

## Lesson Plan Template

<b>Grade: First</b>		<b>Subject: Life Cycle of a Plant-Science</b>	
<b>Materials: Plant video and plant worksheet. It Starts From A Seed book</b>		<b>Technology Needed: Computer to show a video</b>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 <u>Direct instruction</u></li> <li>🍏 <u>Guided practice</u></li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 <u>Technology integration</u></li> <li>🍏 Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 <u>Large group activity</u></li> <li>🍏 <u>Independent activity</u></li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul>	
<b>Standard(s)</b> LIFE CYCLES 1.4.2. Identify characteristics of living things (e.g., grow, sometimes reproduce, change, and die over time)		<b>Differentiation</b> <p><b>Below Proficiency:</b> The students who are below proficiency are expected to draw <b>simple</b> images for the four (water, air, soil, and sun) expected drawings.</p> <p><b>Above Proficiency:</b> The students who are above proficiency are expected to draw a clear representation of the four (water, air, soil, and sun) images and the teacher can clearly distinguish all of them.</p> <p><b>Approaching/Emerging Proficiency:</b> The student will illustrate what a seed needs in order to become a plant</p> <p><b>Modalities/Learning Preferences:</b> Visual</p>	
<b>Objective(s)</b> The students will be able to show what the life cycle of a plant looks like by drawing representatives of the four basic needs of a plant. (Water, air, sun, and soil)			
<b>Bloom's Taxonomy Cognitive Level: 2</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> As a class we will be watching the introduction video together and the students will be sat at their desks. As a class, we will be going over the needs of a plant together. Then the students will be working individually on the worksheets.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students are expected to be paying attention while the introduction video is being played. During the time for the students to draw, they need to use their utensils respectfully and share with others. They are to draw pictures that appropriately represent what is to be drawn which is; sun, soil, air, and water.	
<b>Minutes</b>	<b>Procedures</b>		
2min	<b>Set-up/Prep:</b> <b>Video to be shown-</b> <a href="https://www.youtube.com/watch?v=jm12JKhNnWY&amp;list=PLudXYjXPY1I4Z9RMOHCVOqYFftRbmVyk1">https://www.youtube.com/watch?v=jm12JKhNnWY&amp;list=PLudXYjXPY1I4Z9RMOHCVOqYFftRbmVyk1</a> Have the worksheets ready to hand out to the students.		
10-12min	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Engage the students by reading the book It Starts With a Seed. This book introduces what a seed can grow into and the uses it has for nature around it. As the book is being read, stop and ask questions to the students about what they see in the illustrations. The illustrations show a lot more than what the words say so the students can get a good visual rather than a long text being read to them. Next, you have a bag of seeds. There are acorns, maple tree seeds, and fern tree seeds. Show these seeds to the students so they get a visual of what seeds look like and feel like. After this introduction, move on to the video that is being shown:		

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	<p><a href="https://www.youtube.com/watch?v=jm12JKhNnWY&amp;list=PLudXYjXPY1I4Z9RMOHCVOqYFftRbmVyK1">https://www.youtube.com/watch?v=jm12JKhNnWY&amp;list=PLudXYjXPY1I4Z9RMOHCVOqYFftRbmVyK1</a></p> <p>This video uses a fun loving character named Sid the Seed. This video will explain to the students what a seed needs to grow and bring it to life. The major points are that a seed needs sun, water, air and soil to grow.</p>
7min	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b>          After the video is shown to the students and the book has been read, show the students the “What Do Plants Need?” sheet that has a variety of pictures on it. Look at the 8 images shown. Only four represent what a plants needs. Go over all of the images with the students until you have the four correct images identified that a plant needs to grow.</p>
15min	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          The students will now be given the hand-out and it is their time to explore by showing their artistic side. Now that they have learned the four major parts of the life cycle of a plant, they can draw visuals of each, and this will help them have a representation of the life cycle.</p> <p>If students finish this worksheet fast, have them either read to self or practice cursive writing.</p>
8min	<p><b>Review (wrap up and transition to next activity):</b>          After the students are done with this project, it will be time for the end of the day. Make sure their names are on this worksheet and hand them to the teacher. The students should now be prepared to get ready for the end of the day.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b>          After watching the video, the students will go over a worksheet with the teacher that indicates whether or not they understand what the four needs are for a seed to grow. They will cross off as a class of what a plant does not need and circle what a plant needs.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          The students will illustrate their understanding of the four needs of a plant (water, sun, soil, and air)</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Overall, I loved how this lesson went and was happy that I was able to teach this. My teacher gave me the idea of teaching the life cycle of plants and animal. I decided to do the life cycle of plants because I remembered learning about it when I was in elementary school and loved it! So, my first thought was to find a book that talked about plants or seeds. I found a fantastic book called <i>It Starts with a Seed</i>. It was a simple book when it came to the text, but the illustrations taught the kids a lot. The book explained the journey of a seed growing into a tree. The kids loved it! I then decided to bring actual seeds from my house since I was home over Thanksgiving break. I brought acorns and really tiny seeds as well as the helicopter spinners from maple trees. The students loved that I brought personal belongings with me from my home. I went over what kind of seeds they are and then asked the students to tell me what they observed after looking at the seeds. I thought it was important for me to show the students what seeds can look like, and that they are all different shapes and sizes, but can grow into such large structures like trees. After the introduction, I found a great video that was a cartoon of a seed. His name was Sid the Seed. It told us the story of how Sid the Seed grew into a tree, but most importantly that he needed water, sun, air, and soil. I wanted to get into the students head these four things were necessary for seeds to use in order to grow. This video was very beneficial and explained things in a way that was easy for students to understand. I thought that this video was</p>	

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perfect to show in the lesson. After the video was shown, as a class we went over a worksheet together as a class that had 8 images on it. 4 of the images represented what a seed needs and as a class we had cross off the other four images that were not what a seed needs. This portion of the lesson was beneficial and it helped me to understand if the students knew what I was talking about and what the video talked about as well. I used the thumbs up and down method each time I asked whether or not an image was what Sid the Seed needed to grow. After this, we moved on to the worksheet they did independently. The students had to draw the sun, soil, air and water. The reason I did this was to get a visual in the students head to help them remember the four major aspects of a seed/plant. I know a lot of people are visual learners so I wanted to have the students something do that would stick a visual in their head. After this lesson, I was thinking of what made this lesson go so well. The reason this lesson went well was because the students were engaged the whole entire time. I read them a book, then I showed them actual seeds, moved them on to a video, reviewed what we have learned so far, and then they moved them on to the worksheet. This lesson had constant flow to it and there was never a time where the students were doing nothing.

Once I handed the students the worksheet, they did a very good job, but since it was the end of the day they started to get a little crazy. Next time, I would use more methods of telling them that I am looking for the hardest working group so that they would stay focused for a longer period of time. Some of the students I noticed were trying to draw the pictures as fast as they could, so in order to keep that under control I would use methods that made the students want to work really hard.

I would love to do this lesson again. As far as grade level, this lesson was very appropriate for first grade. I would have to do a lot of changes in order to make it appropriate for students in older grades.