Girls Inc.

Kayleen Malizzi

Kindergarten and First Grade

Science

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**Overview**

I had the opportunity to work with Kindergarten and First grade students from the Girls Inc. program in Omaha, Nebraska, and focused on applying science to real life. By showing the girls how science is used for understanding the lifecycle of a seed to a plant and applying how plants are living to characteristics we have as humans and being alive just like them. I was able to help the students understand and enjoy science using activities such as literature, art, and technology. Students were able to use proper science techniques, remember what they learned, and apply concepts to today to help them tomorrow.

**Background Information**

In choosing lessons I looked at a wide variety of ways science is applied every day. I had my students focus on concepts of living and non-living objects, plant lifecycles and the environment we live in today.

I made sure to included literature, art, technology, and a service learning project for the girls to partake in. This helped them actively apply what they learned.

We used art, literature, social science several times, because they so easily integrate with science. For example, my students did a flower labeling activity using art supplies such as construction paper, glue, scissors, yarn, and raw material such as pinto beans to make a sunflower.

**Unit Objectives:**

Lesson One: LIVING AND NON-LIVING THINGS

Students will be able to:

* *Students will be able to describe a living thing and a non-living thing.*
* *Students will be able to recognize which objects/pictures are living and non-living.*
* *Students will help make a list of characteristics of what all living things have in common.*
* *Students will be able to define/describe vocabulary words that go along with the unit.*

Lesson Two: INSIDE OF A SEED

Students will be able to:

* Dissect a seed and identify the parts and their functions.
* Discover where seeds can be found.
* Learn how seeds travel.
* Predict and observe what seeds need to grow.

Lesson Three: PLANTS PLANTS PLANTS

Students will be able to:

* Label the plant parts.
* Describe the job of each plant part.
* List what plants have, need, and give.
* Compare the needs of a seed to the needs of a plant.

Lesson Four: PLANTS PLANTS PLANTS Part 2: The Plant Parts Are Busy

Students will be able to:

* Label the plant parts.
* Describe the job of each plant part.
* List what plants have, need, and give.
* Compare the needs of a seed to the needs of a plant.

Lesson Five: PLANT FINALE

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.

**Vocabulary**

**LIVING THINGS: are those that display the following characteristics:**

* **an organized structure, being made up of a** [**cell**](http://www.biology-online.org/dictionary/Cell) **or** [**cells**](http://www.biology-online.org/dictionary/Cells)
* **requires** [**energy**](http://www.biology-online.org/dictionary/Energy) **to survive or sustain existence**
* **ability to reproduce**
* **ability to grow**
* **ability to metabolize**
* **ability to respond to** [**stimuli**](http://www.biology-online.org/dictionary/Stimuli)
* **ability to adapt to the** [**environment**](http://www.biology-online.org/dictionary/Environment)
* **ability to move**
* **ability to respire**

**NON-LIVING THINGS: A non-living thing is one that lacks or has stopped displaying the characteristics of life. Thus, they lack or no longer displaying the capability for growth, reproduction, respiration, metabolism, and movement. They also are not capable of responding to stimuli or evolve and adapt to their environment. They also do not require energy to continue existing.**

**CHANGE: to become different: to make (someone or something) different: to become something else**

**REPRODUCE: to make a copy of (something): to produce something that is the same as or very similar to (something else): to cause (something) to happen again in the same way**

**SOIL: is the mixture of minerals, organic matter, gases, liquids, and the myriad of organisms that together support plant life.**

**SEEDS: are little cases with a baby plant inside. The parent plant packs the seed with nutrition, just like a lunch. Seeds end up having more energy than other parts of the plant.**

**ROOTS: are hidden underground and are very important to the plant. Roots hold the plant steady in the ground, suck up water and nutrients from the soil and even store food for the future.**

**STEM: supports the plant and carries water, nutrients and plant chemicals up and down all parts of the plant.**

**LEAVES: are the food factories. Leave have little openings that let air and water come and go. Leaves catch energy from sunlight and use it to turn the air and water into food.**

**FLOWER: are what you call the final result of a plant. They are the plant at is its fullest growth point. Flowers attract pollinators and make seeds that will someday grow into new plants.**

**NUTRIENTS: Is food for the plants. It is mainly found in the soil and is a plant’s food source. Where plants get minerals to help it grow.**

**FRUITS: protects the developing seed. The ovary of a plant that holds the seeds as the petals of a plant fall off.**

**Initiation**

I made sure to involve the girls in group/class discussions with each other, while asking them a leading question to make sure they followed the right idea/subject. I had them talk back and forth to each other of what they thought. Another activity I had the girls do was if someone was finished with their work early I had them help a friend work with a classmate that wasn’t finished yet as long as they asked permission to help their classmates first. Though the girls mainly did a lot of class discussion, so they always had the chance to talk. I used drawing sticks to call upon the girls so it made it fair for each students to speak/ give an answer to my questions or topics.

