

Name Kylie Brickey

## Lesson Plan Template

Lesson Segment Focus Science Lesson 1 of 1

Course & topic addressed Science – Plant Growth Date 3/27/19 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	The students will analyze data from an experiment to determine that plants get the materials they need for growth chiefly from air and water.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned about the life cycles of plants in previous lessons.
Knowledge of students background (personal, cultural, or community assets)	

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	I will give students a handout with the key vocabulary terms and translations for these terms. For students who need extra language support, they will be placed with upper level learners who can provide extra help.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Growth, Soil, Nutrients</b>
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## Materials

Materials needed by teacher for this lesson.	Sunflower Seeds Miracle Gro Scott's Great Gardens Nature's Care Planters Water Hypothesis and Conclusion Sheet Excel Spreadsheet Template Excel Spreadsheet filled in
Materials needed by students for this lesson.	Laptop Pencil Science Journal

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<b>Introduction:</b> Hypothesis Discussion	As a class, we will each state our hypotheses for the plant growth experiment. I will write each student's hypothesis on the board for reference later.
30 Minutes	<b>Instruction:</b> Students finish filling in spreadsheet. State whether hypothesis was correct.	I will dismiss the students to fill in the remaining information on their excel spreadsheets. After they have finished, they will write down their original hypothesis in their science journals. They will then write if their hypothesis was correct or not. As a class, we will discuss each hypothesis written on the board and discuss whether it was correct or not. We will then discuss the results of the experiment and talk about how the type of soil did not matter. What really affected the growth of the plants was the amount of water used.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<b>Closure:</b> Exit Slip	Students will write a paragraph detailing their hypothesis, their results, and what really affected the plants' growth. These will be glued into their science journals at a later date.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.The students will be split into partners of upper level learners with lower level learners.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>The students fill out a spreadsheet and we discuss hypotheses, results, and explanation as a class.</b>
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**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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Exit Slip- the exit slip is used to assess if the students were able to analyze the data to determine that water and air are the main materials plants need to grow.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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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:EsQcNWuG1ZcJ: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>