

Lesson Plan Template

Grade: 2 nd grade	Subject: Science
Materials: Pumpkin Jack book Life cycle cards/ worksheet for pictures Scissor Pencil Glue	Technology Needed: NA
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) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) Performance Standard 2-LS2-1 Plan an investigation to determine if plants need sunlight and water to grow. LS2.A: Interdependent Relationships in Ecosystems - Plants depend on water and light to grow.	Differentiation Below Proficiency: Students who are below proficiency will copy my pumpkin life cycle that I have prepared for them. Above Proficiency: Students who are above proficiency will put the life cycle together. They will then be asked to tell me what they know/ have seen about pumpkins. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to the book and Visual: pictures in the book Tactile: moving the life cycle cards around Kinesthetic: NA
Objective(s) By the end of the lesson the students should be able identify pumpkin's life cycle. They should know that plants need water and light to grow. Bloom's Taxonomy Cognitive Level: Understanding	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When I am reading the book, the students will need to be quiet and listen to it. When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be asked to sit in their spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When I am reading the book, the students will need to be quiet and listen to it. When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.
Minutes	Procedures
1hr	Set-up/Prep: Have the book Pumpkin jack Pumpkin life cycle cards and cutout printed out
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) When we start the science lesson, I will ask the students, “Does anyone know what a life cycle is?” Allow time for students to answer. After they have answered, ask them about a pumpkin. Allow them time to answer. After that transition into reading the book pumpkin jack

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8 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Read the book Pumpkin Jack I will ask some questions throughout the book. Whether that be about what just happened, feelings/ emotions, etc. After I am done with reading the book, we will then talk about the book. I will tell them, after Halloween we will plant the pumpkins that Mrs. Pope has in her classroom. We will then watch it grow over the school year. After we are done talking about that we will then talk about how we are going to create a pumpkin life cycle. They will be asked to cut them out and glue them on the chart. After that we will then transition into them making their pumpkin life cycle.</p>	
15 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will be asked to cut out the pumpkin life cycle pictures. They will then be asked to glue them on, but before they glue them on, they need to get them checked so we do not ruin the pictures by pulling them off if they are placed in the wrong spot. As students are working, I will watch how they are figuring out what picture goes where. I will comment on how some strategies that students are using.</p>	
2 minutes	<p>Review (wrap up and transition to next activity):</p> <p>After the students are done, we will come back, I will ask them what is a life cycle? Allow time for them to answer. After that, I will ask them does a human have a life cycle? Allow time for them to answer After that transition into the next activity.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>During the time students are working on their lesson, I will watch from the table and see how the students are working. I will see if they ask other students for help or if they will sit there confused. I will be wearing Mrs. Pope's tie that she wears when she is at the back table so they can't come and talk to me. I am tied up and they will have to wait until I am done.</p> <p>Consideration for Back-up Plan:</p> <p>I would read a different book about a life cycle. We would then hand draw out a life cycle.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>By the end of the lesson, the students should be able to tell me what a pumpkins life cycle is. They will also be able to tell me why water and sunlight is important for things to go.</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>This lesson also went well. I was happy with the way the students were involved and the way they were learning. The students loved when I read the book to them. They were giggling and answering questions when I would ask them questions. They had fun because I was, I was also having fun. They had fun cutting out the life cycle for a pumpkin. They thought it was the coolest thing ever. They also enjoyed coloring the pictures since they were white. The students learned about a pumpkin life cycle. I say this because when we came back together at the end, they were able to tell me what the life cycle was and then that humans also go through a life cycle.</p> <p>If I had to change anything, I would make sure that the students could take a longer break. I could tell that they were exhausted but they always get that way when it comes to the afternoon.</p>		

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