

# STEM LESSON PLAN

Date: 6/26/18

Teachers Names: Abby Helt, Morgan McCabe, Jessica Lee

Subject/STEM Class: CSI

Class Start/End Times:

Cooperating Teacher: Mrs. Spiess

Classroom Building & Room Number:

Bluemont 112

Lesson Title: DNA Lab

Approximate Time Length: ~15 minutes

|   |  |
|---|--|
| KCCR Standard   | 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.<br>MS-LS4. (1-6) Biological Evolution: Unity and Diversity |
| Lesson Objective (Bloom's Level)  | SWBAT demonstrate knowledge on how to extract and view DNA.  |
| Essential Question(s)   | How is DNA related to CSI?<br>What do we use it for?<br>Does everyone have the same DNA?   |
| New & Familiar Vocabulary   | DNA- deoxyribonucleic acid   |
| Assessment/Criteria- (what evidence show that students met the objective?)                      | Students will extract their own DNA using the materials provided and prior knowledge.  |
| Materials<br>Technology<br>Resources (include any links)<br>Setting (Classroom, grouping, etc.) | Clear cups, Dixie cups, water, salt, measuring cups, soap, popsicle sticks, food coloring, isopropyl alcohol, DNA hand out, PowerPoint, projector, screen. Large group classroom, individual experiments                       |

| Lesson Activities |                   |   |  |
|-------------------|-------------------|---|--|
|                   | Est. Time of Task | write out detailed lesson procedures. Be sure to include 4-5 important questions you will ask during the lesson and the expected student responses. Your plan should be detailed enough for another teacher to teach it without having to ask you any questions. Numbering and/or bullets are encouraged.   |  |
|                   |                   | What will you say? Name the strategies you will use. What questions will you ask?   | What will students do? Must have a variety of engagement strategies.   |
| Beginning Engage  | 3 min.            | T1 will begin whole group lesson by introducing students to the DNA powerpoint. Assess prior knowledge by asking students questions about DNA. "WHAT DO YOU KNOW ABOUT DNA?" Begin power point on DNA. Ask questions to students along the way. "HOW DOES DNA RELATE TO CSI?"<br>T2 and T3 will get ready clear cups with alcohol and food coloring; pass out cups with saltwater, popsicle sticks. | Students will listen and follow along with PowerPoint. Students will fill in notes on worksheet. Students will answer and discuss questions asked. |

# Elementary Stem Lesson Plans

**Yvette F. Greenspan**



## **Elementary Stem Lesson Plans:**

**STEM-Infusing the Elementary Classroom** Miranda Talley Reagan, 2016-02-19 Make learning relevant with STEM essential questions This engaging teacher friendly guide helps teachers quickly and confidently infuse STEM concepts into all content areas Real world vignettes sample lesson templates discussion questions and immediately applicable action steps help you seamlessly promote college and career ready skills Use this inspiring guide to Deepen all content areas including English Language Arts Promote the 4Cs communication collaboration critical thinking and creativity Require students to take risks to solve problems Differentiate instruction and scaffold support Expand students specific measurable capabilities Incorporate design skills into the curricula Save valuable time and confidently develop standards aligned STEM projects in all content areas

**Handbook of Research on STEM Education** Carla C. Johnson, Margaret J. Mohr-Schroeder, Tamara J. Moore, Lyn D. English, 2020-04-27 The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science technology engineering and mathematics STEM education What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work all chapters in this book speak directly to the integration of STEM rather than discussion of research within the individual content areas The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context Divided into six sections the authors cover topics including the nature of STEM STEM learning STEM pedagogy curriculum and assessment critical issues in STEM STEM teacher education and STEM policy and reform The Handbook utilizes the lens of equity and access by focusing on STEM literacy early childhood STEM learners with disabilities informal STEM socio scientific issues race related factors gender equity cultural relevancy and parental involvement Additionally discussion of STEM education policy in a variety of countries is included as well as a focus on engaging business industry and teachers in advocacy for STEM education The Handbook s 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades As such the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM which are grounded in the literature to date

