

Co-Teaching Lesson Plan

Teacher 1: Roberto Sepulveda

Teacher 2: Kenita Carter

Co-Teaching Approach(es): Place an **X** or a **✓** on the line in front of each approach outlined in the lesson.

Parallel Teaching Team Teaching Station Teaching
 One Teach,One Observe One Teach,One Assist Alternative Teaching

Subject: Life Science Grade 7		Topic/Lesson: Plant Divisions/Groups		Date: 2017-2018
Standard(s): LS 4c: The student will investigate and understand the distinguishing characteristics of major animal phyla and plant divisions				
Lesson Outcomes: The student will identify the four major divisions of the plant division based on their major characteristics.				
Materials Needed: Samples of the four major divisions of the plant kingdom; microscope; prepared slides; pictures of plant groups; internet/computer accessibility;				
Vocabulary: Vascular & Non-vascular plants: Mosses, Ferns, Conifers (Gymnosperm), Flowering Plants (Angiosperm)				
Lesson Component	Teacher 1	Teacher 2		
Anticipatory Set <i>Co-Teaching Approach:</i>	What do you think of when you hear the word plant? What is the main role of plants? What are three major characteristics of all plants? Have students brainstorm about photosynthesis and why plants are green (recall of plant cell parts and processes).	Remind students of some terminology from previous background knowledge of plant purpose. Encouraging students to consider plants as "Autotrophs" from previous lesson and their role in environment.		
Lesson: Activities/ Procedures <i>Co-Teaching Approach:</i>	Teacher will direct students on the major types and characteristics of the vascular plants via a 'Station Teaching' model. Samples: Fern, Gymnosperm and Angiosperm	Teacher will direct students on the major types and characteristics of the non-vascular plants via a 'Station Teaching' model. Samples: Mosses and/or Liverworts/Hornworts		
Guided/Independent Practice <i>Co-Teaching Approach:</i>	Present pictures of different plant groups on board and ask students to discuss general similarities and differences seen on the pictures.	Will circulate through out the room/groups to ensure that instructions are understood the purpose of the activity.		
Closure <i>Co-Teaching Approach:</i>	Review of the major division of plants (vascular vs. non-vascular) and the typical plant seen within the groupings by using Quizlet Live (allowing for student discussion).	Assist with groups as they discuss the different questions on Quizlet Live.		

Formative Assessment Strategies	Kahoot Game on plant divisions.	
<i>Co-Teaching Approach:</i> Homework	Construct a "Comparison Table" comparing Vascular and Non-Vascular Plants.	
Specially Designed Instruction and Accommodations, Modifications for Specific Students	Pairing of students based on their strength and weaknesses.	Special attention will be placed to interspersing special needs students with non special needs students.
<p>Notes:</p> <p>The use of a Comparison Table will have been reviewed and used in the classroom setting during the course of the year with other learning objectives.</p> <p>Students will also understand the Station Model for instruction from previous experience.</p> <p>Un-supervised station will be prepared slides of the different types of plant tissue (vascular vs. non-vascular; spore capsules and spores; flosor parts – anthers, leaf cross-sections, moss rizhoids and stem/root cross-sections.</p>		