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Lesson Plan

Learning Segment Focus: Relationships in the Environment **Lesson __1___of___2____**

Course & topic addressed : Science: What is Pollination? **Date___4/15/2020_____ Grade__2___**

Student Outcomes

Specific learning **objectives** for this lesson.	Students can determine the parts of a flower responsible for pollination. Students will be able to model the animals and their role in pollination.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have knowledge of how plants grow and what they need to survive, such as sunlight and water. They will expand on this knowledge by learning how plant seeds are dispersed.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	-Living in a rural area, students are exposed to the environment o

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Pollination** **Nectar** **Stamen** **Stigma** **Pollen**

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)?**	-A word wall will be available for students to look at. As we go over new vocabulary, we will define it together and put it on the wall. -The students will have video and presentation text to show the vocabulary and help the students understand the process of pollination.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Pipe cleaners Tissue paper Glue sticks Cut out bees Newspaper Colored glitter
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Paper Pencils

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)
10 minutes	**Introduction**: **-Teacher Inquires about student knowledge of pollination. (5 mins)** **-Teacher will show the students a powerpoint over pollination. (5 mins)**	-Teacher asks the students what their favorite flowers are and why they thing plants are so colorful. -Teacher will show the students a powerpoint covering the parts of flowers.
35 minutes	**Instruction:** -Teacher will demonstrate art activity with the students and hand out the supplies to the student's table. (10 mins) -Students will begin to assemble their flowers while the teacher looks on. (10 mins) -Students will conduct the pollination activity. (10 mins) -Teacher will show pollination video from Youtube over the pollination process. (5 mins)	-The teacher will go in front of the class and use the pipe cleaners and tissue paper to make a model flower. After doing so, she will hand out printed instructions and the materials that the students need to each table. Students should be able to choose the colors they want for their flowers. -Students will work independently to create their own flowers. After the students have completed their flowers, the teacher will bring around cut out paper bees and glue sticks. Each table should have different colored glitter on the desks. Students will put glue on their bees and go around to the different tables. At the different tables, they will coat their bees in glitter and go around "pollinating" other flowers. -Once the students are done, the teacher will present the Youtube video (https://www.youtube.com/watch?v=uDJpk89_Y8s)

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)
15 minutes	**Closure:** -Teacher will explain again the meaning of the different colored glitter on their flowers (5 mins) -Students can present their flowers and talk about why bees would like their flowers. (5 mins) -Students and Teacher will clean up. (5 mins)	-The teacher will use a students flower to explain to the class the lesson of the activity. Explain that the bees carried the pollen (glitter) to other flowers, and the different colors of glitter show which table and flowers the pollen came from. -Students that want to can present their flower to the class. -The students and teacher should work together to clean up the room, and students can keep their flowers if they want to.

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.)	• Remediation: I will look for specific student remediation before presenting the lesson so I am prepared. If needed, a student can work one-on-one with me on the project. • Intervention: Any student needing reading help can sound the text out loud or come to me with concerns. • IEP/504: I will follow IEP and 504 guidelines in my lesson planning and instruction • LEP/ESL: If attempts to help the student understand fail, I can create instructions in the language needed. I can also use google translate

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.)	**-Students will receive explicit spoken instruction, a model to follow, and written instructions will be available for reference.** **-This lesson includes pictures and video enhancements to make sure the students understand the process.**

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	The teacher will asses the students on their participation in the activity and completion of the art project.
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (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.**	-Research shows that the more senses the student uses when learning a topic, the better the chance they will retain it. For this lesson, students are using their sight, hearing, and touch to learn.

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