**Preparing STEM Teachers** Joanne E. Goodell, Selma Koç, 2020-09-01 STEM project based instruction is a pedagogical approach that is gaining popularity across the USA However there are very few teacher education programs that focus specifically on preparing graduates to teach in project based environments This book is focused on the UTeach program a STEM teacher education model that is being implemented across the USA in 46 universities Originally focused only on mathematics and science many UTeach programs are now offering engineering and computer science licensure programs as well This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context Topics discussed will include sustainability features of the model and how program assessment innovative instructional programming classroom research

and effectiveness research have contributed to its success The objectives of the book are To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed To present the theoretical underpinnings of a STEM education model i e deep learning conceptual understanding To present innovative instructional programming in teacher education i e projectbased instruction functions and modeling research methods To present research and practice in classroom and field implementation and future research recommendations To disseminate program assessments and improvement efforts

*STEM: Innovation on Teaching and Learning* Vanda Santos,Cecília Costa,Dina Tavares,2025-02-04 This Research Topic is focused on STEM education based on this model several studies have emerged on innovative approaches on teaching and learning In order to meet the demands of developing students for the 21st century skills and given the appropriate characteristics for this goal of the STEM model further research is needed on this topic Being so it is justified to carry out more research on STEM approaches such as with pre service teachers in service teachers and all levels of education This research topic provides a stimulating and informative variety of research papers that expand and deepen our theoretical understanding on STEM innovations on teaching and learning Taking into account the demands of developing students for the 21st century skills in this Research Topic we aim to collect high quality studies focused on STEM model related to pre service teachers in service teachers as well as students of all levels of education We also intend to cover the largest variety of topics addressing this specific matter that could help to foster STEM implementation in the classroom to sharing STEM model education training experiences Furthermore we are interested in contributions that provide deepening insights into the challenges and opportunities involved in adopting STEM education in teaching and learning in a sustainable way

**S.T.E.M. as An Early Start for Students, Parents and Teachers Using Educational Leadership to Build an Effective 2020 Model** Dr. Mary J. Ferguson, Ed.D. Forward by: Dr. Anne E. Weiss, Ph.D,2020-06-17 S T E M as An Early Start for Students Parents and Teachers Using Educational Leadership to Build an Effective 2020 Model By Dr Mary J Ferguson This book is designed to give the visual STEM framework to individuals families and organizations within local state or national entities to guide them with academic program design or individual participation involving students as early as Pre K all the way through twelfth grade The content was tested and designer in a charter and a public school sector Exercising this design proved that early STEM involvement has been proven to allow younger students to begin with confidence when performing through learning science technology engineering and math This read should target parents teachers and students and show them the importance of federal state and local collaboration The benefits of this read will also reveal organizational information for independent application to local schools students and businesses Finally when reading this book a sense of independent research is promoted outside the walls of schools using research technology emails r simply by picking up your cell phone and contact any STEM or government agency to begin your knowledge base of STEMology

Working Together Diane Yendol-Hoppey,Deborah Shanley,Darby C. Delane,David T.

Hoppey,2017-03-01 This book provides illustrations of urban school university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools The authors share their work by blending practitioner and researcher voices to offer other school and university based educators policy makers and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools In each chapter the authors describe their urban partnership story the greatest challenges they faced how they responded to those challenges and evidence of impact Given that each partnership is unique the authors conclude each chapter by offering a set of questions for discussion This book serves as an excellent resource for educators interested in establishing urban school university partnerships that improve educator quality strengthen the pipeline of urban educators and expand Pk 12 students learning experiences The book is divided into three sections 1 Teacher Candidate Preparation 2 Teacher Professional Development and 3 Principal Development

**Edureform Handbook for Innovative Pedagogy** Ashutosh Biswal, Sanjeev Sonawane, Indra Odina, Letizia Cinganotto, Pratibha Patankar, Vidyanand Khandagale, 2023-02-16T10:12:00+01:00 The 4th IR is happening and this ground breaking text comprehensively tackles the impact on teaching and learning The book is fundamental reading for all teachers intending to be at the forefront of innovative technologies A must read Dr Alpesh Maisuria Associate Professor of Education Policy in Critical Education University of the West of England UK This book is revolutionary It challenges all teachers to engage with highly stimulating pedagogical tools for the contemporary classroom with reflective innovative and critical thinking to the fore Essential reading for all in Education Dr Robyn Moloney Senior Lecturer School of Education Macquarie University Sydney Australia An intercontinental partnership has developed a creative environment where innovative ideas have been shared and nurtured This inspiring book offers universities and schools the opportunity to reshape educational policies and curricula it favours innovative learning practices and provides a new dimension for global citizenship education Mr Gisella Lang Ministry of Education Italy

