**Tiered Activity Teacher Planning Template**

**Larger unit, big idea, essential questions**:

* How can I use language to explain similarities and differences?
* How do we use language to learn about new things?
* How are plants similar to/different from their parents?

**GL** **standard:**

* NGSS:LS3.A: Young animals are very much but not exactly like their parents. Plants also are very much but not exactly like their parents.
* NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways.

**Topic of study:** Plants

**Pre-assessment**: Give students a piece of paper containing pictures of the same plant: a picture of the young plant and a picture of an adult plant. Have students write how the two plants are the same and how they are different.

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|  | Grade Level | Below GL | Above GL |
| Critical questions | How are plant features the same?  How are plant features different? | What is the same about both plants?  What is different about both plants? | How can you compare plant features?  How can you contrast plant features? |
| Resources | * Sentence frames (if needed) * Young/adult plant pictures * Outdoor plant observation | * Sentence frames * Young/adult plant pictures * Outdoor plant observation * live potted plants for observation | * Young/adult plant pictures * Outdoor plant observation |
| Means of Assessment | * Record oral responses * Written responses using both simple and compound sentences | * Record nonverbal (pointing) or oral responses * Record nonverbal (pointing) or written responses using sentence fragments or (if possible) simple sentences   (Ex: less leaves; bigger trunk; Both have green leaves.) | * Record oral responses * Written responses using compound sentences |
| Where Next | Combine simpler sentences into compound sentences. | Non-verbal-🡪plant part vocabulary-🡪more/less and basic comparative adjectives (bigger, smaller)-🡪sentence fragments | Increase written response output. |

Estimated length of activity (minutes, periods, days): 2 weeks

**Co-Teaching Lesson Plan 1**

Subject Area: Science

Grade level: 1

Content Standard:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways

Lesson Objective: Students will be able to observe and describe plants.

Essential Questions: How do we use language to learn about new things?

Key Vocabulary: see, hear, smell, taste, touch, notice, observe, feature

Pre-Assessment: teacher observation of student language used in plant observations

Materials:

* Teacher: Photos of informational plant plaques; anchor chart; marker
* Student: Science notebook; pencil

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| **Lesson 1**  **The Language of Scientific Observation** | **Co-teaching Approach**  **(can select more than one)** | **Time** | **General Education Teacher**  **Christine Lange** | **ESL Teacher**  **Anna Gallo Knight** | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **15 min.** | 3. Explain to students that we will be going outside to look at plants and record our observations.  Scientists observe the features of plants, and we will be using our five senses to notice and record features about the plants we see.  Give students examples such as “You might notice that the bark of a tree is rough. A scientist would say ‘A feature of the tree bark that I observe is that it is rough.’ Encourage students to use the word “feature/s” and “observe” as they are discussing what they notice with their peers.  Students should be ready to share their observations when we return to the classroom. | 1. Post and explain the lesson objective: Students will be able to observe and describe plants.  2. Before going outside, Introduce the CEPA by showing students a pictures of informational plant plaques. Explain how at the end of the unit, students will be asked to make a teaching plaque in an area outside of school to teach/inform others about plants. Students will act as “botanist” or “park ranger” to explain their information to others, for example, Kindergarten friends, or Grade 3 book buddy friends. | Science notebook recordings may be:  Sketch (flowers colored yellow)  observations using sentence fragments (yellow flowers)  observations using complete sentences (My plant has yellow flowers.)  any combination of the above  Formative Assessment:  Teacher observation of student use of target sentence frame (One feature I observed is/was…) |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **20 mins.** | 1. Take half of class (8 students):  Encourage/guide students in sketching/recording observations in science notebooks.  2. Upon return to the classroom, have students turn and talk to a partner about what they noticed about a plant outside. Have students share what they have noticed using this sentence frame:  **One feature I observed/noticed was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  Bottom of Form | 1. Take half of class (7 students):  Encourage/guide students in sketching/recording observations in science notebooks.  3. After students have had a chance to share with their partners, invite them to a class discussion. Start a notice/wonder chart to record student responses as students share. Have students share what they have noticed using this sentence frame:  **One feature I observed/ noticed was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | **Grouping: Heterogeneous**    No grouping according to below grade level/grade level/advanced is needed for sketching/recording observations since the differentiation techniques described above can be used within the heterogeneous groupings. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **10 mins.** | 4. Review the observation anchor chart with students. Ask: “What do these observations make you wonder and have questions about what you and your classmates have observed**?”** Record one or two questions that immediately come to students’ minds. Explain that this is exactly what we will continue with during tomorrow’s learning. | Formative Assessment:  Teacher recording of student questions (using exact language generated by the student) based on observation anchor chart. |  |

