

### Lesson 3

Name:	Nicole Beckett
Grade Level:	First Grade
School:	Plankinton Elementary
Date:	January 31, 2012
Time:	12:45-1:15

#### Reflection:

Today's lesson did not seem to go as well as planned. We got off to a late start, which made me change plans a bit. We read over the chapter and the students did a pretty good job answering the review questions. When it came time to complete the worksheets, however, the students seemed to struggle a lot. I clearly explained the instructions and the students still seemed to not understand. After answering several questions and some of the students were able to complete the worksheet, while others still were struggling, Mrs. Parce decided to go over the worksheet together. We went over each question and the students were able to better understand the vocabulary words.

#### Background, Context, and Purpose:

- Contextual factors/learner characteristics:
  - 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
  - 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.1.2. Students are able to identify the parts of a plant.
- Recognize various media\* and materials\* which may be used in artwork.

#### Objectives

- After the lesson, students will be able to identify and label the parts of a plant and use 3 different materials to represent them in artwork with 100% accuracy.

#### Materials and Resources Needed:

- Big Blue Poster Board (16)
- One-inch strips of green construction paper for stem(16)
- Small squares of green construction paper for leaves (16)

- 12 inch strips of yarn, cut in thirds for roots (16)
- Half-sheet of brown construction paper for soil (16)
- 3 different choices of printed flowers (6 of each, 18 total)
- Crayons for each student
- Scissors and glue (16)
- Large white note cards for labeling (16)

**Materials were organized and ready to go – lesson was well planned and executed.**

## **A. The Lesson (15min)**

### **1. Introduction**

<p>Getting attention</p> <p><b>Lesson followed along in an organized manner. If a student did not know what the answer was, when called upon, Miss Beckett provided delving questions to help them come up with the right answer. Students were given the time to think.</b></p> <p><b>Be careful of the use of the word good – when we use it often, students stop hearing the praise. Confirm their answer with restating it in statement form – “that is right, the roots are in the ground and collect water for the plant” Not only does offer conformation, but provides the right information one more time to everyone.</b></p>	<p>We are going to review what we have learned about the different parts of plants. So everyone take a note card and fold it once the long way (hot dog style) and once the short way (hamburger style). You should now have four different sections. So go ahead and cut those apart. Now which part of the plant is in the ground and collects the water? (roots) Right! Now go ahead and right the word roots on one of your pieces. Who knows what part of the plant makes food? (leaf) Right! Now write leaf on one of your cards. Who can tell me the part of the plant that makes the seeds? (the flower) Good! Write flower on one of your cards. What part of the plant takes water from the roots to the rest of the plant. (the stem) Good! Write the word stem on the last card.</p>
<p>Relating to past experience and/or knowledge</p> <p><b>Job well done – setting the stage and bringing in past learning – students took an active part in this process.</b></p>	<p>Yesterday we learned about the parts of a plant and struggled remembering what each part does.</p>
<p>Creating a need to know</p>	<p>It is important to know about plants and how they work together and help us.</p>
<p>Sharing objective, in general terms</p>	<p>Today we are going to learn about the different parts of plants and how we can use different materials to show them.</p>

## **2. Content (core of the lesson) (15min)**

- Now lay out each of your cards and I'm going to ask you about a part of the plant and you need to hold up the right card. Don't look at your neighbors, just grab the card and hold it right in front of you.
  - o Which part of the plant is in the ground and collects water (roots)
  - o Which part of the plant makes the seeds (flower)
  - o Which part of the plant takes the water from the roots and gives it to the rest of the plant? (stem)
  - o Which part of the plant makes food for the plant? (leaves)
- Good job! Now that we know what each part of the plant does, we are going to make a poster using different kinds of materials to show the different parts of a plant. First everyone is going to receive a big blue poster paper and that is going to be the background. There are three different kinds of flowers that you can use and we are going to draw names to pick out who will pick their flower first. (Randomly draw students' names to choose their flowers) Now you can start coloring your flower any way you choose, but we are going to work on finishing the rest of our poster.
- Everyone is given a brown piece of paper and you will need to rip of a little strip going the long way, like this (demonstrate how to rip the paper) and glue it to the bottom of the blue paper. Next, go ahead and glue on the stem above the brown soil. Now, take your other green sheet and fold it in half, hamburger style. We are going to make this the leaves. Trace a leaf shape, like a football and then cut it out and you should have two. Once they are complete you can glue them on to your stem. Finish coloring your flower and cut it out and glue it to the top of your stem. Take your yarn and cut it twice so you have three pieces and glue it on the brown paper, so it looks like roots. Now glue each of your cards to the blue paper, beside that part of the flower.