**Handbook of Research on Science Education** Norman G. Lederman, Dana L. Zeidler, Judith S. Lederman, 2023-03-17 Volume III of this landmark synthesis of research offers a comprehensive state of the art survey highlighting new and emerging research perspectives in science education Building on the foundations set in Volumes I and II Volume III provides a globally minded up to the minute survey of the science education research community and represents the diversity of the field Each chapter has been updated with new research and new content and Volume III has been further developed to include new and expanded coverage on astronomy and space education epistemic practices related to socioscientific issues design based research interdisciplinary and STEM education inclusive science education and the global impact of nature of science and scientific inquiry literacy As with the previous volumes Volume III is organized around six themes theory and methods of science education research science learning diversity and equity science teaching curriculum and assessment and science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand historical trends and patterns in that

body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty scholars and graduate students and pointing towards future directions of the field Handbook of Research on Science Education Research Volume III offers an essential resource to all members of the science education community

**The Moral University** Maurice R. Berube, Clair T. Berube, 2010-07-16 The Moral University examines the ways that universities act morally toward students faculty their communities and the nation It considers the effectiveness of moral reasoning courses in the curriculum and the growth of leadership courses The book deals with the myriad ways in which universities act positively toward their communities It also examines the involvement of universities in national projects Moreover the Berubes examine how students and faculty are treated especially in terms of gender bias The book concludes on a positive note with a model moral university

Asia-Pacific STEM Teaching Practices Ying-Shao Hsu, Yi-Fen Yeh, 2019-11-12 This book offers various perspectives on the complex and crosscutting concepts of the science technology engineering and mathematics STEM disciplines in the classroom context Presenting empirical studies it reveals how researchers in the Asia Pacific Region planned and implemented STEM education in the classroom Further it discusses the assessment of STEM learning to clarify what important elements should be included and how researchers and educators frame and design assessment tools The book consists of four parts potential and trends in STEM education teachers practical knowledge for STEM teaching STEM teaching practices and assessment of STEM learning Providing evidence on developing curriculums implementing instructional practices and educating classroom teachers it is intended for readers wanting to explore STEM education from multiple perspectives

*A Guide to Teaching Elementary Science* Yvette F.

Greenspan, 2015-12-21 Nationally and internationally educators now understand the critical importance of STEM subjects science technology engineering and mathematics Today the job of the classroom science teacher demands finding effective ways to meet current curricula standards and prepare students for a future in which a working knowledge of science and technology will dominate But standards and goals don't mean a thing unless we grab students attention capture and deepen children's natural curiosity create an exciting learning environment that engages the learner and make science come alive inside and outside the classroom setting *A Guide to Teaching Elementary Science Ten Easy Steps* gives teachers at all stages of classroom experience exactly what the title implies Written by lifelong educator Yvette Greenspan this book is designed for busy classroom teachers who face tough conditions from overcrowded classrooms to shrinking budgets and too often end up anxious and overwhelmed by the challenges ahead and their desire for an excellent science program This book helps teachers develop curricula compatible with the Next Generation Science Standards and the Common Core Standards provides easy to implement steps for setting up a science classroom plus strategies for using all available resources to assemble needed teaching materials offers detailed sample lesson plans in each STEM subject adaptable to age and ability

and designed to embrace the needs of all learners and presents bonus information about organizing field trips and managing science fairs Without question effective science curricula can help students develop critical thinking skills and a lifelong passion for science Yvette Greenspan received her doctorate degree in science education and has developed science curriculum at all levels A career spent in teaching elementary students in an urban community she now instructs college students sharing her love for the teaching and learning of science She considers it essential to encourage today's students to be active learners and to concentrate on STEM topics that will help prepare them for the real world

