

LESSON PLAN

10/200
 AT 11

Date: April 22, 2014

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>MS Science Framework: 3. Develop and demonstrate and understanding of the characteristics, structures, life cycles, and environments of organisms. a. Describe and categorize the characteristics of plants.</p> <ul style="list-style-type: none"> Plant parts (leaves, stems, roots, and flowers) 		<p>A. Introduction/Motivation 1. Call the class to order by asking the students to sit down quietly and focus their attention to the front of the room. 2. Tell the students that they are about to go on a mini field trip outside the building to look at plants.</p> <ul style="list-style-type: none"> Inform the students that the quietest table gets to line up first. Call each table one-by-one to line up at the door and lead them outside. Remind the students to walk quietly down the hall keeping their hands to themselves. Explain to the students that they are to walk around and pick a plant to take back into the classroom to look at. (naturalist & kinesthetic) <p>3. Lead the class back into the classroom once every student has a plant.</p> <ul style="list-style-type: none"> Instruct them to sit on their spot on the reading rug. Ask the students to examine their plants and raise their hands to tell something interesting about their plant looking at the different parts. <p>4. Call on each of the students individually and listen to their responses.</p> <ul style="list-style-type: none"> Inform the students that today in science we are going to learn about the four main parts of a plant which include roots, stem, leaves, and flower. 		

I. Main Ideas/Conceptual Understandings/Goals: The student will learn the four main parts of a plant.

Subject/Topic/Unit: Science/ Parts of the plant

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Grade: 2nd Grade

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<p>Objective #1: Given art supplies and a picture of a plant, the student will color the plant, label the four main parts, and write at least one function out beside each part accurately. (Remembering) (DOK 1)</p>		<p>5. Create a KWL chart to display the students' knowledge about the parts of plants. (visual)</p> <ul style="list-style-type: none"> • Ask the students to tell what they already know about the parts of the plants. • Fill these responses out in the K column, which stands for what the students know. • Ask the students to tell what they want to know about the parts of the plants. • Fill these responses out in the W column, which stands for what the students want to know. • Leave the L column blank for now, which stands for what the students learned, and come back to it after the lesson is taught. 6. Inform the students that it is important to know about the 4 main parts of the plant because plants are an important part of your lives. — <i>Why are they important?</i> 7. Reveal the objective to the students by telling them that at the end of the lesson, they will be able to draw a picture of a plant, label the parts of it, and give a function that each of the part does. <p>B. Study/ Learning</p> <ol style="list-style-type: none"> 1. Display a PowerPoint on the parts of the plants on a laptop. (visual) 2. Go over the key points with the class. <ul style="list-style-type: none"> • Inform the students that there are four main parts of a plant which include the roots, stem, leaves, and flower. 	<p>KWL Chart (Attachment # 1)</p>	<p>PowerPoint Laptop (Attachment #2)</p>

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<p>Objective #2: * Given art supplies, the student will create a new plant of their own, giving each part a different name, and describing at least 2 functions for each part. (Creating) (DOK 4)</p> <p>Objective #3: ** Given four matching cards and four words, the student will correctly match the word and the picture that go together. (Remembering) (DOK 1)</p>		<p>3. Start with the roots by telling them that the roots soak in water and nutrients and hold the plant in place.</p> <ul style="list-style-type: none"> Explain to the class that the roots carry food and water from the soil to the plant. Show the class pictures of different roots from several different plants. (visual) <p>4. Move on to the stem by telling the class that the stem works like a straw carrying water and nutrients from the roots to the flower.</p> <ul style="list-style-type: none"> Explain to the class that the stem supports the flower and leaves by holding them up. Show the class pictures of different stems from several different plants. (visual) <p>5. Move on to the leaves by telling the class that the leaves take in the sunlight and energy from the sun along with water to make their own food.</p> <ul style="list-style-type: none"> Explain to the class that most of the time there is more than one leaf on a plant and they work together to produce the food for the whole plant. Show the class pictures of different leaves from several different plants. (visual) <p>6. Move on to the last part of the plant by telling the class that the flower makes new seeds and reproduces new plants.</p> <ul style="list-style-type: none"> Inform them that the flower can also be referred to as the petals. 	<p>Pictures of Roots (Attachment #3)</p> <p>Pictures of Stems (Attachment #3)</p> <p>Pictures of Leaves (Attachment #3)</p>	

