, black, blue or white marked fish. Its tail is handsome and fans opens like a peacock tail, especially when courting a female fish.

The female guppy is larger . She is a drab grayish green. Her fins and tail are more rounded than the mails. When the guppy is three months old she can start to have babies. The female guppy can give birth to up to 50 babies at a time. The babies are more transparent that the adults.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.
The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the snail fits and used to fit in their venn diagram.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:
Cognitive- the students will be doing a higher order thinking activity that allows them to grow
Communication- the students will be working a social setting it will allow them to work on communication skills
Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
tactile- the students will be touching and feeling things around the room as they discuss the items
visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.
Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.
The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.
The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Ten

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

Observing Pill Bugs

Lesson Objectives:

- The students will observe, draw, and describe a land animal: the pill bug.
- The students will share their observation of the pill bug in a class discussion.
- The students will discuss what the pill bug needs to live.

State Standard(s):

Alabama State Standard 17-19

Materials:

Pencils
Crayons
Markers
Organism booklet
Aquariums
Terrariums
Student's plants
Elodea
Cabomba
Water

Cups
Guppies
Pill Bugs
Snails

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that more animals populate the land than the water. The arthropods (jointed leg) animals are the largest and most varied group of animals. They comprise of insects, centipedes, millipedes, spiders, shrimp, crabs, and isopods.

Pill bugs are known as water bugs, wood louse, slater, potato bug, and roly-poly. The pill bug resembles a cross between an armadillo and an insect, but they are crustaceans. Pill bugs are part of the group of crustaceans called isopods (equal legs). Though most isopods live in water, the pill bug live in damp earth or sand. Like fish is needs moisture at all times because is breathes through gills.

The pill bug has a protective exoskeleton and no backbone. The shell is made of chitin which is similar to the material in your fingernails. The exoskeleton cannot grow so the pill bug has to shed its shell or molt in order to grow.

The pill bug is mostly found under wood, bark or leaves. The pill bug feeds on both live and dead plant materials.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.

The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the pill bug fits into the terrariums.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working a social setting it will allow them to work on communication skills

Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Eleven

Curriculum Area: Science

Grade level: First Grade

Time Frame:Thirty Minutes

Observing Millipedes: How do they compare with the Pill Bugs

Lesson Objectives:

- The students will observe, draw, and describe a land animal: the pill bug.
- The students will share their observation of the pill bug in a class discussion.
- The students will discuss what the pill bug needs to live.

State Standard(s):

Alabama State Standards 17-19

Materials:

Pencils
 Crayons
 Markers
 Organism booklet
 Aquariums
 Terrariums
 Student's plants
 Elodea
 Caboma
 Water
 Cups
 Guppies
 Pill Bugs
 Snails
 Millipedes

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will prepare the students for the days lesson by explaining to the students that they are going to continue on their journey of discovery. The teacher will explain to the students that the millipede is one of the most ancient land animals on earth. Like pill bugs they are arthropods. There are about 1,000

millipede species of varying species of varying shapes and sizes living in North America.

The millipede has a long segmented trunk and a round head with a pair of antennae. It has a strong internal jaw, or mandibles. The entire body is covered with an exoskeleton. Millipedes vary in colors that range from black or brown to more vivid colors. Its many legs ranging from 18-750 help it push slowly forward by touching the ground in various stages of the backstroke. Millipedes typically avoid light. Some millipedes are blind. Many millipedes have a cluster of simple eyes on each side of the head that are sensitive to light but do not actually see. Female millipedes lay their eggs in the soil and when the eggs hatch the young usually on have three pair of legs. The number of legs and segments increase each time the millipede grows and molts.

Millipedes are often confused with their close relatives, the centipedes. The key difference between the two animals is the number and arrangement of legs.

Centipedes only have one pair of legs on each segment; millipedes have two pairs. Millipedes move more slowly than centipedes and do not bite or sting.

more animals populate the land than the water.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.

The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the millipedes fit into the terrariums.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:

Cognitive- the students will be doing a higher order thinking activity that allows them to grow

Communication- the students will be working in a social setting it will allow them to work on communication skills

Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.

tactile- the students will be touching and feeling things around the room as they discuss the items

visual- the students will be observing shapes and sizes and colors

2. Describe ways this lesson has been differentiated to meet the needs of individual learners.

Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.

3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.

The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.

4. Describe provisions that were made to extend individual students to a higher cognitive level.

The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Twelve

Curriculum Area: Science

Grade level: First Grade

Time Frame: Thirty Minutes

What's Happening in the Aquarium?

