

Lesson Plan TemplateLesson Segment Focus: The Plant Life CycleLesson: 1 of 2Course & topic addressed: Inheritance and Variation of TraitDate: February 1, 2019 Grade: 3rd**Student Outcomes**

Specific learning objectives for this lesson.	This lesson's objective is to teach the students in my classroom how the plant life cycle works. After this lesson, we can start comparing the plant's life cycle to other organism's cycles.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	
Knowledge of students background (personal, cultural, or community assets)	

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.	AR standards grade 3. 3-LS1-1 "Develop models to describe that organisms have unique and diverse life cycles but all of them have in common birth, growth, reproduction, and death."
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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?	To assist my students so that they understand key academic learning to express and develop their content learning, I will personally work one on one with all of my students. I will have a circle desk at the back of my classroom that I can use to work with them personally. This will also be a way that I can help my students that are at different levels of academic language development.
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Key Vocabulary

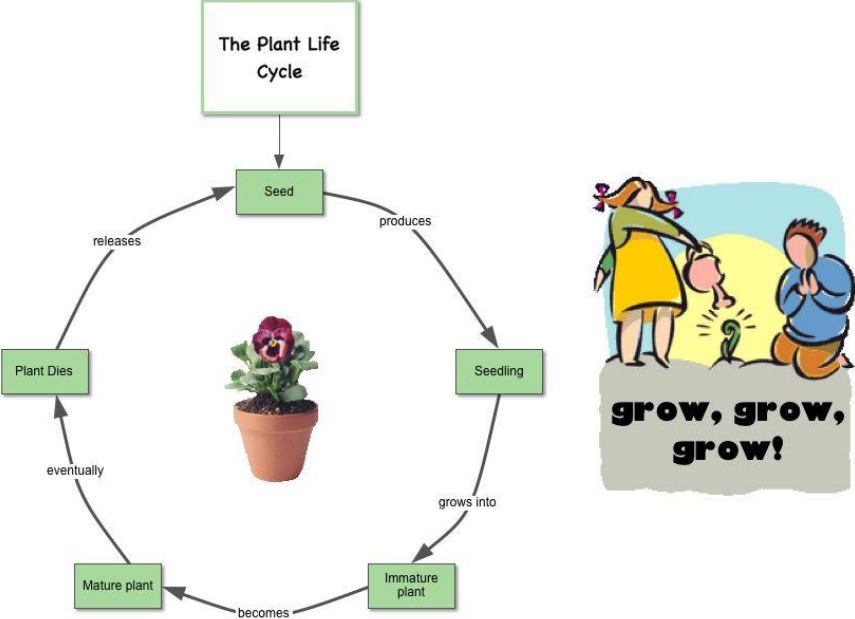
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Life cycle, seedling, immature plant, mature plant, reproduction, and organism.
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Materials

Materials needed by teacher for this lesson.	For this lesson I will need several materials. A projector to show the lesson on the screen, handouts for my students on the life cycle of plants that we will go over before this lesson, and maybe a real plant as well to bring to the classroom.
Materials needed by students for this lesson.	The students will need pencils and the handout of a science article talking about the plant life cycle.

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.
5 minutes	<u>Introduction:</u>	Before I introduce the lesson, I will have science magazines over the plant life cycle as well as other organism's life cycles for my students to read that I will pass out. These articles are by National Geographic. They have a lot of information in them about different science topics and can be used for several different lessons.
25-35 minutes	<u>Instruction:</u>	For the instruction, I will play a science educational video over the plant life cycle for the students to watch. This will basically be a video that describes the template and the lesson coming up with real life pictures of plants during their cycle. I will then pull up my lesson and ask the students questions about the plant life cycle. While my lesson is pulled up, the students and I can read the magazine together to break down the different steps of the cycle. I will let them answer my questions out loud and talk in groups about how they have seen a plant change at some point in their life. After the students talk together, I will ask them to tell the class what they have seen. While doing this, I can weave out the students that are not exactly understanding the lesson, so I can help them personally understand. I also would like to bring a real plant to the class for the students to watch and take care of. This plant can stay in the class for them to see the full life cycle.

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.
		
10-15 minutes	Closure:	<p>There is a little “quiz” consisting of five questions from the magazine for my students to answer for a grade at the end. They can go back into the magazine to find answers if they need to. After this, I will go over the answers with them.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will be able to do this by the different approaches I have when teaching the lesson. We will have the main template on Inspiration 9 for the students that like to be lectured. I will have the video over the plant life cycle for my students that are visual learners. I will have the magazine for the students that like to read, and a plant for my students that learn by touching.
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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.	While I was in my Intro to Education class, I observed an elementary school once a week. This school used the same approach almost every lesson I sat in. They would show a video, do a lesson, and read a National geographic magazine.
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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>