*Transformative Leadership and Change Initiative Implementation for P-12 and Higher Education* Mulvaney, Tracy, George, William O., Fitzgerald, Jason, Morales, Wendy, 2024-05-06 Transformative leadership emerges as the beacon guiding P 12 schools and higher education institutions through the intricacies of necessary change Leaders must confront the perennial challenges faced by educational institutions head on equipped with an array of innovative strategies and a commitment to fostering equitable practices from addressing inclusion diversity and belonging to navigating the complex terrain of school change In *Transformative Leadership and Change Initiative Implementation for P 12 and Higher Education* the echoes of Heraclitus's wisdom reverberate reminding educational leaders that the only constant is change This book delves into the core of transformative strategies employed by thought leaders across the educational spectrum from P 12 schools to university corridors Guided by transformative leadership principles this book traverses the intricate tapestry of topics such as technology integration educational entrepreneurship and global citizenship providing a roadmap for leaders to navigate the complexities of the modern educational landscape The emphasis on social emotional leadership and learning underscores the importance of nurturing the holistic development of students ensuring they thrive both academically and emotionally

*Exploring Elementary Science Teaching and Learning in Canada* Christine D. Tippet, Todd M. Milford, 2023-04-01 This edited volume showcases current science education research in Canada from pre Kindergarten to Grade 7 conducted in Canada by a diverse group of researchers from across the country We draw on the themes that emerged from our previous book *Science Education in Canada Consistencies Commonalities and Distinctions* to guide the structure of this book on elementary science education research In particular chapters on science teacher preparation Indigenous perspectives environmental education science technology engineering and mathematics STEM and science technology society and the environment STSE reflect a Canadian perspective However these themes are of global interest and authors include ideas for how science education research in Canada might be used by academics and researchers in other countries This book builds a cohesive picture of current elementary science education research in Canada highlighting themes that will resonate with international readers

**Building the Arkansas Innovation Economy** National Research Council, Policy and Global Affairs, Board on Science, Technology, and Economic Policy, Committee on Competing in the 21st Century: Best Practice in State and Regional Innovation Initiatives, 2012-12-03 A committee under the auspices of the Board on Science Technology

and Economic Policy STEP is conducting a study of selected state and regional programs in order to identify best practices with regard to their goals structures instruments modes of operation synergies across private and public programs funding mechanisms and levels and evaluation efforts The committee is reviewing selected state and regional efforts to capitalize on federal and state investments in areas of critical national needs Building the Arkansas Innovation Economy Summary of a Symposium includes both efforts to strengthen existing industries as well as specific new technology focus areas such as nanotechnology stem cells and energy in order to better understand program goals challenges and accomplishments As a part of this review the committee is convening a series of public workshops and symposia involving responsible local state and federal officials and other stakeholders These meetings and symposia will enable an exchange of views information experience and analysis to identify best practice in the range of programs and incentives adopted Drawing from discussions at these symposia fact finding meetings and commissioned analyses of existing state and regional programs and technology focus areas the committee will subsequently produce a final report with findings and recommendations focused on lessons issues and opportunities for complementary U S policies created by these state and regional initiatives Since 1991 the National Research Council under the auspices of the Board on Science Technology and Economic Policy has undertaken a program of activities to improve policymakers understandings of the interconnections of science technology and economic policy and their importance for the American economy and its international competitive position The Board s activities have corresponded with increased policy recognition of the importance of knowledge and technology to economic growth One important element of STEP s analysis concerns the growth and impact of foreign technology programs 1 U S competitors have launched substantial programs to support new technologies small firm development and consortia among large and small firms to strengthen national and regional positions in strategic sectors Some governments overseas have chosen to provide public support to innovation to overcome the market imperfections apparent in their national innovation systems They believe that the rising costs and risks associated with new potentially high payoff technologies and the growing global dispersal of technical expertise underscore the need for national R D programs to support new and existing high technology firms within their borders

