

Name: Rebecca Ring

Lesson Plan Template

Lesson Segment Focus: Relationships between different plants

Lesson 3 of 5

Course & topic addressed Animals, Plants and their environment

Date 10/17/2019 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	To show how plants, animals and their surrounding system make up a system.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Provide examples of relationships which could include that deer eat buds and leaves, therefore, they usually live in a forest area; and that grass needs sunlight so it often grows in meadows.
Knowledge of students background (personal, cultural, or community assets)	Discuss what types of animals and plants we see within our community and their differences.

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.	K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
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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?	BrainPop videos on plants will provide the students with hands-on technology that will keep the students engaged, visually explain information about plants and keep the students engaged about the lesson. This app may also introduce new vocabulary to the students.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Life cycle, stem, trunk, soil, seeds.
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Materials

Materials needed by teacher for this lesson.	iPads, internet and Brainpop ELL app, seeds.
Materials needed by students for this lesson.	iPad, internet and Brainpop ELL app, seeds.

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.
15 Mins	<u>Introduction:</u>	Bring a few different cut plants to class. Also bring some grass seed and dirt to class. Go over the different types of plants that were brought to class.
30 Mins.	<u>Instruction:</u>	Watch videos on BrainPop LLC of the life cycle of a plant. Discuss the video with the students. Ask the students if they have any questions. Then advise the students we are going to grow our own patch of grass in the classroom. Give each of the students a few seeds of grass. Have each student place their grass on top of dirt wherever they want (the dirt will be in a pan). Then place a little more dirt over the seeds and add some water. Finally place the pan in the window so it can get some sun.
5 Mins	<u>Closure:</u>	Advise the students how they will check each day to watch the progress of how grass grows.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Modifications for this project will depend on a child's needs. This is pretty simple and there should not be many modifications needed.
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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 could possibly have the students plant different seeds so the students can watch and learn about what they have planted.
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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	
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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>