

SJNY LESSON PLAN

NAME OF STUDENT: Eva McCarthy

SCHOOL: Remsenburg Speonk Elementary

CHILD STUDY COURSE: CS414

DATE OF LESSON: 4/9/25

COOPERATING TEACHER: Ms. Rachele Bongiovi **GRADE:** 4th **GROUP SIZE:** 20

SPECIFIC LESSON: Identify that living things are made of cells, tissues, and organs.

CURRICULUM AREA: Science

Context for Learning:

This classroom is a fourth-grade classroom with 20 students, a general education teacher, and a special education teacher. There are two students with IEP plans and two students with 504 plans. Students are pulled out of the class during various periods of the day for speech, occupational therapy, counseling, and reading. I will not utilize ability grouping during this lesson as it is an introduction to a science lesson. If needed, students with IEPs will receive extra scaffolding, assistance, or small group assistance from the special education teacher. In the past, students have learned about different plants and animals. During this lesson, students will understand that plants, animals, and humans are made up of cells, tissues, and organs. In the future, students will be able to identify different parts of cells, tissues, and organs and the different systems present in human, animal, and plant bodies.

NYS Next Generation Learning Standards:

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

Learning Objectives:

Students will be able to identify that living things are made of cells, tissues, organs, and systems.

Materials:

- SMARTBoard
- Canva Account/Access
- Powerpoint
presentation: https://www.canva.com/design/DAGj3cpJTs4/C2NNzG6FRe15VZZRZdVGCw/view?utm_content=DAGj3cpJTs4&utm_campaign=designshare&utm_medium=link2&utm_source=unique_links&utm_id=h4a7f6c6cc8
- Youtube Access
- Youtube Video: <https://www.youtube.com/watch?v=ZRFykdf4kDc>

- Cell Station Video: <https://www.youtube.com/watch?v=8vo59AKzU4Q>
- Cell Circle Map:
https://www.canva.com/design/DAGj3mh0b3k/AxouLkG6QWjPLv-jhyWD1Q/view?utm_content=DAGj3mh0b3k&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h8c12db1059
- Tissue Task Card Activity:
https://www.canva.com/design/DAGj34kA-_w/-49FYdofcqw1-8JxzuslUg/view?utm_content=DAGj34kA-_w&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h4a093d7714
- Tissues Task Cards:
https://www.canva.com/design/DAGj9ng0LVE/np29UFWZMONJpE27Ap3XEA/view?utm_content=DAGj9ng0LVE&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha7e3fa8a61
- Organ Cut and Paste Activity:
https://www.canva.com/design/DAGj4Mo4scA/0daTfQW2c-CIPa6bHoEcig/view?utm_content=DAGj4Mo4scA&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=ha31456bd68
- Exit Ticket:
https://www.canva.com/design/DAGj47MHEyo/vQTW3qaDRRxmUYMg9KkQZg/view?utm_content=DAGj47MHEyo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hdb4a13003d
- Pencils
- Scissors
- Glue
- Laptops/Ipads
- Re-engagement Activity:
https://www.canva.com/design/DAGj5TFe44g/xlliw8TgWXeXhUelxuwYdg/view?utm_content=DAGj5TFe44g&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h1edd3f67ea

Body of lesson:

Introduction/Motivation (activation of prior knowledge):

- To introduce this science lesson, I will display a PowerPoint presentation for their lesson, starting with the learning target. I will select one student to read the learning target aloud. After that, I will engage students in conversation about the learning target. “Raise your hand if you have ever heard of a cell. Where have you heard that from? What about organs?”
- After engaging students through conversation, I will click on the third slide of the PowerPoint presentation. I will then ask a student to read the question on the board. Then,

I will ask students about the question. “What do we already know about these things? What could we predict? Could we make an educated guess?”

- Next, I will click on the fourth slide of the PowerPoint presentation. I will read the question to the students. Afterward, I will prompt them to use the turn-and-talk method to discuss possible responses with the person next to them. “What human structures do you know? What do you think that could mean? Turn and talk to the person next to you!” While students talk with their neighbors, I will circulate and observe their conversations to assess their learning informally.
- Next, I will click on the fifth slide of the presentation and choose a student to read it. After a student reads it, I will ask the class if they had come up with anything similar in their groups. “Did anyone think of something similar? Give me a thumbs up if you think yes, give me a thumb in the middle if you're not sure, and give me a thumbs down if you did not.”
- Next, I will click to the sixth slide of the presentation and display the video. As I show the video, I will pause at different points and ask the students questions. “What is a cell? What are tissues made of?”
- After the video, I will ask the students to share one thing they learned. After taking participation from a few students, I will explain that for today's lesson, the students will work in centers to learn more about cells, tissues, and organs.

Instructional Strategies/Activities:

- First, I will click to slide seven of the presentation and explain that students will be working in groups. While the slide of each group is presented, I will preview the instruction and assignment for each center. For center one, I will explain that they will be the listening station. They will watch a video on their devices and then complete a circle map about the information they learned about cells from the video. For center two, I will explain that they will be the task card station. They will use different task cards to help them fill in the blanks of an assignment, and they will sit on the carpet. For center three, I will explain that they will complete a cut-and-paste activity for organs. They will meet at the back table and work in groups to complete the cut and paste activity.
- I will ask students if they understand where they are supposed to go, what their group is, and what the directions are. At this point, I will answer any questions. Once all students are clear about expectations and where to go, I will ask them to point to the center they are supposed to be attending first. Once I ensure students point to the correct station, I will prompt them using transition directions they are familiar with. “Get ready, get set, Go!”
- Once students reach their stations, I will circulate the room to answer any questions, ensure they are on task, and informally assess learning.
- Additionally, I will use the visual timer/clock to put on a 10-minute timer for each station. This allows the students and myself to manage time and transition effectively.

