

Agriculture in the Classroom 2  
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: Writing and Speaking

Content area: Science

Grade Level Cluster: PreK-K

Proficiency Level: Entering

Topic: Plants and colors

Content Objective(s): Student will draw things found in nature that are yellow, red or green.

Language Objective(s): Students will draw.

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

Learning Strategies: The teacher will model the process.

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

Procedures: The teacher will place a non-colored picture of a flower on the table. The teacher will pick up the green crayon and ask, "Yesterday, we colored the duck \_\_\_\_\_?" The teacher will hold up the yellow word card and ask the student to find the yellow crayon. The teacher will compare the duck and the crayon. The teacher will ask, "Do you think this part of the duck could be green?" pointing to the beak. The student can respond. The teacher will direct the student to the beak. The teacher will ask, "What color is this part of the duck?" The student may choose red instead of yellow. As long as they say the correct word with the color, they have met the goal. The student will draw other things in nature, i.e. dogs, cats, birds, anything as long as they can say the color.

- 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 the student speaks the correct colors 8/10 times, they get another star on their 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 will be asked to dig a yellow crayon out of a pile of crayons to give themselves a star on the color word chart. The process will be repeated as other colors become recognized verbally and visually.  
The student can sort the pictures into plants and animals.  
Reread [Brown Bear, Brown Bear What do You See?](#)