

Name: Margaret Garcia

Date of Lesson: Thursday, March 29, 2012

Time in: _____

Time out: _____

CT Name: Lucinda Flores

CT Signature: _____

Subject Area: Science

School/ Grade Level: Webb Elementary/ 1st Grade

Indicate One: CT+Video Peer+CT CT1 FS1+CT CT2 FS2+CT2

Overall Daily Goal: The students will identify parts of plants and their functions.

Status of this skill: (indicate one) Introduction Extension Remediation Enrichment

Standards/ TEKS:

Science

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(B) identify and compare parts of plants;

English Language Proficiency Standards:

(2) Cross-curricular second language acquisition/listening. The ELL **listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas**. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(E) use **visual, contextual**, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) **listen to and derive meaning from a variety of media** such as audio tape, video, DVD, and CD ROM to build and reinforce concept of language attainment;

In this lesson, I provide a Powerpoint which includes downloaded video segments about parts of plants, lyrics to the song we will sing, and pictures to utilize when checking for understanding. I also display a chart board that we fill in collaboratively as a class. With the use of technological media, visualization and simply stopping to clarify and enunciating important words, second

language listening skills can be better acquired by my ELL students.

Time Constraints:

Focus: 5 minutes; *Input:* 15 minutes; *GP:* 10 minutes; *IP:* 20 minutes; *Closure:* 5 minutes

Cognitive Objective(s):

The student will individually glue an assortment of materials representing parts of a plant in the correct section on the outside of a provided flip book. The student will then label the parts of the plant. Inside the flip book, the student will cut out the functions of the parts of a plant from a provided worksheet and paste them in the correct section according to the parts identified on the outside of the flip book. The objective must be completed with 100% proficiency.

Modifications or Accommodations:

Modified Materials: The independent practice really challenges fine motor skills. If I have a student that has a disability in which is fine motor skills would not allow him to successfully complete the assignment I would have an alternative activity. Instead of having him cut and glue all of the little pieces of materials I would just have a picture of each part of the plant and have him glue the parts and jobs instead.

Extended Time: Since the independent practice does have many small steps to it, if a student has a disability such as Obsessive Compulsive Disorder in which they need everything to be just right before moving on to the next step I would allow extended time in order for the student to complete the assignment.

Previous Knowledge Necessary:

In order to complete the objective successfully, the student must be able to identify characteristics of plants and understand the life cycle of plants.

Community and Culture:

This lesson is relevant to the student because it gives the understanding of how plants function. Plant life is all around us. The lesson could be connected to the community by discussing the different types of plants that grow in different areas of the city. For example, the plants that grow on the beach are not going to be the same as the plants that grow at Lake Corpus Christi. This relates to culture because there are many different plants throughout parts of the world. If the student is from a certain culture they could share what they know about certain plants that only grow in the area in which their culture comes from.

Rationale:

This lesson is important for the students to understand because it not only allows the understanding of how plant life works but it can also begin the development of respect for plant life if it is not already there. For example, a student is playing at the park and they notice that a plant has been ripped out of the ground. They see that the roots are still attached and they notice that it is still green so they replant the plant and water it so it can live.

Materials Needed:

- plant with roots attached in a clear vase with water
- flower headband
- bag with flower and plant related prizes (5-7)
- computer with Powerpoint and internet access
- projector
- Parts of a Plant chart
- index cards with four parts of a plant with Velcro on the back
- index card with jobs of parts with Velcro on the back
- 2 index cards per student with one part of a plant on each side of the card
- six silver trays
- six whole small plants
- pre-cut flip book for each student
- a Ziploc bag of materials for each student: a cupcake holder, 4 sunflower seeds, a green ribbon, 2 leaves cut out of felt, 5 small pieces of twine
- Cut and paste worksheet with the parts and their functions
- scissors and glue for each student
- Extension worksheet

Multiple Intelligences:

The multiple intelligences in this lesson are linguistic, logical, visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. The name of the intelligence will follow the action in which it is being used and will be in parentheses and italics.

