

SIOP Lesson Plan

Date: Apr 2011

Grade/Class/Subject: 1st Grade & 4th Grade Science

Unit/Theme: Life Processes / Plants

Standards: 1.4 & 4.4

Content Objective(s):

Students will discover the parts and functions of a plant.

Language Objective(s):

Students will be able to use newly acquired vocabulary to correctly identify and match the parts and functions of a plant.

Key Vocabulary	Supplementary Materials
1st Grade: leaves, stem, roots, flowers, seed, fruit	-Promethean Flipchart -Sentence strips with vocabulary words -Reproducible with blank plant template -Living plants -Photographs of plants -Seeds, fruit, flowers -Matching Puzzle Pieces
4th Grade: leaves, stem, root, flowers, stamen, pistil, sepal, embryo, spore, seed, ovary, ovule	

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Lesson Sequence

Building Background:

Students will create a class wide or small group word splash using unit vocabulary words.

First Grade:

As a whole group, students will create a word splash with the word plants. Students will activate prior knowledge by brainstorming words that associate with the word plants.

Fourth Grade:

In groups, students will create a word splash using words like root, stem, leaves, flower. Students will activate prior knowledge by brainstorming words that associate with unit vocabulary. Students will carousel around the classroom to provide background knowledge for each vocabulary word.

Comprehensible Input:

Introduction of the objective: Today you will learn the parts and functions of a plant. Today you will be able to correctly identify and match the parts and functions of a plant.

Using a promethean flipchart, students will see visuals of the parts of a plant (also including vocabulary words and their function). Students will work collaboratively to identify plant parts on a live plant in their small groups.

Strategies:

Students will be able to answer higher order thinking questions with the intention to explain the importance of each component of a plant. i.e.

First Grade:

What would happen if there was no seed?

What might happen to the plant if there were no leaves?

Fourth Grade:

What might happen to the plant if there was no pistil in a flower?

What may happen to the plant if a plant did not have roots?

Practice / Application:

First Grade:

Students will participate in a vocabulary go-fish activity. First, students will go fish for vocabulary words and locate the plant part on a large plant diagram. Next, students will go fish for the functions of each plant part and locate them on a large plant diagram.

Fourth Grade:

Students will create a vocabulary accordion flip-book. This will include both pictures and simple text to show the functions of each plant / flower part. As students complete each vocabulary word in their individual flip-book, a student will be called to drag a vocabulary word to match the definition.

Review / Assessment:

Students will self-check their understanding of vocabulary through the use of puzzle pieces. These pieces will include vocabulary, with accompanying pictures, and matching definitions and or functions of plant parts. Once self checked, students will label a diagram of a plant using the newly acquired vocabulary.

Reflections:

Emily Kehoe & Andrew Lynch: Creighton's Corner Elementary School