**Plant Unit: Lesson 4**

Grade Level: Kindergarten Title: Plant observation

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| **CONTEXTUAL FACTORS** (classroom factors) |
| **Contextual Factors:**  **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):**  Art 3:3d- Make representations of things observed in the environment  (SIOP 1-2 Objectives)  **Content Walk-Away:**  I will draw and label a picture of a plant I observe outside. (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:** Watch for confused looks. What are the different plant parts you can find on a plant?  **We do:** As I point to the different parts in the plant, students will write on a whiteboard what part it is.  **You do together:** Students will draw the plant on their whiteboard.  **Content Walk-Away Evidence (Summative):**  **You do:** Look at students’ drawings of the outdoor plant to see if they drew and labeled the essential parts. | **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**  Students will be gathered to the rug for whole group time. (SIOP 17)  “A few days ago we read a book about four main parts in a plant. Raise your hand if you remember one of those parts.” Call on students who quietly have their hand raised. As students list the four parts, I will write them on the board. (SIOP 7-8)  **Formative assessment:** I will look to see if everyone raises their hand.  **Modification/accommodations**: If not very many people raise their hand, I will spend a few extra minutes reviewing the four parts of a plant.  **Focus Lesson (“I do it”)**  “Today we are going to learn how to draw and label a real plant. (SIOP 1-2) Here is a real plant I brought from home. (SIOP 4) I am going to observe the plant for a minute. Observe means to look closely for something. (SIOP 9) I am going to look for the different parts that are written on the board. I see that this plant has a stem, so I am going to draw a stem by drawing a line. I also see some pedals which look sort of like ovals. I am going to try and draw the same shape as they are in real life. Next, I see some purple pedals so I will use a purple crayon to draw pedals on top of the stem. Isn’t there one more part I am missing from the board? Who can tell me what part I haven’t drawn yet? That’s right; I haven’t drawn the roots because I cannot observe the roots since they are under the ground. Instead, I will draw the dirt. Now that my drawing is finished, I am going to label my plant.”  **Formative Assessment:**  Watch for confused looks. What are the different plant parts you can find on a plant? (SIOP 16)  **Modification/accommodations:** Have them look at the parts already written on the board and look for each one.    **Guided Instruction (“We do it”)**  I put away the plant and bring out a different one. This plant has the roots showing but has not flowers. “Here is a different type of plant that you might see outside. There may be different parts than the last plant we looked at. I am going to pass each of you a whiteboard and marker. (SIOP 6) Please do not take the lid off until I say GO. I am going to point a part on the plant and draw it. I want you to write the label for the part I drew. You are not going to draw yet, just write the part. After you are finished, you will hold your whiteboard facing you so no one can see your answer. Then on the count of three you will hold it up for me to see.” I point to the part and then draw it on the board. “Ready GO.” I will repeat this exercise with the other plant parts.  (SIOP 16)  **Formative Assessment**: As I point to the different parts in the plant, students will write on a whiteboard what part it is.  **Modification/accommodations:** Give enough time for all students to try to write the answer. (SIOP 18)  **Collaborative/Cooperative (“You do it together”)**  “I am going to show a third plant. You are going to observe, or closely look at it. (SIOP 27) This time you are going to draw the parts of the plant you see. You don’t have to label it yet. Ready go.” After students have finished their whiteboard drawings we will go through the different parts as they label them. This plant shows all four parts so they will get to review them all.  **Formative Assessment:** Look at the plants the students drew to see if they found all four parts.  **Modification/accommodations:** Correct the students if they are not did not draw all four parts. (SIOP 29)  **Independent (“You do it alone”)**  “Now that you have learned how to observe plants and look closely for parts, we get to go outside and do this same activity with REAL plants. You will each take your crayon box and your notebook with you. You will each find one plant to observe, draw the parts and labels the parts. You are each going to choose your OWN plant, so all of your papers or going to look different. Grab your notebook and crayons and follow me. ” **Formative/Summative Assessment**: Look at students’ drawings of the outdoor plant to see if they drew and labeled the essential parts.  (SIOP 30)  **Modification/accommodations**: Be sure to keep close eye on all students so they don’t wander off. 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 the activity outside is complete, have them hand them in with their names on them. Have them sit back down on the group rug. I will choose a few of the students’ plants to show the class. I will use this as the review by pointing out the labeling of different parts. (SIOP 27- 28)  **Formative/Summative Assessment:** Have them say out loud together parts as I point to them.  **Modification/accommodations:** Choose to show work of students who need a confident boost.  **Summarization**  “Your plant observations look so good that I am going to hang them up on the wall, maybe even the wall in the hall!” (I will glue them to colored paper and label the wall as “OUR OBSERVATIONS”. Thank you for your participation and good behavior today, now we are going to line up quietly for recess.” ( Or whatever is on the schedule next) | SIOP 17- Grouping configurations  SIOP 7& 8 Links to background knowledge and past learning  SIOP 1-2 Content and Language Objectives  SIOP 4- Supplementary materials  SIOP 9- Key Vocabulary  Choose introverts to answer questions so that they remain engaged.  SIOP 16- Interaction  SIOP 6- Meaningful Activities  SIOP 16- Interaction  SIOP 18- Sufficient wait time for responses  SIOP 27- Review vocabulary  Ask for a parent to volunteer to help supervise during the outdoor activity.  SIOP 29- Feedback  SIOP 30- Assessment  SIOP 5- Adaptation of content  SIOP 27- Review Vocabulary  SIOP 28-Review key content concepts |

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| **NOTES TO TEACHER** |
| ***What do I need to remember to do?***  \* Bring plants from home!  \*Ask for a parent volunteer to come help supervise as they are outside observing  ***Materials to have ready?***  \* Three real plants  \* Whiteboard marker  \* Student whiteboards and markers  ***Approximate time needed for lesson?***  40 minutes |