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**Rationale for approaches used:**

Team teaching was used for most of the lesson because this lesson is the beginning of a new science topic of study and all students need to hear the new information. During the sharing of outdoor observations, students also benefit from sharing their observations with a partner and as well as hearing each other’s observations and seeing them recorded on an anchor chart in a whole group format. Parallel teaching was used during the outdoor portion of the lesson. Smaller groupings during this time allow teachers to better address student needs according to their abilities to use and record language.

**Co-Teaching Lesson Plan 2**

Subject Area: Science

Grade level: 1

Content Standard:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways*.*

Lesson Objective:Students will name content-specific language related to the topic of plants and plant parts.

Essential Questions: How do we use language to learn about new things?

Key Vocabulary: stem, bud, flower, trunk, roots, plants, leaves, seedling, sprouts, blossom

Pre-Assessment: Give students a pre-drawn plant picture with each plant part marked, but not labeled. Have students write a label for each marked plant part.

Materials:

* Teacher: white board; marker
* Student: Science notebook; pencil/eraser

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| **Lesson 2**  **The Language of Plant Parts** | **Co-teaching Approach**  **(can select more than one)** | **Time**  **2 days (45 min. each day)** | **General Education Teacher**  **Christine Lange** | **Special Service Provider**  **Anna Gallo Knight** | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **Day 1:**  **10 minutes** | **2.** Review the questions from the observation chart developed yesterday. See if any questions relate to parts of a plant.  **4.** Explain to students that when we observe plants outside, there are some parts that we can see and other parts that we cannot see. Explain that together, we will draw a rough sketch of a flowering plant step-by-step in our science notebooks to learn the names of the different parts of a plant. | 1. Post and explain the lesson objective:*Students will name content-specific language related to the topic of plants and plant parts.*  3. Have students open their science notebooks to the observations that they recorded yesterday. Did anyone include parts of a plant in their sketch? What are they? |  |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **Day 1:**  **30 minutes** | 1. Work with one heterogenous group of 8.  1. Draw “squiggly line” about ¾ way down on white board. Have students do the same in science notebooks. Explain that this line represents the ground outside. Scientists call the dirt in the ground “soil.” Label the soil. Have students say “soil,” then draw and label “soil” in their notebooks.  2. Repeat modeling the drawing of a plant part, identifying the part, then have students draw the part, label it, and say the name aloud. Do this for: seed, roots, sprout, seedling, stem, leaves, bud, flower. | 1. Work with one heterogenous group of 7 (includes 3 EL students).  1. Draw “squiggly line” about ¾ way down on white board. Have students do the same in science notebooks. Explain that this line represents the ground outside. Scientists call the dirt in the ground “soil.” Label the soil. Have students say “soil,” then draw and label “soil” in their notebooks.  2. Repeat modeling the drawing of a plant part, identifying the part, then have students draw the part, label it, and say the name aloud. Do this for: seed, roots, sprout, seedling, stem, leaves, bud, flower. | Considerations:  \*some students may need pre-drawn plant to trace and label each plant part as it is introduced  **Grouping: Heterogeneous**    No grouping according to below grade level/grade level/advanced is needed for sketching/recording observations since the differentiation technique described above can be used within the heterogeneous groupings.  Grouping for the menu options below will also be heterogeneous because students will choose the plant they want to sketch. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson)  **Closing:** | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team**  **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **Day 2:**  **25 – 30 mins.**  **Day 2:**  **10 mins.** | 3. Tell students that we have just learned how to make a technical drawing of a plant together. Students will now try one on their own. Present the menu options of outdoor plants that students can sketch and label in their science notebooks. Draw in and label any parts of their plant that are not shown in the step-by-step drawing. Classroom teacher will assist “area 1” students. ESL teacher will assist “area 2” students.  (Student drawings of outdoor plants will serve as formative assessments.)  Students share their drawings/labels on the rug.  Discuss: Which plant part(s) that you drew are you most proud of? Which plant parts were harder to draw? Which plant parts did you add to your drawing? | 3. Tell students that we have just learned how to make a technical drawing of a plant together. Students will now try one on their own. Present the menu options of outdoor plants that students can sketch and label in their science notebooks. Draw in and label any parts of their plant that are not shown in the step-by-step drawing. Classroom teacher will assist “area 1” students. ESL teacher will assist “area 2” students.  (Student drawings of outdoor plants will serve as formative assessments.)  Students share their drawings/labels on the rug.  Discuss: Which plant part(s) that you drew are you most proud of? Which plant parts were harder to draw? Which plant parts did you add to your drawing?  Formative Assessment: Informal observation of student discussion of drawings/labels. | Menu Options:  **Area 1:**  Oak tree  Maple tree  Birch tree  **Area 2**:  Lilac bush  Rhododendron bush  Tulips  Students may need “up close” images of the outdoor plant they select to draw. |

