**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Plants Plants Plants Part 2: The Parts Are Busy** |
| **Your name: Kayleen Malizzi** | **Age or Grade Level:****K-1st grade** | **Integrated Disciplines/Subjects: Living and Natural Science** | **Time frame for Lesson:** **Lesson is 55 to 60 minutes in length. May carry into next week’s lesson if needed.** |
| **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 plant partsDescribe the job of each plant partList what plants have, need, and giveCompare the needs of a seed to the needs of a plant  |
| **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.***Students will label and describe the parts of a plant correctly.****Students will list plant’s needs, and what plants give, and what plants already have.****Students will be able to understand the job that each plant part has.** |
| **Materials:****Construction paper (white, yellow, green, and brown)****Labels****Coloring supplies** **Scissors****Marker board****Zip-Loc Bags****Large Lima Beans****Paper towels (wet)****Plant growth log worksheets****Black Sharpie Marker** |
| **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?**I will review the different plant parts with the students and then jump right into part two of our lesson on plants by having the students finish creating their plant posters.* |
| **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:****PART ONE: review different types of plant parts, what plants need, what plants already have, and what plants give or turn into when fully grown.****Find out what students know about plants:****Make a chart of what plants have, need, and give on marker board.****See what students know about plant parts.** **Explain to the students what each part of the plants job is.** **PART TWO:****Do plant labeling project with students****PART THREE: “Grow My Own Plant Model” Using a Lima bean (Demo)****PART FOUR:** **To wrap up ask the students what they think are some similarities that a plant needs to survive and a seed needs to survive.** **Remind students that plants are living things and ask students why that is.**  | **Student will do:****PART ONE: reflection questions.****PART TWO: help teacher fill out poster of what a plant has, needs, and gives.****PART THREE: Listen to lecture on plant parts and about the roles each part of a plant has.****PART FOUR:** **Do plant labeling activity****PART FIVE: Grow My Own Plant Experiment****PART SIX:** **Answer reflection questions** |
| **Closure:** *Can be whole group review or opportunities for individual responses.* *I will use questioning at the end to review what we went over in today’s class and also review from last week’s lesson:* *To wrap up I will ask the students what they think are some similarities that a plant needs to survive and a seed needs to survive.* *Remind students that plants are living things and ask students why that is.**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,**The Magic School Bus: Goes to Seed*[*www.Pinterest.com*](http://www.Pinterest.com)[*www.kidsgrowingstrong.org*](http://www.kidsgrowingstrong.org)[*eberhartsexplorers.blogspot.com*](https://angel.csm.edu/AngelUploads/Content/Fa2014EDU353D1/_assoc/6933257B676D484F99027881CF3BB160/eberhartsexplorers.blogspot.com) |
| **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?* |
| **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?*
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Modified by Dr. M. K. Felton

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