

# Lesson Plan Template

Date: April 10, 2020

<b>Grade: 7th Grade</b>		<b>Subject: Life Science</b>	
<b>Materials:</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> € Direct instruction      € Peer teaching/collaboration/ € Guided practice      perative learning € Socratic Seminar      € Visuals/Graphic organizers € Learning Centers      € PBL € Lecture      € Discussion/Debate € Technology integration      € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> € Large group activity      € Hands-on € Independent activity      € Technology integration € Pairing/collaboration      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b> <b>MS-LS1-3:</b> Use evidence to model how the body is a system of interacting subsystems composed of groups of cells. <b>MS-LS1-5:</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.		<b>Differentiation</b> <b>Below Proficiency:</b> Students will have a basic understanding of the different tree defense. Students will also have a basic understanding of how plant and animal tissue are similar in the way that they work.  <b>Above Proficiency:</b> Students will make connections with the different mechanisms that trees use for defense are much like what and animal uses for defense. They will understand that animal and plant tissue are similar in the way that they act. They will also be able to think deeper about what they see before them and wonder how it got there.  <b>Approaching/Emerging Proficiency:</b> Students will be able to understand the different defenses that trees use and understand how tree’s tissue is similar to animals in their function.  <b>Modalities/Learning Preferences:</b>  Students will be able to learn how to better work in groups and to learn about the different plant defenses.	
<b>Objective(s)</b> Students will be able to identify different plant defenses. Students will be able to differentiate different scars on trees. Students will gain an interest in learning about plants by understanding the similarities in survival needs among all living things. Students will be able to compare how animal and plant tissue can be similar. Students will be able to explain why certain tree events have occurred by using their critical thinking skills. Students will be able to discuss how environmental factors affect tree defenses.  <b>Bloom’s Taxonomy Cognitive Level:</b> understand, apply, and analyze		<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will be in their desks/tables for the little bit of lecture before the lab. They will be expected to follow the standard coming into the classroom procedure. (In our case the “students” will be in the living room at first and then will transition to the kitchen for the lab.) Students will then be at a lab table with their lab group for the next part of the class.	
<b>Minutes</b>		<b>Procedures</b>	
<b>Set-up/Prep:</b>		I will have to set up the PowerPoint with the pictures and questions on the projector before the class comes into the room so we can get started right away. (In this case, I will have the PowerPoint on my laptop.) I will have the lab set up before the students get into the lab as well and I will have their lab worksheets printed off for them fill out. (In this case, I will have the wood set up on the kitchen table and instead of printing out a bunch of worksheets I will ask the “students” in the section some of the questions verbally and have them perform the tasks that the worksheet would have had them do.	
<b>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</b>		The engagement into the lesson will be asking them leading questions into the content.	
<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		With the pictures from the PowerPoint, the students and I are going to have a discussion about plant defenses, regarding trees. I will also explain to the students how the bark beetles infect the tree and how the tree responds to the invader. I will reference how	

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	<p>the tree saps out the intruder is how human mucus tries to trap the infection before it enters fully into the body. It will be more of a discussion-based lecture.</p>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>The students will be going over the worksheet and answering the questions with the different samples they have in front of them. They will have a "cookie" of wood in one station and they have to count the rings to see the age of the tree. I will ask them in what years did the tree grow faster and ask them why is that. I also will have a piece of wood that has a fire scar that will</p>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>We will together discuss the different pieces of wood that they saw in the lab and go over the questions in their worksheet. I will also ask some questions that we addressed at the beginning of the lesson to make sure that the students have a basic understanding of what they learned during this lesson.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout the lesson (how can you document your student's learning?)</b></li></ul> <p>The discussion throughout the lesson is what I am going to use as a way to gauge how the students learned throughout the lesson.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>There is not going to be a summative assessment with this lesson.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>It was very weird to teach my brothers and friends, I think I was more nervous to teach them versus the 7th graders. I also was more nervous because of the camera, but once I got more into the lesson it became more comfortable. I actually think that my friends and Zane (my littlest) brother learned something about trees and their different defenses. Doing this lesson helps me recognize how much you need to prep for you lesson and how much you have to think about when you are doing your lesson. I know the more I do it the better it is going to get it is just going to take practice. If we were actually at the school there would be more wood and more discussion at the beginning of class about tree defense, but I liked not giving them all of the information and having them question and think critically to themselves and their lab partner when they were examining the wood. I think a big take away from the lesson was that they understand that tree tissue is a lot like animal tissue and that is how it defends itself from the different factors.</p>	