Lesson Plan Template

# Breakthrough Denver

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Getting Yourself Ready** | | | | |
| **Materials**:   * Word searches * Prizes | | **Your Preparation**:  - Create word search for scientific method and photosynthesis | | **Agenda (w/times)**:   * Getting students ready/do now: 5 minutes * Photosynthesis review: 10 minutes * Word Search/closure: 15 minutes |
| **Getting Your Students Ready** | | | | |
| \***Do Now**: Have students share their diagrams in groups. Have one or two students share their diagrams in front of the whole class. | | | | |
| **Objective**: *Today you will be able to…* explain the idea that plants use sunlight to make their own food.  I like this objective. | | | **Proving behavior**: *by…* students will be asked (randomly) to explain the various steps of photosynthesis | |
| **Purpose**: *We are doing this because…* It is important to make sure that students have a clear understanding of how plants create food and why it is so important that plants are able to make their own food. | | | | |
| **Teaching** | | | | |
| Step 1: Photosynthesis review | Say: Ask individual students to explain each step of photosynthesis (and also ask them to explain how a certain term fits into the process)  See: n/a  \*Do: Students will participate in this “review”  How are you going to get an idea of how many students understand these concepts?  Try to make active participation a component. | | | |
| Step 2: | Say: Students will play a game about photosynthesis the effects of it and the different parts of it  See:  \*Do: | | | |
| Step 3: | Say:  See:  \*Do: | | | |
| Step 4: | Say:  See:  \*Do: | | | |
| Step 5: | Say:  See:  \*Do: | | | |
| Step 6: | Say:  See:  \*Do: | | | |
| **Practice** | | | | |
| \***Structured Practice** (3-4 additional examples led by teacher with gradually quickening pace, helping students approach automaticity by manipulating time, materials, and group size) | | | | |
| Time:  Materials:  Group Size: | Example 1 n/a | | | |
| Time:  Materials:  Group Size: | Example 2 | | | |
| Time:  Materials:  Group Size: | Example 3 | | | |
| Time:  Materials:  Group Size: | Example 4 | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: (from proving behavior) Students will receive a “word search” handout and will be asked to locate terms that have to do with the scientific method and photosynthesis. | | | Criteria for Mastery: Students will complete the word search | |
| Independent Practice (Homework) | | | | |
| Explain Homework: No homework (Friday) | | | | |
| **Closure** | | | | |
| Explain Closure: Have two students attempt to explain the differences between dependent/independent/extraneous variables AND the steps of photosynthesis (whoever can do this will receive a prize). Good closure. | | | | |

|  |  |  |
| --- | --- | --- |
| **VIP** | | |
|  |  |  |
|  |  |  |