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		<ul style="list-style-type: none"> • Explain to the class that the flower comes in different shapes, sizes, and colors. • Show the class pictures of different flowers from several different plants. (visual) 7. Help the students understand more about the parts of the plants by showing them a poster of a plant with all four parts labeled. (visual) <ul style="list-style-type: none"> • Ask the students to all come find a seat on the reading rug facing the marker board. 8. Display this poster board at the front of the room where the whole class can see it. <ul style="list-style-type: none"> • Go over details of the poster board explaining how each part is connected. • Show the different parts of plants labeled in English and in Spanish. (ELLs) • Get students to read the parts together out loud. • Inform the students how each part works together to get the whole plant. • Point to a part of the plant and call on four different students to tell what the function is of that part of the plant. 9. Sing a song to the tune of "The Muffin Man called "Parts of Plants". (musical & auditory) <ul style="list-style-type: none"> • Sing the song all the way through the first time to let the children listen to the words. • Inform the students that it has the same tune as the song "The Muffin Man". 	<p style="text-align: center;"><i>very good!</i></p> <p style="text-align: center;"><i>OK! Done!</i></p> <p style="text-align: center;">Pictures of flowers (Attachment #3)</p> <p style="text-align: center;">Poster board (Attachment #4)</p> <p style="text-align: center;">"Parts of Plants Song" (Attachment #5)</p>	

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		<p>10. Pass out a "My Life as a Plant" coloring book for each student.</p> <ul style="list-style-type: none"> • Explain to them that they will not be coloring it right away. • Gather the students to the reading carpet instead, and read the coloring book story aloud to them. • Ask them questions throughout the story to find out if the students are paying attention. • Make sure the students understand how to do each part of the coloring book. <p>Guided Practice</p> <p>11. Get the students to go back to their seats and pull out their arts supplies and sit quietly until further instructions.</p> <ul style="list-style-type: none"> • Tell the students to partner up with someone at their table and move the chairs around if they need to. • Pass out a piece of white paper. • Pass out pipe cleaners but tell the students not to do anything with them yet. • Inform the students that they are going to make a flower out of the pipe cleaners and glue it on the white piece of paper. 	<p>"My Life as a Plant" Coloring book (Attachment #6)</p> <p>Crayons</p> <p>Art Supplies Paper</p>	

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		<ul style="list-style-type: none"> • Show the students an example of how it is supposed to look. • Instruct the students that with their markers they are to label the four parts of the plant. • Tell them to write one function it does beside each part. • Inform the students that they can talk with other groups and help each other, but make sure they also know that you can go around and help them. • Go over the functions of each part to make sure that the students wrote the right thing. • Tell the students if they moved their chairs to fix them back to how they were. <p>Independent Practice</p> <p>12. Pass out another piece of white copy paper.</p> <ul style="list-style-type: none"> • Tell the students that are about to make a flip flap book to help them learn the parts of the plants. • Inform the students that they can help each other with the activity, but that you cannot help them. • Explain to them to fold the piece of paper hot dog style. • Fold the hot dog in half again, and then again. • Unfold the piece of paper back to the hot dog making sure it is divided into four different sections. • Cut the top flap on the creases but don't cut all the way through both sides. 	<p>Example of Flower (Attachment #7)</p> <p>Parts of Plant Flip Flap Book (Attachment #8)</p>	

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		<ul style="list-style-type: none"> • Show them an example of how it is supposed to look like, drawing a flower on the front and writing the function on the right flap inside. 13. Get the students attention and go over what functions should be written in the inside flap once every student is done. <ul style="list-style-type: none"> • Inform the students that everyone may not have the same answer. • Call on students individually to see what different answers they have. 14. Take the flip flap books up but do not grade them. — <p>C. Culmination</p> <ol style="list-style-type: none"> 1. Remind students that the point of today's lesson was to learn the parts of the plants and the function of each part. 2. Get the students to come sit on the reading rug on their spots. 3. Tell the students to focus on the KWL chart that we worked on earlier. <ul style="list-style-type: none"> • Ask students what they have learned. • Get them to raise their hand and tell something they learned. • Write this information in the L column, which stands for what the students learned. • Allow the students to ask any questions they have about the parts of plants or anything that they have done. 	<p style="text-align: center;">KWL Chart (Attachment #1)</p> <p style="text-align: right;"><i>you could let them create one in pairs.</i></p>	

