

Lesson Plan Template

Grade: 7th		Subject: Life Science	
Materials:		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Peer teaching/collaboration/cooperative learning 🍏 Visuals/Graphic organizers 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 	
Standard(s) Objective(s) Students will be able to create a plant with adaptations to show their understanding of why adaptations are important Bloom's Taxonomy Cognitive Level Create, Understand, knowledge		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Classroom to lab to view plants Lab back to classroom for the worksheet – allows students to work with others on the work sheet Come back together to review worksheet and go over PowerPoint 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: Have help-wanted activity set up and ready Power point – include information on adaptation and pictures of plants		
15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Look at germinating plants from lab – 3 minutes Introduce help-wanted activity Have students do help-wanted activity – 5 minutes Go over the help wanted activity – 5 minutes		
15	Explain: (concepts, procedures, vocabulary, etc.) Ask question: Why do plants need to adapt? Go through PowerPoint slides View examples of different adaptations Discuss how many different kinds of adaptations plants can have		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students create a picture of their own plant with it's own adaptations <ul style="list-style-type: none"> They will pick the environment of the plant to help set the basis for what adaptations it may have They must also label each adaptation and explain why the plant developed that adaptation <ul style="list-style-type: none"> Ex. Thick skin – to help retain water They must do at least 3 adaptations, but they may do as many as they would like Creativity is greatly accepted! (Ex. The plant has wings, because it lives on a cloud castle) I will have an example to show students who are having a hard time trying to understand the assignment		
2	Review (wrap up and transition to next activity): Have students share some of their adaptations with a person around them		

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Walk around during the help-wanted worksheet and make sure they know what they're doing Have some discussion questions</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Creation of the adapted plant</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The overall lesson went considerably well for a majority of the students. They enjoyed learning about the various crazy plant adaptations and were engaged in the activity at the end. It was cool to see them thinking outside the box and coming up with creative drawings. Even if they did not make up some crazy adaptations I was able to see they still understood the concept of an adaptation. The questions I was asking worded fairly well, but I do want to find some way to have a more diverse number of students asking questions. If one person is always answering the questions, than I am not always able to check everyone's understanding. I had good use of the room, and many of the students managed to stay on task during the collaborative and independent work time.</p>	