



Science Lesson Plan

Name: Trevor Larson

Date: 4-15

Time needed: 25-30 minutes

Subject: Science Grade: 1st

Topic: How do animals change and grow?

Approved by Cooperating Teacher _____

Science Standards (MN) that this lesson will address:

A. Objectives / Learner Outcomes (knowledge, attitudes, skills) “At the completion of this lesson, learners will ...” (Remember to use observable /measurable terms + strong verbs.) Label as COGNITIVE, AFFECTIVE or PSYCHO-MOTOR

Cognitive- after this lesson students will be able to describe the life cycles of different kinds of animals. They will also explain what animals can do at different ages.

B. Assessment Plan: *(How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? Incorporate this plan into the Input section of the lesson.)*

They will be able to create their own life cycle model of their favorite animal

C. Multiple Intelligences: Select one primary(p), one secondary(s), and (x) for others

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> P verbal linguistic | <input type="checkbox"/> musical/rhythmic | <input type="checkbox"/> visual/spatial |
| <input type="checkbox"/> logical/mathematical | <input type="checkbox"/> interpersonal | <input type="checkbox"/> intrapersonal |
| <input checked="" type="checkbox"/> S bodily/kinesthetic | <input type="checkbox"/> naturalistic | |

D. Materials/Equipment needed:

- Book
- paper for diagram
- pencils/markers/crayons

E. Essential Vocabulary

- Hatch- break out of eggs
- Tadpole- a young frog

F. Accommodations for Exceptional Learners (those who have difficulty, ELL/ESL/LEP,

LD, gifted, etc.)

G. Lesson Planning of Teaching/Learning Activities:

1. Anticipatory Set/Focusing Event/Introduction (How will you grab and focus students' attention in order to introduce the lesson?)

How many of you were born the way you are today? Animals are no different, they grow and change just like humans.

Can anyone tell me how different animals are born?

What are some things baby animals are able to do?

What do different baby animals look like when they are born?

Look and wonder- What do you think the young kangaroo will look like when it gets older?

How is a kangaroo like other mammals?

Observe- look at the picture of different animals.

Classify- Have the students create their two divisions (babies, adults)

Compare- how does each young animal change when it becomes an adult?

Infer- What are different ways animals can grow and change?

Transition:

2. Input: Outline of instruction steps/strategies/modeling (written like a recipe)

Can anyone please compare a baby and adult mammals you have seen?

Read the Read Together and Learn, How do mammals grow and change.

After reading- what is a life cycle- all the parts of an animal's life

What are the parts of a life cycle?- Animals born, grow older, reproduce, and then die.

Are all mammals and humans alike when it comes to numbers in giving birth? No, dogs, cats, and wolves can give birth to large litters. While bats, elephants, and whales usually give birth to one baby at a time.

How do birds grow and change?

Before reading- have children describe baby birds they may have seen.

Read how do birds grow and change

After reading ask How are the life cycles of a bird and a mammal different? How are they the same? birds hatch from eggs, mammals are born from their parents, both are taken care of by their parents.

How would you label the third step of the cycle?- Young bird, young adult bird

Can the chick just hatched from the egg see and walk? How can you tell? Its eyes are not open yet so it cant see, it more than likely can walk because its standing in the picture.

How do frogs grow and change?

Read ^

After reading- Why is a frog an amphibian? It lives in both water and on land.

How are tadpoles able to live in the water?- They have gills to breathe and tails to swim.

How is the life cycle of a frog a like and different from the life cycle of a bird?

Transition:

3. Guided Practice Activity (How will the children practice as a class or small group under your watchful eye?)

Students will create a diagram of the life cycle of either a bird, frog, or mammal. They will include four different life stages.

4. Evidence of Learning: *How will you know when the learners have reached the objectives? What will a successful outcome look like? (Refer to your assessment plan)*

Students will be able to properly label the four different stages in the life cycle that they have picked.

Transition:

5. Closure and Independent Practice for transfer/extension of learning (What will students do now that the lesson has been taught?)

I want you to go home tonight and talk about what stage in the life cycle each member in your family is at!

H. Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach? What did I learn about my teaching/students? What specifically do I need to work on for improvement? Etc.)