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**Rationale for Approaches Used:**

Team teaching was used at the beginning of the lesson because we are attempting to make connections between yesterday’s and today’s learning for all students. Additionally, all students need to understand what will be happening in today’s lesson. Parallel teaching was used in the middle of the lesson so that students would have the benefit of smaller group instruction to better address their needs in drawing and/or labeling. At the end of the lesson, students are offered a choice to sketch trees or flowering plants. These are located in two different areas of school grounds; these two areas can be considered “stations” at which students practice sketching and labeling plant parts for a plant of their choice.

**Co-Teaching Lesson Plan 3**

Subject Area: Science

Grade level: 1

Content Standards:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways*.*

Lesson Objective:

Students will be able to compare and contrast plant features between young plants and mature plants using comparative adjectives.

Essential Questions:

* How can I use language to explain similarities and differences?
* How are plants similar to/different from their parents?

Key Vocabulary: comparative adjectives such as: larger, taller, smaller, shorter, fewer, more \_\_\_\_\_, less \_\_\_\_\_.

Pre-Assessment: teacher observation of student language used in plant observations from Lesson 1 anchor chart

Materials:

* Teacher: p. 54-54 Exploring Science (National Geographic Learning)
* Student: Science notebook; pencil/eraser

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| **Lesson 3**  The Language of Compare and Contrast | **Co-teaching Approach**  **(can select more than one)** | **Time** | **General Education Teacher**  Christine Lange | **Special Service Provider**  Anna Gallo Knight | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **Day 1**  **5 min.** | **2**. Project onto the white board p. 54 - 55 of Exploring Science from National Geographic Learning. Explain that this page shows young slash pine trees and adult slash pine trees. They have features that are the same/different. | **1**. Post and explain the lesson objective:  *Students will be able to compare and contrast plant features between young plants and mature plants using comparative adjectives.* |  |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** | **Day 1:**  **(Steps 1- 11):**  **40 min.**  **Day 2:**  **(Steps 12-14)**  **45 mins.** | **3.** Ask students to look at the leaves/needles of the young tree in the foreground and the adult tree leaves on the bottom right. What do they notice about the leaves/needles? (*Both leaves/needles are skinny, green, and soft. The adult tree has pine cones among its leaves. The young tree does not have pine cones.)*  ***6.***Ask students to look at the stem/trunk of the young tree in the foreground and the adult stem/trunk on the top right. What do they notice about the two stems/trunks? *(The young tree trunk is thinner, more bendable, and smoother. The adult tree trunk is taller, thicker, and rougher.)*    10. Have enough pictures of adult plants and the corresponding young plants for the number of students in the class. Explain that the pictures will be distributed randomly (or you can purposefully pair up students to work together). Each student must look for another student who has the corresponding adult/young plant for the picture they are holding in their hands. Once student pairs find each other, they must use the word frame to help them think of words that will tell how their plant pairs are the same or different.  **11.** Co-teachers model the above activity prior to having students do it. Co-teachers model the activity with a student as well.  **12.** Student partnerships will compare/contrast their plants orally with each other using comparative adjectives. | **4.** Depending on student responses, emphasize the use of describing words. When we talk about how plants are the same, we might say “Both (plant features) are \_\_\_\_\_\_\_\_.”  **5**. Give examples that relate to the visuals shown in step 3: Both young and adult plant leaves/needles are *skinny, green, and soft*.)  **7.** When we describe how two plant features are different, we sometimes add -er to the end of a describing word.  **8**. Give examples that relate to the visuals shown in step 6: The adult pine tree stem/trunk is ***taller***than the young pine tree stem/trunk. The adult pine tree stem/trunk is ***rougher*** than the young pine tree stem/trunk. The adult pine tree stem/trunk is ***thicker*** than the young pine tree stem/trunk. Write these words under the word frame as you say them.  **9.** When we talk about how two plant features are different, we sometimes we put more/less in front of a plant feature  Give examples: The adult pine tree has *more leaves* than the young pine tree. OR The young pine tree has *less leaves* than the young pine tree. The adult pine tree has *more branches* than the young pine tree. The young pine tree has *less branches* than the adult pine tree. Write these words under the appropriate word frame as you say them.  **12.** Student partnerships will compare/contrast their plants orally with each other using comparative adjectives. | Show word/sentence frames to help with comparing vocabulary throughout the lesson**:**   |  | | --- | | Both \_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_.  (plant feature) (describing word) |  |  | | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_er  (describing word) |  |  | | --- | | more \_\_\_\_\_\_\_\_\_\_\_\_\_\_  (plant feature) |  |  | | --- | | less \_\_\_\_\_\_\_\_\_\_\_\_\_\_  (plant feature) |   **Groupings for the parallel teaching:**  Mostly heterogeneous, although the ESL teacher will have the 3 EL students within her small group to better focus on their language needs. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | **13.** Student partnerships will share their pictures and compare/contrast information in small groups.    14. Language Checkpoint assessment:  Students have stapled paper packets consisting of 3 sheets. Each sheet show a pair of young/adult plant pictures. Students use word/sentence frames to compare/contrast features of the two plants in writing. | **13.** Student partnerships will share their pictures and compare/contrast information in small groups.    14. Language Checkpoint assessment:  Students have stapled paper packets consisting of 3 sheets. Each sheet show a pair of young/adult plant pictures. Students use word/sentence frames to compare/contrast features of the two plants in writing. | For language checkpoint assessment, students may use:   * word/sentence frames * word bank of plant part words * color copies of the young/adult plant pairs in their packets   **FOR 2017-2018: MAKE THIS JUST AN ORAL ASSESSMENT. SAVE THIS LANGUAGE CHECKPOINT ASSESSMENT FOR LESSON 4.** |

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Rationale for Approaches Used:

Team teaching was used at the beginning of the lesson because the plant observations and initial language instruction was presented to the whole group (steps 1-9). Once students find their partner (step 10), parallel teaching is used so that students may practice the language skill in small group, allowing the teachers to give more individualized assistance with observation or language (if needed) to students in groups of 7 or 8. Additionally, when students share their pictures and corresponding language in small group, there are not as many students, so there is not a lengthy wait time for them as student pairs share. Parallel teaching is also used to administer the “language checkpoint” assessment so that students have better access supplementary materials and teacher guidance/assistance as needed.

**Co-Teaching Lesson Plan 4**

Subject Area: Science

Grade level: 1

Content Standards:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways*.*

Lesson Objective:

Students will be able to compare and contrast young plants and mature plants using compound sentences.

Essential Questions:

* How can I use language to explain similarities and differences?
* How are plants similar to/different from their parents?

Key Vocabulary: comparative adjectives such as: larger, taller, smaller, shorter, fewer, more \_\_\_\_\_, less \_\_\_\_\_.

Pre-Assessment: teacher observation of student oral language from Lesson 3; written “language checkpoint” assessment from Lesson 3

Materials:

* Teacher: p. 58-59 Exploring Science (National Geographic Learning)
* Student: Science notebook; pencil/eraser

