

Name Michaela Moore

Lesson Plan Template

Lesson Segment Focus Plants Lesson 1 of 3

Course & topic addressed Science Plants Date 10/1018

Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Teaching students about plants
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We learned how photosynthesis works.
Knowledge of students background (personal, cultural, or community assets)	We have trees on the play ground. They have seen how tall they are. Some of them have a garden.

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.	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.]
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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?	I will have dictionarys for them. I will also have the words we are using for this unit on the wall so they can be reminded of them daily
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Photosynthesis, sunlight, growing
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Materials

Materials needed by teacher for this lesson.	20 plants, 20 pots, excel, water, watering can, and a computer
Materials needed by students for this lesson.	Excel and a computer

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.
5-10	<u>Introduction:</u> Telling them how we will be doing the project	I will share what I have done for them on excel and explain to them how we will be doing this experiment. Each day over the course of two months we will be giving each plant different amounts of controlled sunlight and water. I will show them what I am going to do and what I mean by that,
5-10 mintues over the course of a few months	<u>Instruction:</u> Letting the students fill out their chards each day to see the difference.	Each week I will give the students time to measure the plants. There will be groups of 5 students for them to observe each plant each week. They will conduct their own conclusions at the end of the two months and see if a plant really did need sunlight and water to grow and if there is such a thing as to much water or two much sunlight. Each group will make graphs for each of their plants in several different ways to compare later in class.
	<u>Closure:</u>	We will come to a class conclusion to show that yes a plant needs sunlight and water to grow.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I might make it shorter if I see that children are getting board or if it is not working the way I had planed. A student that can not type their results may write them down and ask one of their partners to help them make a graph.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Each student will get to ask many questions and they will have their group mates to help them if they miss a day or do not understand something
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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>;
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