



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Q-tip Tree	School: Barcelona	Date: 11/06/2019
Instructor Name:	Chrislynn Nieto		
Class Size	5	Lesson Credits: (Where did you get your ideas for you lesson ie: website) The good stuff website	

Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.

<p>NM State Standards:</p> <p>Please Visit www.mystandards.org Please Visit Next Generation Science Standards https://www.nextgenscience.org/search-standards</p> <p>Common Core State Standards: http://www.corestandards.org/</p> <p>The speaking and listening standards are K- 5. Each grade level builds on complexity but addresses same standard.</p>	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <hr/> <p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1 Participate in collaborative conversations with diverse partners about <i>grade level topics and texts</i> with peers and adults in small and larger groups.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion</p> <hr/> <p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <p>Students will be able to determine the difference of trees before fall and after fall.</p>												
<p>Learning Objectives:</p>													
<p>Lesson Materials & Equipment</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Item:</th> <th style="width: 20%;">Quantity:</th> <th style="width: 30%;">Special Requests for RGEC Equipment:</th> </tr> </thead> <tbody> <tr> <td>Paper</td> <td>10</td> <td></td> </tr> <tr> <td>Paint</td> <td>Multiple</td> <td></td> </tr> <tr> <td>Q-Tips</td> <td>Multiple</td> <td></td> </tr> </tbody> </table>	Item:	Quantity:	Special Requests for RGEC Equipment:	Paper	10		Paint	Multiple		Q-Tips	Multiple	
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<p>INSTRUCTIONAL SEQUENCE Please note: <i>This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.</i></p> <p>*Body of the Lesson:</p> <ol style="list-style-type: none"> 1. (What you will say/do to assess, connect to, or build, necessary background knowledge. 2. Describe <u>step-by-step</u> what the students will be doing during the lesson. 3. Opportunities to participate in small groups. 4. Activity to process daily participation
<ol style="list-style-type: none"> 1. Ask students if they notice a difference in the trees during fall. <hr/> 2. Are the leaves different colors? <hr/> 3. Ask the students if they know why the leaves change color <hr/> 4. Explain that the nutrients in the leaves transfers to the tree so that the tree will survive the winter months and that is why the leaves change color and eventually fall off. <hr/> 5. Explain to the students that they will be able to make their own fall trees with different colored leaves and different leaf shapes. <hr/> 6. Pass out the paper, paint and q-tips and have the students create their trees with different colored fall leaves using the q-tips.

Signature: _____ Date: _____



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