

Lesson Plan Model¹

Lesson Title/#: Animals and Pollination

Grade Level: Grade 2

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	Teaching Students that more than just bees can pollinate.
Content Standard What standard(s) are most relevant to the learning goals?	2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?	Students will learn that different animals can help pollinate different plants when they walk through them. The students will be demonstrating their understanding by using google draw. They will take what they know and using their imagination to create a picture.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?	Knowing what pollination is, know what animals can help pollinate, worked with google draw before.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
---	--

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch ___2___ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>Remind the students what we have been talking about the past few days.</p>
<p>Instruction ___5___ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>I will explain to them how google draw works and tell them how we are going to use it. I will also show them one I have done to give them an idea, I will put them into groups of 2-3 to let them feed off each other so I will not have as my questions to answer and we can get this done faster. I will ask them to repeat the directions for the project.</p> <p>As I walk around the room while they are getting started to see if they understand what they need to be doing.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application _30_ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>Student will be making their picture with shapes and text boxes.</p> <p>They will work together to get the chance to make any kind of animal(s) they want.</p> <p>I will grade them when they are done to see if they meet my cardinals.</p>
<p>Closure</p>	

<p>_____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will let the students show each other what they have made.</p>
<p>Differentiation/Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>They will work in groups. They will get to pick their groups.</p>
<p>What Ifs</p>	

<p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>I will let them work alone next time if it seems to be to much arguing.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Chrome books, projectors, internet.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	
<p>What specific way(s) will students need to use language (reading,</p>	

writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

What worked?	
--------------	--

What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your instruction ?	<i>Whole class:</i> <i>Groups of students:</i> <i>Individual students:</i>
Justification Why will these changes improve student learning? What research/theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.