Lesson Plan Template

# Breakthrough Denver

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Getting Yourself Ready** | | | | |
| **Materials**: Writing utensil, notebook positive attitude. | | **Your Preparation**: Create video about first part of photosynthesis Sun to plant | | **Agenda (w/times)**: View Video (10 minutes) Global Warming (15 minutes) Connection between GW and photosynthesis (12 minutes) Elaboration of the first step sun to plant (10 mintues) Students discuss how they can help not to increase global warming |
| **Getting Your Students Ready** | | | | |
| \***Do Now**: How did the members in your house react to photosynthesis | | | | |
| **Objective**:  How photosynthesis will affect us tied with global warming- I need information or skills that are more specific. | | | **Proving behavior**: *have students draw out an explanation of the effect of global warming tied with photosynthesis.* | |
| **Purpose**: To know how global warming is tied in to photosynthesis positive and negatively  Not sure where you are going with this one. | | | | |
| **Teaching** | | | | |
| Step 1: | Say: Boy its hotter this year than this time last year in Colorado  See: Show graph of how the temperature in Colorado has increased every year  \*Do: Write a reaction to graph and explain your reason Share to class (15 minutes)  What skill or specific information should they able to perform or explain independently here? | | | |
| Step 2: | Say: Watch homemade video on global warming and photosynthesis  See: Video  \*Do: explain the connection (12 minutes)  What will they be able to explain of demonstrate at the end of this step? | | | |
| Step 3: | Say: Just got a call from EPA and they need ideas on how to slow the process of global warming but not slow down photosynthesis  See: students individually work on ideas  \*Do: break into groups and work on ideas form a poster on final project (15 minutes)  Good idea, I need some insight into what conclusion you would like them to come to.  As far as I understand, photosynthesis helps to reverse global warming. Will your students understand and be able to explain why this is by the end of this step. | | | |
| Step 4: | Say: Discuss the first part of photosynthesis sun to plant how it works the producst  See: Sun to plant take students outside and explain sun to plant  \*Do: Students find plants that release oxygen and take in CO2 (10 minutes) | | | |
| 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 N/A | | | |
| 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) Provide what you learned today | | | Criteria for Mastery: EPA project | |
| Independent Practice (Homework) | | | | |
| Explain Homework: Create three more ideas of how you can reveerse global warming but still photosynthesis will work for photosynthesis. | | | | |
| **Closure** | | | | |
| Explain Closure:  GW and photosynthesis connection  Not sure where you are going with this. I need to see an explanation. | | | | |

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