

Name Britney Hunt

Lesson Plan Template

Lesson Segment Focus How Do Plants Grow

Lesson 1 of 1

Course & topic addressed Science: Plants

Date 11/25/18 Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify what plants need to survive and grow their own plants.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have learned in previous lesson that everything needs something to live.
Knowledge of students background (personal, cultural, or community assets)	N/A

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.	
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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?	I will make sure I have many different examples so that each student will understand how plants grow. I will Have multiple different videos and activities if necessary.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Plants Water Sunshine Soil
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Materials

Materials needed by teacher for this lesson.	Printable worksheets for students The Tiny Seed by Eric Carle Seeds Pots Soil Water
Materials needed by students for this lesson.	Students will each need a worksheet and a seed, pot, soil, and water.

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.
15mins	<u>Introduction:</u>	<ul style="list-style-type: none"> • Show students a plant. Ask them where they think the plant came from. • Review the steps of how a seed is planted. • Show students the worksheet
15mins	<u>Instruction:</u>	<ul style="list-style-type: none"> • Read students the story of <i>The Tiny Seed</i>. As I read, I will go through why some seeds didn't grow, examples of this include the weather being too cold, or there not being enough water provided. • Now, discuss what elements plants need to survive. • I will give the students a copy of Plant Survival. Have each student complete the worksheet. • I walk around to make sure students are able to identify what plants need to stay alive.

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.
15mins	Closure:	<ul style="list-style-type: none"> • Now, students will have the chance to grow their own plant. • Give each student three seeds to place in dirt. Have them cover the seeds with soil. • Ask students what the plant needs to grow. • Have students water the plant and place it neat a window.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will have students draw the steps of how a plant grows on paper and explain it to me. I will pair students with a partner for the worksheet if they are in need of help.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will explain to the students in different ways If necessary and have different videos and worksheets.
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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? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;
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