

Name Hope Barnes

## Lesson Plan

Learning Segment Focus How Different Liquids Affect Plants Lesson 3 of 3

Course & topic addressed Science: Independent Relationships in Ecosystems

Date 4/1/2020 Grade 2

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will recognize that plants need water to grow. Students will see the growth of plants using charts and data.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students have a prior knowledge of the components living things need to grow and thrive. They understand that plants grow best with water and sunlight, and will apply this knowledge with the scientific method. They also have knowledge over the scientific method from previous years and lessons from 2nd grade.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
---	---

### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Independent Variable</b> <b>Dependent Variable</b> <b>Observation</b> <b>Investigate</b>
---	--

### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>-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.</p>
---	---

**Materials**

<p>Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>4 plastic cups 2 cups of Soil (4 total) Water Coke Orange Juice Milk Ruler</p>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<p>Pencil Class Science Journals</p>

**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)
<p>10 minutes</p>	<p><b>Introduction:</b> -Teacher will re-enforce what plants need to survive by asking questions -Have the students brainstorm which plant has grown the tallest</p>	<p>-Teacher will bring students focus to the days lesson by asking what the 2 most important things plants need to survive (Let students raise their hands and give ideas) -Teacher will write the 4 categories on the board (water, coke, orange juice, and milk) and have the students raise their hand for a tally. On which has grown the tallest</p>

<p>25 minutes</p>	<p><b><u>Instruction:</u></b></p> <p>-Teacher should have projections ready of data to show the class and update. (2 mins)</p> <p>-Students will measure the plants for the final entry of data. (5 mins)</p> <p>-Students will record the observations they see by writing a description and drawing a picture. (10 minutes)</p> <p>-Students will share their observations with their table and class. (8 mins)</p>	<p>-Teacher will bring the 4 plants to the front of the room and project the data onto the board from the last two weeks. Teacher will draw from the popsicle sticks to determine which students will get to measure the plants</p> <p>-Student that are picked will come to the front and measure out the plant they are assigned. They will tell the teacher who will record the data.</p> <p>-Students will take out their journals and record what they observe. They should write out a short description and draw a picture of each plant</p> <p>-Students will share their observations with their table. Students who would like to stand in front of the class to read their descriptions and/or show their drawings will be able to so.</p>
<p>15 minutes</p>	<p><b><u>Closure:</u></b></p> <p>-Students will refer to their journal and look at their hypothesis from the first lesson. (5 mins)</p> <p>-Students will turn in a short explanation that compares the results to their hypothesis. (10 mins)</p>	<p>-Students should turn back in their journals to the first lesson when the seeds were planted. They should study their original hypothesis. Teacher will ensure understanding of the class by making sure everyone knows why the plant grown with water grew best.</p> <p>-Students will write a short paragraph that explains how the results differed (or not) when compared to the results. They should write any other interesting take-ways as well as further questions they have. The students will turn this in to the teacher as they leave.</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Intervention: Any student needing reading help can sound the text out loud or come to me with concerns.</li> <li>• IEP/504: I will follow IEP and 504 guidelines in my lesson planning and instruction</li> <li>• LEP/ESL: If attempts to help the student understand fail, I can create instructions in the language needed. I can also use google translate</li> </ul>
--	--

**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>-Students will be able to see the data in number form as well as through charts. This will ensure that students of different learning techniques needs are met.</b> <b>-They will be able to write out and visually draw the plants to see what the experiment has accomplished and fully understand it.</b></p>
--	--

**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>The summaries turned in at the end of the lesson will be evaluated by the teacher to ensure the students understood the lesson throughout the 2 weeks.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>-Drawing pictures as well as descriptions helps students retain the information better. Seeing the data in charts with different colors will also increase the chances of them retaining what they have learned.</p>
--	---

**Lesson Reflection/Evaluation**

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

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>