**The Teaching of Science in the Elementary School** Gilbert H. Trafton, 1918

**Equity in STEM Education Research** Alberto J. Rodriguez, Regina L. Suriel, 2022-09-06

This book focuses on the creative and transformative work of scholars who are advancing social justice through science STEM education with limited resources It draws attention to the significant body of work being conducted in various contexts so that readers could reflect and appreciate how much broader and transformative our impact could be if funding agencies policy makers and other researchers would widen their perspective and seek to promote social justice driven scholarship Public funding for STEM research on K 12 and teacher education that targets special populations is often limited and tends to favor mainstream research This book contains case studies on innovative and promising STEM research with a focus on equity diversity and



social justice that are funded with limited or no public funding. It also presents anecdotes from authors in relation to their struggles in either securing funding for their reported study or seeking to publish its findings. This provides more context to the challenges of conducting non-mainstream research in science STEM education. Most of the contributors are scholars of color and/or women conducting research with traditionally marginalized populations in science STEM. Thus, this book offers an additional venue to share the voices of marginalized scholars and allies seeking to broaden our understanding of the challenges and successes of promoting equity, diversity, and social justice in various educational contexts. Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education Keengwe, Jared, 2019-07-05. Educators and those who prepare teachers are facing increased scrutiny on their practice that includes pressures to demonstrate their effectiveness, meet the needs of changing demographics and students, and adapt to ever-changing learning environments. Thus, there is a need for innovative pedagogies and adoption of best practices to effectively serve the needs of digital learners. The Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education is an essential research book that takes an in-depth look at the methods by which educators are prepared to address shifting demographics and technologies in the classroom and provides strategies for focusing their curricula on diverse learning types. It takes a look at the use of innovative pedagogies and effective learning spaces in teacher education programs and the decisions behind them to enhance more inquiry learning, STEM initiatives, and provide more kinds of exploratory learning for students. Covering topics such as higher education, virtual reality, and inclusive education, this book is ideally designed for teachers, administrators, academicians, instructors, and researchers.

**Promoting Equity in Approximations of Practice for Mathematics Teachers** Wilkerson Lee, Carrie, Bondurant, Liza, Sapkota, Bima, Howell, Heather, 2024-11-07. Within the field of mathematics teacher education, a profound challenge echoes the persistent gap between theoretical understanding and practical application. This lingering divide raises a critical concern, one that finds its focus in the exploration of transformative tools known as approximations of practice. These tools aim to provide a realistic and contextualized environment for PSTs to cultivate their teaching skills. However, the broader, often overlooked issue permeating this educational terrain is the question of equity in mathematics instruction, an issue that this book endeavors to unravel and reshape, positioning equity at the forefront of pedagogical considerations. Promoting Equity in Approximations of Practice for Mathematics Teachers is a compelling work that not only delves into the transformative role of approximations but also champions equity as a cornerstone in reshaping the landscape of mathematics education. This groundbreaking work has a dual objective: firstly, to furnish mathematics teacher educators and researchers with a comprehensive overview of the current landscape of approximations in mathematics education; and secondly, to move beyond a mere survey, encouraging readers to critically analyze frameworks and design choices that either foreground or dismiss equity in these pedagogical spaces. Divided into three sections, the book delves into the spectrum of work characterizing approximations in mathematics teacher education. The first

section surveys diverse approaches acknowledging the current lack of focus on equity The second section critically examines the intersection of equity and approximations fostering collaborations between experts in mathematics education and equity focused researchers The third section takes a forward looking stance envisioning the future of equity focused approximations in mathematics education *Teacher Leadership in Professional Development Schools* Jana Hunzicker,2018-04-06

Featuring scholarly descriptions teacher leader reflections and thoughtful questions this thoughtful collection will immerse readers in deep exploration of teacher leadership and student learning definitions structures and cultures that promote teacher leadership and teacher leader preparation and development **Handbook of Research on Interdisciplinarity**

**Between Science and Mathematics in Education** Cavadas, Bento,Branco, Neusa,2023-01-24 Working in an interdisciplinary manner is long pursued but a difficult goal of science and mathematics education The interdisciplinarity of science and mathematics can occur when connections between those disciplines are identified and developed These connections could be expressed in the educational policies curriculum or in the science and mathematics teachers educational practices Sometimes those connections are scarce but in other moments full integration is achieved The Handbook of Research on Interdisciplinarity Between Science and Mathematics in Education presents results of good practices and interdisciplinary educational approaches in science and mathematics It presents a broad range of approaches for all educational levels from kindergarten to university Covering topics such as computer programming mathematics in environmental issues and simple machines this major reference work is an excellent resource for administrators and educators of both K 12 and higher education government officials pre service teachers teacher educators librarians researchers and academicians

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