

21st Century Classroom Lesson Plan

IDAHO STATE DEPARTMENT OF EDUCATION
DEVELOPED ACCORDING TO THE CHARLOTTE DANIELSON FRAMEWORK AND
UNIVERSAL DESIGN FOR LEARNING (UDL)

Charlotte Danielson Framework - This lesson plan incorporates all of the components found in **Domain 1: Planning and Preparation** of the Danielson Framework for Teaching; **1a: Demonstrating Knowledge of Content and Pedagogy**; **1b: Demonstrating Knowledge of Students**; **1c: Setting Instructional Goals**; **1d: Demonstrating Knowledge of Resources**; **1e: Designing Coherent Instruction**, and; **1f: Assessing Student Learning**.

UDL – This lesson plan incorporates the primary components of Universal Design for Learning (UDL) which is an educational approach with three primary principles including;

1. **Multiple means of representation**, to give diverse learners options for acquiring information and knowledge,
2. **Multiple means of action and expression**, to provide learners options for demonstrating what they know,
3. **Multiple means of engagement**, to tap into learners' interests, offer appropriate challenges, and increase motivation

Lesson plans created by educators for submission into Idaho's Learning Management System (LMS) Schoolnet must include these components. For information on Universal Design for Learning including a tutorial and model lessons access the Center for Applied Special Technology (CAST) website at <http://www.cast.org/>

Bloom's Revised Taxonomy – This lesson plan includes Bloom's Revised Taxonomy as a component.

*NOTE: Not all areas are required for every lesson. * INDICATES OPTIONAL areas to be included only if applicable to the specific content/grade level lesson. This lesson plan template is based upon the CAST UDL Lesson Plan Builder but includes extra fields specific for submission into Idaho's Schoolnet Learning Management System and must be completely filled in (unless labeled * for optional) to facilitate entry into a searchable state-wide and national online database. Educators are not limited to the space provided as the table will expand to fit the entries.

Name: SDE-Child Nutrition Programs	Email: childnutrition@sde.idaho.gov
District Name:	School Name:
District Number:	School Address:
School Phone:	Administrator Name:

Lesson Overview

Unit: Incredible Edible Idaho Farm to School Lesson Series	
Lesson Title: Idaho Peaches	
Subject: Health, ELA *Subheading: Nutrition	
Duration: 40 minutes	Grade Level(s): 3rd-5th
Course: –	
Big Idea or Focused Investigation: Idaho peaches are an important part of a healthy diet. Peaches are an important crop in Idaho.	
Enduring Understandings: Idaho peaches provide many nutrients that help our bodies learn, grow, and stay healthy. Peach production is an important industry in Idaho.	
Essential Question/s: Why is peach production important to Idaho citizens? According to My Idaho plate, where does a peach fit into a balanced, healthy meal? How can I share what I learned about peaches with an audience outside of our classroom?	

Description

Lesson Description: Describe the primary nature (e.g. hands-on, inquiry, project based etc.), whether interdisciplinary or single-subject and how it relates to a broader unit. Being clear, descriptive, and specific will help to develop the online keyword searches within Schoolnet. Make sure you provide enough information on this lesson plan that it can be replicated.

Description: This lesson plan is designed to provide students with information on Idaho peaches from both an agricultural and a nutritional perspective. Students will learn where Idaho peaches are grown and how many peaches Idaho produces. Additionally, students will become aware of nutrition facts related to peaches, and how to include peaches in a healthy meal. Students will participate in a mystery brown bag investigation using smell, sound, and touch to try to determine the bag's contents before they begin. A worksheet that allows them to record their observations accompanies this lesson plan. They will then look at and taste a peach slice to enhance their descriptive writing. Students will create a Cinquain based on sensory details. They are also tasked with creating a "What Am I?" riddle poem based on the facts they will be collecting as they take notes on the PowerPoint presentation. These writing assignments are designed to allow students to easily share their learning about peaches with their family.

Goals and Objectives

(Framework Domain 1c: Setting Instructional Goals)

Goals and Objectives: The overall goal, as well as objective, outlining the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.

Unit/Lesson Goal/s: Students will gain a greater appreciation for peach production in Idaho. Students will make connections between locally grown products and healthy eating.

Lesson Objectives: Students will draw on and link their background knowledge to their learning as part of this lesson. Students will read and listen to a presentation while creating a claim and finding supporting evidence in multiple texts. They will then pose questions for additional research at the lesson's conclusion.

Standards

Standards: A lesson may address a single content standard, two or more content standards from the same subject area, or content standards from two or more subject areas and or grades. (Use the drop down menu provided for each if submitting online within Schoolnet or use the internet links provided to access, then copy and paste into the document)

Idaho State Content Standards:

3-5.H.1.1.1 Describe the relationship between healthy behaviors and personal health.

3-5.H.7.1.3 Demonstrate a variety of health behaviors that avoid or reduce health risks.

3-5.H.1.1.6 Describe the impact of health behaviors on body systems.

