

Lesson Plan Template

Grade: 7 th		Subject: Life Science
Materials: Paper, Drawing supplies, IPad		Technology Needed: IPad
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: Students will be pairing up and reading one article each, they will take the most important point and highlight them on their IPad. They will then teach that information to their partner. They will then create a new species of plant and describe it and explain what resources it can be used for.
Standard(s) MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.		Differentiation Below Proficiency: Students who are below proficiency will be allowed to use their IPad to look up ideas on different kinds of resources plants make up and incorporate that into their own plant. Above Proficiency: Students who are above proficiency will be expected to design the resources their plant will make on their own with no help from an outside source. Approaching/Emerging Proficiency: Students who are approaching proficiency will have the option to choose to have help or work without it when coming up with resources but are urged to do it on their own. Modalities/Learning Preferences: Visual/Graphic, Verbal/Written
Objective(s) Students will be able to understand how plant resource play a role in the lives of humans, They will also be able to create a kind of plant that has effective resources in the community. Bloom's Taxonomy Cognitive Level: Understanding and Creation		
Classroom Management- (grouping(s), movement/transitions, etc.): Students will be allowed to pick their own partners for the article readings and the plant project. The articles and plant project worksheet will be on their Canvas page.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Students will be expected to read silently when reading the article, should be using IPad appropriately, and expected to work hard during their plant project.
Minutes	Procedures	
5 min	Set-up/Prep: Articles and plant project worksheet will be uploaded to canvas prior, make sure there is drawing supplies ready for students. Explain to students about what they will be doing with the article on canvas.	
20 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Students will be spending the first 10 minutes reading and highlighting the important information for the article they choose to read and creating question for the students , then spend the next 5 minutes teaching each other what they though was most important. For the last 5 minutes they will be answering each other questions and showing them to me as a formative assessment to show that they are reading the articles.	
5 min	Explain: (concepts, procedures, vocabulary, etc.): I will take about 5 minutes to explain to the students about the create your plant project and that you need to follow the directions on the sheet and they are given the option to make their colored drawing and their fact sheets on their IPads or on a sheet of paper. They will also be working in their groups.	
15 min	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): This is the time where students will start to work on their projects and going through and following the steps given in the handout. I will be going around the class and making sure students are understanding the project and making sure it is being done correctly.	

Lesson Plan Template

5 min	<p>Review (wrap up and transition to next activity): This is the time where the partners will stand up and share their plant to the class, they will tell the name and what resources it will provide. They will then show me their project as a summative assessment to show they understand what plant resource are used in our lives.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students answering the questions their partners wrote from the article their partners read is my formative assessment.</p> <p>Consideration for Back-up Plan: If there is more time at the end of the class, students can share more detailed description of their plants.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The formative assessment will be the Create-a-Plant project to a show they understand plant resources effect in our lives.</p> <p>If applicable- overall unit, chapter, concept, etc.: This goes along with their Chapter 9 unit over plants</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I believe that this lesson went better than my first. What went well was students were excited to create their plant. They also stayed on task when reading their articles and was able to explain them to their partner. I even had a girl that read hers and went on to find similar article about the same subject. I was more mobile and walked around a lot better, making sure each student knew what was going on. What I could have improved on was that I went through the instruction for the articles and the project a little fast. Students were still confused with the instruction. I would also make sure students had supplies to draw with because some students didn't want to just draw on their iPad.</p>		