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| **Lesson** | **Co-teaching Approach**  **(can select more than one)** | **Time** | **General Education Teacher** | **Special Service Provider** | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 1. Begin the lesson by having students gather on the rug with their science notebooks and a pencil. Display page 58 and 59 (images of young/adult cabbages) of the National Geographic text on the board via myNGconnect.com. Be sure that the young cabbage plant is displayed and not the mature cabbage plant.  2. Guide students to make a T chart in their science notebook. Model chart on a large piece of chart paper that you will use later on in the lesson. On the left side, have them label the top “Young Cabbage Plant”. On the right side, have them label the top “Adult Cabbage Plant”.  3. Explain to students that they will be using their observation skills to describe what the young cabbage plant looks like. Set timer for 3 minutes and allow students to independently note observations in science notebooks.  4. Once initial timer is finished, set a new timer for 3 minutes. Switch picture on myNGconnect.com to the picture of the adult cabbage. Explain to students they will now use their observation skills to describe the adult cabbage plant in their science notebook. Allow students to independently note observations in science notebooks.  5. Once the second timer is finished, bring students attention back to you. Have the larger version of the same T chart that students have made in their science notebook ready on a piece of chart paper. Ask students to share out verbally one of the observations that they noted in their notebook- first for young plants and then for adult plants. Note student observations on your larger chart. Offer each student the opportunity to share out while allowing for students to pass if they do not feel comfortable sharing aloud. | 6. After students have offered their observations of both the young and adult cabbage plant, explain to students that we will be discussing the kinds of sentences that we use to compare and contrast young plants with the adult plants. State the language objective now and have students repeat the objective aloud as you post it back on the whiteboard.  7. Tell students that in order to compare and contrast, a scientist must make observations first. Link this idea with the T chart that they made of observations in their science notebook.  8. Now that they have observations, scientists put their ideas into simple sentences. Model how to make a compound sentence that compares and/or contrasts the young plant with the adult plant. Use sentence frames such as:  **The young plant has more/less \_\_\_\_\_\_\_\_ than the adult plant.**  **The adult plant has more/less \_\_\_\_\_\_\_\_ than the young plant.**  **The young plant’s \_\_\_\_\_\_ is \_\_\_\_\_\_\_er than the adult plant’s \_\_\_\_\_\_\_.**  **The adult plant’s \_\_\_\_\_\_ is \_\_\_\_\_\_er than the young plant’s \_\_\_\_\_\_\_\_.** | Use of sentence frames to facilitate oral language |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 10. Explain to students that they will now be working together to say and write how a young/adult plant are the same/different in a sentence. We will use our sentence frames to help us.  Have students take turns telling, then writing what is the same/different using sentence frames.  Record each student’s oral language exactly as it is spoken. | 10. Explain to students that they will now be working together to say and write how a young/adult plant are the same/different in a sentence. We will use our sentence frames to help us. Have students take turns telling, then writing what is the same/different using sentence frames.  Record each student’s oral language exactly as it is spoken. | * Students may work with a peer * Use colored photos of young/adult plants to facilitate compare/contrast * Use sentence frames as needed to facilitate both oral and written language   **Groupings for the parallel teaching:**  Mostly heterogeneous, although the ESL teacher will have the 3 EL students within her small group to better focus on their language needs. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 11. Students come together in whole group. Allow students to share a sentence that they are proud of. | 11. Students come together in whole group. Allow students to share a sentence that they are proud of. | Assessments of this lesson include:  \*Recording of each student’s oral comparison/contrast of young/adult plants  \*Students’ written sentences |

Rationale for Approaches Used:

Team teaching was used at the beginning of the lesson because this portion of the lesson served as a review of the previous day’s learning, outlined the objective of today’s lesson, and attempted to connect the learning of the two consecutive days. This information is something that all students need to hear and is most efficiently delivered through team teaching of the entire class. Parallel teaching was used in the middle of the lesson because it is here that students are practicing the new skill (using compound sentences to compare and contrast), and the instruction can be intensified by working in small groups. Students will get more practice using the new skill when fewer students are grouped together. The smaller groups also allow the teacher to more easily identify difficulties that students may be having. Team teaching is once again used at the end of the lesson to unite the group and allow students to hear each other’s language models and ideas for comparing and contrasting the plants.

**Co-Teaching Lesson Plan 5**

Subject Area: Science

Grade level: 1

Content Standards:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways*.*

Lesson Objective:

Students will be able to select, paraphrase, organize, and present information effectively.

Previous objectives that will be utilized in this lesson:

Students will use specific and technical language related to plant characteristics, plant parts, and their functions.

Students will use comparative adjectives to describe similarities and differences between plants.

Students will use simple and compound sentences to compare and contrast.

Essential Questions:

* How can I use language to explain similarities and differences?
* How are plants similar to/different from their parents?

