

Lesson Plan Template

Lesson Segment Focus Life Cycles

Course & topic addressed Life Cycle of Flowers

Lesson 1

Date Dec. 2019 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the components of plant cycle.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is the first lesson of three to address this topic
Knowledge of students background (personal, cultural, or community assets)	Identify parts of the flower and what the specific parts do.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Instructional supports would be a diagram of the life cycle of the flowering plant to give examples of the different parts of the cycle. For students at different levels, I will make sure to cover everything slowly and thoroughly. I will also have multiple chart examples for the students to look over.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Birth- where the seed sprouts Growth- The sprout begins to blossom Reproduction- The adult flower now shares pollen to create more flowers. Death- The flower has used up all its nutrients, and will die.
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Materials

Materials needed by teacher for this lesson.	Smartboard, QR Codes, Flower anatomy
Materials needed by students for this lesson.	IPAD,

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	<ul style="list-style-type: none"> To begin the lesson, I will ask what students think of when they think flowers. We will then talk about how everything goes in a cycle. Our daily routine is a cycle, our week is a cycle, our seasons are a cycle, and so many other examples.
	<u>Instruction:</u>	<ul style="list-style-type: none"> I will start with showing them a simple diagram of the plant cycle. I will discuss the different parts of the cycle. The birth is when the seed begins to sprout of the ground and we see the bud. The next part of the cycle is the growth where we start to form the plant and the stalk and flowers and the leaves. Next comes reproduction where pollen is spread around to start other plants. We will talk about how wind, insects, hummingbirds, and bees can transport the pollen from one flower to the next. Lastly, we will talk about the death of the flower. After we go through that once, I will show the students another diagram where we will label the categories ourselves. Next, I will do a short verbal assessment to see if we are understanding the life cycle of a flower TTW instruct all the students to clear their desks and get out their iPad. I will group the students by table (three children per group) to go around the room and scan the QR code on the walls. Those QR codes will give them

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		information about a part of the plant life cycle and give them a better understanding of the material.
	<u>Closure:</u>	<ul style="list-style-type: none"> Review the Lesson and tell the students we will review again before the test.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>