SOLAR LESSON PLAN FORMAT

Age Level: 1st Grade
Subject(s) Area: Science
Materials Needed:
- 2 pieces of paper per student (40) pieces
- Pencil
- Information on how student's animals look
- Example diagrams
- Smartboard

Standards:

Code and description:

1- LS3-1 – Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

1.W.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

Action verb (bloom's taxonomy) + primary learning focus + accuracy level

Students will <u>sketch</u> a diagram of both the adult and baby of their chosen animal with 90% accuracy.

Students will accurately compose labels, a caption, and a heading with 80% accuracy.

Learning Activities:

Technology: smartboard

Required Vocabulary:

Diagram: picture that gives information visually and in writing

Labels: words that describe the picture

Headings: what the diagram is about

Captions: more information about the diagram or animal

Opening Element: Have the students sit at the carpet. "We have been working on finding information about our adult and baby animals and we are starting to put that information into a book. When we read non-fiction books, what do they have in them? (Words, pictures, information) If we are

creating a non-fiction book about our adult and baby animals and we have all our information, what else are we missing? (Picture) That's right we are missing our pictures of our animals! So today we are going to create a special kind of picture for our book, called a diagram. A diagram is picture that gives information with both the picture and with words that are written on it." Put up a picture of an example of a diagram (just the adult version) on the board."

> **Reflective Questions:** "What do you notice about my drawing? Is it really detailed and in color? ("no diagrams are usually sketches and are not colored) Now what do you notice about this picture that is usually not on a picture? (words, lines, sentence) That's right, this picture has words and lines on it. Did you know that those words have special names?"

Instructional Methods:

1. The words are called labels, and they give information about the picture and the lines point to where the words are describing on the animal. Now what do you notice about the name of my animal? (it is written bigger and at the top)
2. Why do you think that my animals name it so big? (because it is important) Yes, my animal name is so big because it is an important label. The name of my animal is a heading. The heading on a diagram is used to tell the person looking at it what the diagram is about.
3. Point to the caption, "does anyone know what this sentence on my diagram is called? It is called a caption, it gives the reader a little more information about the animal that cannot be labeled of the diagram. Not all diagrams have captions, but they can be very useful"
4. "Headings and captions help ups think about the main idea of a diagram. Turn and talk to your carpet partner about what other heading and captions you think would be good for this diagram?"
   a. After 30 seconds to a minute have the students come back and share with the class some of their ideas
      i. Choose 3-4 students to share with the class
5. "Now that I've shown you my diagram is there anything that I am missing for my diagrams? (I only have the adult and not the baby of my animal) Show the students a picture of both the adult and baby diagrams, but the baby diagram is missing something's. Compared to the adult diagram, do you think that the baby diagram is finished? What am I missing? What could my heading be for this diagram? What other labels do I need?"
6. "Now it's your turn to make your diagrams, let's review all of the parts of a diagram.
   a. Sketch
   b. Labels with arrows
   c. Heading
   d. Captions
   e. Adult and baby
7. Show students the check list of items they need for their diagrams
   a. "Here is a check list of items that you should have on your diagram. Make sure your diagram has everything on listed on your check list before you hand it in"
   b. Dismiss students from carpet by what seats they are sitting in for the day.
   c. "You will need to get, 2 pieces of paper, the check list, a book that has pictures of both the adult and baby of your animal, and a pencil. Your voice level should be at a one during this activity."
8. While the students are working, I will walk around and help when needed and give praises to students, while also managing voice and work levels

- Guided Practice Strategies: Shown throughout lesson
- Independent Concrete Practice/Application: students will independently create their own diagrams
- Classroom management/movement: shown throughout lesson
- Differentiation: Some students might only label simple body parts like arm, leg, and head. While others can go more in-depth by labeling more specific body parts like, abdomen, gills, or whiskers. Students who struggle with writing may not have to write a caption for their animals.

Wrap-Up: When students are done with their work, they are going to put their diagrams around the room and do a gallery walk to see other classmates work. If there is time students can give compliments about their classmates work that they saw during the gallery walk.

Assessment:

Formative: observe during the turn and talks and while the students are working on their own diagrams to see if the students are using the terms correctly in their conversations and on their diagrams. Use the check list to see if students include all parts of a diagram and the gallery walk to see finished work of the students.

Summative: At the end of learning I would want the students to be able to locate the labels, heading, and caption on a diagram. I would give them a piece of paper with a diagram on it and I would have them, circle the heading, underline the caption, and put a square around the labels.

I could also use a rubric as a summative assessment and give that to the students, an example is shown below:

	3	2	1	Total
Caption	Students diagram has a complete sentence as a caption.	Students diagram ha a caption, but it is not a complete sentence	Students diagram does not have a caption	
Heading	Students diagram has a caption that fully describes the diagram	Students diagram has a caption that somewhat describes the diagram	Students diagram has no caption	
Labels	Students diagram has correct labels and arrows pointing to the sketch	Students diagram has correct labels but no arrows OR Students diagram has incorrect labels with arrows	Students diagram has no labels	
Total				Score: ___

Reflection:

This lesson was a great way to start off my first week in the first-grade. The students were very excited to create a diagram of the animals that they were researching. Giving the

directions for the diagram went very well, the students were able answer my questions and understood what I was expecting of them for their assignments. The students finished products were great and they used all of the criteria that I wanted them to have on their diagrams. The accuracy level that I predicted for the students was met and I am super happy with the end products.

If I was to teach this lesson again I would separate the caption portion of the diagram for its own lesson. This is because the caption was a hard concept for the students to understand. They were confused as to what to put for the so I could have made that its own lesson, or I could have introduced it like I had but not required the students to have it on their diagrams and if students did put it on their diagrams that would be a place where differentiation would happen.

Diagram Check List:

Adult: Baby:

____ Sketch of Animal   ____ Sketch of Animal

____ Heading   ____ Heading

____ Labels   ____ Labels

____ Caption   ____ Caption

Diagram Check List:

Adult: Baby:

____ Sketch of Animal   ____ Sketch of Animal

____ Heading   ____ Heading

____ Labels   ____ Labels

____ Caption   ____ Caption

Diagram Check List:

Adult: Baby:

____ Sketch of Animal   ____ Sketch of Animal

____ Heading   ____ Heading

____ Labels   ____ Labels

____ Caption   ____ Caption