

Lesson Plan Template

Date: 10.7.21

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| Grade: 2nd | Subject: Science |
| Materials: 30 print offs of the diagram, Color pencils, and PowerPoint | Technology Needed: PowerPoint |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: |
| Standard(s) LS2.A: Interdependent Relationships in Ecosystems -Plants depend on animals for pollination or to move their seeds around. ET1.B: Developing Possible Solutions -Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. | Differentiation Below Proficiency: For the students that need a little extra help the teacher will walk around and help them. They do not have to color anything in and they are able to focus on the words for the part of a flower. Above Proficiency: For the student who are above proficiency they will be asked to color in the flower as well as possibly adding a definition to the flower. Approaching/Emerging Proficiency: The students that are approaching proficiency they will be expected to try and color in the flower as well as writing down all of the parts of the flower. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The teacher will have a PowerPoint up and will be writing down everything . • Auditory: The teacher will be talking about everything that they are talking about. • Kinesthetic: The students will be working alongside the teacher. • Tactile : The students will be writing down everything that the teacher is writing down. |
| Objective(s) By the end of the lesson the students will have a better understanding of flowers/pollination by filling in and creating a parts of a flower diagram. Bloom's Taxonomy Cognitive Level: Creating | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to raise their hands when they have something to say. They will keep their voices below a 2 when they are expected to talk with one another. They will not be walking around the room unless they need something. They will pay attention to the teacher. |
| Classroom Management- (grouping(s), movement/transitions, etc.) The classroom management that I will be using during the lesson is Champs. C-conversation, H-help, A-activity, M-movement, P-participation = S-success. C-voice level 0-1, H-raise hand and wait patiently, A-participate in the activity, m-actively move with the prompted words, S-success for the activity. | |
| Minutes | Procedures |
| 5-10 minutes | Set-up/Prep: The teacher will have all of the materials printed out and ready to go in a folder at the front of the class. The power point will be up on the board for the students to see as the lesson begins. There will be color pencils brought to class for the learners to use if they do not have any. The pencils will be kept with the folder in the front of the class. |
| 5-6 minutes | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • The teacher will start at the front of the room and get the learners attention with the catcher “if you hear me”. The teacher will go through the following list until the learners attention is on them. <ul style="list-style-type: none"> ○ If you can hear me touch your nose |

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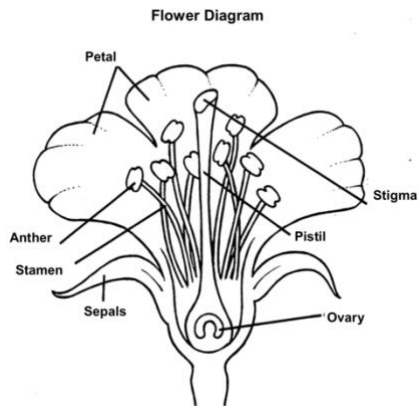
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| | <ul style="list-style-type: none">○ If you can hear me touch your ears○ If you can hear me touch the top of your head○ If you can hear me clap once○ If you can hear me clap twice● It should not get to the point where the teacher has to go through them all but if they still are not listening then the teacher will say “when I say fort you say Lincoln, fort” and the learners should respond with “Lincoln”.● Once the learners are looking at the teacher the teacher will start off the the lesson with asking the learners what their favorite season is. The teacher will ask them to raise their hand to answer.<ul style="list-style-type: none">○ The powerpoint will be on at the front of the board on the first slide.● “Okay learners I am going to ask a question and I would like you to raise your hands when you have an answer. Then I will call on you and you can tell the class. Can you nod your heads if that sounds okay?”● The teacher will give the learners a second to respond by nodding their heads.● “Alright then, what is your favorite season?”● The teacher will call on learners that have their hands raised and let them tell the class. After a few learners have responded the teacher will try and get a students that says spring to move on the the next part. If no learner says spring then the teacher will say that they really like spring. Then the teacher will ask the learners what they think of when they think of spring.● “Now learner what do you think of when I say the word spring? Remember to raise your hand please.”● The teacher will then prob them with questions until they get to the topic of flowers. The teacher will then ask them what they know about flowers.● “Learners what do you like about flowers?”● The teacher will call on the learners that are raising their hands and allow a few responses. The teacher would then ask them how there are so many flowers.● “How are there so many flowers? Have you ever seen fields of flowers?”● Phenomena = fields and hills of one color.● The teacher will let the learners respond with raised hands and then the tear her will ask about pollination.● “Raise your hand if you have heard the word ‘pollination’ before.”● The learners who have heard of the word will raise their hands and the teacher will see how many their are. If a learner looks confident the teacher will ask them to explain what it is but the teacher does not have to. |
| 5 minutes | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none">● The teacher will then go to the next slide of the PowerPoint that has the definition of pollination with a picture of a flower.● “Now learners, pollination is when the pollen of a flower is moved from one flower to another. This helps the flowers grow seeds and live longer. Pollination is done by insects. Are their any insects that you can think of that might help with pollination? Please remember to raise your hands”● The teacher will then call on the learners that have raise their hands. If no one raises their hand the teacher will ask them what kind of insects there are.<ul style="list-style-type: none">○ Butterflies - yes○ Bees - yes<ul style="list-style-type: none">▪ Bumble and hung bees○ Beatles - yes○ Ants - yes● The teacher will then move to the next slide that has pictures of all the insects that help with pollination. The teacher will go over that they are very important to protect because with out them then there would be no flowers. |

