

## Lesson Plan Template

<b>Grade: First</b>		<b>Subject: Science</b>	
<b>Materials:</b> pumpkin, clipboards, graphic organizer, pencil, candle, cowbell, stuffed animal		<b>Technology Needed:</b> n/a	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Guided practice</b> <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Hands-on</b> <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 1.2.1 - Record and describe observations with pictures, numbers, or words		<b>Differentiation</b> <b>Below Proficiency:</b> Have student experience all five senses but focus then on one to describe.  <b>Above Proficiency:</b> Encourage the student to use more descriptive words, write in sentences, or compare the pumpkin to another object.  <b>Approaching/Emerging Proficiency:</b> The student will complete the activity as is.  <b>Modalities/Learning Preferences:</b> Visual: Pumpkin, Graphic Organizer Auditory: Class Discussion, Turn and Talks Kinesthetic: Pumpkin	
<b>Objective(s)</b> By the end of the lesson the students will have analyzed a pumpkin using their five senses and recorded their observations.  <b>Bloom's Taxonomy Cognitive Level:</b> Analyzing			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Whole group: the students will be seated at the carpet. The will be called by rows to get supplies and then feel the pumpkin.			
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to be engaged and participating in the lesson. They will be expected to wait patiently for a turn to feel the pumpkin. Students will be expected to use the pumpkin in a correct manner.			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Gather materials, cut pumpkin top open.</li> </ul>		
<b>5 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “Today you are going to be investigators, so I need you to put your thinking caps on. Are you ready?!”</li> <li>• “In a minute I am going to ask everyone to close your eyes and I am going to pass around some different items. Your job is to try and figure out what those items are. Don’t say it out loud. You can still pass with your eyes closed just pass it gently to the person next to you. Okay let’s start with the first item so close your eyes and don’t open them until I say open.”           <ul style="list-style-type: none"> <li>○ Pass around the candle.</li> <li>○ “Here comes the next item.”</li> <li>○ Pass around the stuffed animal               <ul style="list-style-type: none"> <li>▪ Have two of each item starting from the back and front so it goes faster.</li> </ul> </li> <li>○ “And now we are going to have the last one, this one I am not going to pass around.”</li> <li>○ Ring the bell – Put the items in a bag so students can’t see them.</li> </ul> </li> <li>• “Okay open your eyes! I want you to raise your hand if you have an idea of what the first item was?” Wait for responses. “That’s right a candle! How did you know that? – Smell”</li> <li>• “What was the second item?” Wait for responses. “Yes it was a stuffed animal! How did you know that? – Touch, Felt”</li> <li>• “And what was the last item?” Wait for responses. “A cowbell. How could you figure that out? – hear.”</li> <li>• “Does anybody know what those are called that you were just using?” Senses</li> </ul>		
<b>5 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• “Today we are going to be talking about and using our 5 senses.”</li> <li>• “Remind me what senses did you use to figure out the items I passed around?” Hear, Smell, Touch           <ul style="list-style-type: none"> <li>○ Write/draw them on the poster</li> </ul> </li> <li>• “There are two more senses. Turn and talk with your partner to see if you know what they are.” Allow students time to talk.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• “I’ll have your attention in 3,2,1. What did you and your partner say?” Sight and Taste             <ul style="list-style-type: none"> <li>○ Write/draw them on the poster</li> </ul> </li> <li>• “Right so our five sense are sight (seeing), hear, smell, feel, and taste. If we use our five senses, we can learn more about an object. We use our senses to describe what we are seeing, hearing, smelling, feeling, or tasting. When I say describe that means we should use good words that give more of an explanation of what we sense, so when you would describe how the candle smelled, would you say it smelled like a candle?” “You could. But you would also want to say it smelled like vanilla, or whatever it smelled like. When you look at something, say this marker. We could say it looks like a marker but we could also say it looks like a cylinder, it looks skinny, etc.”</li> <li>• “We use our senses every day to describe the things we encounter in the world around us. You use your sense of smell to describe what you think your mom is making for supper or use your sense of sight to tell what you’re are seeing when you go to the zoo or watch a movie.</li> <li>• “Okay I want you to turn to your partner and tell them the five senses and point to the body part you use with them.”</li> </ul>
<p><b>15-20 min</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “We are going to practice being investigators and using our five senses to investigate a pumpkin!”</li> <li>• “I am going to give each of you this graphic organizer. You are going to record your findings just like a scientist would. So when you decide what the pumpkin smells like you will write those descriptive words here. And do the same for all the other senses. Give me a thumbs up if that makes sense.”</li> <li>• “I am going to split you into groups of 5. I have four different pumpkins set around the room with a picture of which sense you will use to observe the pumpkin. You and your group will use that sense to observe the pumpkin then you will fill in on your graphic organizer what you observed. When I ring the chimes you will go to the next pumpkin and do the same thing.”             <ul style="list-style-type: none"> <li>○ Show students the route they will take when looking at the pumpkins.</li> </ul> </li> <li>• “If you are ever done before I ring the chimes you can work on how the pumpkin tastes if you have had something pumpkin flavored before. When you come to the sense of hearing. I want you to tap on the pumpkin and then see what you hear, like this.”</li> <li>• “When you are observing the pumpkins they are being used as learning tools and we are remembering to be safe, be respectful, and be responsible. No one should be lifting the pumpkins or poking the pumpkins. If you choose not to be safe, respectful, and responsible you will have to go to your desk while we continue to work.”</li> <li>• Split student into groups and get them to a beginning station. Then begin the rotations.</li> </ul> <p>Reflective questions:          “Tell me more.”          “How did the pumpkin (sense)?”          “Why did you think the pumpkin felt ___?”          “Why do you think it smells that way, why do you think it is hard?”          “Which part looks/smells/feels like that?”</p>
<p><b>2 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “If you haven’t filled in what you think a pumpkin tastes like you may do that now.”</li> <li>• “Today you were excellent science investigators! You used your five senses to describe how pumpkins look, feel, sound, smell, and taste. Turn and share with a neighbor one description you wrote down.” Allow students time to talk. Have a couple students share with the whole group.</li> <li>• “Using are senses like this is how we learn about the world around us, you can use them for many different things.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Questioning Throughout          Teacher walking around asking students questions          Turn and Talks</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          The students will have documented their observations on the graphic organizer on how they used their five senses to describe a pumpkin.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          I really liked this lesson! It was a lot of fun to teach and I think the students really enjoyed themselves! Immediately when they walked into the classroom and the pumpkins were setting around, they were so curious as to what we were going to be doing. I think this engagement helped</p>	

