Name: Victoria Haley

Lesson Plan Template

Lesson Segment Focus: QR Reader   **Lesson: 1 of 3**
Course & topic addressed: Science & How Plants Grow   **Date: 3/14/19**   **Grade 2nd**

Student Outcomes

Specific learning objectives for this lesson.	Students will learn what plants need to grow.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student know sunlight is used for plants growth but not the other factors. Students know how to use QR Reader.
Knowledge of students background (personal, cultural, or community assets)	Some students have growing plants at their homes and some do not and have not even seen people tend to plant growing.

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.	**LS2.A: Interdependent Relationships in Ecosystems ▢ Plants depend on water and light to grow. (2-LS2-1)**

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?	I will bring a plant to physically show they class what a plant needs to grow. Students will be provided with iPads to create their QR Codes.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Plants, water, light, QR Code**

Materials

Materials needed by teacher for **this lesson**.	Plant, iPad
Materials needed by students for **this lesson**.	Nothing

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.
10 minutes	**Introduction**: I will bring in a plant and discuss what it needs to grow.	Students will listen and watch as I discuss what a plant needs to grow. I will then demonstrate how to correctly water a plant and where to put it for light.
30 minutes	**Instruction: Students will use the QR codes to find the website I want them to see.**	Students will get their iPads and click on the QR link that is provided to them by me. Students will then by guided to the lesson plan I have made for them and then follow along the lesson. Students will then be assigned days to which they get to water the plant until it is fully grown.
5 minutes	**Closure:** This will be a time for questions and discussion.	Any questions that the students have will be answered.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson by making sure the students know how to us the QR code reader correctly. Allowing students to discuss what they learned before discussing as a class.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**There was an app used.** **There was access to the classroom lesson outline.** **There was a visual representation.**

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**	Allowing students to water plant
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	None

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