

Lesson Plan Model¹

Lesson Title/#: Identify Parts of a Flower

Grade Level: 2nd

Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	<p>Students will learn about the parts of a flower and their functions.</p>
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	<p>SC.1.L.14.2 identify the major parts of plants, including stem, roots, leaves, and flowers.</p>
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>Students will be able to identify basic parts of a flower.</p> <p>Students will also understand the functions of those basic parts of the flower.</p> <p>Students will be able to draw a flower and identify the parts on Google Drawings.</p>
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these</p>	<p>This is the first lesson over plants, so there might not be any previous knowledge of this subject.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>The teacher starts the lesson by showing several kinds of flowers to the students. While showing the students the various flowers, the teacher will begin to introduce the vocabulary for the lesson. The teacher will point out the flower, leaves, stem, and roots to the class. This will engage the students in the concepts they will learn about throughout the lesson.</p>
<p>Instruction <u>10</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>Teacher will pass out “Parts of a Flower” worksheet to students. After each student has a worksheet, the teacher will walk through the diagram. The students and teacher will discuss each part of the flower, mentioning each vocabulary word. The teacher will continue to show examples to the classroom of different flowers through the Smartboard or projector, depending on the classroom. The teacher will ask open ended questions to see what the students understand about the subject. For example, the teacher could ask what job does the stem have. Then, the teacher would have the opportunity to explain the root system and how each part of the flower has a specific job.</p>

<p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application <u>40</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>Students will have the opportunity to display understanding by first completing the worksheet at their desks. This will be completed together as a class to make sure each student has it completed correctly.</p> <p>Then students will be given their iPad or computer, whichever is available for the classroom. On their device, students will access Google Drawings. The students will be instructed step by step by the teacher as to how the assignment is to be completed. The students will spend the remaining time of the lesson working on their device to demonstrate their understanding. The Google Drawings will be the teacher's way of assessing the students.</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure <u>5</u> Minutes</p> <p>How will you end the lesson?</p>	<p>The teacher will close the lesson by asking the students to rename the parts of a flower. Students could even point to the parts of a flower on the SmartBoard if the teacher has access to one.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure</p>	<p>Students will work together as a class to complete the worksheet given.</p>

<p>opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students might not understand how to work Google Drawings fluently, so the teacher might have to spend extra time explaining how to use it properly.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<ul style="list-style-type: none"> ● SmartBoard or Projector ● Computers or iPads ● “Parts of a Flower” worksheet ● Pencil ● Real Flower

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

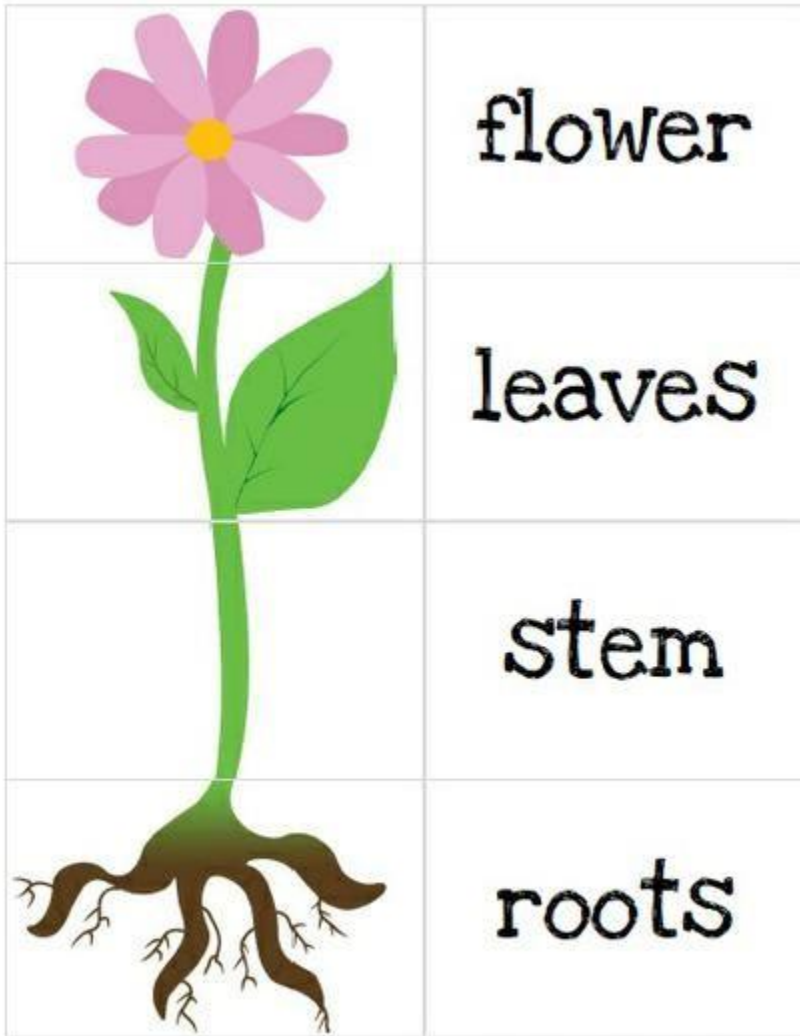
To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p>	

What research/ theory supports these changes?	
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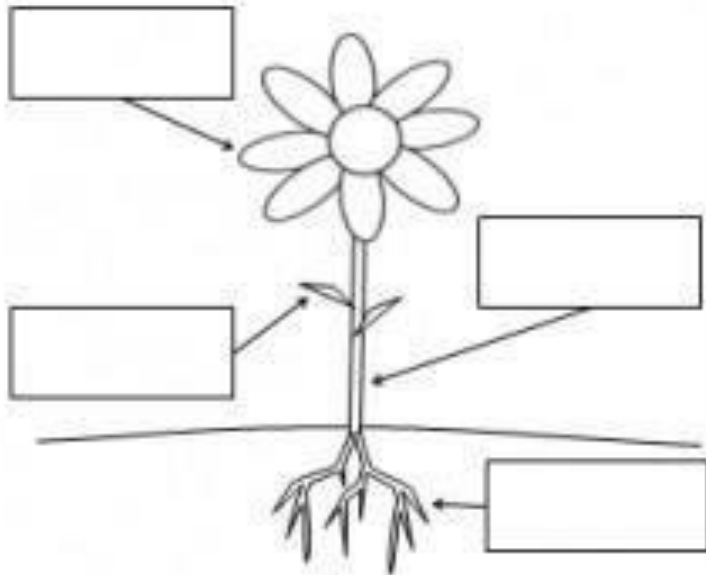
Resources:

Attach each assessment and associated evaluation criteria/rubric.



Name _____

Parts of a Flower



stem

leaf

petals

roots