

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 Potatoes	
Subject: Health, Language Arts *Subheading: Nutrition	
Duration: 40 minutes	Grade Level(s): 3rd-5th
Course: –	
Big Idea or Focused Investigation: Consumption of vegetables, such as Idaho potatoes, can be part of a healthy diet. Idaho is the largest producer of potatoes in the United States. What makes certain parts of Idaho the perfect spot for growing and harvesting potatoes?	
Enduring Understandings: Idaho potatoes are part of a healthy meal. Idaho potatoes provide many nutrients that help our bodies grow and stay healthy. Potato production is an important industry in Idaho.	
Essential Question/s: Why is potato production important to Idaho and its citizens? Where do potatoes fit into a healthy, balanced diet as shown on the My Idaho Plate model?	

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 potatoes from both an agricultural and a nutritional perspective. Students will learn where Idaho potatoes are grown and about different types of potatoes. Additionally, students will become aware of nutrition facts related to potatoes. Students will work in a group to create a commercial or skit promoting Idaho potatoes. A handout containing potato nutrition facts and a recipe can be sent home with students at the end of this lesson.

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 potato production in Idaho. Students will make connections between locally grown products and healthy eating. Students will collaborate in a group to create a skit or commercial promoting Idaho potatoes to an audience.

Lesson Objectives: The learner will take notes to gather information during the PowerPoint presentation. The learner will use their notes to collaborate with others in a group to create a commercial or skit promoting Idaho potatoes.

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.5.1.5 Choose a healthy option when making a decision.

Idaho Core Standards (CCSS):

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.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

***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 take notes to record important information from the Idaho potatoes PowerPoint presentation and share notes with a partner to gather more information.

***Learning Outcome:** Students will take on an active role in creating a commercial or skit promoting Idaho potatoes.

Checking for Understanding Questions: Why are Idaho potatoes healthy and good for us to eat? Why is potato production important to Idaho and its citizens? What makes Idaho an ideal climate for growing potatoes? What are some of the reasons that Idaho leads the nation in potato production?

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.

Nutrient – a nourishing substance in a food

Variety – something differing from others of the same general kind

Versatile – having many different uses

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.
- 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: Potato" poster in the front of the class to use as a visual aid.
- Make enough copies of Idaho Potatoes Take Home Handout, Idaho Potatoes Commercial Activity Handout, and Cooperative Group Responsibilities Handout for each student in your class.

To begin the lesson:

1. Display the first slide in the PowerPoint and introduce the lesson: The Famous Idaho Potato. Click on the link in the PowerPoint to view the first commercial about Idaho potatoes (30 seconds).
2. Ask the introductory questions: "Why do you think our PowerPoint is introducing the Idaho potato as 'Famous'? What makes the Idaho potato more famous than potatoes grown in other states?"

Instructional Strategies: direct instruction, small group, partners

Build, Apply Knowledge:

3. On slide 2, introduce the activity (“Idaho Potato Commercials”) that students will be participating in after the presentation on Idaho potatoes.
4. Make sure students get out paper and pencils to take notes during the presentation. Encourage students to write down only the most important or interesting information they learn.
5. Move on to slide 3 of the PowerPoint discussing nutrition. Click on the My Idaho Plate picture to play another short (30 second) commercial about the nutrition found in Idaho potatoes.
6. Continue through slides 4-6. Have students share their notes with a partner during “Turn and Talk” time. Encourage them to write down any new information their partner shared that they think is interesting or important.
7. Read slides 7-8. On slide 8, click on the picture of the map of Idaho and watch a short (1:19) video with an Idaho potato farmer reading “Potato Farmer Poetry” about what it is like to do his job. On slide 9, you can click on the link to view a short video (1:45) titled “From Farm to Fork with Mr. Food” about the Idaho potato. It focuses on the harvest and production of potatoes.
8. Share slides 10-11. Have students do one last “Turn and Talk” with a partner to share the notes they have written down since the last time. Encourage them to write down any new information their partner shared that they think is interesting or important.
9. On slide 12, review with students what is expected of them during their small group “Idaho Potato Commercial” activity. If you don’t have an established set of guidelines for students when working in small groups, I have included a form titled “Cooperative Group Responsibilities” that outlines some basic guidelines for students to follow. Feel free to borrow, print, and share this information with your class.

***Higher Order Thinking Questions:** How does Idaho apple production help the economy in the state?

***Provide Guided Practice:**

10. Pass out “Idaho Potatoes Commercial Activity” sheet to students. Go through all information about what will be expected from the skit/commercial that groups produce. Discuss the jobs that will need to be filled in each group.
11. Split students up into groups of 5-6 students. Give each group only 1-2 minutes to decide which person will be doing each of the jobs for their group. Oversee this process and help groups make decisions, if necessary.

