

# How do Plants Use Their Resources? (Traits): Lesson Plan

<b>Academic Standards/ English Proficiency Standards</b> <i>Which academic standards ground this lesson?          Which ELP standards will support Targeted ELD, Reading Development Standards or Integrated ELD?</i>		<b>Learning Progression/ Key Concepts</b> <i>How does this lesson fit in with previous &amp; future lessons?          What academic concepts are most important to learn in this lesson?</i>	
<b>HS.L1U1.20 - Ask questions and/or make predictions based on observations and evidence to demonstrate how cellular organization, structure, and function allow organisms to maintain homeostasis.</b> <b>HS+B.L4U1.2 - Engage in argument from evidence that changes in environmental conditions or human interventions may change species diversity in an ecosystem.</b>			
<b>Learning Goal(s)</b> <i>What is the learning intended by the end of this lesson?          (Include both academic &amp; ELD goals)</i>	<b>Success Criteria</b> <i>What will it look like when students meet the Learning Goal(s)?</i>	<b>Lesson Activities</b> <i>What will students do to progress towards the Learning Goal and meet the Success Criteria during the lesson? .</i>	<b>ELD/ LD Accommodations</b> <i>What accommodations &amp; scaffolds will you include for students who need additional support?</i>

<p>I will understand how certain plants have different traits or structures that make them survive and be successful.</p>	<p>I will be successful when I measure the SLA (specific leaf area) and mass leaves from different areas (wet and dry).</p> <p>I will be successful when I calculate the leaf dry matter content of the leaf after it's been dried out in the sun.</p> <p>I will be able to write about the patterns that correlate with our experiment findings.</p>	<p>Day 1: Teacher will pass out the riparian leaves and graphing paper. Students will attempt to calculate specific leaf area for that plant.</p> <p>Students will also mass the leaves. After that is complete and recorded, students will place the leaves in a small envelope. They will label the leaves with species and names for their group members. We will leave these leaves out to dry in the sun.</p> <p>Day 2: Students will collect their dried out leaves, they will mass again and record in grams. Teacher will then instruct to go outside, there we will collect "dry/desert" leaves to find area and mass for.</p> <p>Day 3: Students will collect their desert dried out leaves and mass them.</p>	<p>Materials needed:</p> <ul style="list-style-type: none"> <li>• <a href="#">Grid paper (1cmx1cm)</a></li> <li>• <a href="#">Envelopes</a></li> <li>• Triple Beam Balance or small scale</li> </ul>
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<p><b>Elicit Evidence</b> <i>How will you gather evidence of student progress toward LG/ SC? How will students gather evidence of their own learning?</i></p>	<p><b>Interpreting Evidence Considerations</b> <i>What misconceptions do you expect to see? What do you expect to see from your beginning, developing, consolidated, and extended learners?</i></p>	<p><b>Using the Evidence by Students &amp; Teacher</b> <i>What will you and students do to move learning forward?</i></p>
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## Things to consider while planning.

### Involving Students in Learning Goals & Success Criteria

1. How will you share the lesson Learning Goals with students?
2. What strategies will you use to co-construct Success Criteria with students?
3. How will students engage with the Success Criteria during the lesson? (e.g., during self-assessment, peer feedback, small group work, conferencing)

### Planning for Eliciting & Interpreting Evidence

1. What are your sources of evidence during the lesson?
2. What will you be doing during evidence collection?
3. What will you communicate to students about how their learning will develop as they move towards the Learning Goal?
4. What are common misconceptions students have about this content?
5. What is the range of student performances that you are expecting in this lesson? What does learning look like at emerging, maturing, and consolidated levels?
6. How will students be engaged in interpreting evidence?

### Planning for Responsive Actions by Students & Teachers

1. Anticipate the immediate pedagogical actions that you might make.
2. How will you support students to provide effective peer feedback in this lesson?
3. What routines will you use to support your students to conduct effective self-assessment?

### Planning for students emotional supports

1. Model within the lesson examples of self-awareness and responsible decision making for students.
2. Implement ways to monitor student's relationship skills and social awareness within lessons and peer collaboration opportunities.
3. How can this lesson foster a student's social awareness and self-management of their emotions and behaviors?