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## Lesson Plan Template

Learning Segment Focus Organisms

Lesson 1 of 1 Topic: Growth, development, and reproduction of organisms

Date 5/2/21 Grade 6<sup>th</sup>

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	<ul style="list-style-type: none"> <li>Students will observe and summarize what they see in the organisms</li> <li>Students will be able to illustrate what they see under the microscope</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	<ul style="list-style-type: none"> <li>Students will be able to learn and see what type of organism are being used</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	<ul style="list-style-type: none"> <li>Students will be able to relate what they to real-life experience</li> </ul>

### 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).	6-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Cell, organism</b>
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### Academic Language Support

<p>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?</p> <p>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>?</p>	<ul style="list-style-type: none"> <li>Students will be given a instructional paper to tell them what to do for the assignment. Doing so, it will contain cognates to help the student out if needed.</li> </ul>
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### Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> <li>Instructional paper to pass out, a box full of different organism, projector</li> </ul>
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> <li>Digital microscope per group, pencil</li> </ul>

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

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	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)
5	<p><b><u>Introduction:</u></b></p>	<ul style="list-style-type: none"> <li>• When students are coming in the room, I will ask the students to get to their assigned groups</li> <li>• I will put on the projector that will have what to do on the board</li> <li>• I will then introduce what we will be doing in class by saying we will look at different organism under a digital microscope</li> <li>• I will then give them a piece of paper that has instructions and questions for them.</li> </ul>
40	<p><b><u>Instruction:</u></b></p> <p>Student work</p>	<ul style="list-style-type: none"> <li>• Each group of 4 will have a box of different organism, and a digital microscope.</li> <li>• I will tell the students to follow along the instructions on the board.</li> <li>• The paper that they were handed out will have a place for the students to tell me what organism they are looking at, and draw what they see from the microscope.</li> <li>• Students will also be given the chance to use the digital microscopes on themselves</li> </ul>
5	<p><b><u>Closure:</u></b></p>	<ul style="list-style-type: none"> <li>• I will ask the students if they saw anything interesting in the microscope when they were looking at their skin, nose, mouth, nails etc.</li> </ul>

**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>The projector is used to show students what the assignment is and allow them to follow along. The digital microscope are used for students to have a closer look at the organism and be able to describe them.</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>	<ul style="list-style-type: none"> <li>• .Students will be given modifications if needed. However, this assignment is self-explanatory</li> </ul>
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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>	<ul style="list-style-type: none"> <li>• Depending on what the students will need, they will be given a copy of the instructions for them to have to highlight or underline the important stuff.</li> </ul>
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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>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Asking the students what they saw under the microscope
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The paper they turned in after the class
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**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>	n/a
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**Lesson Reflection/Evaluation**

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