

## Lesson Plan

**Lesson Segment Focus: Plants      Lesson: 1 of 5**

**Course & topic addressed: How do Plants Grow**

**Date: October 30, 2019      Grade: 2nd**

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn the different parts of a plant and how they grow.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have no connection to previous lessons.
Knowledge of students background (personal, cultural, or community assets)	Students live in the environment they are observing, therefore they should be familiar with the plants around them.

### 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.	<p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <p><b>Plants depend on water and light to grow.</b></p> <p><b>(2-LS2-1)</b></p>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<ul style="list-style-type: none"> <li>- I will provide each student with a rubric, so they understand the key academic language.</li> <li>- I will also show the students an example of a completed spread sheet with the plant information implemented.</li> </ul>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> <li>- <b>Plant</b></li> <li>- <b>Growth</b></li> <li>- <b>Sun</b></li> <li>- <b>Water</b></li> <li>- <b>Nutrients</b></li> </ul>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	<ul style="list-style-type: none"> <li>-Projector</li> <li>-Spreadsheet</li> <li>-Seeds</li> <li>-Water</li> <li>-Sunlight</li> <li>-Pencil</li> </ul>
Materials needed by students for <b>this lesson.</b>	All materials will be provided by the teacher.

**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.
	<b><u>Introduction:</u></b>	<p>To grab the students attention I am going to show them a time lapse video of a plant growing over twenty-five days.</p> <p>- <a href="https://www.youtube.com/watch?v=w77zPAtVTuI">https://www.youtube.com/watch?v=w77zPAtVTuI</a></p>

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.
	<b><u>Instruction:</u></b>	<ul style="list-style-type: none"> <li>- I will then split the students up into groups and have them plant three seeds in three separate pots.</li> <li>- The students will put two pots beside the window to receive sunlight and one pot away from the sun.</li> <li>-Over the course of a week the students will give the plant away from the sun water, one plant will only get sunlight, and the other plant should get sunlight and water all week.</li> <li>-Each day the students will measure the growth of the three plants and mark in the spreadsheet I have provided them.</li> <li>- On the seventh day the students will put all of their information into a bar graph</li> </ul>
	<b><u>Closure:</u></b>	After the students have made their bar graphs they will present their findings to the class.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<ul style="list-style-type: none"> <li>-I have modified these activities by pairing the students together to help each other.</li> <li>- I can offer my assistance to any child struggling with this project..</li> </ul>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-While students are working I will walk around the room and offer one-on-one assistance is needed.
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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 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**

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: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>