Lesson Objectives:

- The students will complete their pictorial record of the aquarium.
- The students will observe, discuss, and record any changes in the aquarium and its organisms.
- The students will write about one or more of the organisms in the aquariums.

State Standard(s):
Alabama State Standards 17-19

Materials:

Pencils
Crayons
Markers
Organism booklet
Aquariums
Terrariums
Student's plants
Elodea
Cabomba
Water
Cups
Guppies
Pill Bugs
Snails
Millipedes

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will explain to the students that in the aquariums things have changed. The guppies have grown and some have died. The teacher will help the students locate some of the changes in the aquariums.

Plants: Elodea and Cabomba

- ✓ Elodea may have out long, pale green roots.
- ✓ The Cabomba may have become dislodged and be floating.
- ✓ Both plants may have grown longer or wider.
- ✓ If available light was dim, one or both plants may have become less green and browner.
- ✓ One or both plants may have died.
- ✓ Fish and snails may have eaten some of the plants.

Animals: Snail and Guppies

- ✓ Snails may have laid eggs.
- ✓ Snail eggs have hatched.
- ✓ Snails may have grown.

- ✓ Snail shells may have changed color because of the level of minerals in the aquarium water.
- ✓ The adult guppies may have grown.
- ✓ The female guppy may have a swollen belly with black spots near the rear fin indicating pregnancy.
- ✓ The female guppy may have had babies.
- ✓ Some snails and guppies may have died.

Aquaria:

- ✓ The water may be cloudy.
 - ✓ Algae may be growing on the sides of the tanks.
 - ✓ Animal excrement may have accumulated in the gravel.
2. Describe the instructional strategies that the teacher will use to guide students into learning.
The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.
 3. Describe the ways in which children are engaged in the learning process.
The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the millipedes fit into the terrariums.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:
 - Cognitive- the students will be doing a higher order thinking activity that allows them to grow
 - Communication- the students will be working a social setting it will allow them to work on communication skills
 - Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
 - tactile- the students will be touching and feeling things around the room as they discuss the items
 - visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.
Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.
The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.
The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Thirteen

Curriculum Area: Science

Grade level: First Grade

Time Frame:Thirty Minutes

What's Happening in the Terrarium?

Lesson Objectives:

- The students will complete their pictorial record of the terrarium.
- The students will observe, discuss, and record any changes in the terrarium and its organisms.
- The students will write about one or more of the organisms in the terrariums.

State Standard(s):

Alabama State Standards 17-19

Materials:

Pencils

Crayons

Markers

Organism booklet
 Aquariums
 Terrariums
 Student's plants
 Elodea
 Caboma
 Water
 Cups
 Guppies
 Pill Bugs
 Snails
 Millipedes

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will explain to the students that in the terrariums things have changed. The teacher will help the students locate some of the changes in the terrariums.

Plants: Tree Seedling and Moss

- ✓ The seedling may have grown in height and grown more needles.
- ✓ The seedling may have lost needles, turned brown, or died.
- ✓ The seedling may have been dislodged by the animals.
- ✓ The moss may have developed spore stalks.
- ✓ The moss may have died.
- ✓ The moss may have been broken apart by the animals.

Animals: Millipedes and Pill Bugs

- ✓ If pill bugs are in different stages of molting, they will range in color from brown to gray or black. They will also range in size.
- ✓ There may be baby pill bugs.
- ✓ Some of the pill bugs or millipedes may have died.
- ✓ The millipedes may have dug tunnels.

Terrarium:

- ✓ Water may be condensing on the sides.
- ✓ The animals may have dug holes.
- ✓ The leaf litter may have been eaten.
- ✓ The wood chunks may have been chewed.

2. Describe the instructional strategies that the teacher will use to guide students into learning.

The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.

3. Describe the ways in which children are engaged in the learning process.
The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the millipedes fit into the terrariums.

Accommodations and Modifications of Instruction

1. Describe the instructional strategies that will address the following modalities:
Cognitive- the students will be doing a higher order thinking activity that allows them to grow
Communication- the students will be working a social setting it will allow them to work on communication skills
Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
tactile- the students will be touching and feeling things around the room as they discuss the items
visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.
Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.
The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.
The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.

The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- o How does the content relate to your instructional goals?
The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- o How does the activity stem from your knowledge about each student and instructional context?

The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.

- What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
- How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.

Lesson Fourteen

Curriculum Area: Science

Grade level: First Grade

Time Frame:Thirty Minutes

How do Freshwater and Woodland Plants Compare? How do Freshwater animals and Woodland animals Compare?

