

**Learning Segment Focus: Matter and Plants Mini Lesson**

**Lesson: 1 Topic: Date: 5/5/21 Grade: 5th**

**Student Outcomes**

Specific learning <b>objectives</b> for this lesson.	Students will explore nature and what makes up object
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Learning task is appropriate because they have learned about plants before so now we are going to get up close with them
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Matter is all around so it is important for students to know what makes up what is around them

**State Academic Content Standards**

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.
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**Key Vocabulary**

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Photosynthesis</b> <b>Chlorophyll</b> <b>Vacuole</b> <b>Chloroplast</b> <b>Stem</b>
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**Academic Language Support**

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	I will have diagrams with the key vocab so students have a better understanding
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**Materials**

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Digital Camera, Digital Microscope, Paper, Writing Utensils
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Digital Camera, Digital Microscope, Paper, Writing Utensils

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
5 minutes	<u><b>Introduction:</b></u>	First I will hand out the materials and then go over the lesson. After this we will head outside
25 minutes	<u><b>Instruction:</b></u>  Research	Students will go out and take pictures of different plants and look under them with a digital microscope. They will collect all of this data while they are outside and then we will head back in
15 minutes	<u><b>Closure:</b></u>  Write	Students will come back in and sketch what they took pictures of and saw outside. They will then write differences they saw on camera vs under microscope

**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p><b>I used this technology because I think the cameras will provide a good reference to students and also allow them to compare what they see with their eye compared to what they see under the microscope</b></p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>          (All students who have plans mandated by federal and state law.)</p>	<p>I will provide verbal and written instruction for students and they can work in pairs</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>          (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Color coding of plant sheet</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Thumb Up Thumb Down</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Time Poll</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Ending Quick Write</p>

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	<p>My own research IDK</p>
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?          What <b>changes</b> should be made?          How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Updated 12-12-20 NLC

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>;  
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