3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement. (Optional activity on slide 13)

Idaho Core Standards (CCSS):

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

***National Education Technology Standards:**

***Professional Technical Standards**

***English Language Development (ELD) Standards:**

Idaho Extended Content Objectives: (Standards for Students With Significant Cognitive Disabilities)

Learning Outcomes – Begin with the end in mind

(Framework Domain 1e: Designing Coherent Instruction)

Learning Outcomes: How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?

Create, Present, Perform, Exhibit, Report, Respond/Reflect. Students will be able to:

Learning Outcome: Students will participate in a mystery brown bag investigation using smell, sound, and touch to try to determine the bag’s contents before they begin. They will record their observations using descriptive and sensory language, focusing on strong word choice. They will then look at and taste a peach slice, adding sensory details to enhance their descriptive writing. Students will create a Cinquain based on sensory details. They will create a “What Am I?” riddle poem based on the facts they will be collecting as they take notes on the PowerPoint presentation.

***Learning Outcome:** –

Checking for Understanding Questions: Why is peach production important to Idaho’s citizens? How is the Idaho peach part of a healthy meal? How can I use my poetry to share what I learned about peaches with my family?

Bloom’s Revised Taxonomy

Which levels of Bloom’s Revised Taxonomy are targeted? Check one or more.

(Use drop down online within Schoolnet or checkbox)

X	Remembering		Analyzing
X	Understanding		Evaluating
X	Applying	X	Creating

Methods and Instructional Strategies

(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

Vocabulary: List all key vocabulary words necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.

Cinquain - a form of poetry
production - to build, grow, or produce

Introduction/Anticipatory Set:

Before you begin the lesson, make sure you prepare materials. You will need to:

- Read the PowerPoint presentation and print out all slides, including notes. The notes will not be visible when you are viewing the PowerPoint, so it is important to print them out beforehand. To print the slides WITH notes, select "Print," then under the print menu, select the dropdown menu labeled "Print What." Select "Notes Pages." When you print, it will print each slide, along with the notes at the bottom.
- Print "Exploring Senses With Food" worksheet, 1 per student
- Print "Incredible Edible Idaho: Peach" poster, 1 per student (do not pass this out until slide #3)
- Purchase ½ peach for each student. For example, a class of 20 students would need a minimum of 10 peaches.
- Purchase 1 brown paper lunch bag for each student.
- THE FOLLOWING STEPS MUST BE DONE WITHOUT STUDENT OBSERVATION:
 - Using a knife, pit and slice peaches.
 - Place ½ a peach in each bag. Place a bag on each student's desk. Clean up all evidence.

****ASK STUDENTS TO WASH THEIR HANDS BEFORE BEGINNING THIS LESSON.**

Slide #1: Tell the class you have a mystery item in a paper bag. Give each student 30 seconds to reach their hand into the paper bag, without looking, and describe what the item feels like. Ask students to keep the item's name a secret if they know what it is. Ask students to record their guess as to the bag's contents in part 1 of the "Exploring Senses With Food" worksheet.

Slide #2: Say to students, "Today we are going to talk about Idaho peaches. Here is a poster that tells you all about them (show "Incredible Edible Idaho: Peach" poster). Before we begin to talk about peaches, we are going to investigate and taste some fresh Idaho peaches. I'm going to come around and give you each a piece. Be sure to leave your peach on your plate until everybody has one."

Slide #3: Pass out a peach half or slice to each student. Leave a whole peach at each group/desk so students can refer to it as well.

Provide the students with the following directions: "Take a look at the peach and describe what it looks like, how it feels, and what it smells like. (Optional: Provide students with magnifying glasses to look at the peach more closely.) I would like you to eat the peach slowly. While you are eating the peach think about what it feels like, smells like, tastes like, and even sounds like."

Have each student fill out Part 2 of the "Exploring Senses With Food" worksheet as they explore their peach. Encourage students to write descriptive words that would help a reader to imagine they had a peach in front of them. **This might be a good time to discuss high-quality descriptive words. For example, good vs. sweet or fresh or bitter.

Instructional Strategies: Whole Class, Independent work

Build, Apply Knowledge:

Have each student describe the item in the bag in part 2 of the "Exploring Senses With Food" worksheet.

***Higher Order Thinking Questions: —**

***Provide Guided Practice:**

Slide #4-14: Read the slides and notes aloud to students. Model your thinking as needed during the active engagement portions of the presentation. If necessary, model paraphrasing information from one slide. Pause often to remind students that they need to be taking notes in part 2 of their “Exploring Senses With Food” worksheet.

***Provide Independent Practice:**

Slide #15: Say to students: “For the final part of the lesson, you will write create two poems. The Cinquain will use your descriptive words from part 2. The “What Am I?” poem riddle will require you to use facts from part 3 and information from the “Incredible Edible Idaho: Peach” poster.

Again, this is a good time to discuss what high quality descriptive words are. Also, talk about your expectations for the poems. Teachers may want to highlight specific students’ work as a model for the rest of the class.

