**LESSON PLAN**

**Student:** Krista Sullivan **Professor:** Moroney

**Course EDU:** EDU521.01 **Date:** December 1, 2012

**Grade:** 1 **Topic:** The Fall Season **Content Area:** Science

**The Fall Season**

**Instructional Objective:**

After learning about the season of fall, the students will observe a PowerPoint presentation about fall and demonstrate their understanding of the fall season by gathering leaves, sorting and categorizing leaves, graphing their data on Create-A-Graph, creating leaf rubbings using their gathered leaves, write a fall season reflection, and evaluate by instructor created rubric.

**Standards and Indicators:**

**Visual Arts Standard #1:** Creating, Performing, and Participating in the Arts.

Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

**Indicator:** This will be evident when the students create a leaf rubbing which communicates their understanding of shapes, color, and the leaves, using paper, crayon, and the Elements and Principles of Art.

**Visual Arts Standard #2:** Knowing and Using Arts Materials and Resources.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Indicator:** This will be evident when the students create a leaf rubbing which communicates their understanding of shapes, color, and the leaves, using paper, crayon, and the Elements and Principles of Art.

**English Language Arts Standard #1:** Language and Understanding.

Students will listen, read, and write for information and understanding by collecting data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

**Indicator:** This will be evident when the students read the information about the fall season, aloud from the PowerPoint Presentation.

This will be evident when the students write their fall season reflections.

**English Language Arts Standard #3:** Language for Critical Analysis and Evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others.

**Indicator:** This will be evident when the students read the information about the fall season, aloud from the PowerPoint Presentation.

**Mathematics, Science, and Technology Standard #1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

**Indicator:** This will be evident when the students sort, classify, and graph their leave findings.

**Mathematics, Science, and Technology Standard #2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

**Indicator:** This will be evident when the students use Create-A-Graph to categorize and graph their leaves.

**Mathematics, Science, and Technology Standard #3: Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

**Indicator:** This will be evident when the students sort, categorize, classify, and graph their leaves.

**Mathematics, Science, and Technology Standard #4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Indicator:** This will be evident when the students gather, sort, classify, and graph leaves.

**Mathematics (CCCS): Understand and apply properties of operations and the relationship between addition and subtraction**

1.3 Students will apply properties of operations as strategies to add and subtract.

**Indicator:**

This will be evident when the students collect, sort, categorize, and count their leaves.

**ELA Writing (CCCS): Reasearch to Build and Present Knowledge**

1.8 Students will recall information from experiences or gather information from provided sources to answer a question.

**Indicator:** This will be evident when the students write a reflection about their experiences in the fall season based on prior experience and information they have learned in the lesson on the fall season.

**Research and Information Fluency # 3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.b Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Research and Information Fluency #3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.c Students will evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Research and Information Fluency #3 (NETSS): Students apply digital tools to gather, evaluate, and use information.**

3.d Students will evaluate process data and report results.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.a. The students will understand and use technology systems.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.b. The students will select and use applications effectively and productively.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Technology Operations and Concepts #6 (NETSS): Students demonstrate a sound understanding of technology concepts, systems, and operations.**

6.d. The students will transfer current knowledge to learning of new technologies.

**Indicator:** This will be evident when the students sort, categorize, and graph their leaf data using Create-A-Graph on the computer.

**Motivation:**

The teacher will decorate the classroom with fall inspired adornment; the teacher will have a bag of objects related to fall on each desk. The students will watch a PowerPoint presentation on the season of fall. The students will participate in an interactive Fall Season Prezi presentation.

**Materials:**

1. Fall props

2. PowerPoint presentation

3. Prezi presentation

4. Smart Board

5. Paper bags

6. Leaves

7. Worksheets

8. Pencils

9. Computers

10. Create-A-Graph

11. Class Website

12. Crayons

13. 12 x 18 paper white paper

14. Lined paper

15. eTextbook

**Strategies:**

Direct instruction

Whole Class Discussion

Group Discussion

Guided Practice

Independent Practice

**Adaptations:**

Student with glasses will sit in the front during the teacher’s demonstrations. Student will use MAGIC (Magnification in Color) to view online content.

