

## Lesson Plan Template

Lesson Segment Focus: Plant Life Cycle

Lesson   1   of   3  Course & topic addressed   Science, plant life cycle  Date: 3-12-19    Grade   3  

### Student Outcomes

|   |  |
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| 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)                  | Some students may not have a good understanding of what flowers are and do not apply to only the generic flowers. I will need to cover what all a flower encompasses before describing the flower cycle. |

### State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | <b>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.</b> [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] |
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### Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?<br>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

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | <b>Birth-</b> the beginning, where the seed sprouts<br><b>Growth-</b> The sprout begins to blossom into what we call a flower.<br><b>Reproduction-</b> The adult flower now shares pollen to create more flowers.<br><b>Death-</b> The flower is old and used up all its nutrients, and will die. |
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## Materials

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| Materials needed by teacher for this lesson.  | QR code scanner app, iPads, diagrams |
| Materials needed by students for this lesson. | Pencil, worksheet                    |

## 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.  |
|----------------|--------------------------------|---|
| 15 minutes     | <u>Introduction:</u>           | To begin the lesson, I will ask what students think of when they think flowers. I will see where we are knowledge wise and fill in the gaps. 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.  |
| 1 hour         | <u>Instruction:</u>            | We will then begin the meat of the lesson. 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 information in the lesson. After that, I will instruct all the students to clear their desks and get out their iPad. I will group the students by table (four children per group) to go around the room and scan the QR code on the walls. Those QR codes will give them information about a part of the plant life cycle and give them a better understanding of the material. One group will be taking what they read and writing a short summary at the writing bar. Students will alternate between the stations to complete the assignment. |

| 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.  |
|----------------|--------------------------------|---|
| 5 minutes      | <b>Closure:</b>                | I will inform everyone to go back to their seat and put away their iPad. We will review one last time the different parts of the cycle and what they learned today. |

**Accommodations/Modifications**

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| How might I modify instruction for:<br><br>Remediation?<br>Intervention?<br>IEP/504?<br>LEP/ESL? |  |
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**Differentiation:**

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

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| 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**

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

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| What went well?<br>What changes should be made?<br>How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
|---|---------------------------------------|

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/Resource1.2.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource1.1.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource1.1a.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>

