

Agriculture in the Classroom 1
GENERAL LESSON /UNIT PLAN FORMAT
for English as a Second Language Students

This lesson plan format combines a variety of lesson plan models including
SIOP AND CALLA

PA standard: 3.2

- A. Describe objects in the world using the five senses.
- Recognize observational descriptors from each of the five senses (e.g., see-blue, feel-rough).
 - Use observations to develop a descriptive vocabulary.

LP standard: Standard 1

Domain: Speaking

Content area: Science

Grade Level Cluster: PreK-K

Proficiency Level: Entering

Topic: Plants and colors

Content Objective(s): Student will restate colors used in schools and found in nature when comparing crayons and pictures of a yellow duck, green frog, and red bird.

Language Objective(s): Students will restate colors.

Key vocabulary: Yellow, green, red, flower, picture, crayon, frog, duck

Learning Strategies: The teacher will model the process.

Adaptations: If there is confusion, fewer colors will be used.

Procedures: The teacher will place a picture of a yellow duck on the table. The teacher will pick up the yellow crayon and the yellow word card. The teacher will compare the duck and the crayon. The teacher will compare the yellow label on the crayon and the word card to see if they match while saying only the color. The teacher will then ask the student to repeat the procedure. The teacher will repeat the procedure using green. The student will repeat. After the student has done yellow and green repeatedly, red can be introduced. Other pictures of corn, ladybug, grass, etc. can be used.

- 1) Preparation: How will you find out what your students already know about the topic? The teacher will show the yellow crayon to the student and ask for the name. Repeat with green and red .
- 2) Presentation: How will you present and explain the topic? Because I am working with English as a Second Language student, there is not much explaining. I will model the desired behavior while describing the colors and objects.
- 3) Practice: What activities will provide meaningful practice? Sorting a group of crayons or flowers into color groups. Coloring a picture with labels of the three colors on it. Playing a game of match the color and the crayon.
- 4) Evaluation: How will the students assess their own learning? If their picture has the correct colors in the correct place, they have done well. The student will be asked to dig a yellow crayon out of a pile of crayons to give them selves a star on the color word chart. When all of the colors are presented, (yellow, green, red, blue, purple, orange, black, white, brown) and they have 5 stars after each color, we will move onto the next concept.

- 5) Expansion: How will the students apply what they have learned to new situations?
The student will be given the same three colors with one more color added and see if they can assimilate the new color and color word card into the process.
The student can sort the pictures into plants and animals. Read the book [Brown Bear, Brown Bear What do You See?](#)





