- Before the timer is up, I will give students a verbal 2-minute warning. Once the 10 minutes are up, I will have students stand up at their stations and point to the station they are going to next. Once everyone points to the correct station, I prompt students using transitions instruct students to go to their next station.
- Once students reach their stations, I will circulate the room to answer any questions, ensure they are on task, and informally assess learning.
- Additionally, I will use the visual timer/clock to put on a 10-minute timer for each station.
- Before the timer is up, I will give students a verbal 2-minute warning. Once the 10 minutes are up, I will have students stand up at their stations and point to the station they are going to next. Once everyone points to the correct station, I will count from 3 and instruct students to go to their next station.
- Once students reach their stations, I will circulate the room to answer any questions, ensure they are on task, and informally assess learning.
- Additionally, I will use the visual timer/clock to put on a 10-minute timer for each station. This allows the students and myself to manage time and transition effectively.
- After the students complete their final station, I will instruct them to come to the carpet for the closure portion of the classroom.

Incorporating Technology:

- During this lesson, various aspects of technology will be utilized. For example, a computer was used to create the Canva presentation and all the worksheets and activities for the lesson. A SMARTBoard was used to display the lesson. YouTube was utilized for videos throughout the lesson. Students will use their own iPads or laptops to access the cell video for their first station.

Differentiation:

- **For students with ADD/ADHD**, if they become too distracted or overstimulated during the assignment, they will have the opportunity to take a brain break and go sit back at their seat. They can also be provided with a checklist version of their responsibilities during the assignment to self-monitor their progress and ensure they are staying on task. Additionally, they can utilize differentiated seating with different pads and bolsters, as well as exercise bands on the bottom of their seats to allow quiet fidgeting.
- **For English Language Learners**, I will pre-teach the academic language used in the lesson and any other language related to the lesson or learning objective. I will also provide them additional support, such as vocabulary cards of different terms. Additionally, I will make sure to put the Spanish subtitles on the YouTube videos presented to whole and small group instruction.
- **For students with intellectual disabilities**, I will provide a printed copy of the presentation for the student to have before, during, and after the lesson. This copy will

allow the students to mark it as they please throughout the lesson while also writing any essential details we come up with in class.

Academic Language:

Language function:

- Identify: Students will use identification to determine how plants and animals are made up of cells, tissues, and organs.
- Explain: Students will use explanation to present their findings from group work during the closure portion of the lesson.

Academic Vocabulary:

- **Domain Specific:** Function, Cells, Tissues, Organs, Epithelial, Connective, Muscle, Nervous, Role, Structures
- **General Vocabulary:** Describe, Identify, Explain, self-assessment, predict,

Syntax:

- Students will use sentence structure to construct their responses on their exit tickets.
- Students will utilize questioning within their discussion with group members

Discourse:

- Students will engage in conversations with someone near them to discuss the ideas presented during the lesson
- Students will engage in conversations using the turn-and-talk method to discuss different human systems
- Students will engage in conversations with their group members to complete the activities using task cards, cut and paste, and circle maps.

Closure:

- For the closure portion of this lesson, I will engage students through conversation about their findings in their centers. “Who can share something they learned at one of the stations?” After hearing responses from students, I will click to the 8th slide of the presentation. I will ask students to answer the following questions. “Are living things made up of cells? How do we know? What about tissues/organs?” After engaging in a discussion with the students, I will explain to them the exit ticket portion of the closure. I will take a physical copy of the exit ticket and explain how to complete it to students. “Now, in a minute, you will all return to your desks and complete this exit ticket independently. You will write a sentence about what you learned about cells, tissues, or organs using the word bank to help you. Put your self-assessment on the back, and then you may hand it in to the back table. Do we understand what we are going to work on?” After answering any questions, I will pass out the exit tickets and direct students back to their seats.

Evaluation/Assessment:

Informal Assessment: For informal assessment during this lesson, I will utilize observation through students' conversations during the turn-and-talk portion while asking for participation and when the students work together in their centers. During the closure portion of the lesson, I will observe students as they write their sentences to assess comprehension. Additionally, I will informally assess students through their self-assessment at the end of the exit ticket.

Formal Assessment: For the formal assessment during this lesson, I will use the exit ticket to assess students' level of comprehension. Completing an exit ticket aligned with the standards will help me understand how well the students have responded to my teaching during the lesson. Additionally, the students will be asked to complete the exit ticket without any help from peers or teachers so the assessment results will be accurate. I will use the exit ticket to determine if students met the learning objective, and if they did not, students will engage in the re-engagement portion of the lesson.

Re-engagement:

- Students who did not meet the learning objective will participate in the re-engagement portion of the lesson. The teacher will pull a small group of students to the back table to complete this part of the lesson.
- For this portion, students will be tasked with matching different objects to their correct column based on whether the picture is a cell, tissue, or organ.
- A teacher can provide scaffolding to students if they struggle with re-engagement.