Instructional Steps:

- **Sponge Activity (if needed):** N/A
- **Focus/ Anticipatory Set/ Hook:**

Have displayed a plant with the roots still attached in a clear vase. Wear flower headband. (*Visual and Naturalistic*) Ask the students what they think we are going to be learning about today. Allow responses. Confirm that we are going to be learning about plants and specifically the parts of the plants. “Raise your hand if you or someone you know has a garden. (*Intrapersonal*) My mom has a huge garden in her backyard with all kinds of plants. Tell me some other places where you remember seeing plants.” Allow responses. “Well today we are going to be talking about plants and at the end of the lesson, y’all are going to be creating a flip book telling me the parts of plants and what jobs each part does. Throughout my lesson today I am going to be passing out purple tickets. I will be drawing right after my lesson 5 tickets. Those 5 students will get to pick a reward from this bag. I bought different flower related prizes for those of you who show good behavior today.”

- **Teaching:**
 - **Input:**

“Now, plants have four parts. There are the roots, the leaves, the stem and the flower. The first part I want to talk to you about is the roots. I am going to show you a quick video about roots.” Show video. (*Visual*) “Okay, so the roots hold the plant into the ground. On my plant here what I did is I took the plant out of the dirt and placed it in the water so that y’all could see it. (*Visual*) However, normally the roots would be under the soil. Why do you the roots need to be underneath the soil? (*Logical*) ” Call on student who raises their hand. “Right, the roots need to be underneath the soil because there is water and minerals in the soil. So the roots take water and minerals from the soil for the plant to use. Ok the next part is the stem. Let’s watch the stem video.” Play video. “The stem holds the plant up. I like to think of the stem as our spine. Our spine holds us up just like the stem holds the plant up. Now why does the plant need to stand up? (*Logical*) What do plants need?” Call on student who raises hand. “The plant needs to stand up straight so it can catch the sunlight and the rain. Plants need sun and rain to grow, right? The other job the stem does is it sucks the water and minerals from the roots and takes it to the leaves. So the stem is like a straw. Remember our celery stick experiment from yesterday. What happened when we dipped the celery stick into the blue water?” Call on student who is raising their hand. “The leaves turned blue because the celery stem sucked up the blue water and took it to the leaves. Ok now let’s look at leaves.” Play video. “So the leaves grow

from the stem and they make food for the plant. Don't worry about having to memorize those big words like photosynthesis and chlorophyll. You will learn about these in 2nd and 3rd grade. Just remember that the leaves make food for the plant. Now the last part is the flower." Play video. "Flowers make the seeds. Why is this important? Why is it important to make seeds?" (*Logical*) Call on student who raises hand. "Seeds grow into flowers. When the flower makes and drops seeds, it is trying to reproduce. It is trying to make more flowers. This is part of the plant cycle. A plant starts as a seed and with sunlight and water it turns into a plant and then the flower makes more seeds, the seeds grow into roots and the process starts all over again. To help you remember the names of the parts I want us to sing a song." Display words to song on Powerpoint. (*Visual and Linguistic*) I'll sing it first and then we can sing it together. It goes to the tune of Head, Shoulders, Knees, and Toes. Now just like in that song there are movements in this song. So let me show y'all how it goes and then we will do it together." Sing song and make movements. (*Musical and Kinesthetic*) Let students join and do it together as a class.

- **Model/ Demonstrate:**

Display Parts of a Plant chart. (*Visual*) "The next thing I want to do is we are going to fill in this chart of a plant together." Pull name stick to come up to the chart (*Kinesthetic*) and first label the parts of the plant and then the functions of each part. Review information learned from the videos.

- **Check for Understanding:**

"Now, I am going to show y'all some pictures of different parts of plants. (*Visual*) I will be passing out to everyone 2 index cards. The index cards have on them the four parts of a plant." Show index cards and read each word. "When I show you the picture, you are going to hold up the face of the card that tells me the name of the part of the plant. Once I show you the picture I am going to give you a few seconds to think about it and then I will say "Hold 'em up!" and you are to raise the part that you think it is. (*Kinesthetic*) Are you going to shout out the answer? You are not going to need to talk at all in order to do this. Are you going to hold your card up right away as soon as the picture comes on the screen? No, you are going to wait for me to say Hold 'em up." Show pictures using Powerpoint. After each picture, go over the correct answer. Elaborate or reteach if any got the answer incorrect.

