

Lesson Plan Template

Grade: High School 9th-10th grade		Subject: Life Science/ Biology	
Materials: Poster paper, drawing supplies, Computers		Technology Needed: Computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" 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 checked="" type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Using computer to have an online flower dissection to look at the parts that help the plant partake in photosynthesis. <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) HS-LS1-5: Use a model to illustrate how photosynthesis transform light energy into stored chemical energy.		Differentiation: Can choose the model Below Proficiency: Using model that is provided, create made off of the likelihood of the model provided. Uses computer dissection to help with what parts help with photosynthesis. Above Proficiency: Students will create their own model without any reference. Uses computer dissection to help with what parts help with photosynthesis. Approaching/Emerging Proficiency: Students have opportunity to use computers to help find a model to reference for their own model. Uses computer dissection to help with what parts help with photosynthesis. Modalities/Learning Preferences: Visual/spatial, Interpersonal, Naturalist	
Objective(s): The learners will be able to explain how plants covert light energy using a model that was provided, created or found to other students in small groups.			
Bloom's Taxonomy Cognitive Level: Creating			
Classroom Management- (grouping(s), movement/transitions, etc.): Group of 3-4, work in desk clumps that were set prior to class, material set for students. Using the website: http://www.glencoe.com/sites/common_assets/science/virtual_labs/LS11/LS11.html		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Students need to stay on task, materials should be used appropriately.	
Minutes	Procedures		
5 min	Set-up/Prep: Computers ready, poster paper and art supplies, textbook on desk		
15 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students find what desk clump they are in, go over photosynthesis in lecture (finish it)		
5 min	Explain: (concepts, procedures, vocabulary, etc.) Explain to students that they will be making a model of how photosynthesis transforms light energy in stored chemical energy. They can choose what model they want to make. They can have a model that they can reference off of or they can create their own model. They will then present it. They will so be instructed to use the online dissection to help with information.		
20 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will be creating their model and practicing presenting their model. Uses computer dissection to help with what parts help with photosynthesis.		
5 min	Review (wrap up and transition to next activity): Explain how presentations will work in the next lecture and how groups will rotate to present.		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. After 15 minutes, ask to see how they are doing or if they have started making their model. Consideration for Back-up Plan: If they haven't started making model allow for some time in the next class to have more preparation for the presentation		Summative Assessment (linked back to objectives) End of lesson: The final presentation to small groups. If applicable- overall unit, chapter, concept, etc.: Unit over photosynthesis.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Using the dissection is cleaner way of having a hands on interactions. It is a good way of getting out of the textbook because it can be very drab. Suggested that I need to monitor the use of the computers during the class for appropriate behavior. Also need to find an online dissection that goes over the plant parts in detail.			