

Name: Lolly Jennings

Lesson Plan: Parts of the Plant

Lesson Segment Focus: Parts of the Plant

Lesson 1 of 1

Course & topic addressed: Science (Plant Parts)

Date: 2/4/19

Grade: First

Student Outcomes

Specific learning objectives for this lesson.	The students should be able to look at a simple plant and label/name the basic four parts (stem, leaf, root and flower)
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students may have seen flowers and know which part the “flower” or “petal” is
Knowledge of student’s background (personal, cultural, or community assets)	Plants have different parts that make a whole.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	LS1.A: Structure and Function All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

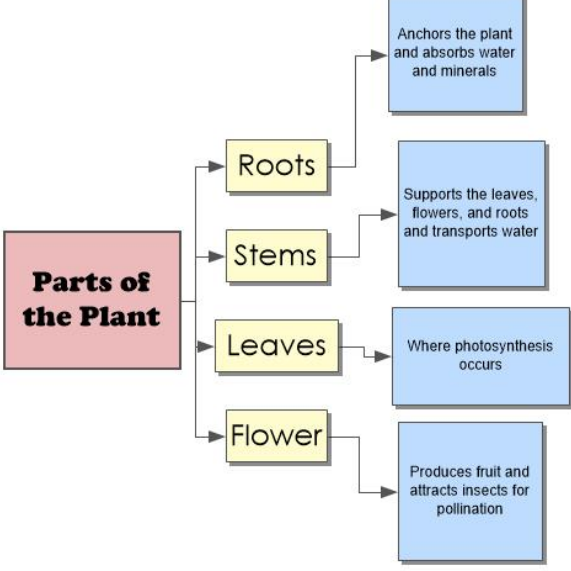
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<u>Root</u> <u>Stem</u> <u>Leaves</u> <u>Flower</u>
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Materials

Materials needed by teacher for this lesson.	3 basic plants (or more depending on class size), plant labeling worksheet, whiteboard with plant sketch
Materials needed by students for this lesson.	Plants (they get to pass around and share), worksheet, colored pencils

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	Introduce a basic plant and its four basic parts. Have the students pass around the three plants and ask if they know any parts prior to lesson.
	<u>Instruction:</u> Teaching the four basic parts of a plant	After the introduction, the students will look at the board as I go over the root, stem, leaf, and flower of a plant. I will have one real plant while the students have the other three and are passing them around. Having a real plant will give the students a better view of what the parts actually look like. Along with the name for each part, the functions will also be taught. As a review, the students will fill in the blanks on a plant worksheet and match the name and function to the picture.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		 <pre> graph LR A[Parts of the Plant] --> B[Roots] A --> C[Stems] A --> D[Leaves] A --> E[Flower] B --> B1[Anchors the plant and absorbs water and minerals] C --> C1[Supports the leaves, flowers, and roots and transports water] D --> D1[Where photosynthesis occurs] E --> E1[Produces fruit and attracts insects for pollination] </pre>
	<u>Closure:</u>	Ask the students follow up questions to check for understanding and have them complete the worksheet in class.

Accommodations/Modifications

How might I modify instruction for:	.
Remediation?	
Intervention?	
IEP/504?	
LEP/ESL?	

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson contains a variety of learning styles such as visual, hands on, and audible.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

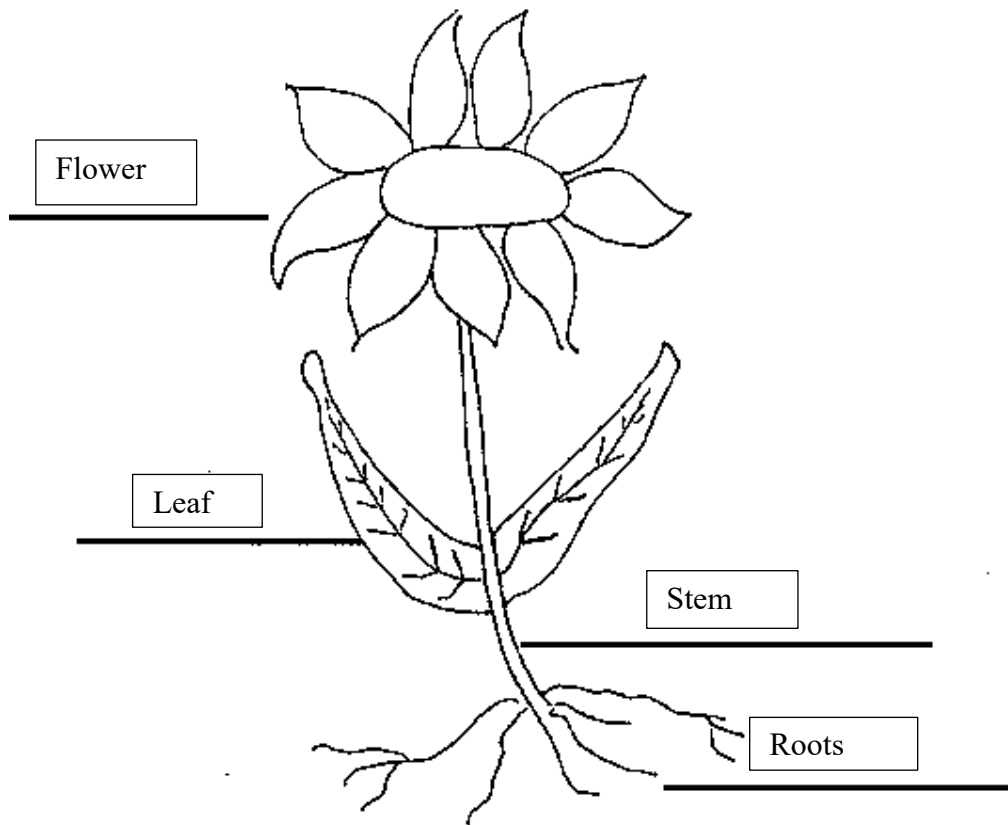
What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Plant Parts

Can you fill in the blanks with the correct words?

stem flower leaf roots



Name: _____

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>