Name__Marlana Deese_____

Lesson Plan

Learning Segment Focus_ Ecosystems: Plant Growth____Lesson _____of_____

Course & topic addressed __Science: Plant Growth ___Date_4-15-20_____ Grade__2_____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn what interactions, energy, and dynamics a plant needs in order to grow strong and healthy.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	In previous weeks, students learned how cooling and heating a living object can change the output of the object. This knowledge will help them better understand sunlight and plants.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Some children may have more background knowledge about plants than other students.

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-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Structure** **Function** **Cause and Effect** **Plant Growth**

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)?**	There will be a picture wall that has the different stages of plant growth. There will also be a word wall with different science vocabulary words: structure, function, cause, effect, etc. I will show a YouTube clip of how plants grow, and why they need sunlight and water.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, Whiteboard, Flower cut outs, pen, paper, scissors

Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Flower cut out sheets, colored pencils, paper, pen, pencil, glue

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)
5-10 Minutes	**Introduction**:	I will show the students the Plant Growth video and we will have group discussion on the aspects of plant growth.
35-40 Minutes	**Instruction:**	Step 1: I will now pass out the flower cut outs: soil, stem, flower, etc. I will also pass out the colored pencils, and glue, along with the background paper. Step 2: I will read a book about plant growth called "How a seed grows". As the book is read, I will give directions on when it is time to glue the specific piece to the background paper. As I read in the book, "The seed was planted" the students will glue their soil on the paper. As I read the seed was watered and the sun shined down" The students will then glue the stem. Etc. Step 4: Once all the pieces are glued on, the students can now color on their flower handout.
10 Minutes	**Closure:**	The students will now be finished with coloring, and I can go around and write their name on each paper, so they can take them home. I will close out by having a group discussion by asking questions like: What happens when sunlight and water are added to a seed? What happens if a plant doesn't get sunlight and water?

Accommodations/Modifications

How might I **modify** instruction for:	.For students who may need help gluing and coloring, I will come around to help

Remediation? *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	them.

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.)	**The lesson is very hands on, and also incorporates reading, writing, coloring cutting, and video.**

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).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

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.**	

Lesson Reflection/Evaluation

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.