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with behavior, because I explained to them that if they wanted to do the fun stuff with the pumpkins they would have to pay attention in the beginning as well as making them aware that if they weren't choosing good choices while they were exploring they would have to sit at their desk. I didn't have to single a student out once, which I was so pleased about. Now there were times I had to remind them of their voice levels, but that is to be expected.

The engage part of the lesson worked as I had planned with the students saying their sense that they were using to figure out the objects. I also really enjoyed this activity. Then I went into explaining the 5 senses, which most students knew. We then talked about how we use our senses to observe the world around us. Within that, we discussed describing what our senses are telling us. I got them to understand that we can't use the word to describe itself, like it smelled like a candle, that we have to explain why it smelled like the candle. I think this went pretty well, but I felt rushed to get into the pumpkin activity. If I did this again I would really like to have more time on this portion. I think I would maybe split the lesson into two different lessons. Or I could just be more intentional in taking the time to talk about descriptive words and in my own classroom I could do that for writing that day then move into science. Or if I taught this again I would just plan for a little bit longer time.

When it came time for the students to do the activity I was a little concerned about giving them so many directions but they did really well with it! I made sure to say everything very explicitly and repeat myself. I also physically walked through the stations so they would know how to move. I had the clipboards ready to go which worked out so nice, they just took one and a pencil and I sent them to a station. The students got right to work. I had them at each station for between 2-4 minutes which seemed like just the right time because some stations didn't take as long as others. I gave them 30 second warnings and then rang the doorbell and they stopped and waited for me to tell them to move on, I think this worked very well. By the last station I could tell they were getting a little antsy. When we came back to review I didn't fully have their attention, I think this was because they were holding their clipboards and pencils. I should've had them put their papers in their mailbox, clipboards and pencils away, and then done the wrap up. I think it would maybe be useful to go through each of the senses and then have them share as a whole class. They did really well sharing their description with thinking partners too.

Overall, I really enjoyed this lesson and would definitely do it again! I would just add some more time as well as a few more descriptions of descriptive words.