Padlet

Science
How Plants Grow

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to understand the steps that allow a plant to grow.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Previous connection to weather could be helpful for this lesson.
Knowledge of students background (personal, cultural, or community assets)	I will understand that not all students will have previous knowledge of a weather lesson.

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.	**K-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**

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?	Some students may work better off of technology and may be allowed to create a board on construction paper.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**plant** **sunlight** **seed** **soil** **leaves**

	rain time

Materials

Materials needed by teacher for **this lesson**.	chain chart notepad paper for class notes, markers, padlet instructions
Materials needed by students for **this lesson**.	computers, pencil, paper

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

TIME	ACTIVITIES	DESCRIPTION
20 minutes	**Introduction:**	**The class will gather on the circle time carpet and we will discuss the plant growth cycle by taking notes on the giant notepad paper with different colors.**
30 minutes.	**Instruction:**	**Students will use Padlet to create a board demonstrating the different steps involved in the plant growth cycle. They must be creative, use pictures and different colors as needed. They will be split into pairs and they will work on their Padlet board together.**
15 minutes	**Closure:**	**Student groups will present their boards in front of the class.**

Accommodations/Modifications

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

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

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