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| | <ul style="list-style-type: none"> • “If we do not have these insects then we would not have any flowers. So we need to make sure that we protect them at all cost.” • The teacher will then move on to the importance of knowing what makes up a flower. • “Now learners not only do we need to know who pollinates flowers, but we also need to look into how a flower is formed, how it looks and how it works, to really understand.” |
| <p style="text-align: center;">10-15 minutes</p> | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • At this point the teacher will go to the next slide that has the flower diagram on it and the teacher will start to pass out the print offs of the same picture. As the teacher is doing this they will ask the learners to get out their color pencils and go over the expectations of the activity. • “Now learners I am passing out a sheet of paper that we will be filling in and coloring at the same time. We will go step by step together. Once you have your sheet of paper please remember to write your name on top.” <ul style="list-style-type: none"> ○ If the learners do not have color pencils but markers then they can use them. If they have neither then the teacher will pass them out. • Once everything has been passed out the teacher will go through the activity with the learners. The teacher will write on the board the word that goes this the flower part and will wait to move on to the next part until most learners are done writing. As the learners are writing the teacher will explain a little of what every part does. • If there is time the teacher will let the learners color their flower in after they are done writing. If the lesson is on time then the learners can color as they are going. The teacher will walk around the room and look at the learners papers to make sure they are following along. |
| <p style="text-align: center;">5-6 minutes</p> | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • The teacher will wrap up the lesson by asking the students what they just made. • “So what did we just make? Did we just name all of the parts to a flower?” • The students should either nod their heads or verbally agree. Then the teacher will ask the learners to collect what they use to color and put them away. To put their flowers in their notebooks, folders or their mailbox’s. After they are all done then they will be asked to go back to their places and get ready for the next lesson. • “Alright learners, remember if you have not finish coloring that is alright, you might have time later, or you can finish it at home. Now when I say go I would like you to put your coloring tools away, put your flowers in your mailboxes (or what ever they use) and once you are done go back to you places and give me a thumbs up. And go.” |
| <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>The formative assessment will be the conversation that the teacher has with the students about their previous knowledge. The Learners will hold up their hands in a sign (rock, paper, scissors) to show what they think.</p> <p>The learners will fill out a sheet independently for a few minutes as the teacher walks around. They will use their guided sheet to decipher where the names are on the other sheet. If the learners need slight help the teacher will prob them with questions.</p> | <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The summarize assessment will be at the end of the unit and will be a test or larger project backed on how the learners learn.</p> |



PLANT NEEDS | *Kindergarten through 4th*

Names: _____

Date: _____

PLANT NEEDS

WORD BANK:
LIGHT AIR WATER NUTRIENTS SPACE



Leaves collect:

- 1.
- 2.

Color the leaf of the plant green.

Roots collect:

- 7.
- 8.

Color the roots of the plant yellow.

Plants need space and a place to grow.
Color the soil brown.

When you finish, color in the rest of the plant!



PLANT NEEDS | *Kindergarten through 4th*

Names: _____

Date: _____

PLANT NEEDS HUNT

Walk around your Learning Garden and look at ONE plant, write the plant name below. Decide if the plant has its plant needs met. Mark either the NEEDS or HAS ENOUGH column with a + symbol.

PLANT NAME: _____

| PLANT NEEDS: | NEEDS: | HAS ENOUGH: |
|--------------|--------|-------------|
| LIGHT | | |
| AIR | | |
| WATER | | |
| NUTRIENTS | | |
| SPACE | | |



PLANT NEEDS | *Kindergarten through 4th*

PLANT NEEDS SCENARIOS

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| <p>Your plant has yellow leaves, which means your plant needs more nutrients. What nutrients could you give your plant? Answers may include: compost, leaves, fertilizer</p> |
| <p>Your plant is wilting (it looks droopy), it hasn't rained in days and you forgot to water. What can you use to give your plants water? Answers may include: watering cans, little raincloud activity, hoses, hose bib on your building</p> |
| <p>Your plant loves the sun but is planted in a shady corner of the garden. Where can you move your plant to give it more sunlight? Answers may include: sunny locations in your Learning Garden</p> |
| <p>Your plant is growing inside your classroom in a small pot. What can you do to give your plant more space? Answers may include: Plant it in your Learning Garden, or in a garden at home, or in a larger pot</p> |
| <p>Your plant looks clean but it is planted near a busy road. Where can you move your plant to give it access to clean air? Answers may include: any location in your Learning Garden, or in a garden at home</p> |

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):