



Instructor's Name: Abby Wegner

Subject : Science

Grade: 2nd

Title of Lesson: What plants need to grow

Materials and Resources (including technology):

Ipads

[Interactive website](#)

[Post assessment-Google Forms](#)

[Pre assessment-Kahoot](#)

Standard(s) the Lesson will Address: Type out the source, number, and the text of the standard (s) addressed in this lesson

- 4. Life Science
 - 2. Interdependence Among Living Systems
 - 1. Natural systems have many components that interact to maintain the system
 - 2.4.2.1.1
- 4. Life Science
 - 3. Evolution in Living Systems
 - 1. Plants and animals undergo a series of orderly changes during their life cycles.
 - 2.4.3.1.1

Objective: State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in () the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition “at the conclusion of the lesson..”

- At the conclusion of the lesson, students will be able to identify the two key nutrients to help plants grow with 100% accuracy
- During the lesson students will collaborate with their peers to put the life cycle of a plant in order
- During the lesson, students will experiment using the interactive website to add water and sunlight to see how it affects plants growth.

Vocabulary:

Academic: Water, sunlight.

Content: Plant cycle, leaf, stem.

Anticipatory Set: How will you get the students ready and/or excited to accept instruction?

Listen closely to the list I am going to tell you. Carrots, corn, potatoes, trees, and flowers. What are these things? Where do they come from? (Allow for some think time) Right! These are plants and they come from the ground!

Pre-Assessment Plan (if any): Pre-assessments help you to determine what students already know and bring to the lesson content.

Remember yesterday when we talked about the plant life cycle? I want you to log onto kahoot so that we can see if we remember the plant cycle.

Input: (SCRIPTED) *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.)*

Now that we know what the plant life cycle is, we are going to talk about what plants need in order to grow.

I want you to talk to a partner for thirty seconds and tell them what you think plants need to grow.

(Have the class share some of their answers)

Plants need food to grow just like we do! But do you think they eat the same things as we do? Like hot dogs, carrots, or pickles? No way!

There is one thing that both we and plants need and that's water!
Water goes up through the roots, into the stem, and into the leaves to help the plant grow big and strong

The second thing that a plant needs is sunlight.
Sunlight combines with the air and the soil to create nutrients for the plants to grow too.

Now I want you to turn and talk to your neighbor for 10 seconds and tell them the two things a plant needs to grow.

Guided Practice (Formative Assessment):

Now we know what a plant needs to grow, but what happens if we give it too much or too little?

We are going to do a little experiment online to see what happens to a flower when we give it the right amount of water and sunlight, too much water, and too much sunlight.

(go online, show them how to get there, and model the game once for them)
At this point they will do self discovery. (5-10 min)

Closure: (SCRIPTED)

What are the two things that a plant needs to grow? Why is it important for a flower to have the right amount of water and sunlight?

Independent Practice/Summative Assessment: (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

Students will utilize google forms to complete a quiz about the topics covered during the lesson.

Accommodations & differentiation for learners: (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

Timmy has trouble reading, so I will read the questions and directions for him.

Multiple Intelligences Addressed: Address at least ONE of these intelligences: **verbal linguistic**, musical/rhythmic, visual/spatial, intrapersonal, logical/mathematical, **interpersonal**, bodily/kinesthetic, naturalistic

AFTER TEACHING THE LESSON:

Respond with *professional insights that go beyond superficial considerations*.

- As I reflect on the lesson, to what extent were students productively engaged?

I thought that the students were productively engaged through the lesson because of the group collaboration, answering questions, call and response, and the online activities.

- To what extent did the students learn what I intended? Were instructional objectives met?

The students met my instructional objectives, and I knew this because I was getting correct verbal responses along with the 100% exit tickets.

- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?

The only things that I had altered was the questions I asked depending on how students answered the questions. I also broke down the online “lab” experiment and walked them through it.

- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?

The students I encountered did not really give me behaviors to manage. What I did encounter I think I managed well.

- To what extent did I provide closure to the lesson?

I think that I reviewed the lesson at the end effectively before I gave the exit ticket. I also gave a brief intro to what we would be learning the next time.

- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction

I think the energy in the room was a little low while I was teaching. I would have probably tried to get the energy higher by having myself be more excited and having the students do more throughout the lesson.