**Plant Unit: Lesson 3**

Teacher Candidate: Cheyenne Mellor

Grade Level: Kindergarten Title: Planting a seed

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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):**  Language Arts: 7:3:C Identify information from pictures (SIOP 1-2 Objectives)  **Content Walk-Away:**  I will be able to follow directions by using the text as well as the pictures. (SIOP 3- Concepts are age appropriate) |

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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):** (SIOP 30)  **I do:** How did I use the picture to follow directions? What might happen if there was no picture?  **We do:** What extra directions do we have by looking at the picture?  **You do together:** Listen to the groups discuss the picture. Also, observe students as they attempt to follow the directions.  **Content Walk-Away Evidence (Summative):**  **You do:** Watch to see if the students follow directions. Make sure each cup has made it safely to the correct table. | SIOP 30- Assessment |

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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**  “Yesterday we learned that a plant needs four things to grow. I want each group to discuss what we learned and be ready to share what a plant needs.”  Remind students that plants need sun, water, soil and air to grow. (SIOP 7-8)  **Formative assessment:** I will listen to the students as they discuss in groups so I will know if they remember the content from the previous day.  **Modification/accommodations**: Make sure there are different level students in each group.  **Focus Lesson (“I do it”)**  “Today each of you will be able to plant your very own seed by following directions.(SIOP 6) You will read directions and use pictures as a guide to plant your seed.”(SIOP 1-2) I will have Attachment 1(SIOP 4) on the smart board or overhead and will display the steps one at a time. “I did step number one for all of you and I will show you how I followed the directions. Step one says: Write your name on a cup. I saw in the picture that the name is written in thick writing so I am guessing I should use marker. I also see that the name is written with large letters.” I will show students how I used the picture to write their names on cups.  **Formative Assessment:**  How did I use the picture to follow directions? What might happen if there was no picture? (SIOP 16)  **Modification/accommodations:**  Point to the words as I read the directions.  **Guided Instruction (“We do it”)**  “Okay, we are going to follow step two together. I am going to hand you a cup and you will place it on your desk. Don’t play with it. We are going to read the directions together as I point to the word. Ready Go. *Put 2 scoops of soil into the cup.* Soil is another word for dirt. (SIOP 9) What do we know about the directions by looking at the picture?” List ideas on the board. Some ideas are: The picture tells us that we will use a spoon. It tells us that you will hold one hand under the spoon and scoop dirt in the cup with the other hand. There is a third hand holding the cup still which means we will have a partner help us. After listing directions, I will place a bucket of soil on each table (5 students per bucket). (SIOP 17) “You will take turns scooping dirt into your cup. Person #4 will go first and then 3, 2,1. You will have the person across from you hold your cup still for you.” (SIOP 16)  **Formative Assessment**: What extra directions do we have by looking at the picture?  **Modification/accommodations:** Give time for students to answer. Call on students who are being quiet and who are attentive. (SIOP 18)  **Collaborative/Cooperative (“You do it together”)**  After the first step is complete the students will put their hands in their laps and focus on the 2nd step on the board. “We will read the step together. ready go. *Poke a small hole in the dirt with your finger. Place the seed inside.* Before you do this, each group will discuss what extra details the picture tells us to do.” (SIOP 17) The students will discuss for about two minutes. We will come back together and share the ideas. Some ideas might be: Use your pointer finger, hold the cup with your other hand, and put the seed in the center of the hole. After directions are discussed, the students will each poke a hole in their dirt. Each student will be given a seed after being checked off by me or a parent. The students will place their seed in the whole and put their hands back on their lap.  **Formative Assessment:** Listen to the groups discuss the picture. Also, observe students as they attempt to follow the directions.  **Modification/accommodations:** Correct the students if they are not following directions and acknowledge if they are following correctly. (SIOP 29)  **Independent (“You do it alone”)**  “There are two final steps which you will complete mostly on your own. A parent will be by you in case you want help. Look at step three and four and think about the picture before you complete the steps. You are each going to tell the parent what the directions mean and they will decide if you are ready to complete the step.” (SIOP 16) Students will follow directions to cover the seed with two scoops of soil and to take the cup carefully over to the table by the window.  **Formative/Summative Assessment**: Watch to see if the students follow directions. Make sure each cup has made it safely to the correct table. (SIOP 30)  **Modification/accommodations**: Provide extra assistance for struggling students. Be positive and do not make them feel bad for being behind. (SIOP 5)  **Comprehensible review of content and vocabulary**  After students have finished the four steps, gather their attention back to the front of the classroom. “I see that everyone has placed their cup by the window just like the directions said. I am so glad that you followed the directions and paid attention to the details in the pictures. Can you tell me why looking for details in pictures might help you to follow directions during another activity?” (SIOP 28) Examples may be: cooking, fixing something, building a lego set, etc.(SIOP 6)  **Formative/Summative Assessment:** Can you tell me why looking for details in pictures might help you to follow directions during another activity?  **Modification/accommodations:** Give the students hints such as: There is an activity you or your parents do in the kitchen. You might use pictures when playing with certain toys. Etc.  **Summarization**  Because you all followed directions so well, your plants should have all they need to grow. They have dirt or soil (SIOP 27), they have enough air, and they are by the window so they will have enough sun. I will make sure to give each seed water tonight and over the next several days I will give you time to water your plant. There is a very important rule that all of you must follow, it is posted next to the plants. Let’s read it together: Do not touch! There is also a picture that reminds us not to touch.” Thank you for following directions so nicely!  **Formative/Summative Assessment:** Make sure everyone is reciting the last direction, “Do not touch”.  **Modification/accommodations:** The picture on the sign will help those students who may not know how to read. | SIOP 7& 8 Links to background knowledge and past learning  SIOP 6-Meaningful activities  SIOP 1-2 Content and Language Objectives  SIOP 4- Supplementary materials  Choose Chelsea, Samson, Kallie, and Tylor to answer questions so that they remain engaged.  SIOP 16- Interaction  SIOP 9- Key Vocabulary  SIOP 17- Grouping configurations  SIOP 16- Interaction  Have parents volunteer to help this day so there can be one parent for every table.  SIOP 18- Sufficient wait time for responses  SIOP 17- Group configurations  Ask parents if they can take note of the behavior and achievements of the students at their table.  SIOP 29- Feedback  SIOP 16- Interaction  SIOP 30- Assessment  SIOP 5- Adaptation of content  SIOP 28-Review key content concepts  SIOP 6-Meaningful content  If no students give suggestions, ask parents so there are suggestions other than mine.  SIOP 27- Review Vocabulary |

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| **NOTES TO TEACHER** |
| ***What do I need to remember to do?***  \* Have 4-5parents volunteer to help in the classroom the day of the lesson.  \* Poke holes in the bottom of each cup  \* Water the plants before going home!  ***Materials to have ready?***  \* Clear plastic cups with holes poked in the bottom (23 cups)  \* Sharpie to label each cup with names of students  \* 23 seeds  \* Clean soil  \* Large spoon  ***Approximate time needed for lesson?***  30-40 minutes |