Lesson Plan Template

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**: Writing utensil, notebook/3 ring binder, Scientific method VIP, photosynthesis VIP | | **Your Preparation**: Look at independent dependent variable sheets, research a conclusion | | **Agenda (w/times)**: Scientific method (10 minutes) Introduction to Photosynthesis (20 minutes) photosynthesis Skit (10 minutes) Photosynthesis worksheet (10 minutes) Homework Review (5 minutes)  Total minutes: 55 minutes |
| **Getting Your Students Ready** | | | | |
| \***Do Now**: Answer the question how do you think a conclusion closes out an experiment and why? (5 minutes) | | | | |
| **Objective**: YWBAT have a very detailed understanding of the scientific method and an introduction to photosynthesis | | | **Proving behavior**: *Students will explain the scientific method and photosynthesis* | |
| **Purpose**: Students will know the direction we will be going in the class | | | | |
| **Teaching** | | | | |
| Step 1: | Say: Does everybody understand the scientific method? Have students ask questions about SM  See: The process of the SM (VIP)  \*Do: Scientific method quiz (10-15 minutes) | | | |
| Step 2: | Say: What is photosynthesis? (turn off lights and act like there is no oxygen to give an example if photosynthesis was not possible  See: Photosynthesis VIP  \*Do: Break students up into groups and discuss photosynthesis (15-20)  I like how you are using VIP  What will they be able to explain of demonstrate at the end of this step? That oxygen is produced by photosythensis and without light photosythensis. If I ask a student at the end of this step, will he or she be able to do that? | | | |
| Step 3: | Say: Give the basics of photosynthesis  See: Have students demonstrate different aspects of the process  \*Do: Students make skits of photosynthesis (12-15 minutes)  I am going to need more here. You need to break down what those different aspects are and explain how you will get kids to understand those different aspects. What will they be able to explain of demonstrate at the end of this step? | | | |
| Step 4: | Say: Photosynthesis worksheet  See: N/a  \*Do: Students do Photosynthesis worksheet (5- varies on time) | | | |
| 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: Group led discussion on photosynthesis | | | |
| Time:  Materials:  Group Size: | Example 2: students create their own photosynthesis skits | | | |
| Time:  Materials:  Group Size: | Example 3 N/A | | | |
| Time:  Materials:  Group Size: | Example 4 N/A | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: (from proving behavior) Photosynthesis worksheet | | | Criteria for Mastery: students can’t leave until they state one fact about photosynthesis | |
| Independent Practice (Homework) | | | | |
| Explain Homework: Explain photosynthesis to a person at home, write down Cornell notes about response. | | | | |
| **Closure** | | | | |
| Explain Closure:  How Photosynthesis is essential for life on earth. | | | | |

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| **VIP** | | |
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