Key Vocabulary: Comparative adjectives *(e.g. larger, taller, smaller, shorter, fewer, more \_\_\_\_\_\_, less \_\_\_\_\_);* Content Vocabulary (*e.g. stem, plant, sprout, leaves, blossom, adult, offspring, roots)*

Pre-Assessment: teacher observation of student oral language from Lesson 4; written assessment from Lesson 4

Materials:

* Word banks: plant part words; adjectives that compare (taller, shorter, bigger, smaller, rougher, smoother, etc.)
* Sentence frames from lesson 4
* Informational plaque checklist
* Large oaktag sheets to be used as “plaques”
* Writing paper (cut in half)
* Colored pencils

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| **Lesson**  **5**  **(Creation of InformationaPlaque)** | **Co-teaching Approach**  **(can select more than one)** | **Time**  **Days 1 – 4 (labeled within lesson),**  **45 minutes per day** | **General Education Teacher**  Christine Lange | **Special Service Provider**  Anna Gallo Knight | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | **(Day 1)**  1. Remind students that when we began our study of young and adult plants, we discussed making an informational plaque that would help us teach/inform others about plants. We will be doing this with our Grade 3 book buddies. Show and discuss with students a Google image of an informational plaque to build schema. | **(Day 1)**  2. Show students an informational plaque of a young/adult tomato plant.  Ask: What do you notice about the plaque? What kind of information is on it? ***Purpose -*** *help students articulate the lesson target information on the plaque: comparing and contrasting young/adult plant using content language learned throughout unit.*  **(Day 1, Day 2 #1)**  3. Post and explain the lesson objective in student friendly language: Students will be able to create an informational plaque to show and explain what they know about young and adults plants. |  |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support (Day 2)**  **Parallel**  **Alternative**  **Station**  **Team (Day 1)** |  | **(Day 1)**  4. Place students in groups of 2. Tell students that they may choose the plant that they would like to teach others about on their informational plaque from several plants that are around our school. (Bring students outside, show them a variety of plants.) | **(Day 1)**  5. Show students the types of plants around school.  Students partner up (2 or 3 depending on class size; teacher discretion) and choose a plant.  **(Day 2)**  **2.** Discuss packet containing word banks, sentence frames, and informational plaque checklist. Remind how to use these briefly.  **SUGGESTION: TRY TO PUT ALL OF THIS INFORMATION ON ONE PAGE. BE MINDFUL OF THE FORMATTING SO THAT IT IS NOT OVERWHELMING FOR STUDENTS.**  . | * Plant parts word bank * Comparative adjectives word bank * Compare/contrast sentence frames * Work with a peer * Informational Plaque checklist  1. I labeled all the parts of the plant. 2. I used at least 2 plant part words. 3. I used comparing words in my sentences. 4. I used capitalization, punctuation, and wrote all the sounds I heard. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | **(Day 1)**  6. When students come back inside, partnerships select the plant they wish to use. | **(Day 1)**  7. Record student partnerships and plant selection.  **(remainder of Day 2, Days 3-4)**  3. Students work in partnerships to complete informational plaque |  |

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Rationale for Approaches Used:

Team teaching was used throughout this lesson because all students need the preliminary information (what an informational plaque is and the purpose of an informational plaque) and tools (viewing outdoor plants to facilitate choice; word banks/sentence frame review; project checklist) needed to begin their final assessment. “One teach, one support” was used briefly while the ESL teacher reviews the use of word banks, comparative adjectives, sentence frames, and the informational plaque checklist. This lesson provides students with the logistics they need to begin work in partnerships on their informational plaque.

**Co-Teaching Lesson Plan 6**

Subject Area: Science

Grade level: 1

Content Standards:

NGSS: LS3.A: Young animals are very much but not exactly like their parents. Plants are also very much but not exactly like their parents.

NGSS: LS3.B: Variation of traits: Individuals of the same kind of plant/animal are recognizable as similar but can also vary in many ways*.*

Lesson Objective:

Students will be able to orally present information effectively.

Previous objectives that will be utilized in this lesson:

Students will use specific and technical language related to plant characteristics, plant parts, and their functions.

Students will use comparative adjectives to describe similarities and differences between plants.

Students will use simple and compound sentences to compare and contrast.

Essential Questions:

* How can I use language to explain similarities and differences?
* How are plants similar to/different from their parents?

