Name: Corey Anderson

Lesson Plan

Learning Segment Focus: Photosynthesis Lesson 1 of 1

Course & topic addressed: Science, Plant Growth Date: 4-01-2020 Grade: 6th

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn about how beneficial light is for plant growth.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have learned about photosynthesis, so this experiment gives them an opportunity to witness it in real life.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	All students should have experience with plants or know someone who is familiar with plants.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Photosynthesis, UV light, Fluorescent light, Growth**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Students will develop thumb charts to use to help reinforce their understanding of the key vocabulary.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Plants, soil, water, UV light bulb, Florescent light bulb
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Pencil, Paper, Computer, Internet Access

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 Minutes	**Introduction**: Introduction Video	Students will watch an introduction video into photosynthesis.
50 Minutes	**Instruction:** Experiment Set up	Students will set up different pots with each plant in a different pot. They will have specific instruction on how to care for each plant in the coming weeks. They will be giving each plant the desired amount of water and fertilizer. The only difference being the light source feeding it.
5 minutes	**Closure:** Exit Slip	Students will guess, using their background knowledge, which plant will display the most growth at the end of the month.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.I will give these students the opportunity to use a virtual source to grow their plants. It will be from a reliable source.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	I will be assisting each group with their plants and making sure they put the right amount of water in each pot. I will be there to help with installing light bulbs.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be	x Formative /☐ Summative	I will be assessing that students are remaining

used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).		on task during exercise.
	x Formative /☐ Summative	Exit slip
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Group investigation is proven to be an effective method of teaching. Students get the opportunity to work with their peers to accomplish the same goal together.

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