**Lesson Plans:**

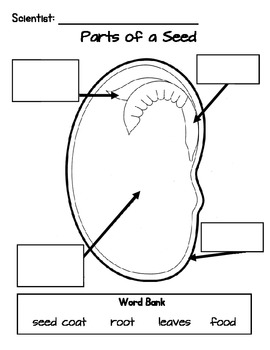
**LIVING AND NON-LIVING THINGS LESSON**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your name: Kayleen Malizzi** | **Grade level: Kindergarten and First Grade Combined** | | **Subject(s): Living and Non-living with Plants Unit** | **Time frame:**  **30 to 45 Minute increments. Two weeks/ Three weeks** |
| **Nebraska State Standard:**  [**3.1.3.A1 Describe characteristics of living things that help to identify and classify them.**](http://www.pdesas.org/Standard/StandardsBrowser#24673) | | | | |
| **Objectives:** The students will be able to *(insert Bloom’s verb showing what students will DO and learn and add something to measure it by: #right on WS or Answering teacher’s questions properly: match it to your Assessment):*  *Students will be able to describe a living thing and a non-living thing.*  *Students will be able to recognize which objects/pictures are living and non-living.*  *Students will help make a list of characteristics of what all living things have in common.*  *Students will be able to define/describe vocabulary words that go along with the unit.* | | | | |
| **Assessment:** Must link to the objective above – note if it is formative or summative:  Formative: Asking students frequent questions throughout the lesson. Bring similar questions back up at the end to wrap up the lesson for the day. (If they cannot recall one of the questions then be sure to explain or break it down before students leave for the day. | | | | |
| **Vocabulary:**  **Living, Non-living, Change, Reproduce** | | | | |
| **Content Knowledge:**  *What is the underlying content knowledge that you must help the students to understand?*  By the end of this lesson, students will be able to compare living and nonliving things by identifying characteristics of both living and nonliving things. Students will also be able to identify plants, animals, and people as living things.  *What are the tricky pieces in the content?*  *VOCABULARY, WHAT IS LIVING/NON-LIVING? WHAT IS ALIVE? ARE ALIVE THINGS THE SAME AS LIVING THINGS?* Use formative assessment techniques to determine which students need additional practice or re-teaching.Work with these students individually or in small groups to reinforce understanding of the new vocabulary.  *When you deconstruct the content you are teaching, what are the pieces that are essential for children to understand?*  It is essential for the students to understand the difference between living and non-living things that are in our daily lives/surroundings. Students will need to understand the common characteristics of both living and non-living things to be able to classify which things are living non-living. (Students become engaged by assessing prior knowledge by comparing and contrasting various pictures and seeking a way to sort them into two groups.)   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | | | |
| **Teaching Methods/Strategies:**  *What teaching method(s) will you use for this lesson?* **Circle or add** *read a book, discussion, and lecture.*  *Why have you chosen this/these method(s)?*  *I chose these methods to use because it allows me to teach the students and it still leaves room for questioning and discussion. Which is helpful to use when starting a new unit.* | | **Differentiation:**  *How will you differentiate for these student needs (HAL, Resource, ELL)?*  *I will let these students work with me one on one or pair them up with a partner, so they are not working alone. This will also help the students to better understand the content being taught in the lesson, because they will actively engaged with their partner or myself and if they are struggling all they have to do is ask a question or show a sign that they do not understand and they will receive immediate help.* | | |
| **Materials:**  **“Is it Living?” PowerPoint, marker board, marker, paper/notebook.** | | | | |
| **Lesson Procedure** | | | | |
| **Anticipatory Set: (Keep it very short)**  *How will you hook the students into your lesson? PowerPoint activity!*  *How will you involve as many as students as possible, piquing their interests for the subject matter to come? I will allow time for students to think about their answers. I will make no corrections until the stopping mark in the presentation/PowerPoint. I model wait time and also to give students to have open discussion with their classmates to see what ideas they can formulate about living and non-living things in life.*  *What do the students need to know before they can delve into the lesson plan itself and direct instruction? How will you inform your students of the lesson’s context and objective, in kid-friendly language? Since this is the starting of a new unit the beginning of the PowerPoint will break down the areas that I will need to cover more in depth within the lesson. (I will be using the PowerPoint as a pre-test to see what the students already know. The objects on the PowerPoint slides should all be familiar objects that the students have all seen at least once or heard about once in their life time, and by knowing the objects it will help the students to better understand what living and non-living objects look like.* | | | | |
| **Input/Modeling/Guided Practice/Check for understanding (formative assessment)**  \*If your activities include a discussion include the questions that will be asked.  \*\*DETAIL is important here in order to demonstrate your thinking of what this will look like in the classroom\*\* Don’t write in this box. Apply it in the Teacher and Student boxes. | | | | |
| **Teacher will do:**   * **Open lesson by Showing PowerPoint** * **Ask: 1. “How can you tell if something is living?” Pause and allow for discussion. Then go back to review the PowerPoint.** * **Write on the board: 2. “What are some things that all living things have in common?”** * **Give examples and see if students can come up with any more common characteristics.** * **Make a final list** | | **Student will do:**   * **Respond to PowerPoint pictures (Are the objects living or non-living?)** * **Students will discuss how you can tell if something is living or non-living. Then pause to look at the PowerPoint to check if they were correct.** * **Help teacher make a list of common characteristics that all living things have in common.** * **Come up with at least on example that is a living thing, and one that is non-living.** | | |
| **Closure:**  **I will assess students by asking reflection questions that relate to what was taught to them in the lesson for the day. Also I will point out some vocabulary and see if the students can give me a brief definition or description of the words.**  **\*To wrap up: I will also give the students a brief idea of what we will be working on for our next lesson.** | | | | |
| **Reflection:**  *For our purposes, what are you most excited about? Nervous? Think ahead in anticipation of what you think the lesson might be like.*  *I am excited to see what students already or want to know about living and non-living things. I am looking forward to their reactions and responses to the topic. I am nervous about not teaching the content clearly. For this the very beginning of a unit and I have high expectations for myself. I want my students to be educated on the ideas of living and non-living things because it will set a basis for future lessons I have planned to cover over the next few weeks.* | | | | |



