

## Lesson Plan

**Learning Segment Focus** \_\_\_\_\_ **Lesson** \_\_\_\_\_ **of** \_\_\_\_\_

**Course & topic addressed** Science **Date** 11/15/2020 **Grade** 7

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Determine how different environment affect plant growth
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	This will help students see how environment and geography affects plant growth
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).	<b>7-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Plant,ecosystem, growth, nutrient,environment</b>
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### 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>	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard with projector, computer, different soil types and places to place plants ,seeds
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Computers, soil types and seeds

**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	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Talk about previous lesson on what plants need to survive</li> </ul>	I will briefly go over the previous lesson before briefing the activity.
Large group 75 minutes	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• We will prepare together our different cups with different soil types</li> </ul>	<p><b>Large group learning:</b> We will prepare 3 different ways that our plants will grow.</p> <p>#1 potting soil and placed next to the window for sun light</p> <p>#2 potting soil placed in the closet</p> <p>#3 potting soil placed in the fridge</p>
10 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Tell students we will keep an eye on the plants and chart their growth using a spread sheet</li> </ul>	Over the coming weeks we will chart the plants growth on a spreadsheet using excel.

**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>	<p><i>LEP/ESL: Simpler terms and one on one instruction</i> <i>Remediation: One on one instruction when time allows,</i> <i>IEP/504: depends on severity of disability</i></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.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li>• One of the modifications would be 1 on 1 with me at my desk if I see that they need it</li> </ul>
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**Assessments: Formative and/or Summative**

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 & 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**

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> .	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<p><i>TO BE FILLED IN AFTER TEACHING</i></p> <p><i>Depending on how well the assessment went I may have to do a quick review before the main test.</i></p>
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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>; <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>;  
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