**Plants unit: Lesson 6 (Measuring Plants)**

Teacher Candidate: Cheyenne Mellor

Grade Level: K Title: Writer’s checklist

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| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors:**  Student #1-Behavior issues, reading  Student #2-Behavior issues, reading  Student #5- ADHD  Student #4- Reading  Student # 6- ADHD, IEP for math and writing  Student #7- Gifted (or close)  Student #8 “  Student #9 “  **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 |

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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):**  K.MD.1- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (SIOP 1-2)  **Content Walk-Away**  Students will describe different parts of the plant that can be measured and will chart their findings of at least two measurements. |

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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 to my instruction  **We do:** Have students share with a partner two ways their plant can be measured. (SIOP3)  **You do together:** Students will each measure the length of their cup. (The lengths will be the same)  **Content Walk-Away Evidence (Summative):**  **You do:** Students will measure 2 different parts of their plants in centimeters. They will also record their findings. | SIOP 17- Grouping  SIOP 1-2 Content and Language objectives  SIOP 3- Age appropriate |

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| **ACTIVE LEARNING PLAN** | **Modifications/Accomo-**  **dations** (ELL, IEP, GATE, etc.). *Note: Provide a brief description for each. Do not simply list SIOP 4,5,12, etc.* |
| **Activate/Building Background Knowledge**  I will provide background knowledge by reviewing with the students what they have learned during the past lessons. To start this new lesson, I will show pictures of me as a baby, a child, a teenager, and an adult. I will show a picture of me with other adults to show how when people grow they will be different sizes as others. Even though I am the same age, I am much shorter than others. (SIOP 7-8) Plants are just like humans in this way. The plants that each of you grew are all different sizes. Today we are going to learn how to measure and chart the size of our plants. (SIOP 1-2)  **Formative assessment:** “Guess, in centimeters, how tall your plant is going to be. Tell your guess to your partner.” (SIOP 17) They will write down their estimate of the height.  **Modification/accommodations**: If a partnership is not talking, I will prompt them.  **Focus Lesson (“I do it”)**  I will present attachment 1 on the smartboard (SIOP 4).  “This worksheet has places for me to fill in for the measurements of several different parts. Look at my plant I can see there are several different things I can measure. I am going to show you an example. I am going to measure this leaf but first I am going to estimate how many centimeters it is.” I will right “Leaf” on the first line and then I will write the estimate. I will then show students how to measure using centimeters on a ruler. Then, I will write down the measurement. “To write something down means to chart. So, after you measure your plants, I want you to chart your measurements.” (SIOP 9)  **Formative Assessment:** What students to make sure they are paying attention.  **Modification/accommodations:** Make eye contact with all students, especially Tyler, Student #1, Student #2, and Student #5.  **Guided Instruction (“We do it”)**  As partners, I want you to come up with 2 different parts of this plant or its container that can be measured. (SIOP 16-17) I will give students enough time to think about the answer before having students raise their hands. (SIOP 18) I will call on each partnership to tell what they discussed.  **Formative Assessment**: Students will discuss different parts of a plant that can be measured. (I will observe as they talk with partners.)  **Modification/accommodations:** If a partnership has a hard time working together, I will help by prompting them.  **Collaborative/Cooperative (“You do it together”)**  Student’s plants will be carefully passed out and the students will be instructed not to touch. “You will first be measuring the height of your cups. Right now I want you to write down your prediction.” I will pass out the same paper as what is on the smartboard. “After everyone has written their predictions, I will pass out rulers to each of you.” I will give the students directions and they will measure their cups at the same time. I will write on the Smart Board my prediction as well as my measurement. When you are done measuring, share your measurement with your partner. (SIOP 16-17)  **Formative Assessment**: Students will each measure the length of their cup. (The lengths will be the same) (SIOP 6)  **Modification/accommodations:** Assist students who are having a hard time measuring.  **Independent (“You do it alone”)**  “You will now each choose different parts of the plant to measure. You are only required to choose two things to measure, but you can do more if you want. (SIOP 5) Refer back to the board for different ideas of things to measure. Before you measure, don’t forget to put your predication of the measurement.  **Formative/Summative Assessment**: Students will measure 2 different parts of their plants in centimeters. They will also record their findings. (SIOP 30)  **Modification/accommodations**: I will walk around the classroom to make sure students are on task and understand what they are to be doing.  **Comprehensible review of content and vocabulary**  As a review, I will show the class some of their papers I collected. “ I looked through many of your observation sheets, and noticed that you each are very good at writing what you found, or charting your measurements” (SIOP 27) I will review by talking through some of their measurements. (SIOP 28)  **Modification/accommodations:** I will not show examples from students who are unconfident with themselves.  **Summarization**  “I will give you feedback on your observations and you will get them back by the end of our plant unit.” (SIOP 29) “The measurements we took will help us in a math lesson later today, because we will be making a graph of all of them.” | SIOP 7-8- Linked to background and past learning  SIOP 1-2 Objectives  SIOP 17-Grouping  If there are any teacher aids available, I will have them sit with the students who have ADHD.  SIOP 4- Supplemental Material  SIOP 9- Key Vocabulary  I will for sure call on the 3 gifted students at least once during the lesson so they can share their knowledge of trees.  SIOP 16-17 Interaction  And grouping  SIOP 18- Wait time  SIOP 16- Interaction  SIOP 17- Grouping  SIOP 6- Meaningful activities  SIOP 5- Adaptation of content  Stand closely to Student #2 and his neighbor so they know I am paying attention to them.  SIOP 30- Assessment of student learning  SIOP 27- Review Vocabulary  SIOP 28- Review of concepts  SIOP 29- Feedback |

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| **NOTES TO TEACHER** |
| ***What do I need to remember to do?***  *Differentiate!*  ***Materials to have ready?***  *Observation sheets*  *Rulers for everyone*  *plants*  ***Approximate time needed for lesson?***  *45 mintues* |

19 is not in the lesson plan because there were no ELL students.



Plant Observation

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Measurement 1** :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( what part of the plant?)

Prediction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Measurement: \_\_\_\_\_\_\_\_\_\_\_\_

**Measurement 2** :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( what part of the plant?)

Prediction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Measurement: \_\_\_\_\_\_\_\_\_\_\_\_

**Measurement 3** :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( what part of the plant?)

Prediction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Measurement: \_\_\_\_\_\_\_\_\_\_\_\_

**Measurement 4** :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( what part of the plant?)

Prediction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Measurement: \_\_\_\_\_\_\_\_\_\_\_\_

**Measurement 5** :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( what part of the plant?)

Prediction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Actual Measurement: \_\_\_\_\_\_\_\_\_\_\_\_