Lesson Objectives:

- The students will observe the freshwater and woodland plants.
- The students will use a Venn diagram to discuss ways the freshwater and woodland plants are alike and different.
- Students will add to their “Needs of Plants” list.
- The students will learn more about the variety among plants by reading about some of the unusual ones.
- The students will observe the freshwater and woodland animals.
- The students will use a Venn diagram to discuss ways the freshwater and woodland animals are alike and different.
- Students will generate a “Needs of Animals” list.
- The class will make a graph of the different ways animals move.

State Standard(s):

Alabama State Standards 17-19

B. Materials

Pencils

Crayons

Markers

Organism booklet

Aquariums

Terrariums

Student’s plants

Elodea

Caboma

Water
 Cups
 Guppies
 Pill Bugs
 Snails
 Millipedes

What preparation does the teacher need to make prior to teaching the lesson?

The teacher will prepare for the lesson by reading the organisms teacher guide for the unit. Next the teacher will gather materials for the students centers that will be used for the duration of the unit. The teacher will also prepare a summer workbook for the students to have at the end of the unit.

Outline of Lesson Procedures:

1. Describe what the teacher will do to prepare and motivate the students for learning.

The teacher will explain to the students that they are going to be looking for differences between the aquariums and the terrariums.

Ways the animals are alike

- ✓ They grow.
- ✓ They need air, water, and food.
- ✓ They have babies.
- ✓ They are living.
- ✓ They need a place to live.
- ✓ They move.
- ✓ They eat.
- ✓ They can die.

Ways the animals are different

- ✓ Size.
- ✓ Shape.
- ✓ Color.
- ✓ The way they move.
- ✓ Some live in water; some on land.
- ✓ Some make a sound.
- ✓ Their bodies have different parts, such as wings and antennae.
- ✓ They eat different kinds of food.

Ways plants and animals are alike

- ✓ They are living.
- ✓ They need food, air, and water.
- ✓ They can die.
- ✓ They need a place to live.
- ✓ They can grow.

Ways plants and animals are different

- ✓ Animals move from place to place.
- ✓ Most plants need light to live.
- ✓ They need different food.

- ✓ They look different. Animals have eyes and a mouth.
- 2. Describe the instructional strategies that the teacher will use to guide students into learning.
 - The students will be responsible for watching and monitoring their aquariums, terrariums, and their plants and keeping track of the data inside.
- 3. Describe the ways in which children are engaged in the learning process.
 - The students will be monitoring the terrariums, aquariums, and their individual plants. The students will also be reverting back to their discussion on alive and not alive and see how the millipedes fit into the terrariums.

Accommodations and Modifications of Instruction:

1. Describe the instructional strategies that will address the following modalities:
 - Cognitive- the students will be doing a higher order thinking activity that allows them to grow
 - Communication- the students will be working a social setting it will allow them to work on communication skills
 - Motoric/kinesthetic- the students will have the opportunity to move around while observing their seeds as well as their classmates seeds.
 - tactile- the students will be touching and feeling things around the 35room as they discuss the items
 - visual- the students will be observing shapes and sizes and colors
2. Describe ways this lesson has been differentiated to meet the needs of individual learners.
 - Many of the students learn at their own pace. This activity allows those accelerated students to go about the activity and show off their creativity. The students that might be lacking in this activity can be guided along.
3. Describe specific strategies used to reteach concepts and/or skills to individual students who had difficulty with the lesson.
 - The teacher will have a reinforcement activity everyday. The students will be doing daily observation forms that will allow them to become better at the activity.
4. Describe provisions that were made to extend individual students to a higher cognitive level.
 - The students are to fill in the observation log and describe the things that they see. This activity allows students to go beyond the simple observation, but to go into depth about other possibilities.

Assessment of Students' Learning:

- Describe the formative or summative assessment measure(s) the teacher will use to assess students' learning.
- The students will be evaluated through their daily record keeping.

Reflection on Instructional Design:

- How does the content relate to your instructional goals?

- The material continues along with the established curriculum that prepares the student for second grade. This lesson allows for students to learn about observation and recording which will help them in their future.
- How does the activity stem from your knowledge about each student and instructional context?
The students have been working diligently on gaining knowledge about different types of ecosystems, now the students will learn how our ecosystem is affected by everything we do.
 - What materials/technology will you need to implement the activity? Where and how did you locate the resources?
Pencils, observation handouts, seeds, and organism booklet. The organism booklet was provided by the classroom teacher, the other materials were located in the classroom and from home.
 - How do you plan to assess student learning during and following the activity (formative and/or summative assessment)?
I will evaluate the students according to the first grade assessment standards. I will formally assess the students through a check sheet at the end of the lesson.