**INSIDE OF A SEED LESSON**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: What is inside of a seed?** | | | | |
| **Your name: Kayleen Malizzi** | **Age or Grade Level: Kindergarten and First Grade combined** | | **Integrated Disciplines/Subjects: Earth and Living Science** | **Time frame for Lesson: 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:  1. Dissect a seed and identify the parts and their functions.  2. Discover where seeds can be found.  *3. Learn how seeds travel.*  *4. Predict and observe what seeds need to grow.* | | | | |
| **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 seed correctly.**  **Students will list numerous ways in which seeds can travel.**  **Students will list and define the necessities of a seed.** | | | | |
| **Materials:**   * **“The Tiny Seed” By: Eric Carle** * **Magnifying glasses for each student** * **A dry pinto bean for each student** * **A soaked pinto bean for each student** * **Paper plate for each student** * **Pinto bean worksheet** * **Pencil** * **“The Magic School Bus: Goes to Seed” Video** | | | | |
| **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?*  ***Start the lesson with a review on living and non-living things then jump into reading a story and asking questions to get students involved in discussion at the beginning of the lesson.*** | | | | |
| **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:**  **Lesson borrowed from:**  **Reference/Resource Used: http://www.scholastic.com/teachers/lesson-plan/seed-sensation**  **Part I**  **Step 1: Distribute a dry pinto bean and magnifying glass to each student. Remind them not to put it in their nose, ears or mouth! Ask the students what they think it is. Some will say a bean; others may say it is a seed. Tell them that it is a bean, which is a kind of seed. Ask: What is the job of a seed? Tell them that today we will discover the job of a seed. We will dissect, or open up, the seeds and look inside. Ask the students to open their seeds (without using their teeth) and describe what they see inside.**  **Step 2: After a few minutes, ask if anyone has opened their seed. Probably no one has been able. Ask the students what they wear when it is cold outside (a coat). Tell the students that a seed has a coat covering it until it is ready to grow. Right now it is asleep, waiting to wake up. It may sleep for a week, a month or even a year until it has the right amount of water and warmth. The seed will need water and the soil must be warm enough for it to grow.**  **Step 3: Distribute the soaked pinto beans to each student. Ask them to compare them to the dry one. Inform the students that these pinto beans have been soaked in warm water to imitate the warm soil. Invite the students to try to open these seeds and observe what is inside using their magnifying glasses. Most will see a new plant growing. If they do not find one, give them another bean.**  **Part II**  **Step 1: Gather the students together and ask what they saw inside the seed. Ask one student to draw what they observed on chart paper. Label the parts of the seed for the students with lines extending from the three parts: seed coat (the outer area), food (inside the bean) and the new plant.**  **Step 2: Invite the students to draw a picture of the inside of their seed, label its parts and paint them.**  **Step 3: Gather the students back together and ask them to tell about the new plant they saw in their seed. Ask the students what they think the new plant will do (grow). Ask: Then what is the job of a seed? (To grow into a plant).**  **Have students watch Magic School Bus video** | | **Student will do:**  **During Group/Circle time:**  **Listen to the story and actively participate in answering teacher questions. (\*\* I will allow discussion amongst the group.)**  **Go back to table:**  **Experiment/hands-on: Follow through with the dissection of a dry and wet Pinto bean. (\*\*I will ask questions frequent questions during student’s observation time and will encourage student responses.)**  **Label the parts of a pinto bean (the seed).**  **Watch Magic School Bus video** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  **Circle time/ large group: I will gather students back together and ask them to tell me about the new plant they saw in their seed. Ask the students what they think the new plant will do (grow). Ask: Then what is the job of a seed? (To grow into a plant).**  *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,*  *Book source: “The Tiny Seed” By Eric Carle*  *Video source: “Magic School Bus: Goes to Seed”*  *Website sources:*  [*http://www.scholastic.com/teachers/lesson-plan/seed-sensation*](http://www.scholastic.com/teachers/lesson-plan/seed-sensation)  [*http://mcdn1.teacherspayteachers.com/thumbitem/Label-Parts-of-a-Seed-053601000-1373990169/original-774173-1.jpg*](http://mcdn1.teacherspayteachers.com/thumbitem/Label-Parts-of-a-Seed-053601000-1373990169/original-774173-1.jpg) | | | | |
| **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.*  *Students will already know that plants are a living organism after reflecting on the living and non-living lesson from the previous week. Students will learn all about seeds including:*  *How seeds travel,*  *The parts of a seed, and*  *What a seed needs to survive.*  *By the end of the lesson students will be ready to move on to what happens after a seed starts to grow.*  **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?*  ***Read-a-loud, discussion, hands-on activities with instruction/ demonstration, video.*** | | | | |
| **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?*   **This lesson overall went pretty smoothly. The students seemed to understand the information clearly. One of the only problems that the girls faced throughout this lesson was spelling. I was able to help with spelling individually with each child.**  **Something I would change when or if I were to use this lesson again would be to formulate questions or an activity that the students can do while watching the movie. This will allow the girls to stay more focused on the video and not messing around frequently with each other. Also I would change the area of space given so that the girls are not sitting piled together in each other’s space distracting on another trying to get to a spot where they all can see the movie.** | | | | |



