



K-2 Science (Life Science) — Weekly Lesson Plan

GRADE LEVEL

K-2

SUBJECT

Science (Life Science)

WEEK OF

Unit Overview

This weekly Science (Life Science) plan covers living vs. non-living things and basic plant needs for K-2 students, aligned to NGSS K-LS1-1, 1-LS1-1.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Global Standards Mapping

United States:

NGSS K-LS1-1, 1-LS1-1

United Kingdom:

Key Stage 1 (Years 1–2, ages 5–7)

Australia / NZ:

Foundation–Year 2 (AC v9.0) · NZ Levels 1–2

IB Programme:

PYP — Early Years (ages 3–7)

Canada (Ontario):

Ontario Primary Division (K–Grade 3)

Singapore / India:

MOE Primary 1–2 · NCERT Classes 1–2

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Session 1

K-2 Science (Life Science) — Weekly Lesson Plan

Learning Objective

Students will engage with living vs. non-living things and basic plant needs at a K-2 level — session 1 focus area.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to living vs. non-living things and basic plant needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Session 2

K-2 Science (Life Science) — Weekly Lesson Plan

Learning Objective

Students will engage with living vs. non-living things and basic plant needs at a K-2 level — session 2 focus area.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to living vs. non-living things and basic plant needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Session 3

K-2 Science (Life Science) — Weekly Lesson Plan

Learning Objective

Students will engage with living vs. non-living things and basic plant needs at a K-2 level — session 3 focus area.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to living vs. non-living things and basic plant needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Session 4

K-2 Science (Life Science) — Weekly Lesson Plan

Learning Objective

Students will engage with living vs. non-living things and basic plant needs at a K-2 level — session 4 focus area.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to living vs. non-living things and basic plant needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Session 5

K-2 Science (Life Science) — Weekly Lesson Plan

Learning Objective

Students will engage with living vs. non-living things and basic plant needs at a K-2 level — session 5 focus area.

Standards Alignment

NGSS K-LS1-1, 1-LS1-1

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to living vs. non-living things and basic plant needs; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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