

FRANKLIN COLLEGE

Education Department

LESSON PLAN

Student Name: Nicole Hensley

Lesson Plan No. 2

Cooperating Teacher Name: Teresa Nunley

Subject Area: Reading/Science

Grade Level: 1

Signature for Approval (Cooperating Teacher)

Date Prepared: March 18, 2007

Date Taught: March 21, 2007

Related Standard (Source): Indiana State Standards, Grade 1 Standard 7 (Number): 1.7.1
Reading: Listening and Speaking: Skills, Strategies, and Applications: Listen attentively.

Related Standard (Source): Indiana State Standards, Grade 1 Standard 4 (Number): 1.4.4
Science: The Living Environment: Explain that most living things need water, food, and air

TOPIC (*key point; concept; skill*):

Parts of a flower

OBJECTIVE (*TSWBAT + performance, conditions, criteria*): In order to understand the parts of a flower, the student will be able to create a flower out of materials provided and will be able to label the roots, stem, and petals with 85% accuracy after reading Arnold Label's *The Garden* together as a class.

MATERIALS: *Teacher:* audio recording of *The Garden*, tape player, construction paper for each student, yarn for each student, green strip of paper for each student, cupcake holder for each student, chalkboard, chalk
Student: reading textbook (Open Court Reading Level 1 Book 2), glue stick/bottle, pencil

I. PROCEDURES (*teacher and student tasks*)

A. Beginning of lesson

1. Classroom management two-part step (*to have students ready to learn, in listening position, where they need to be*): 1) I will tell students to quietly sit at their desks and get out their reading books. 2) If students are loud or are not ready to begin, I will say their names out loud. I will warn the students that if the problem continues they will have to owe money. After everyone is quiet, I will thank the students for being quiet and ready to learn.
2. Statements to initiate or set the stage for the lesson; motivation; overview; or establish an atmosphere: I will tell the students that today we will be reading about frog and toad and the garden that each of them grew. I will ask the students if any of them have ever planted a garden, flowers, or some other type of plant. Did your plant grow right away or did it take awhile to sprout? Let's find out about frog and toad's garden.

B. Instruction Steps:

*= Modifications (*strategies to meet individual, special needs at a particular step*)

1. I will ask the students to open their books to page 56. I will explain that they will listen to the story on the tape player. They should follow along using their finger to point to the words. When they hear the ding it is time to turn the page.
2. While the students are following along with the audio recording, I will walk around the classroom, making sure all students are on the right page and following along.
3. After the story is finished, I will tell the students to put their books into their desks and I will call students a table at a time to come sit on the floor in front of the chalk board.

4. I will tell the students that toad was anxious for his garden to grow, but plants need time to grow. I will ask the students what else do plants need in order to grow? (sunlight, water, air)
5. Very good class. Today we're going to talk about some different parts of a flower. I will draw a picture of a flower on the chalk board. Does anyone know what part of the flower is underground? These are the roots. All plants have roots. Roots help keep the plant from falling over. They also soak up water and nutrients from the soil to help the plant grow. I will label "roots" on the drawing.
6. Does anyone know what this green part is on a flower? I will point to it on the picture. This is the stem. The stem helps transport water and nutrients through the flower. I will label "stem" on the drawing.
7. What are these parts on the side of the flower? These are the leaves. The leaves help soak in water and sun for the plant. I will label "leaves" on the drawing.
8. What are the colorful parts of the flower called? These are the flowers petals. Petals may be all different colors and shapes. The bright colors attract bees and insects. These insects take pollen from the flowers and help new flowers grow. I will label "petals" on the drawing.

C. Closure statement (*brief lesson review, summary; doesn't have to be the last step if something is going to be made or an activity will follow*):

CLOSURE STATEMENT: All of these parts of the flower are important for the flower to grow. Today we are going to make our own little flowers and we will show these three parts on our flowers.

9. I will show students the cut up yarn and tell them that these will represent the roots. Since flowers have more than one root, your flower should have more than one yarn string at the bottom. Next I will show them the green strips of paper and tell them that these will represent their green stems. Finally, I will show them the cupcake holders and tell the students that these will represent the petals on your flower. I will show them the example that I have made. Notice how I glued all of these objects to my piece of paper and then I labeled the three parts of the flower.

10. I will call students' table colors one at a time and students will return to their seats. I will tell students to get out their glue sticks while I pass out one piece of construction paper, one cupcake holder, 1 green strip of paper, and 3 pieces of yarn to each student. I will remind students to write their name on their papers immediately.

11. Students will only be given 10-15 minutes to complete their flowers, and then I will collect them. I will walk around the classroom, helping students as needed. If students finish early they may add additional details to their pictures.

II. ASSESSMENT (*how is objective met by students: observation, written work, presentations, quiz, etc.*): Students will turn in their labeled flowers and they will be graded on accurately labeling the parts and spelling. One point each will be awarded for correctly labeling the roots, stem, leaves, and petals (for a total of four points). One point will also be awarded for spelling each one correctly (for a grand total of eight points possible).

III. EXTENSION AND REMEDIATION (*what will be done beyond lesson; strategies for those who need further instruction, assistance*):

Extension: INDIVIDUAL: If an individual student finishes early, he or she may read Arnold Label's *The Garden* by themselves. GROUP: If the class finishes early, I will put the students into partners so that they may read *The Garden* in their reading books.

Remediation: INDIVIDUAL: I will walk around the room, and if an individual student needs help, I will assist them by re-explaining terms and locations. GROUP: If the class does not understand the assignment, I will re-explain the directions. If they still do not understand, I will show them my example one more time and point out the three parts that must be labeled.

IV. HOMEWORK ASSIGNMENT(S): There is no assigned homework for this lesson. If I was going to assign homework, however, I would have the students find at least 3 pictures of flowers and plants in magazines. They would then label the parts of the flower in these pictures.

Student Name _____
Lesson # _____
Date Taught _____