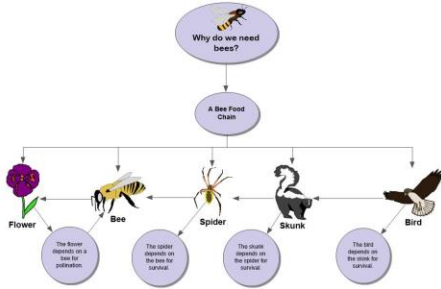


Name Marlana Deese

Lesson Plan



Learning Segment Focus Ecosystems: Interactions, Energy and Dynamics Lesson of

Course & topic addressed Why we need Bees: Bees and Pollination
 Date 1-20-20 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will learn why we depend on bees and learn what would happen if bees did not exist.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	1-LS1-1. In first grade, students learned how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Bees and pollination are a key part of life. Teaching students that bees are vital in the ecosystem makes students realize that every part of the ecosystem chain is important.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Pollination Bees Food Chain
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Academic Language Support

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 students will learn why bees are important in the community, but also everyday lives through pollination. Pollination is a vital part of life, along with bees. Without bees, the food chain wouldn't be place it is in today.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	"Why do we need bees" book Laptop Smart board
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Bee food chain paper Pencil Colored pencils Scratch paper
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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)
15-20 Minutes	<p><u>Introduction:</u> <u>Food Chain Introduction</u> <u>The students will be very engaged at this time, learning what a chain is.</u></p>	<p>I will pull out a paper linking chain, like the ones the students are used to seeing in math. I will ask the students if they know what the chain is. After getting numerous answers, I will explain what a food chain is and show a description from a video. Students are required to know that animals and plants are dependable on each other.</p>
20-25 Minutes	<p><u>Instruction:</u></p> <p>We will now read the “Why we need bees” Book. The book is a great representation on why bees are important in the food chain. The life of bees is a great way to teach students that animals and plants are dependable on each other.</p>	<p>I will read the book to the class. After reading I will draw the discussion back to the food chain and pollination. I will explain to the students that there are many things that we depend on the bee for. It is important for the students to also understand what might happen if we did not have bees. Giving the students a purpose for the reading the book keeps them engaged. The book has pictures that are realistic. I will ask the students what the main point the author was trying to make. (Bees, pollination, and why they are vital for the ecosystem.)</p> <p>I then proceed in asking them to pair up with one other partner to make a short list of why they think we need bees.</p>
15 Minutes	<p><u>Closure:</u></p> <p>I will evaluate the students on what they learned by giving them a Pollination Bee chain paper. The worksheet will contain five boxes.</p>	<p>The Pollination Bee chain paper will have five boxes. I will ask the children to sketch a flower, and ask what the flower depends on for pollination. The students would then draw a bee. I would ask the students to finish the food chain</p>

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)
		just like the food chain is in the book. I would display that page of the book on the smart board. Lastly, once the students are done sketching, I will then ask them to pretend the bee wasn't in the chain. The students would truly realize that bees are vital in the ecosystem.

Accommodations/Modifications

<p>How might I modify 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 would make sure to give alternative responses when assessing students with ESL, etc. I would give extended time to students when needed. Modeling with hands on objects and sketching is also very important.</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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Reading aloud, sketching/drawing, and giving hands on examples are all very important techniques that will ensure all students needs are met.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Pollination Bee chain worksheet. This assesses what the students learned about the bee food chain.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (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.</p>	<p>Research has proven that asking children to draw what they learned within a lesson enhances comprehension tremendously.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Updated 12-17-19 NLC

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>;
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