

## Elementary Science 5 E's Lesson Plan

<b>Teacher:</b> Ulises F. Rubio	<b>Grade Level:</b> 1st	<b>Dates:</b> 2/9/2014
<b>Benchmark(s) from the SSS for this lesson</b>	Big Idea 14: Organization and Development of Living Organisms SC.1.L.14.3 Differentiate between living and nonliving things.	
<b>Essential Question</b>	What do living things need?	
<b>Objective for Students</b>	Identify characteristics of plants and animals that are evidence that they are living.	
<b>NOTE</b>	<b>ALL 5 E'S WILL NOT BE DONE IN ONE DAY.</b>	
<b>Engage</b> Date: Day 1	View a slideshow: This engage slideshow outlines how to conduct a feeding experiment to living and nonliving objects. Students will notice living organisms can respond differently than nonliving organisms. <a href="#">1.8AB_Life_Engage.swf</a>  Assess: How will you check students' background knowledge and misconceptions for the unit of study?	
<b>Explore</b> Date: Day 2	Students will examine several items and determine if they are living or nonliving. • Schoolyard Survey, pp.197-202 Assess: How will you determine who demonstrates the skills needed during the investigation? How will you know who is beginning to understand the concept(s)?	
<b>Explain</b> Date: Day 2	Discuss the following questions: Which items were living? Which items were nonliving? How can you tell living organisms from nonliving objects? What other living organisms can you think of? What are some living organisms in your home? What about nonliving objects? Assess: How will you determine who understood the concept(s) and who did not? This is necessary to determine who receives enrichment or remediation during the Extend.	
<b>Extend</b> Date: Day 3	<b>Exploring the Characteristics of Living Things</b> PDF Document handout <b>Is It Alive?</b> QuickTime Video - Discovery Education videos: Living and nonliving Video Assess: How will students demonstrate that they have now met the benchmark? How will students demonstrate that they have a deeper understanding of the concepts and skills?	
<b>Evaluate Day 4</b>	Assessment Book pgs. 1-4. A twenty item quiz of living and non-living things. My journal Entry: It's alive! Or is It?	
<b>Supplies and Technology Needed</b>	Plant (per class) Classroom Pet (fish, hamster, mealworm, snake, etc.), Pencils, Shoe, Cup of Water Wristwatch, Pet food Red Marker or Colored Pencil, Black Marker or Colored Pencil (per student)	
<b>Vocabulary</b>	Alive, living, nonliving, organism, object, plants, animals	
<b>Homework:</b>	Workbook pages 5-10, Characteristics of living things	
<b>Resources (A/V, websites, books, etc.)</b>	<b>Discovery Education videos: Living and nonliving - Materials: Text Book: Scott Foresman Chapter 1, lesson 4, pp. 14-21</b> AIMS Science Florida 1 <sup>st</sup> Grade: • Living or Nonliving? pp. 179-186 • Living and Nonliving Things, pp.187-188	
<b>Special Instructions</b>	Have fun!	
<b>Additional Differentiated Instruction</b>	<b>ESOL:</b> Role Play - Hands On - Paraphrase - Gestures Model Task -Peer Tutoring - Visual Aids <b>Inclusion</b>	
<b>Higher Order Questions</b>	Can plants move over time and why?	
<b>Reflections on this lesson</b>	Students will love the opportunity to explore the yard and have meaningful hands on activities.	