**PLANTS PLANTS PLANTS LESSON**

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| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Plants Plants Plants** | | | | |
| **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 parts  Describe the job of each plant part  List what plants have, need, and give  Compare 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:**  **“The Magic School Bus: Goes to Seed” video**  **Construction paper**  **Labels/worksheet**  **Coloring supplies**  **Scissors**  **Giant post-it-note pad** | | | | |
| **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 start the lesson off with finishing our video about seeds and then ask follow up reflection questions to review about seeds. Then we will jump right into our lesson on plants by creating a poster as a class on what we think plants have, need, and give off.* | | | | |
| **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: Allow students to finish watching the Magic School Bus video on seeds.**  **Ask review questions about seed knowledge.**  **PART TWO:**  **Find out what students know about plants:**  **Make a chart of what plants have, need, and give on Giant post-it-note poster.**  **See what students know about plant parts.**  **Explain to the students what each part of the plants job is.**  **PART THREE:**  **Do plant labeling project with students**  **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: Finish watching video**  **Answer reflection questions verbally.**  **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:**  **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.*  The teacher will cover the functions of plant parts, the needs of plants, the characteristics of plants and their life cycle.  As a teacher I will discuss a plant being a live organism even though it does not per se move. What makes a plant alive? What does a plant need to grow? What are the parts of a plant? What does the stem do? The roots? The leaves? What is the life cycle of a plant and what does it look like?  1.) Needs (food, air, water, light, and a place to grow);  2.) Parts (seeds, roots, stems, leaves, blossoms, fruits); and  3.) Plant stages from seed traveling to its growing destination, then growing process to a flower.  **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?*   *Overall I thought this lesson went really well for my students. It was a lesson with a simple activity that helped students to better understand what plants had, what plants needed to survive, and lastly what plants give off when they are fully grown. My students were able to fill out the chart on their sheets of paper with the same format I was using to fill out the chart on the white board. They did need help with spelling, in which, I did write the words in bold on the board for them to have a visual.*  *One thing I would change to this lesson would be to tie this lesson to the video they were finishing in some way so that the girls didn’t draw a blank after the movie was over.* | | | | |

