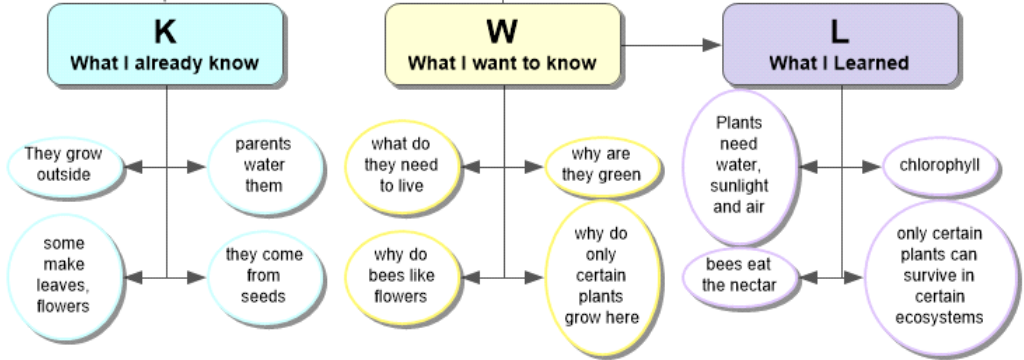


Plants

When reading a text or studying a topic, use the KWL graphic organizer to recall what you already know about a topic, what you want to know, and finally, what you have learned through reading or studying. Use symbols and text to express your ideas, adding topics and subtopics to expand your thinking and make connections. Use notes to add detail.



Plants



Name Mary E Gardner

Lesson Plan

Learning Segment Focus: Plants Lesson: 1 of 2

Course & topic addressed: Science Plant Date 9-20-20 Grade 2nd

Student Outcomes

| | |
|---|---|
| Specific learning objectives for this lesson. | -Learning what plants need to live -Form questions based on what we already know and research the answers. |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | Basing questions on what we want to learn about plants on what we already know will help the students to recall what they already know and truly think about questions regarding plants that they would like to know. |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets . | Students will personally learn what they want to find out about plants, they will share their findings with the classroom. |

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. [Assessment Boundary: Assessment is limited to testing one variable at a time.] 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.* 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. |
|---|--|

[Clarification Statement: Emphasis is on the diversity of living things in a variety of habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

Key Vocabulary

| | |
|--|---|
| <p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p> | <p>Plant Seeds Pollen Nectar Nutrients Soil Sunlight</p> |
|--|---|

Academic Language Support

| | |
|---|---|
| <p>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)?</p> | <p>Flipped classroom so students can research what they want to know about plants</p> |
|---|---|

Materials

| | |
|---|--|
| <p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p> | <p>Smartboard, computer, writing materials</p> |
| <p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p> | <p>Computers, writing materials, books</p> |

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) |
|----------------|--|---|
| 20 min | Introduction: -reviewing plants | Talking about what we already know about plants |
| 40 mins | Instruction: -Complete KWL Chart -Research questions -Play videos that answer main | Helping them complete chart Help them to find answers in books and on the computer |

| 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) |
|----------------|---|---|
| | questions | Videos will cover main concepts that need to be covered in the standards |
| | <p>Closure:</p> <p>-Discuss answers we found</p> | Let everyone talk about the different questions they had and the answers they found |

Accommodations/Modifications

| | |
|--|--|
| <p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p> | <p>Let them work with a partner</p> <p>Allow them to use an electronic reader depending on their blueprint</p> |
|--|--|

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?</p> <p>(All students who are not on specific plans mandated by federal and state law.)</p> | <p>Allowing student to access articles, videos etc to find the answers</p> |
|---|---|

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 type="checkbox"/> Formative / <input type="checkbox"/> Summative | <p>Review what we know about plants</p> |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | <p>Allowing them to analyze what they want to learn</p> |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | <p>Allowing them to find the answers on their own</p> |

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>Flipped classroom allows the students to feel in charge of what they are learning and how they can research it</p> |
|--|---|

Lesson Reflection/Evaluation

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

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>

