College of Education LESSON PLAN FORMAT

| Name: | Nicole Beckett |
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| Grade Level: | First Grade |
| School: | Plankinton Elementary |
| Date: | January 30, 2012 |
| Time: | 1:30-2:05 |

Reflection:

Upon teaching several lessons to the first grade students, I have learned that first graders need to be actively engaged. They also need to be taught and assessed in several different ways, such as experiments, paper/pencil worksheets, activities, interactives, and many others. I also feel that meeting the needs of each students' modalities. Teaching visually, auditory, and kinesthetically will help reach all learners and ensure that everyone understands the concepts being taught. Knowing this, I will work to include several different teaching methods in my unit.

Background, Context, and Purpose:

- Contextual factors/learner characteristics:
 - o 16 students
 - 2 hispanic, 14 caucasian
 - Have students write name on papers and then raise their hand
 - Have short bursts of energy
 - Short attention span
 - o Learn best with manipulative materials and active involvement
 - Needed reminded of simple rules: no talking, raise hands, put pencils down, etc.
 - Enjoy telling stories when asked questions

Goals

- 1.L.1.1. Students are able to discover life needs of green plants.
- 1.L.1.2. Students are able to identify the parts of a plant.

Objectives

• During the lesson, students will be able to correctly complete the science experiment learning how the plant uses its parts, as well as answer the follow up questions with 100% accuracy.

Materials and Resources Needed:

- Science books (16)
- Celery sticks (at least 16)
- Food Coloring
- Small Cups (16)

The Lesson (15min)

A. Introduction

| Getting attention | (Start in morning: 8:20) Today we are going to talk about |
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| | plants. Before we learn more about them, we are going to |
| | try an experiment. We are going to take this celery stick, |
| | put it in water with food coloring and see what happens. |
| | (Give each child a cup of water with food coloring in it and |
| | a celery stick.) We are going to leave this here for the |
| | awhile and take a look at it later to see if anything changed. |
| Relating to past experience and/or | Remember, we've talked about changes in reading. We've |
| knowledge | learned that there are a lot of different changes. Today, we |
| | are starting to talk about changes in nature. This week we |
| | are learning about the different changes that happen with |
| | plants. |
| Creating a need to know | It is important to know about plants and how they work |
| | together and help us. |
| Sharing objective, in general terms | Today we are going to learn about the parts of a plant, |
| | starting with the stem and the roots. |

1. Content (core of the lesson) (15min)

- Get out your Science books and open to page A2. We are going to be learning about a lot of things that are alive. Let's read this page, (Read the paragraph on page A2, ask students comprehension questions) Like this says, we've learned that we are growing and changing, but so are plants. Can anyone look at the picture and tell me something you see that is living and growing? (girl, tree, grass, flowers, etc.) Go ahead and turn to A8. Let's take a look at the different parts of plants. (Call on students to take turns each reading a sentence. Once pages 8-9 are read go ahead and ask comprehension questions.) Look at the roots on page 8 and raise your hand if you can tell me what the roots do. (take in water) Why do you think the roots are under the ground? (Water is in soil. Roots take in the water) How do you think the roots and stem of a plant work together? (The roots take in water from the ground, and the stem carries in the leaves) What would happen if a plant's stem is broken? (the plant would fall over, it might die because water couldn't get from the roots to the leaves.)

2. Closure (15min)

- Remember this morning we started an experiment? Can anyone remind me what we did? (Put celery sticks in colored water) Right! We've just learned about roots and stems, what part of the plant do you think celery is? (stem) Celery is the stem. What is the stem supposed to do? (carry water to the leaves) Let's take a look at our celery and see if it carried the water. We are going to take them out of the water and cut them open. You should be able to see red all throughout your celery stick, because it was sucking the water up and taking it to the leaves if they were still connected. (Start cutting the celery sticks in half and allowing the students to examine whether or not they sucked up the water or not) We are going to put your celery in bags and you can take them home and show your parents.
- Who remembers the two parts of a plant we learned today? (roots and stem) What does the roots do? (take in the water and hold the plant in the ground) What does the stem do? (carry water from the roots to the leaves and hold the plant up.) Right! It is important for all the parts of a plant to work together, just like it is important for all the parts of our bodies to work together. Tomorrow we are going to learn about the other parts of plants.

B. Show the type/s of Assessment/s used in this lesson.

- The students will be assessed on their ability to successfully complete the experiment as well as completing the worksheet and follow-up questions:
 - The celery is the (root stem) of a plant.

- The purpose of the celery was to take water from the ______ to the rest of the _____.
- Did your experiment work? Yes No
- C. Differentiated Instruction
 - Struggling students: For the students that are struggling, I will re-explain the steps more slowly and ask comprehension questions to ensure they understand the material that was taught. I will show extra examples and try to reach different types of learners.
 - Advanced learners: For the students that finish early, I will ask that they write a couple sentences telling the purpose of the experiment and what they learned.
- D. Resources:
 - Houghton Mifflin Science Book
 - South Dakota Department of Education
 - Mrs. Parce, first grade teacher