**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**ELEMENTARY LESSON PLAN TEMPLATE**

*(4/30/12)*

Teacher Candidate: Cheyenne Mellor

Grade Level: K Title: The needs of a plant

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| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors: (I am using these from my practicum class)**  Chelsea-Behavior issues, reading  Samson-Behavior issues, reading  Kallie- ADHD  Adrian- Reading  Tylor- ADHD, IEP for math and writing  Josh- Gifted (or close)  Brian “  Larissa “  **Classroom environment:**   * Desks are arranged in groups of 4-5 with a variety of gender, level, and abilities in each group (SIOP 17) * Interactive whiteboard is in the front of the classroom. * There is a microphone available * This lesson will be taught in a whole group setting |
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| **WALK-AWAY** (As a result of this lesson, what do I want the students to know, understand, and be able to do?) |
| **State Standard/Objective (from Unit Plan):**  Science 4:1b-c Plants start out small and grow into adult plants. Change is sometimes slow and sometimes fast  Language Arts 4:1:b Listen and demonstrate understanding by responding appropriately (Following directions) (SIOP 3)  **Content Walk-Away:**  I will understand that a plant grows just like humans do. I will follow directions to create an art project that shows the needs of a plant.(SIOP 1-2) |

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| **ASSESSMENT EVIDENCE** (What evidence do I need to show the students have learned the Walk-Away?) | **Modifications/Accomoda-**  **tions** (ELL, IEP, GATE, etc.) |
| **Formative Evidence (checking for understanding throughout the lesson):**  **I do:** Make sure they are paying attention and contributing to lesson.  **We do:** Listen to make sure all students are reciting needs of plants.  **You do together:** Listen to make sure all students are telling partners the needs of plants  **You do:** Look at art project to see if students followed directions and labels the different needs of plants.  (SIOP 30)  **Content Walk-Away Evidence (Summative):**  Students will follow instructions, use scissors, crayons, and glue to create a plant. They will label the four needs a plant needs in order to grow. | SIOP 17- Grouping Configurations  SIOP 3-Content Concepts are  Appropriate  SIOP 1-2 Content and Language Objectives  SIOP 30- Assessment of student comprehension and learning |

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| **ACTIVE LEARNING PLAN** | **Modifications/Accomo**  **dations** |
| **Activate/Building Background Knowledge**  “Yesterday we read From Seed to Plant about the different parts of plants and also about what a plant needs to grow. (SIOP 8) Humans need food and water to grow plants need four things to grow.”(SIOP 7) I will turn to the pages in the book that tell us what plants need. (SIOP 4)  **Formative assessment:** Watch for student attention  **Modification/accommodations**: Use the ELMO to show the book pages so everyone is able to see.  **Focus Lesson (“I do it”)**  “The book tells us that a plant needs water, sun, air, and soil to live and to grow. Water and sun are like food for plants, air gives the plant oxygen, and soil is needed for the plants roots to grow in. (SIOP 9) We are going to do an art project to show the different needs of a plant. First you will color each of these leaves, and then you will cut them out as well as the pot, glue them onto the piece of paper, draw stems from the leaves to the pot, and then label each need.” I will complete an art project for them to see. (SIOP 4) I will do each step while talking out loud.”  **Formative Assessment:**  **Modification/accommodations:** I will make sure to call on Tyler, Chelsea, Samson, and Kailee so they are more likely to stay focused  **Guided Instruction (“We do it”)**  “Before I have you start the art project, I want to make sure you all know the four things a plant needs in order to grow. I am going to point to each leaf on my art project and we are going to say the needs together.”  **Formative Assessment**: Walk around as the students say the different plant needs. I will have the class say them more than one time if I haven’t been able to hear everyone.  **Modification/accommodations**. Make sure that Tasheena and Tylor are close enough to the front of the class to see the words on the art project.  **Collaborative/Cooperative (“You do it together”)**  “Alright, you are going to partner up (SIOP 16) with the person across from you and take turns saying the different needs of plants and why they need each. Partner A is the student closest to the teacher’s desk. Partner A will start.” (SIOP 9)  **Formative Assessment:** Observe the class to make sure they are participating in the activity. Listen for the four key necessities.  **Modification/accommodations**: If a partnership is not communicating, I will intervene by joining them in listing the four necessities. (SIOP 29)  **Independent (“You do it alone”)**  Students will complete the art project (SIOP 6) by following the directions I gave when completing mine. The directions will be on the board in easy steps that they can read.  1. Color  2. Cut  3. Glue (I will have them put the leaves in the order: Sun, Water, Air, Soil)  4. Draw stems  5. Label needs  I will provide the spelling of the four needs to students who need it but most students should be able, at this point, to sound out the words.  **Formative/Summative Assessment**: Walk around as the students put together their plant. Check to see if students are following directions.  **Modification/accommodations**: Certain students may need help with cutting in order to finish in time. Since the focus of this lesson is not on small motor skills, I will help those who are struggling. (SIOP 5)  **Comprehensible review of content and vocabulary**  After about 15 minutes, I will have the students clean up their art supplies and keep only their plant on their desk. “Now that we all have our own plant, let’s point to the needs as we say them. Ready go. Sun, water, air, soil.”  **Formative/Summative Assessment:** Listen for students reciting and watch as they point to the correct leaf.  **Summarization**  “Thank you everyone for following directions so well. Activities go smoother and are more fun when we follow directions. Because we followed directions, we were able to complete a fun art project. (SIOP 28) This week we are going to continue learning about plants and you each will be able to have your very own plant. (SIOP 6) You will be good plant keepers if you remember the four things your plant needs: Sun, water, air, soil. Who can tell me why a plant needs these things?” (Ans: Sun and water for food, air for oxygen and soil for roots) (SIOP 27)  **Formative/Summative Assessment**: Ask “Does anyone have any questions about what we learned today?” I will give the students a few minutes to ask questions. (SIOP 18-19)  **Modification/accommodations**: If I think a certain student is still unsure of the needs of plants, I will list them and then have the repeat them as a summary for the class but also as a review for him/her. (SIOP 29) | SIOP 8- Links past and new learning  SIOP 7- Links to background experience  SIOP 4- Supplementary Materials  SIOP 9- Key Vocabulary is introduced  SIOP 4- Supplementary Materials  SIOP 16- Interaction  SIOP 9- Key vocabulary is repeated  SIOP 29- Feedback  The desks are set up in a way that students sitting across from each other are not on the same level, but their levels are not too far from each other that they get frustrated.  SIOP 6- Meaningful activities  I will continually check on Chelsea, Samson, Kallie, and Tylor to see if they are working on their project. I will refocus their attention if they lose focus.  I will tell Brian, Josh, and Larissa, that if they get done early they can help classmate or draw a plant and label the parts we learned about yesterday.  SIOP 5- Adaptation of content  SIOP 28- Review key concepts  SIOP 6- Meaningful Activities  SIOP 27-Review Key Vocabulary  SIOP 18- Sufficient wait time  SIOP 19- Clarify key concepts  SIOP 29- Feedback |

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| **NOTES TO TEACHER** |
| ***What do I need to remember to do?***  Don’t spend too much time during the I DO section. Keep it short and to the point.  ***Materials to have ready?***  Colored cardstock papers  Plant cut outs  Crayons  Black and green markers  The book Seed to Plant  ***Approximate time needed for lesson?***  25 minutes |