

**Lesson Plan Model<sup>1</sup>**

Lesson Title/#: Parts of a Plant/2

Grade Level: Second Grade

**Learning Central Focus**

<b>Central Focus</b> What is the central focus for the content in the learning segment?	Students will be able to identify plant structures and describe their importance to the life of a plant.
<b>Content Standard</b> What standard(s) are most relevant to the learning goals?	SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
<b>Student Learning Goal(s)/ Objective(s)</b> <b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson? <b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?	Students will be able to correctly identify each function of a plant and what purpose that function serves. Students will also be able to identify the parts of a plant by looking at a plant or a part of the plant.  Students will describe the needs of plants and differentiate between types of plants.
<b>Prior Academic Knowledge and Conceptions</b> What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary	Students must already be familiar with the basic needs of all living things, specifically plants, as well as know the process of photosynthesis and its purpose in dealing with each part of the plant.

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	

### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> ____10____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Teacher will begin the lesson by showing the video Parts of a Plant on Flocabulary to introduce each specific part of a plant to the students. Teacher will also have a drawing of a plant on the wall and will ask students to help label each part of the plant.</p>
<p><b>Instruction</b> ____25____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts)</p>	<p>Students will get to create their own flower plants using construction paper during this lesson after watching Parts of a Plant and reviewing them with the teacher. This will be a whole group activity that is done with the teacher step by step.</p>

<p>to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Students will be encouraged to point out or discuss times that they have seen certain plants outside of school and if they can remember seeing the parts of a plant that we are discussing in this lesson. The teacher will ask them to look for this next time they are out of school and to come back and discuss it with the class on the next day.</p> <p>Teacher will ask questions such as, "What do you think a plant needs to grow? What do you think the stem does? Why do flowers need sunlight? Who can tell me what they think will happen next?"</p> <p>The teacher will be creating a flower at the same time the students are making theirs all while asking guiding questions and having a balance between student led and teacher led discussion.</p> <p>Students will be creating their construction paper flowers as each part of the plant is being examined and talked about.</p> <p>By doing this learning activity with the students, the teacher will be able to see first hand whether or not the students are understanding each part of the plant as they are creating their own flowers.</p>
<p><b>Structured Practice and Application</b></p> <p>_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if</p>	<p>Students will be working in a whole group as we have class discussion about each part of the plant and why they think each of those parts is important to the growth of the plant. This will be a teacher led discussion but the students will also be encouraged to share what they think on each part.</p> <p>The teacher will ask students to go out into their community after school and find different plants and look for each of the parts of the plant that was talked about during this lesson.</p>

students are meeting the intended learning objectives?	The teacher will give an assessment at the end of the week that will ask the students to label each part of the plant and what that parts purpose is.
<b>Closure</b> _____ Minutes  How will you end the lesson?	The teacher will invite students to present their plants to the class, being sure to share their plants name and function as well as the parts of their plant and what they are used for.
<b>Differentiation/Planned Support</b>  How will you provide students access to learning based on individual and group needs?  How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	<i>Whole Class:</i>  <i>Groups of students with similar needs:</i>  <i>Individual students:</i>  <i>Students with IEP's or 504 plans:</i>  <i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i>
<b>Student Interactions</b>  How will you structure opportunities for students to work with partners or in	Students will be working and creating in a whole group with this lesson to ensure everyone is on the same track and are included in the discussion of understanding each specific part of a plant.

groups? What criteria will you use when forming groups?	
<b>What Ifs</b>  What might not go as planned and how can you be ready to make adjustment?	The teacher will be prepared if the Flocabulary song does not work by using the plant chart on paper and asking students what they think each part of the plant is called and what it does. The going over each specific part and labeling it as they go.
<b>Theoretical Principles and/or Research-Based Best Practices</b>  Why are the learning tasks for this lesson appropriate for your students?	
<b>Materials</b>  What materials does the teacher need for <b>this lesson</b> ?  What materials do the students need for <b>this lesson</b> ?	The teacher will need chart paper as well as the same construction paper and materials as the students to create a flower/plant to label with the class.  Students will each need construction paper, scissors, and glue to create their plants in which we will all label and discuss together.

### Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

### Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

## Analyzing Teaching

To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments  What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes.  If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b> ?	<i>Whole class:</i>  <i>Groups of students:</i>  <i>Individual students:</i>
Justification  Why will these changes improve student learning?  What research/theory supports these changes?	

**Resources:**

Attach each assessment and associated evaluation criteria/rubric.

