

# 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

<b>Unit:</b> Incredible Edible Idaho Farm to School Lesson Series	
<b>Lesson Title:</b> Idaho Dry Peas and Lentils	
<b>Subject:</b> Health, ELA <b>*Subheading:</b> Nutrition	
<b>Duration:</b> 40 minutes	<b>Grade Level(s):</b> 3rd-5th
<b>Course:</b> –	
<b>Big Idea or Focused Investigation:</b> Idaho dry peas and lentils are an important part of a healthy diet. Dry pea and lentil production is an important agricultural industry in Idaho.	
<b>Enduring Understandings:</b> Idaho dry peas and lentils provide many nutrients that help our bodies learn, grow, and stay healthy. Dry pea and lentil production is an important industry in Idaho.	
<b>Essential Question/s:</b> What do Idaho citizens need to know about dry peas and lentils? According to My Idaho Plate, where do dry peas and lentils fit into a balanced, healthy meal?	

## 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 dry peas and lentils from both an agricultural and a nutritional perspective. Students will learn historical facts about these legumes. The PowerPoint also covers locations in Idaho that produce dry peas and lentils. Additionally, students will become aware of nutritional facts related to dry peas and lentils, including how to add more dry peas and lentils to their meals. They will be required to collect information from the PowerPoint and a verbal presentation by the teacher. Then, they will take the role of an Idaho newscaster, creating a script for a feature story meant to inform the Idaho television audience about the role dry peas and lentils play in Idaho's economy. Students must build an evidence-based argument to convince people to eat more dry peas and lentils.

## 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 dry pea and lentil production in Idaho. Students will make connections between locally grown products and healthy eating.

**Lesson Objectives:** Students will collect information from the PowerPoint and a verbal presentation by the teacher. Then, they will take the role of an Idaho newscaster, creating a script for a feature story meant to inform the Idaho television audience about the role dry peas and lentils play in Idaho's economy and convince people to eat more dry peas and lentils.

## 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.1.1.6 Describe the impact of health behaviors on body systems.

3-5.H.5.1.6 Describe the outcomes of a health related decisions.

3-5.H.8.1.1 Express opinions and give accurate information about health issues.

3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

**Idaho Core Standards (CCSS):**

RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

## 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 be required to collect information from the PowerPoint and a verbal presentation by the teacher. Then, they will take the role of an Idaho newscaster, creating a script for a feature story meant to inform the Idaho television audience about the role dry peas and lentils play in Idaho’s economy and convince people to eat more dry peas and lentils.

**Checking for Understanding Questions:** Why are dry pea and lentil production important to Idaho’s citizens? How many servings of dry peas and lentils should you eat a day? How are Idaho dry peas and lentils part of a healthy meal?

## 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
	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.

**Legumes** – plants which have pods with edible seeds inside  
**Beans** – a seed harvested dry from the bean plant, also “dry beans”  
**Dry peas** – a seed harvested dry from the pea plant  
**Chickpeas** – a round legume, also called Garbanzo bean  
**Garbanzo beans** – a round legume, also called Chickpeas  
**Edible** – something you can eat, some green peas have edible pods  
**Nutrient** – nutrients come from the food you eat and help your body work correctly  
**Nutrition** – the science of understanding how nutrients work in the body  
**Claim** – to state something as a fact  
**Evidence** – proof used to support facts

**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.
- Discussion information for each PowerPoint slide is contained below the slide within the presentation.
- Italicized instructor cues include questions for the class.
- Hang up "Incredible Edible Idaho: Peas and Lentils" poster in the front of the class to use as a visual aid.
- Make enough copies of the Idaho Peas and Lentils Take Home handout and the Peas and Lentils Guided Notes worksheet for each student.

The teacher should pre-read the scripted PowerPoint presentation in order to become familiar with the information presented. Read the assignment on slide 15 to determine how to scaffold and support your learners through the information gathering process during the PowerPoint presentation. Teachers should also decide ahead of time if students will be completing the script writing and presentation individually, in pairs, small groups, or as a class with the teacher facilitating.

Determine whether the students will be taking notes during the PowerPoint presentation. The Guided Notes Worksheet can be used to support students in gathering information from the PowerPoint.

Since many students probably haven't seen dry peas, lentils and chickpeas, the lesson will start with a cup or jar with some of each of the legumes placed at each table group in order for students to see and touch. Teachers will need to get the legumes ahead of time and separate them for each group/row.

**Introduction/Anticipatory Set:**

Active Engagement: Have students look at a cup or jar that has dry peas, lentils, and chickpeas that are grown in Idaho.

Ask the question: Can anyone tell me what is in the cup/jar?

Inform students that these are a sample of some of the legumes that are grown in Idaho. Identify and describe dry peas, lentils, and chickpeas separately.

Pass this jar or cup around to all students during the presentation.

**Instructional Strategies:** Gradual release of responsibility, turn and talk, partner work

**Build, Apply Knowledge:**

Idaho produces many crops, including dry beans, dry peas, lentils, and chickpeas.