**Miss Beckett explained what students were going to do and put an example of an “almost” finished product on the board. (Lots of excitement within the room). The ground, roots, stem, leaves and labels were on the example – what was missing was the flower – (An effective way to allow for individuality within their poster)**

**Students were provided the background – blue sheet, then with a piece of brown for the ground – student were asked to tear their paper to look like ground. Miss Beckett let them know that they could tear little pieces or bigger pieces – it was up to them. The ground was glued to the bottom of the poster paper.**

**Students were given their stem and told to glue it on as well – most were able to handle putting the end underneath the “ground”, without assistance. Those who needed a bit more assistance were provided this verbally.**

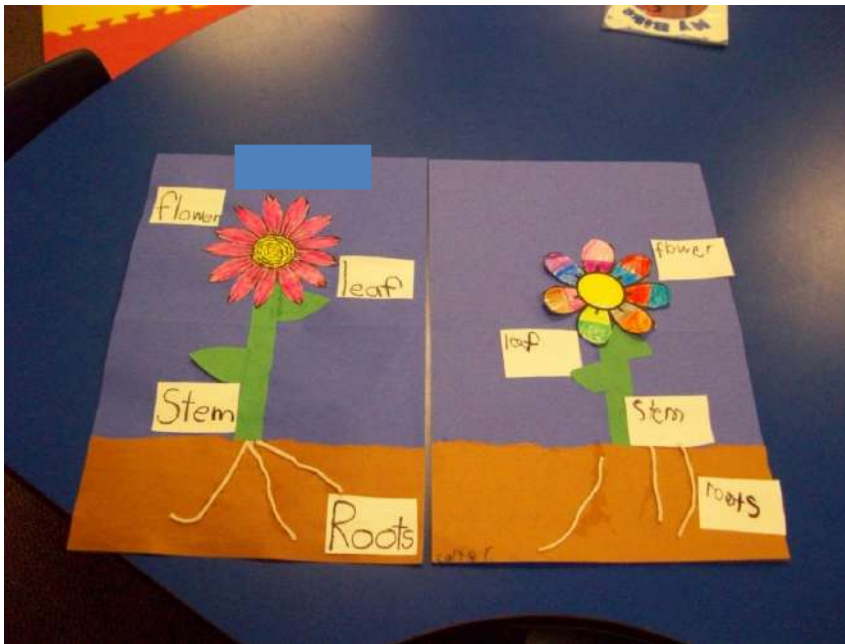
**Each student was given a piece of yarn and asked to cut the yarn into three pieces. Once their pieces were cut they glued them on as roots.**

Miss Beckett then informed students that they had three choices of flower to pick from and that they would be able to pick their flower in the order in which their name was drawn from the cup. (I wasn't so sure how this was going to go – especially if the last student wasn't able to get the flower they wanted. Again, our first graders demonstrated a good sense of fair play – not one student questioned their choice. They handled the situation as the teacher did, in a matter of fact manner.)

Flowers were colored – what a beautiful garden their finished product made! Students went right to the task of coloring their flower, cutting it out and gluing it to their poster. Miss Beckett moved around the room offering encouragement and direction as needed.

Students were then given the green sheet in which to cut their leaves. Miss Beckett called their attention to the front and demonstrated how to go about making their leaves. Again directions were very clear and precise.

Once the leaves were glued on, students were directed to glue the labels on and to put their names on their poster. As shown below, students did a great job following the set of clear and precise directions given by Miss Beckett.



### 3. Closure (15min)

- Now be sure to write your name on your poster and lay them on the floor to dry. We will hang them in the hallway for everyone to see what we've learned.
- It is important to know about each of the parts of a plant and what they are used for. Let's review one last time. (Go through each of the four parts of a plant and their uses).

**The review was successful. Students appeared to know what the four parts were and what they are used for.**

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

- The students will complete the parts of a plant poster using three different materials.

**C. Differentiated Instruction**

- Struggling students: For the students that are struggling, I will explain the directions again and show an example of what they need to do. They will be given plenty of time to complete the project.
- Advanced learners: For the students that finish early, I will ask them to review the parts of a plant and what they do. They will then be allowed to read out of their book bags.

**D. Resources:**

- Houghton Mifflin Science Book
- South Dakota Department of Education
- Mrs. Parce, first grade teacher

**A well thought out lesson. Materials were organized and ready to go. The lesson tied in extremely well to the science lesson/unit being taught as well.**

**Something to think about: as you plan an activity that involves a number of different materials spend a little time thinking about how you want to get those materials into the hands of the students – one bit at a time, as in this activity, a few at a time or all at once. Which method of getting materials out is most efficient? Today's lesson may allowed for less directions if the pieces would have been handed out in bits and pieces – the background, ground and stem at one time – etc. Less movement might allow those who are easily distracted from being so.**

**As stated previously, Miss Beckett does an excellent job of knowing who is on task, which needs a little “nudge” to keep them on task and who she needs to be in close proximity of. Great classroom management skills!**

**Observation made by: LeeAnn Nussbaum**