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<p><i>One time you could do how to have the better is to have the students one point to the different parts maybe on a card or pictures or questions given over over question.</i></p>		<p>4. Inform the students that they will be doing one more activity dealing with the four parts of plants. 5. Pass out signal cards each having a thumbs up and thumbs down.</p> <ul style="list-style-type: none"> • Tell the students that the thumbs up stood for true. • Tell the students that the thumbs down stood for false. • Inform the students that you are going to read some statements out loud, and they should hold the thumbs up card up if they think it's true and hold the thumbs down card up if they think it's false. • Stop after every true and false question to see what everybody says. • Go over the correct answer and explain why it is either true or false. • Ask students if they have any questions about anything they have talked about. • Clear up any misunderstandings before moving on. <p>D. Follow up</p> <ol style="list-style-type: none"> 1. Tell the students to clear everything off of their desks except for a pencil and crayons. • Pass out a piece of paper with a plant on it. • Tell them to color the flower, label the four main parts of the plant, and write at least one function out beside each part. 	<p>Signal cards Thumbs Up & Thumbs Down True/False Quiz (Attachment #9)</p> <p><i>date primary class</i></p> <p>Answer Key (Attachment # 10)</p> <p>Pencil and Crayons</p> <p>Labeling the Parts Assessment (Attachment #11)</p>	

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		<p>2. Make the students put up their shields so they cannot look at their neighbor's paper.</p> <p>3. Ask the students to put their papers on my desk once they are finished.</p> <ul style="list-style-type: none"> Tell the students to put their shields away and work on their coloring book once they are finished with their assignment. <p>4. Evaluate the students' papers while they are working on their coloring book.</p> <ul style="list-style-type: none"> Divide these papers into three groups based on performance: average, enrichment, and remedial. Refer to these groups as roots (average), stem (enrichment), and leaves (remedial). Fill out a chart identifying the students in each group and place it on the board. <p>5. Tell the roots group (average) to go to the blue table.</p> <ul style="list-style-type: none"> Instruct them to look through magazines, cut out pictures of different plants they find, and make a poster with different types of plants. <p>6. Inform the stem group (enrichment) to go to the green table.</p> <ul style="list-style-type: none"> Tell students to create their own plant, give each part a different name, and describe at least 2 functions for each part. <p>7. Tell the leaves group (remedial) to get a pencil and meet with me at the circle table in the back of the room.</p> <ul style="list-style-type: none"> Re-teach the remedial students the four main parts of the plant. 	<p><i>Shields</i></p> <p><i>Coloring book (Att #12)</i></p> <p>Answer Key for Labeling the Parts Assessment (Attachment #12)</p> <p>Grouping Chart (Attachment #13)</p> <p>Poster Board</p> <p>Magazines</p> <p>Glue and Scissors</p> <p>Paper</p> <p>Art Supplies</p>	<p>Evaluate the picture of the plant by checking for the four main parts labeled and at least 1 function out beside each part</p> <p>Evaluate enrichment group by looking at their new creative plant by checking if it is original, labeled parts, and at least 2 functions for each new part.</p>

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		<ul style="list-style-type: none"> • Pull the poster that was used earlier back out. • Go back over each part making sure that they understand what each part of the plant looks like. • Provide them with four words and four pictures. • Get the students to match the four parts of the plant words with the correct picture. • Ask them if they have any questions. • Allow students time to complete the assignments. 8. Take all papers up at the end of the assessments, but only grade the test for the objectives. 9. Place each child's work in their folder. 10. Wrap up the lesson by asking the class if they liked learning about the four main parts of the plant. 11. Inform students that they have one homework assignment which will be to complete their coloring book. <ul style="list-style-type: none"> • Tell the students that they will always have the coloring book to refer back to when they have any questions about the parts of a plant. <p><i>Check last, well-illustrated!</i></p> <p><i>Don't know!</i></p> <p><i>Share with...</i></p>	<p>Poster (# # →)</p> <p>Matching Words and Pictures (Attachment # 14)</p> <p><i>;) they!</i></p> <p><i>Share with...</i></p>	<p>Evaluate the remedial group by checking to see if they match the correct word with the right picture.</p>