Bloom's Taxonomy Questions:

Knowledge: What are the four parts of a plant?

Comprehension: What is the job of each part of a plant?

Application: Draw a picture of a plant and label the four parts.

Analysis: Why do you think the stem needs to hold the plant up?

Evaluation: Why is it important for flowers to make seeds?

Synthesis: What would happen if plants did not have roots/stems?

- **Guided Practice:**

“Now, what I am going to do is I am going to pass out a silver tray and a little plant to each group. What I want you guys to do is just take turns looking and touching the plant.

(*Kinesthetic and Naturalistic*) Talk with your group and see if you can identify the four parts of the plant. (*Verbal and Interpersonal*) We are not going to spend much time on this, only a few minutes. I just wanted you guys to really explore and see the different parts of a plant.” Pass out trays and plants. Walk around and talk to each group to see if they identified the parts of the plant.

- **Independent Practice:**

Transition clap. “Touch your nose if you are listening. Touch your hair if you are listening. Ok, I just wanted you to take a few minutes and explore with real plants and their parts. But now we are going to move on to our activity. What you are going to do is you are going to make a flip book just like this.” Show example flip book. “I really need everyone’s eyes on me and full attention because there are a lot of little things you are going to need to do. I am going to pass out a Ziploc baggie to everyone and in this baggie are all of the materials you will need to complete your flip chart. Each baggie has different colors of materials and what do we say? You get what you get and you don’t throw a fit. On the outside of your flip chart you are going to create your plant. (*Kinesthetic*) You will use the little string for the roots, the felt for the leaves, the ribbon for the stem and the cupcake holder for the flower.” Point to the materials on the example. (*Visual*) “Now the stem is kind of tricky. What you are going to have to do is you are going to have to glue the stem on the two flaps in the middle and then

you are going to have to take your scissors and cut the stem so that the flaps open. You need the stem on both of the flaps because the leaves come out of the stem. If you want to cut the ribbon ahead of time you can do that too. You just need to be able to let both flaps open on their own. After you finish creating your plant, you will come and get a paper that looks like this.” Display paper. “You are going to label the four parts of the plant that you just made on the outside of the flap book. I have the four parts if you want to cut and glue them or if you want to just write them, you can do that too. The last thing you are going to do is cut out the function from the paper and glue it under the part of the plant that it goes with. The functions are...” Read functions. “Once you cut the functions out you are going to glue each function under the part that does that function. If you need help you can look at the chart that we did together to help you. Ok so what is the first thing you are going to do? Use the items in the baggie to create your plant. What is the next thing you are going to do? Label the parts on the outside flaps. What is the last thing you are going to do? Cut out and glue the jobs of each part underneath the part that they belong to. (Student’s name) is going to quickly pass out the flip books. (Another student) is going to quickly pass out the baggies of materials and I am going to come around the room and pass out glue and scissors if you need it. Raise your hand if you need scissors or glue.” Pass out scissors and glue. Once the students start on their flip book walk around the room to answer questions and assist if needed.

- **Extension:**

If the students finish early they will choose a worksheet that asks ‘What do you think would happen if plants did not have roots?’ Or a worksheet that says ‘What do you think would happen if plants did not have stems?’ They are going to write what they think on the worksheet. (*Linguistic and Logical*) Then they are going to go to the computer and use the Voicethread.com website to record their ideas.

- **Closure:**

Transition clap. “If you are listening put your hands on your head.” Example what they are to be doing if they are listening. “So let’s review what we’ve learned today. Quickly tell me the four parts of a plant.” Review each job of the parts. “What is your favorite part of a plant? Why is it your favorite part?” Pull 5 tickets and allow students to pick rewards from bag.

