**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: PLANT FINALE ~ finish plant unit** | | | | |
| **Your name: Kayleen Malizzi** | **Age or Grade Level:**  **K-1st grade** | | **Integrated Disciplines/Subjects:**  **Natural and Life Science** | **Time frame for Lesson:**  **45-60 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):**  **SC2.3.1 Students will investigate the characteristics of living things.**  **SC2.3.1.a Differentiate between living and nonliving things.**  **SC2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter).**  **SC2.3.2 Students will recognize changes in living things.**  **SC2.3.2.b Describe how living things change as they grow.**  **SC2.3.1.c Identify external parts of plants.**  **SC2.4.3.a Observe that the Sun provides heat and light**  **SC2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.**  **SC2.1.1.b Conduct simple investigations**  **SC2.1.1.c Select and use simple tools appropriately** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  Label the parts of a plant.  Describe an object that is Living.  Describe an object that is non-Living.  Label the parts of a seed.  List what plants need to survive.  List what plants have, need, and give. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  *Summative:*   * *My students will be able to label the parts of a seed and a plant through a written exam with 80% accuracy.* * *Students will be able to describe what a living and Non-living object is by correctly circling the right choice.* * *Students will be able to list what plants have, will need, and give off when going through its life cycle by filling out the given chart with 80% accuracy.* | | | | |
| **Materials:**  **Written exam and a pencil (Will be provided by teacher.)**  **Flower Project Materials:**  **Construction paper**  **Pinto beans**  **Glue**  **Scissors**  **Markers**  **String**  **Labeling stickers**  **Growing own plant materials:**  **Lima Beans**  **Zip-Loc Bag**  **Cotton Balls**  **Water (in a bucket/bowl)**  **Paper towels**  **PLANT LOG PACKET (Will be provided by teacher)** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  *To open up the start of the lesson for today, I will review with my students to make sure they understand what all we have learned about plants over the last few weeks. After I will tell them to put everything away and I will let them spread out around the given space with a pencil and clip board. I will then Pass out their written exams.* | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**  **I will review to start lesson of the day off.**  **I will explain test taking rules.**  **I will pass the written exam out to my students.**  **I will pass out and explain Plant Growth Logs.**  **I will allow students to fill out Plant Growth Log.**  **I will allow students to finish their flower labeling activity.**  **(If time I will have students hang their flower activity up on the wall.)** | | **Student will do:**  **Review with teacher**  **Listen to test taking rules**  **Take written exam**  **Learn about Plant Growth Logs**  **Fill out Plant Growth Log**  **Finish flower activity**  **(if time hang up project)**  **\*\*Students that are done with flower activity can help a classmate that is not finished with their project, so that all projects are finished and turned in by the end of the class period.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  I will use this opportunity to complement my students on how hard they have been working throughout our science unit on Living and Non-living things and Seed/Plant Growth. Also I will give them a brief preview of what we will be doing for our next class gathering. Reminding them that we will not be meeting on Thursday.  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  I will make it available for students who may need further guidance in the lesson to be assigned to a partner, a para and a partner, or myself. This allows the student to get the attention they will need in order to be successful. Also I will give easy to follow/ step by step instruction and will be demonstrating briefly what I expect each student to do throughout the activity. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  *Pinterest* | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  *I will be using assessment in this lesson to challenge my students to really think and reflect on what they have learned about Plant Growth and Living and Non-living objects.* | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

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