

Lesson Plan Model¹

Lesson Title/#: Flower/Insect Fun! Or How My Garden Grows

Grade Level: Second Grade

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	For this lesson, students will learn how to use geometric shapes to draw flowers and insects using Google Doc and Drawing. There will also be a science element incorporated to grasp the concept of how insects use flowers.
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	LS2.A LS4.D 2.G.A.1
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures</p> <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies²</p> <p>What are the specific learning goal(s) for students in this lesson?</p>	The main goal of this lesson is for students to be able to identify geometric shapes in order to use Doc and Drawing to create a flower and insect. The science element of the lesson is to allow the students to have the knowledge to describe why and how insects use flowers to spread seeds. The flowers that can be drawn are tulips, sunflowers, lilies, daisies and roses.
<p>Prior Academic Knowledge and Conceptions</p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>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?</p>	The students will need to know the basic outline of geometric shapes. These shapes include a circle for the middle of the flower, an oval OR rhombus for the petals, and a rectangle for the stem. They will not need to know the why for insects landing on flowers; however, it will be helpful if they have seen this happen (recall from background knowledge).

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>	
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Instructional Strategies and Learning Tasks

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

<p>Launch __10__ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>We will go outside of the classroom to the playground to look and pick flowers. It might be hard to find the flowers that will be drawn on the Google Doc and Drawing, but the students can create a flower like one they picked. While we are out there, we will discuss if they see any insects such as bees or butterflies flying around nearby and if they land on a flower. We will brain storm ideas, as a class, as to why they do this. I will ask the students what they think they are doing while sitting on the flower. Once each student has a few flowers, they will put them in the box and then go back inside.</p>
<p>Instruction __20__ 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</p>	<p>When the students are back in their seats, I will be at the front of the board and we will write down all the reasons we discussed outside of why and what the insects were doing on the flowers. Then, I will pull up Google Doc and Drawing on the board and they will watch as I demonstrate how to create the flowers. The students will be able to use iPads to create these flowers on their own. I will choose a volunteer to help pass them out. As they are being passed out, I will then ask the students what shapes the middle of the flower is, the petals and stem. This way, they are identifying the geometric shapes.</p>

<p>and their personal/cultural 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 _10____ 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</p>	<p>At this time, the students will be working on the iPads to create their own flowers. They can work with an elbow partner or as a group. They can share ideas as to how to create the flowers and insects. During this practice, they are able to use their own imagination to create a flower by using whichever color they wish. As they are doing this, they can ask any questions. I will be assessing them to see if they are using the words <i>shape, rectangle, oval, circle, flower, and bugs</i>.</p>

the intended learning objectives?	
<p>Closure _10____ Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson and tell them why the insects use the flowers. I will wrap the lesson up with a song that they can go home and sing to their parents. https://www.youtube.com/watch?v=N-l-gsWOKzk</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</p>	<p>While the students are working on the iPad for the Google Doc and Drawing, they will be allowed to work together. They can share ideas of how to make different flowers. For example, for the petals there is an option to use either a circle or oval. The students will also have a time to brainstorm of what they know about insects and how they use the pollen from flowers. They can think, pair, share their ideas. The students will be in groups for this. They will stay with their elbow partners and the students from the same table.</p>

groups? What criteria will you use when forming groups?	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The students may not have the knowledge of how to use Google Doc and Drawing. However, as a class we will go over the basics in class. I will demonstrate how to make a flower on the Smart Board. Then, the students can do one as well for clarification. They will be using the Doc and Draw in class to make this step less complicated; however, if they want more practice they can take the assignment home.</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>	<ul style="list-style-type: none"> • Paper • Pencils • Markers and/or crayons • Pictures of flowers and insects • Google Chrome/ iPad for Google Doc and Drawing

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>	
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, 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

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

Resources:

Attach each assessment and associated evaluation criteria/rubric.