***Provide Independent Practice:**

12. Allow groups about 15 minutes to come up with a skit or commercial promoting Idaho potatoes. Each member of the group should participate in the skit design, including deciding what information should be shared in the commercial. The actors need to practice the skit several times with their group before performing in front of the class. Remind groups to stay on task as needed.

Wrap Up/Synthesis/Closure:

13. Have each group perform their short (30 second – 1 minute) commercial for the class. You may choose to record these if you wish.
14. Send home the “Idaho Potatoes” take home handout with students to share with their families.

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 Potatoes PowerPoint Presentation

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

Annotation: This PowerPoint presentation is designed to provide students with information on potatoes from both an agricultural and a nutritional perspective. Students will learn where Idaho potatoes are grown and about different types of potatoes. Additionally, students will become aware of nutrition facts related to potatoes. A handout containing potato nutrition facts and a recipe can be sent home with students at the end of this lesson.

Title: Idaho Potatoes Take Home Handout

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

Annotation: This handout provides students with a resource, including a recipe, to share with family members, reinforcing the connection between home and school.

Title: Idaho Potatoes Commercial Activity Handout

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

Annotation: This tool will be used to give students a guideline for what is expected of them as they participate in the “Idaho Potato Commercial” activity in small groups. It outlines what the roles are for different jobs within the group and what questions they should try to answer in their skit/commercial.

Title: Cooperative Group Responsibilities Handout

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

Annotation: This paper is an optional handout to give students guidelines for what is expected when working in a small group. Teachers may choose to reference and use this paper, if necessary.

Title: Idaho Potato Vignette (30 seconds)

URL: http://www.idahopotato.com/video_player2/id-kopHGwoUAhc

Annotation: This short commercial promoting Idaho potatoes shows many different ways they can be prepared and eaten. It also discusses that they are part of a healthy diet.

Title: Heart Healthy Idaho Potatoes (30 seconds)

URL: http://www.idahopotato.com/video_player2/id-710_ONsDs20

Annotation: This short commercial promoting Idaho potatoes discusses how potatoes are a healthy option and have received the seal of approval from the American Heart Association.

Title: Idaho Potato Farmer Poetry (1:19)

URL: http://www.idahopotato.com/video_player2/id-jYvA9wIWxAQ

Annotation: This short video has the voiceover of a man reading poetry he wrote about what it is like to be an Idaho potato farmer.

Title: “From Farm to Fork with Mr. Food” (1:45)

URL: http://www.idahopotato.com/video_player2/id-yiy5I-_SdCM

Annotation: This video focuses on the harvest and production of potatoes in Idaho.

***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
2. LCD Projector
3. Video Recorder (Optional)

***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. Print enough copies of the “Idaho Potatoes Commercial Activity” handout, “Cooperative Group Responsibilities” handout (if used), and “Idaho Potatoes” take home handout for the entire class prior to teaching this lesson.
2. Pencils
3. Notebook Paper (for notes and organizing skits/commercials)

***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 the opportunity to talk with partners to check their notes several times to see if they can gather any more information from their partner. They will work in small groups to create a skit/commercial promoting Idaho potatoes. The visual aid of having the Idaho Potatoes PowerPoint presentation and “Incredible Edible Idaho: Potato” poster will help students who need visual supports.
- **Engagement** – Students will work closely with other members of their group to create a group skit/commercial promoting Idaho potatoes.
- **Representation** – Students will have the opportunity to express themselves through the group project. Whether that is through acting, recording, monitoring, or being the “captain.” Students will have the opportunity to work in many different ways throughout this lesson: whole group discussion, partners/pairs, and small group.

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 Idaho Potatoes Commercial Activity.

***Other Means of Differentiation: –**

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:** For advanced or older students, you may choose to have them do more research about Idaho potatoes. You could give them a topic (for example, potato harvest, production, or history) and have them present their findings to the class.

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

***1. Remediation:** When grouping students for completing the Idaho Potato Commercial Activity, you may choose to have students with stronger language or organizational skills mixed with students who may struggle with those areas. This way, they can offer support when creating the skit together. If you worry about the logistics of having small groups of students create commercials on their own, you can always have the whole class collaborate to create one or several short commercials together.

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 observations of students who are participating in answering questions about potatoes during the Idaho Potatoes PowerPoint presentation. Students can correctly explain why potatoes are good and/or healthy for us. Students should successfully participate in creating a commercial/skit promoting Idaho potatoes. Teacher can observe this to ensure each student is participating.

***Summative/End Of Lesson 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 Megan Cuellar of Potlatch Elementary, Leah Clark from the Idaho Department of Agriculture, and Tracy Son for their efforts to create this lesson.

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