

Name Melissa Guill

Lesson Plan Template

Lesson Segment Focus Parts of a Plant

Lesson 1 of 2

Course & topic addressed Science, Plant Parts

Date 12/05/2019 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	The students will explain important structures of a plant and their roles
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will not have previous connections to this topic.
Knowledge of students background (personal, cultural, or community assets)	<ul style="list-style-type: none">• Students should be able to recognize what a plant looks like.• Students should have the prior knowledge that plants need sunlight, space, and water to survive.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	LS1.A: Structure and Function, All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Parts of a plant, stem, root, leaves, flower
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Materials

Materials needed by teacher for this lesson.	White paper vertically folded and cut in four equal parts, markers, crayons, live flowering plant, Smart Board, computer, Photo Story
Materials needed by students for this lesson.	markers, crayons, other materials will be provided by the teacher

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	TTW tell the students that today they will be learning about the different parts of a plant. TTW show the students a real plant and ask if anyone can tell her the different parts of the plant. After the students have had an opportunity to answer, TTW tell the students to watch and listen closely as she show them a video of the parts of a plant on Photo Story.
	<u>Instruction:</u>	<p>After the students have finished watching the video, TTW point to each of these parts on a real plant and ask students to name them.</p> <ol style="list-style-type: none"> 1. What is one function of a flower? 2. What is one function of a leaf? 3. What is one function of a stem? 4. What is one function of a root? <p>TTW place students in groups to complete an activity. TTW hand out parts of a plant card (name or picture of different parts of plants) and the groups will work cooperatively to identify the important functions. Students will then have the opportunity to share their knowledge with the class. The teacher will monitor students to assure that they understand important characteristics of each plant part.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		<p>Once the students have completed the activity, TSW be given independent work.</p> <p>As the students are completing a five-fold activity where they have to illustrate the main structures of a flower and explain their function, the teacher can monitor students to assure that they are identifying them accordingly and give them feedback as necessary.</p> <ol style="list-style-type: none"> 1. Students will complete a Five Flap Activity where they will record the parts and functions of a flowering plant. 2. Each student will be given a white sheet of paper, folded vertically. 3. The top fold will be cut into five equal parts. 4. Students will label the five major parts of a plant on the top fold and illustrate the part. 5. When they open the fold, they will write a quick summary or description of each part. 6. For example, the bottom box should be labeled "roots" with a picture of roots underneath the soil. 7. Inside, students will describe how the root supports the stem and takes in nutrients and water. 8. Students will keep their flap activity in their science journals
	<u>Closure:</u>	To end the lesson, TTW bring the students back to whole group to discuss what they've learned about plant parts and their functions.

Accommodations/Modifications

How might I modify instruction for:	The teacher could label the picture of the plants so that they can make connections.
Remediation? Intervention? IEP/504? LEP/ESL?	The teacher can model how one part of the five-fold activity so students have a visual model of what is expected.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

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