

Grade Level Being Taught: 3rd Subject/Content: Science

Group Size: Whole

Date of Lesson: 25 February, 2016

Lesson Content	
What Standards (national or state) relate to this lesson? (You should include ALL applicable standards. Rarely do teachers use just one; they'd never get through them all.)	SC.3.L.14.1: Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction (CPALMS.org).
Objectives- What are you teaching? (Student-centered: What will students know and be able to do after this lesson? Include the ABCD's of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense C: with no errors in tense or tense contradiction (i.e., I will see her yesterday)." Note: Degree of mastery does not need to be a percentage.)	Students will be able to apply ideas and concepts from the reading of (MyOn book: Catching Sunlight) to real life experiences (experiment). Students will be able to tell the different parts of the leaf.
Evaluation Plan- How will you know students have mastered your objectives? Address the following:	Formative: I will be walking around the classroom making sure students are on task, and noticing what exactly students are doing. Summative: We will at some point evaluate students' work.

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<input type="checkbox"/> What formative evidence will you use to document student learning during this lesson? <input type="checkbox"/> What summative evidence will you collect, either during this lesson or in upcoming lessons?	
Lesson Implementation	
Step-by-Step Plan (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.) Where applicable, be sure to address the following: <input type="checkbox"/> How will materials be distributed? <input type="checkbox"/> How will students	Time Who is responsible (Teacher or Students)? Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation). Engage: Students will be actively participating to find leaves they can do their leaf rubbings on. Explore: Students will go outside and collect leaves that they are going to label.

Usf Lesson Plan Template

Ying-Ying Zheng

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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