Key Vocabulary: Comparative adjectives *(e.g. larger, taller, smaller, shorter, fewer, more \_\_\_\_\_\_, less \_\_\_\_\_);* Content Vocabulary (*e.g. stem, plant, sprout, leaves, blossom, adult, offspring, roots)*

Pre-Assessment: teacher observation of student oral language from Lesson 4

Materials:

* Informational plaques; oral presentation checklist

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| **Lesson**  **6** | **Co-teaching Approach**  **(can select more than one)** | **Time**  **Days 1-2 (outlined within lesson)**  45 min. per day | **General Education Teacher**  Christine Lange | **Special Service Provider**  Anna Gallo Knight | **Considerations**  (may include adaptations, differentiation, accommodations, and student-specific needs) |
| **Beginning:**  (may include: Opening; Warm Up; Review; Anticipatory Set) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 2. Ask: How do you make a presentation? Turn and talk with a partner, share out whole group. | 1. Post and explain the lesson objective in student friendly language: Students will be able to create an informational plaque to show and explain what they know about young and adults plants.  3. Share oral presentation checklist with students. | Checklist:  1. I spoke loud enough for others to hear.  2. I spoke in complete sentences.  **3**. I used comparing words in my sentences.  4.Both my partner and I spoke. |
| **Middle:**  (may include: Instruction; Checking for Understanding; Independent or Group Practice) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 4. Co-teachers present the tomato informational plaque together.  **Day 1:**  6. Students work in groups to plan presentation and speaking parts for each member.  7. Students practice presentation for teacher. | 4. Co-teachers present the tomato informational plaque together.  5. After presenting, project oral presentation checklist. Discuss each point in relation to the presentation.  **Day 1:**  6. Students work in groups to plan presentation and speaking parts for each member.  7. Students practice presentation for teacher. | * Work with peer   **Groupings for the parallel teaching:**  Mostly heterogeneous, although the ESL teacher will have the 3 EL students within her small group to better focus on their language needs. |
| **End:**  (may include: Closing, Assessments, Extension of the Lesson) | **One Teach, One Support**  **Parallel**  **Alternative**  **Station**  **Team** |  | 8. Teacher provides feedback based on oral checklist.  Day 2:  1. Formal presentation of CEPA to Grade 3 book buddies.  2. Teacher observes presentations and completes oral presentation checklist for each group. | 8. Teacher provides feedback based on oral checklist.  Day 2:  1. Formal presentation of CEPA to Grade 3 book buddies.  2. Teacher observes presentations and completes oral presentation checklist for each group. |  |

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Rationale for Approaches Used:

Team teaching was used at the beginning of the lesson to familiarize all students with the lesson objective and to help build schema about oral presentations. It was also used in the middle of the lesson so that both co-teachers could model what an effective oral presentation looks like and sounds like for all students. Parallel teaching was used to intensify instruction so that small groups of students could develop their oral presentation skills and receive constructive feedback. The small groups would eliminate longer periods of wait time and allow teachers to work more closely with students to develop “good presenter skills” as well as “good audience skills.”

**Reflection:**

Lesson 1: This lesson went well as planned.

Lesson 2: When this lesson was originally taught, instead of bringing students outside to draw plants in their habitat, we used step-by-step instructions for drawing various plants from [www.wedrawanimals.com](http://www.wedrawanimals.com). We found that students did not have enough schema with the plants that we chose on the website (oak/maple/birch trees, tulips, pansies, roses) and were having a difficult time with the drawings. We brought in a maple tree seedling, potted tulips and pansies, and an artificial rose to help students with this. To remedy this, we redesigned the lesson to eliminate the step-by-step instructions from the website and to include “sketching stations” outdoors to help build schema and to connect the classroom learning to the habitat on the school grounds.

Lesson 3: This lesson is very similar to Lesson 4 except that phrases are used for comparison (more leaves; rougher trunk). As a result, this lesson was inadvertently skipped! We found that students were having a difficult time forming compound sentences at the beginning of Lesson 4 and realized this error probably contributed to the confusion.

Lesson 4: This lesson went well as planned. The language checkpoint assessment revealed that some re-teaching was needed as some students continued to write simple sentences (The adult plant has leaves. The young plant has buds.) and omitted comparative language.

Lesson 5: This lesson went well. Initially, the word banks, sentence frames, and checklist were shown to students, but their use was not modeled. Subsequently, many students were not using these resources. The next day, after modeling, more students were using the resources independently.

Lesson 6: not yet implemented