<http://eberhartsexplorers.blogspot.com/search?updated-max=2011-04-16T21:53:00-07:00&max-results=7> FLOWER ACTIVITY IDEA

**PLANTS PLANTS PLANTS PART 2: THE PLANT PARTS ARE BUSY LESSON**

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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 parts  Describe the job of each plant part  List what plants have, need, and give  Compare 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.*  The teacher will cover the functions of plant parts, the needs of plants, the characteristics of plants and their life cycle.  As a teacher I will discuss a plant being a live organism even though it does not per se move. What makes a plant alive? What does a plant need to grow? What are the parts of a plant? What does the stem do? The roots? The leaves? What is the life cycle of a plant and what does it look like?  1.) Needs (food, air, water, light, and a place to grow);  2.) Parts (seeds, roots, stems, leaves, blossoms, fruits); and  3.) Plant stages from seed traveling to its growing destination, then growing process to a flower.  **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?*   *This was my best lesson overall. The students did a really great job following directions and staying on task. Throughout the lesson I gave them little reminders that they needed to stay on task because there was a lot to get done today.*  *The Girls did a really great job on their flower labeling projects which will be put on display for them and parent to see on open house night.*  *The girls really enjoyed the second part of the lesson which was getting to prepare for their own plants to grow. There were a few students who had to be more guided than others but in the end all the girls understood what to do for preparation. The girls were able to vote on where they wanted to place their plants and majority said hang them in the window so that is what they are to do.*  *This was a great lesson that gives the students a visual of the plant parts watching the seed grow into a plant. It shows the seed, the roots, the stem, the leaves, and the final result the flower/plant itself fully grown.* | | | | |

**PLANT FINALE LESSON**

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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.  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 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 explain plant growth log.**  **I will pass out plant growth logs.**  **I will help students 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**  **Listen to directions on how to fill out plant growth log.**  **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?*   *The final lesson for our plant unit was to do a quick review and then take a unit test over what the students had learned. Overall I was impressed with the test results of my students they did a fantastic job.*  *One thing I would make a change to would be making sure the word bank is written on the board for my students. There were a lot of questions asked about how to spell specific words and it became a little loud for test taking. Also I will have to better address test taking rules (especially for when I give an oral test.)* | | | | |



**Bulletin Board Sketch or picture (1 per Unit)**

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**References:**

*The Tiny Seed: Eric Carle*

*The Magic School Bus: Goes to Seed*

[*www.Pinterest.com*](http://www.Pinterest.com)

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*kindergarten kindergarten.com*

[*http://www.theeducationcenter.com/storage/thumbnails/26326\_0\_MD.jpg*](http://www.theeducationcenter.com/storage/thumbnails/26326_0_MD.jpg)

*http://www.biology-online.org/dictionary/Living\_thing*

**Unit 1: Reflection of yourself so far…**

Over the course of doing operation SMART, it really has been a great experience for me and great opportunity for me to work with the age group I set my goal to work with; kindergarten and first grade.

Through this experience I learned how to deal with students that had excellent behavior and also students who did not want to behave. Writing the lesson plans were not to hard once I got started on them. Although coming up with an activity that will fit the age group I was working with was a challenge. I wanted to make sure I adjusted the activity so that it was easier to understand and follow for when my students had to do it. I feel like operation SMART really taught me how to write it in the summative and formative way. I mainly chose to do formative assessment because it was easier for me to fit it into each of the lessons through asking questions and having my students use discussion with each other to review.

I know that there is room for improvement always when teaching. There were a lot of things I could have done better like teaching a lesson in a different way the kids could easily understand better, or another big change that I sought out was giving myself more time to do a lesson. As a teacher, I believe it is important to learn the kids learning styles so you can teach in a way that each student won’t get bored or want to sit out of an activity. I want to make sure that for the future I get every child involved in whatever activity I have planned for that particular day.

I really enjoy working with this group of girls they challenge me at times but in a way they are helping me to become a better teacher and I thank them for that!