During this lesson you will learn about dry peas, lentils, and chickpea production in Idaho. You also learn about how dry peas and lentils are an important part of a healthy meal. You will assume the role of a television newscaster who must write the script for a feature story about dry peas and lentils in Idaho. You will need to teach Idaho viewers about the importance of these crops for our state. You will also try to convince these viewers to eat more dry peas, lentils, and chickpeas using the nutritional evidence gathered during the PowerPoint presentation.

You should take notes during the PowerPoint presentation. While you are listening use this essential question to help guide your thinking: What do Idaho citizens need to know about dry peas and lentils?

If you want students to use the Guided Notes Worksheet, discuss your expectations with them before beginning the PowerPoint.

**\*Higher Order Thinking Questions:** Why is dry pea and lentil production important to Idaho citizens? According to My Idaho Plate, where do dry peas and lentils fit into a balanced, healthy meal?

**\*Provide Guided Practice:**

Present slides 2-7. After slide 7, as a whole class determine the most important information for Idaho citizens. Model for students your thinking about determining the main idea and note-taking strategies.

Present slides 8-11. After slide 11, group students into triads to determine the most important information for Idaho citizens watching their newscast. The teacher should be moving from group to group listening for groups who can determine main ideas and those who need support. Give groups who have determined the main idea time to share their thinking with the rest of the class. Return to whole group modeling if necessary.

Present slides 12-14. After slide 14, repeat the process above if you have determined that students need additional practice. If you think students can successfully determine the main ideas and take notes, you could ask them to try this part independently. Either way, make sure that you provide time to allow students to share their thinking and note-taking with each other before beginning the script writing assignment.

**\*Provide Independent Practice:** Present slide 15. Go over the instructions with the students. Be sure that all students understand the assignment. Depending on where you are with the instruction of writing, you may need to discuss claims and evidence with students. Teachers should also decide ahead of time if students will be creating the script individually, with buddy groups, small groups, or as a class with teacher facilitation.

**Wrap Up/Synthesis/Closure:**

Allow time to share with either classmates or an audience outside the classroom. Ask students to share their feature story with their families and to discuss the Pea and Lentil take home handout together.

# 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’s Dry Pea and Lentil PowerPoint Presentation

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

**Annotation:** This PowerPoint provides students with information on Idaho dry peas and lentils from both an agricultural and a nutritional perspective. Students will learn historical facts about these legumes. Additionally, students will become aware of nutritional facts related to dry peas and lentils, including how to add more dry peas and lentils to their meals.

**Title:** Pea and Lentil Handout

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

**Annotation:** This handout gives students pea and lentil production and nutrition facts to share with family. It also contains a recipe that the student’s family can try at home.

**Title:** “Incredible Edible Idaho: Peas and Lentils” poster

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

**Annotation:** This link provides the poster referred to in the introduction of the lesson. The State Department of Education, Child Nutrition Programs and the Idaho Department of Agriculture support Farm to School activities in the state of Idaho. Several Idaho schools have introduced Farm to School activities in their classrooms and cafeterias.

\***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)

1. “Pea and Lentil take home handout” - 1 per student
2. “Guided Notes Worksheet” - for students who need additional support
2. Print the teaching notes included in the PowerPoint slides
3. “Incredible Edible Idaho: Peas and Lentils” poster - projected digitally

\***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: turn and talk pairs, small group, and whole group discussion.
- **Engagement:** Students are asked to draw on and link their background knowledge to their learning as part of this lesson.
- **Representation:** Students are required to read and listen to a PowerPoint presentation while determining the most important information to include in a writing assignment.

**ELL, SIOP: (Modifications to Instruction)** A scaffolded adaptation is also included for students who need more support in gathering information from the PowerPoint or writing the script. Providing the video at computer stations around the room in which they can review the PowerPoint may provide extra support for students.

**\*Other Means of Differentiation:** Focus on difficult vocabulary to help ELL students. You may create a vocabulary word wall. Make sure ELL students have strong English speaking students in their group to help them.

**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:** Students may also draw a picture or create a digital infographic representing types of legumes, nutritional facts, or vocabulary terms to enhance and add visual details to their verbal presentation. They could do additional research and revision to enhance and polish their presentation to present in a more formal format.

**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. You may show the PowerPoint in smaller chunks while modeling your own note taking. You may choose to have students complete the adapted assignment which provides cloze notes. You may choose to complete the writing in small groups rather than independently. You may provide students a model presentation as an example. You may brainstorm a list of transition words with students. You may create a vocabulary word wall.

# 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. Cold calling will allow teachers the opportunity to check for understanding from those students who don't always raise their hand to be chosen to share. Monitoring the students' understanding during group discussion will help teachers modify the strategy they choose to deliver content. Careful monitoring during the drafting of the script will help teachers determine students' content understanding and current writing ability.

**\*Summative/End Of Lesson Assessment:** If students have adequate instruction in determining the main idea, note taking, synthesizing information, and ample practice in expository and argument writing, the final draft of the script or the verbal presentation could be used as a summative assessment.

## 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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