**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

**ELEMENTARY LESSON PLAN TEMPLATE**

*(4/30/12)*

Teacher Candidate: Cheyenne Mellor

Grade Level: K Title: Parts of Plants

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| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors:**  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 |

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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 4:2:B Plants are made up of roots, stems, leaves, flowers etc. (SIOP 3- Age appropriate content)  **Content Walk-Away:**  I will be able to label the different parts of plants. |

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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):**  Ask students comprehension questions about the book we are reading. Listen for evidence of plant part knowledge.  **Content Walk-Away Evidence (Summative):**  Look to see whether students have labels the parts of the plant correctly. |  |

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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**  “What do we, as humans, need to grow? Right, we need food. What body parts do we use food as energy? Right, we use our hands to put the food into our mouths, we use our teeth to chew the food and we use other parts to digest it. Plants are similar to us in the way they grow. They also need food to grow and use their different parts to help. Today we are going to learn about plant parts and their uses. (SIOP 1&2&7)  **Formative assessment:** Listen to students’ responses about background their knowledge.  **Modification/accommodations**: I will ask the gifted students how they think plants relate to humans.  **Focus Lesson (“I do it”)**  “There are many different kinds of plants. Who can tell me one kind of plant? There are flowers, trees, bushes, grass, and so on. We are going to read a book about flowers, and the parts that they are made up of.” Read Seed to Plant with the group of students. Have each student follow along with their fingers. Periodically ask questions regarding the text. (SIOP 16) “The book has taught us a lot about plants. These are the roots which help the plant get water from the soil. This is the stem which carries the water through the rest of the plant. The leaves help the plant to use the light to grow. The pedals attract insects. The seeds grow new plants.”(SIOP 9)  **Formative Assessment:** Watch to make sure everyone is following along with their fingers and are responding to questions.  **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”)**  “Let’s look back at the pictures and see if we can remember the different parts. I am going to point to each part of the flower and we are all going to say the name of the part at the same time.” As we review the parts, I will hold up a real flower as well. “What part is used to get water out of the soil? Which part carries the water to the rest of the plant? Which part uses the light to help the plant grow? Which part attracts the insects?” (SIOP 18)  **Formative Assessment**: Listen to student responses. Since this lesson is done with a small group, I should be able to hear each student well enough.  **Modification/accommodations:** For the gifted students, I will ask two questions in one, such as, “What is this part and what is it used for?”  **Collaborative/Cooperative (“You do it together”)**  “Turn to your neighbor and I want you to read “My plant book” and help each other fill in the missing part.” I will watch to make sure each partner is getting a turn reading. (SIOP17)  **Formative Assessment**: Watch to see if students are using: I will provide word cards with the different plant parts so the students could learn to spell the words. Those students at a higher writing level would be encouraged to sound out the words. (SIOP 30)  **Independent (“You do it alone”)**  “I am going to hand each of you all the parts of a real flower. (SIOP 4&6) You are going to tape them to the page on which it belongs.” I will watch to make sure they are on the right track, and will give them feedback if necessary. (SIOP 29)  **Formative/Summative Assessment**: I will go through each of their books to check for understanding.  **Modification/accommodations**: I will help those students who need help with the taping part of their assignment.(SIOP 5)  **Comprehensible review of content and vocabulary**  After all of the students have finished putting together their books, I will read it as they follow along with their fingers.(SIOP 27 & 28)  **Summarization**  “Thanks for your attention during this lesson. We are going to continue learning about plants during the rest of the week.” | SIOP1 & 2- Content and Language objectives  SIOP 7- Concepts explicitly linked to background  Each small group will be certain reading levels so that instruction can be differentiated based on the group level  SIOP 16- Interactions  SIOP 9-Key Vocabulary  SIOP 18- Sufficient wait time for student responses  SIOP 17- group configurations  SIOP 30- Assessment of student comprehension and learning  SIOP 4-Supplementary material SIOP 6-Meaningful activities  SIOP 29-Feedback  SIOP 5- Adaptation of context  SIOP 27- Review vocabulary  SIOP 28- Review key concepts |

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| **NOTES TO TEACHER** |
| *What do I need to remember to do?*  *Watch the clock, include all students.*  *Materials to have ready?*  *Tape, flowers enough for everyone (very small ones)*  *Seed to Plant*  *Enough “My plant book” for each student*  *Approximate time needed for lesson?*  *15 minutes* |







