

Lesson Plan Template

Grade: 7th Grade		Subject: Life Science	
Materials: iPads, paper, pencils, Textbook		Technology Needed: iPad	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <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 checked="" type="checkbox"/> Discussion/Debate <input checked="" 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 checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> Simulations/Scenarios <input checked="" type="checkbox"/> Other (list) Explain:	
Standard(s): MS-LS1-6: From Molecules to Organisms: Structures and Processes: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.		Differentiation Below Proficiency: There will be guided questions on a power point for learners that are approaching proficiency Above Proficiency: There will be guided questions on a power point for learners that are beyond the level of proficiency Approaching/Emerging Proficiency: There will be guided questions on a power point for learners that are on the level or very close to the level of proficiency Modalities/Learning Preferences: social, verbal and visual	
Objective(s) Student will be able to describe the basic parts and evolution of plants. They will then be able to answer guided questions in regards to the basics of plant biology and relate this to prior knowledge. Bloom's Taxonomy Cognitive Level: Understand and Relate		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Students expected to use iPad when working on correcting answers on worksheet only, must not have out when going over guided questions expected to converse with partner and then share out loud.	
Classroom Management- (grouping(s), movement/transitions, etc.): Students will be in the groups with their desk neighbors, They will have their iPads out when going over "What is a plant?" worksheet,			
Minutes	Procedures		
5 min	Set-up/Prep: Students will come up and show me if they have their worksheet done and I will mark it as missing or turned in on time.		
20min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Will go over answers of the worksheet with students. Make sure that everything is correct on their worksheets and allow them to ask questions over what they do not understand. Then have students who did not finish their worksheet to come up and show me they finished it during the review		
5min	Explain: (concepts, procedures, vocabulary, etc.) Explain to students what the next activities is. I will be giving them guided questions and they will converse with their desk partners and then answer the questions out loud. The questions will be related to what was covered in the work sheet and prior knowledge of the plant biology.		
18min 2 min per question	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) This is the time where I will go through the power point with the questions on. They will then have 2 minutes to talk about the answer with their desk partner(s) and then will be given the chance to tell what their group came up with.		
2 min	Review (wrap up and transition to next activity): Wrap up the questions that were not finished and allow students time to gather their supplies to get ready to leave the class		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Answering the questions in the guided questions will show if they understood the work sheet or not Consideration for Back-up Plan: The backup plan for if I run out of time is, have students converse with their table partner where they use plants in their daily lives and how important they think plants are in our live and share that with another desk group.		Summative Assessment (linked back to objectives) End of lesson: There will be no summative assessment at the end of this lesson If applicable- overall unit, chapter, concept, etc.: This will prepare the students for their Chapter 9 test over plants.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I went through the homework a little to fast. I also did not give students enough time to write down the write answers or change their answers when going on to the next question. Some of my questions that I asked students were to easy to answer. I have to make questions that cannot just be answered with yes or no but allow students to have a discussion. I have to do better at keeping students on task, they got distracted by			

Lesson Plan Template

their iPad's and it took me awhile notice it. My teacher voice also needs some improving, I cannot be as quite as I was. I thought that when there was a good question that lead to discussion there was a very good discussion. Students were also excited to have these discussions. I also need to do better at moving around the classroom, I had a tendency to stay stagnant.