Wrap Up/Synthesis/Closure:

Give students an opportunity to peer-revise and edit.

Optional Gallery walk: Ask each student to present their poems on their desks. Students silently walk from one desk to the next viewing each poem like you might at an art gallery.

Optional Daily Fruit Journal: Have the students track the type and amount of fruit they eat for three days. (Fruit Journal) Revisit this topic in three days to have the students compare their fruit intake with the My Plate recommendations.

Send the poems home for students to teach family members about Idaho peaches.

Materials

(Framework Domain 1d: Demonstrating Knowledge of Resources)

*Digital eLearning Materials: URL (Web Site Link/s) to online digital text or materials, games, activities, programs, tools or video – List as many as necessary.

Title: Idaho Peach PowerPoint Presentation

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This PowerPoint provides students with the background information about peach production in Idaho, and its role in a healthy meal.

Title: “Exploring Senses With Food” worksheet

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This worksheet acts as a note-catcher during the Idaho Peach PowerPoint presentation. It also provides examples of the two types of poems that students will be creating to share their knowledge of Idaho peaches with their family.

Title: “Incredible Edible Idaho: Peach” poster

URL: <http://www.sde.idaho.gov/site/cnp/farmToSchool/lessonPlans>

Annotation: This link provides the poster used in slide #15 of the Idaho Peach PowerPoint presentation. Students may use the poster as an additional text to collect facts for their poems.

***Technology Tools and Equipment (Including UDL-Assistive Technology Software and Hardware):** Examples of technology tools might include hardware as well as software; e.g. document camera, digital camera, tablet, iPad, iPod, Interactive Board, calculator, geotracking, etc. Examples of UDL -assistive technology; e.g. text to speech, speech to text, switch or adapted keyboard, screen reader or word prediction etc. (List as many as necessary)

1. Computer with PowerPoint and Internet Connection
2. LCD Projector

***Other Materials:** Those required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, science equipment or supplies, art materials or equipment. (List technology items in the previous field.) (List as many as necessary)

- Purchase ½ peach for each student. For example, a class of 20 students would need a minimum of 10 peaches.
- Purchase 1 brown paper lunch bag for each student.

***Safety Considerations** (e.g. for Science and Professional Technical Education Plans)

UDL - Differentiation According to Student Needs

(Framework Domain 1b: Demonstrating Knowledge of Students)

Differentiation of curriculum, instruction and assessment using (UDL) Universal Design for Learning Principles to address diverse student needs including students with an IEP or 504, cultural linguistic needs e.g., (ELL, SIOP) as well as providing opportunities for extension and remediation if indicated.

UDL: Multiple means of;

- **Action and Expression:** Students will have an opportunity to share information with others in a variety of ways: pairs, small group, and whole group discussion.
- **Engagement:** Students are asked to investigate an Idaho peach using their 5 senses.
- **Representation:** Students are required to read and listen to a presentation while collecting notes for two different types of poems. One of the poems appeals to an informational writer, the other appeals to an expressive writer.

ELL, SIOP: (Modifications to Instruction) Focus on difficult vocabulary to help students who are ELL. Make sure ELL students have strong English speaking students in their group to help them with the fractions worksheet.

***Other Means of Differentiation:** The PowerPoint and “Incredible Edible Idaho: Peach” poster provides visual support. The teacher will model his/her thinking as necessary.

Extension: Modifications for students who already know or can do the primary learning objective, e.g. activities that apply the concept to new content or extend opportunities for further research and exploration.

***1. Extension:** Allow students to create other types of poetry to demonstrate their knowledge of Idaho peaches. Present poems to other classes.

Remediation: Explain what may be done for students who need extra preparation or assistance before, during, or after the lesson.

***1. Remediation:** You may choose to support students through careful grouping. Students may want to collect facts only using the “Incredible Edible Idaho: Peach” poster. You may choose to complete slide 15 in small groups rather than independently. You may have students choose to create only one poem.

Assessment

(Framework Domain 1f: Assessing Student Learning)

Assessment: (Optional) May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available submitted along with the lesson plan as attachments.

***Formative/Ongoing Assessment:** Teacher observation will be the primary means of determining how much to release responsibility to small groups, partners, or independent work. Monitoring the students' use of the peaches "Exploring Senses with Food" worksheet will help teachers make decisions about adapting the lesson.

***Summative/End Of Lesson Assessment:** Slide 15 provides an opportunity for summative assessment as it prompts students to use the facts they have collected to create a poem. This poem provides tangible evidence of each student's thinking and engagement during this lesson.

Educator Self-Reflection

Please use this area to self-reflect on the successes and areas of improvement for your own planning purposes. (You may use this area then delete for submission online as the contents of the self-reflection section is not intended to be shared.)

*Self-Reflection – Successes and Areas of Improvement

The State Department of Education- Child Nutrition Programs thanks Jill Diamond of the Lewiston School District #1, Leah Clark from the Idaho Department of Agriculture, and Tracy Son for their efforts to create this lesson.

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