Student with motor disabilities will be provided assistance by the teacher. Student will also use Speech to Text, auto dictation, into the classroom computer for their written reflection.

**Differentiation of Instruction:**

**Tier I:**

Students will gather, sort, classify, and graph, with the assistance of the teacher.

Students will write a 3 sentence fall reflection.

**Tier 2:**

Students will gather, sort, classify, and graph, with the assistance of the teacher.

Students will write a 5 sentence fall reflection with the assistance of the teacher.

**Tier 3:**

Students will gather graph, sort classify, and graph, without the assistance of the teacher.

Students will write a 5-8 sentence fall reflection, without the assistance of the teacher.

**Developmental Procedures:**

**Session 1:**

**1.** Students will examine the objects on their table and engage in discussion with the other students at their table.

**2.** Students will view PowerPoint presentation on the season of fall.

*What is this a picture of?*

*What color are the leaves?*

*In what season do we see the leaves this color?*

*What activities do you do in the fall?*

**3.** Students will participate in an interactive Prezi presentation.

*These pictures describe the fall.*

*What happens when the summer ends and fall begins?*

*What happens to the temperature?*

*What happens to the animals?*

*What happens to the environment? (ie: plants, trees, sunlight)*

**4.** Students will engage in a class discussion.

**5.** Students will be given bags for collecting leaves.

**6.** Students will go outside into the school yard and collect leaves of varying sizes and colors.

**7.** Students will sort, classify, and categorize leaves.

**8.** Students will record their data on to a worksheet

**9.** Students will graph leaves using Create-A-Graph on the computer.

**10**.Students will create leaf rubbings using their leaves.

**11.** Students will write a 3-8 sentence reflection about the fall season.

**12.** The students will take a picture with their rubbings and it will be uploaded to the class website with their reflections.

**13.Closer**: Students will discuss what they learned in class today.

*What did you learn today?*

*What do we know about the fall season?*

*What did we learn about leaves?*

**Assessment:**

The students will participate in class discussion.

The students will demonstrate their understanding of the fall season, leaves, sorting, classifying, categorizing, and graphs, and will be graded through the instructor created rubric.

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| |  | | --- | | **Graphing : Leaf Sorting Activity**  Teacher Name: **Ms. Sullivan**    Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Neatness and Attractiveness** | Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used. | Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable. | Lines are neatly drawn but the graph appears quite plain. | Appears messy and \"thrown together\" in a hurry. Lines are visibly crooked. |
| **Type of Graph Chosen** | Graph fits the data well and makes it easy to interpret. | Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult. | Graph distorts the data somewhat and interpretation of the data is somewhat difficult. | Graph seriously distorts the data making interpretation almost impossible. |
| **Title** | Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph. | Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph. | A title is present at the top of the graph. | A title is not present. |
| **Labeling of X axis** | The X axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants\' names). | The X axis has a clear label that describes the units used for the independent variable. | The X axis has a label. | The X axis is not labeled. |
| **Labeling of Y axis** | The Y axis has a clear, neat label that describes the units and the dependent variable (e.g, % of leaves; red, orange, yellow, brown, and multi-colored). | The Y axis has a clear label that describes the units and the dependent variable (e.g, % of leaves; red, orange, yellow, brown, and multi-colored). | The Y axis has a label. | The Y axis is not labeled. |

**Independent Practice:**

Following the lesson on the fall season, the students will create a drawing of an activity they enjoy in the fall.

**Follow-up:**

**Academic Intervention:**

The student who did not complete their work will complete it at extra help with the teacher.

**Academic Enrichment:**

The student will go to the Science: A Closer Look online textbook at home to chapter 7 and will engage in the fall season activities.

**Teacher References:**

Create a graph. (2012). Retrieved from

http://nces.ed.gov/nceskids/createagraoh/default.aspx

Skrabanek, D. (Ed.). (2003). *First grade science: Earth & space, life, physical* (1 ed.). New York: Steck-Vaughn Company.

Science: A closer look. (2012). Retrieved from

http://www.macmillanmh.com/science/2010/student/mo/grade1/g1\_ch7.html

Science: A closer look. (2012). (6 ed.). New York: Macmillan/McGraw-Hill.