**Name:**  **Lindsay Lewis­­­**

**Lesson Plan**

**Learning Segment Focus:** Life Cycle of a Plant **Lesson \_\_\_\_\_1\_\_\_\_\_\_\_of\_\_\_\_\_6\_\_\_\_\_\_**

**Course & topic addressed:** Science – Life Cycles **Date:** ­2-4-2020  **Grade:** 1st Grade

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning **objectives** for this lesson. | * Introduce stages of plant life cycle
* Introduce plant vocabulary
* Students will illustrate and label life cycle utilizing graphic organizer
 |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | * Familiarity of plants and where they are located primarily
* How to listen to reading and interact together in a group
 |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | * These learning tasks are appropriate for students because they see plants everywhere while outside and should have a general idea of what they are
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**State Academic Content Standards**

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| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).  | **SL.1.5** Add drawings or other visual displays to stories or recounts of experience to clarify ideas, thoughts, and feelings**W.1.7** Participate in shared research and writing projects**W.1.8** Recall information from experiences or gather information from provided resources to answer a question**RI.1.1** Ask and answer questions about key details in a text |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the content? | * Life Cycle
* Seed
* Seedling
* Mature Plant
* Flower
 |

**Academic Language Support**

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| --- | --- |
| 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)?** | * The academic language functions in this lesson represent the plants different cycles that it goes through in its span of life. They are utilized in the lesson plan by teaching the students the terminology in order to draw and depict the life cycle on their own.
* Students will be able to associate what parts of the plant are which and understand its life cycle of the plant.
* Students should be able to recognize the vocabulary words and label what part of plant is what using them
* We will go over the vocabulary words and how they are used in the plant life cycle together first, then students will need to be able to identify the plant cycles on their own or together in small groups
* Students will be responsible for drawing each stage of the plant and placing it in the correct order
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Materials

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| --- | --- |
| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | * Dry erase board, expo markers, PowerPoint of different plant stages, ladibug, computer, copy of graphic organizer worksheet and parts of the plant worksheet, projector or smart board, and YouTube video of stages of plant cycles
 |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | * Graphic organizer worksheet, parts of the plant worksheet, pencils, & markers
 |

**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 min | **Introduction**: * Introduce Topic to Students
 | * Introduce to students that we will be discussing the parts of a plant and its life cycle
* I, as the teacher, will be in front of the classroom advising students of what we will be doing, and they will be sitting at their desks
 |
| 30 min | Instruction:* Discuss vocabulary words that are listed on dry erase board
* Show students PowerPoint to ask them to describe the different stages of plant cycles and parts
* Split students into groups of 2-3 to discuss the material together and label the parts of the plant
* Pass out graphic organizer worksheet to students
* Have students work alone to draw each plant in the different stages of life cycle
* Review as a class the vocabulary and material
 | * Start by introducing vocabulary words to students that are listed on the dry wall and write out the definitions next to it.
* Show students PowerPoint video that shows the different parts of the plant and the life cycle of the plant. Stopping and starting to review vocab words and the cycles of the plant.
* After finishing the PowerPoint split students into groups of 2-3 for about five minutes to discuss what they just learned from the PowerPoint and see if they pick up on something new from the other students.
* I will then pass out the worksheet for students to label the different parts of the plant together. After this they will go back to their individual desks where I will then pass out the life cycle worksheets for them to work on by themselves. They will need to draw the different plant cycles in the correct order of cycle
* When students are done, go over vocabulary words and the life cycles together as a class
 |
| 10 min | **Closure:**  |  |

**Accommodations/Modifications**

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| --- | --- |
| How might I **modify** instruction for:*Remediation?**Intervention?**IEP/504?**LEP/ESL?*(All students who have plans mandated by federal and state law.) | - Provide students with copy of completed worksheet of plant stages to reference for drawing or understanding during the PowerPoint |

**Differentiation**

|  |  |
| --- | --- |
| 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.) | * Enhanced scaffolding by presenting the material to students, then by working together to fill out worksheet being shown to the entire classroom, and finally students working individually on each worksheet to draw the different stages of a plant cycle
* Completed worksheet of plant stages for students who need it as a reference to complete their own worksheet
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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).  |  **X** Formative /☐ Summative | * We will review some of the different plant stages a little bit after each lesson over the course of two weeks and implement it into the future lesson plans
* We will also have a unit assessment at the completion of the last lesson in order to see how much was learned and to review the material
 |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Explain **connections to theories and/or researc**h (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.** | * Behaviorism
* Cognitivism
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**Lesson Reflection/Evaluation**

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| --- | --- |
| What went **well**?What **changes** should be made?How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>