

Name Jasmine Baker

Lesson Plan

Learning Segment Focus Growth and Development of Organisms

Lesson 7 of 7

Course & topic addressed Plant Growth

Date 11/29/2020 Grade 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how plants go through the growing process.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have previous knowledge of how organisms develop, grow, and reproduce.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students previous and future knowledge of organism development will assist them in real world examples of growth in plants and other organisms.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	LS1.B: Growth and Development of Organisms Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Reproduction Animals Plants Life Cycle Growth Organism Diverse Sunlight
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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) ?	<ul style="list-style-type: none"> Students are identifying the growth process of organisms. Students are applying knowledge previously learned to help with new learning.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Padlet, computer, printer, access to internet
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Padlet, computers, pencil, worksheet, materials for project, worksheets, diagrams, seed to plant book access, internet, headphones
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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)
15 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • We will review how organisms grow and the process. • We will discuss briefly what the students favorite plant is and if they know how they grow. 	<ul style="list-style-type: none"> • TTW start of by reviewing organisms and the process in which they grow in general. • TTW ask the students what their favorite plant is and then ask if they know how they grow. • TTW tell the students that they will be watching a BrainPOP video on how plants grow exactly. • TTW ask the students after to get their computers out and plug in their headphones.
45 min	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • I will explain in detail the assignment regarding plant growth. • I will remind students how to properly handle computer and other electronics. • I will remind students how to access Padlet and how to follow the work assigned there. 	<ul style="list-style-type: none"> • TTW tell the students they will using Padlet to do their work. • TTW tell the students to login to their computer and follow the instructions on the board on how to access Padlet. • TTW tell the students that they should watch the read aloud on the book Seed to Plant. They will then watch the next video on Plant Growth to help them fill out their worksheet. TTW tell the students to pay close attention and that the diagrams are there to help them as well. • TTW scaffold in any area needed.

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 min	<p>Closure:</p> <ul style="list-style-type: none"> I will ask the student to do the correct steps to close their computers out. I will tell the students what their homework will be. I will ask the students to turn in their work sheets. 	<ul style="list-style-type: none"> TTW ask the students to clear out all their programs and sign off of their computers correctly. TTW assign the students their homework. She will tell them that they will be creating the project that was shown on the Padlet board with items from their home. TTW tell the students to turn in their worksheets and put their computers along with their headphones up.

Accommodations/Modifications

<p>How might I modify 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>	<p>Remediation/Intervention: I will apply more focus on those that may need remediation or intervention by having small group lessons is necessary without making the students feel singled out. IEP/504: I will follow the individualized IEP/504 to the student while incorporating the lesson. LEP/ESL: I will use translation to the best of my ability for any part of the lesson that might not be understood, even putting the lesson in simpler phrases.</p>
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Differentiation

<p>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.)</p>	<p>Students will be in groups supporting one another while working on the individual part of the assignment. Students will have written and verbal instruction to ensure understanding of the assignment and topic. Students will have a teacher example of the assignment providing a visual to assist in what is expected for the assignment. Students will be provided a video before the lesson and assignment to help give an idea of what is going to be learned. Students will have prior instructions on how to navigate Padlet.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will be observed during class time.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will complete class work showing what they learned.</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Students will complete class quiz.</p>

Research/Theory

<p>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.</p>	<p>Research supports students being put in small groups to work with each other on assignments. By doing so they are able to work off each other on their ideas to help get their thought process moving. Research supports having a visual of what is expected help students work more effectively.</p>
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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>;
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