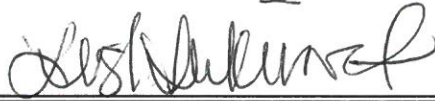


LESSON PLAN OUTLINE
JMU Elementary Education Program

The following information should be included in the header of the lesson plan:

- Abbie Jordan
- Ms. Fox/ Mrs. Kiracofe, Clymore Elementary School
- April 4, 2014 1:30-2
- April 2, 2014



A. TITLE: What in Carnation!?

B. CONTEXT OF LESSON AND UNWRAPPING OF THE STANDARD

The students are ready to complete this review lesson as they have already studied all the topics that go along with plants. They have studied the parts of a plant, parts of a flower, the process of photosynthesis, and the adaptations of common plants. review scoot lesson will help the students to prepare for their post-test which will be the following class period. This lesson will get the students moving around instead of just sitting in one place. This lesson fits with what I know about child development because the students are in the concrete operational stage of cognitive development. They can access their prior knowledge that they have recently acquired about plants to complete the scoot activity. Pre-assessment for this lesson is the activities that have been completed in class as we learned the topic. These include the activity completed on photosynthesis, labeling parts of a flower, and the worksheet completed on fertilization and pollination.

C. UNWRAPPING THE VIRGINIA STANDARDS OF LEARNING and the NEXT GENERATION SCIENCE STANDARDS (NATIONAL STANDARDS)

D. LEARNING OBJECTIVES

<u>Understand</u> – what are the broad generalizations the students should begin to develop?	<u>Know</u> – what are the facts, rules, specific data the students will gain through this lesson? (These “knows” must be assessed in your lesson.)	<u>Do</u> – what are the specific thinking behaviors students will be able to do through this lesson? (These will also be assessed in your lesson.)
The student will understand that plants are living things and that there are many processes that plants partake in to survive including photosynthesis, germination, fertilization, and pollination.	The students will know the parts of a plant and flower, the process of photosynthesis, and the adaptations of common plants.	The students will be able to apply the knowledge gained about plants to answer the questions.
The students will understand that there are many different parts of both the plant and the flower; these parts include roots, stems, leaves, stamen, stigma, pistil, sepal, embryo, spore, and seed.		The students will be able to recall prior knowledge of terms such as fertilization, germination, and photosynthesis to answer some questions.

E. ASSESSING LEARNING

Objective	Assessment	Data Collected
The student will understand that plants are living things and that there are many processes that plants partake in to survive including photosynthesis, germination, fertilization, and pollination.	The students will be able to answer the question that relate to the various processes that plants partake in to survive.	This will be assessed by their answers to the questions that are related to these various process.
The students will understand that there are many different parts of both the plant and the flower; these parts include roots, stems, leaves, stamen, stigma, pistil, sepal, embryo, spore, and seed.	The students will be able to answer the question that relate to the different parts of a plant and flower and the roles these parts play.	This will be assessed by their answers to the questions that are related to the different parts.
The students will know the parts of a plant and flower, the process of photosynthesis, and the adaptations of common plants.	This will be assessed by the students' ability to answer the questions correctly. Depending on what questions they answered incorrectly, they will then know what they need to review more for the test.	Seeing what questions the students answered correctly or incorrectly.
The students will be able to apply the knowledge gained about plants to answer the questions.	This will be assessed by the students' ability to answer the questions correctly on the worksheet.	Collecting the students' worksheets at the end of the lesson.
The students will be able to recall prior knowledge of terms such as fertilization, germination, and photosynthesis to answer some questions.	This will be assessed by their answers to the questions that are not multiple choice.	Student responses to the questions that require more thinking; the ones that are not multiple choice.

F. MATERIALS NEEDED

Scout Activity Cards – Ms. Jordan
Scout Blank Answer Sheets – Ms. Jordan

G. MISCONCEPTIONS or ALTERNATIVE CONCEPTIONS

Some students believe that plants are nonliving creatures. As they study the different aspects of a plant, they will learn that they are actually living and that they contribute to our life. To help students understand that plants are living, I will ask them where they think the oxygen that we breathe comes from. As they learn about the process of photosynthesis, they will understand that plants provide the oxygen that helps us to survive. Be sure to clarify that plants are living but they are very different than people as well.

Some students may also believe that sunlight isn't very essential in plant life. Sunlight keeps plants alive and a good question to pose would be how does sunlight help us in our daily lives? Then you can relate how the sun helps us to how the sun helps plants in the process of photosynthesis. Through covering the process of photosynthesis, students will understand how important sunlight is to help plants make their food and survive, and how plants are essential to human and animal survival.

H. PROCEDURE

Preparation of the Learning Environment

Before the lesson begins, have all the materials ready so that the lesson will flow easily. As the students come in, have them sit at their assigned desk.

Introduction

For the introduction, remind the students that they have a test on plants coming up in the next week. "Today we will be completing a scoot activity to review for your test on plants next week. There are 20 scoot questions and you will have one minute to answer each question. Some of the questions are multiple choice while others will require you to recall some of the terms we have learned about plants in the past few weeks. As I pass out the cards, can anyone think of some of the terms that we have learned that relate to plants?" The students should be able to list some of the terms including fertilization, photosynthesis, germination, and chlorophyll. If there is more time, ask them, "What are the different parts of a flower?" They should be able to list the stamen, sepal, petal, pistil, and ovary.

After all the cards are passed out, explain the route that the students will take to move around the room. State that "If you finish one scoot question before the time is up, wait patiently at the desk that you are at until the time is up. Some of the questions will take more time than others. Now that all the cards are out, stand up and push in your chair." As they stand up, pass out the worksheets. .

Implementation

Pass out the scoot worksheet. Remind the students, " You will have one minute to complete each question since each question is multiple choice or a one-word answer. Attempt every question, even the ones you have difficulty with. I will say scoot when the time is up and then you will move to the next desk." Once all the students have a worksheet, tell the students they can flip over their scoot card and get started. After one minute goes by, look around and make sure all the students have finished the question and say scoot. The students have completed scoots before so they will know what to do and will move on without questions. Continue to tell the students to scoot every minute until they have completed every scoot card and are back at their original seat.

Depending on the time left, you can go over the questions. "If the answer is wrong, put a circle around the number. If the answer is correct, do not do anything to it. So what are you going to do if the question is right?" Students will say "nothing!" Ask the students who has card number one and have them read it and then answer the question. If they get it wrong, then ask the students if anyone got a different answer. After you answer question one, ask who has question two and repeat the process until all the questions have been answered.

Closure

After the students have completed all the scoot cards or you have completed reviewing all the questions, "Pass the cards and your worksheets to the end of the row and I will come collect them. Students numbered 1-5 can line up. Students number 6-10 can line up. Students number 10-15 line up and students number 16-20 line up. Remember you have a test on plants next Monday, have a good weekend!"

I. DIFFERENTIATION

	Content	Process	Product
Interest	The student with autism is very interested in plants. He knows the content well and should be able to answer all the questions. He will more than likely answer the questions in less than a minute and start to bother the students next to him. If this is the case, remind him that he needs to keep his hands to himself and wait patiently until I say scoot.	The student with autism enjoys participating in scoots. He starts to get distracted if he finishes a question earlier than other students. He will start to dance around or move towards the next question. If he does this, go over to him and tell him that he needs to wait until I say scoot because the student in front him may take longer than he does.	For students who are not interested in the topic, remind them that this is a good review for the test they will be taking next week. If they want to do well on this test then they should focus on attempting each question to the best of their abilities.
Readiness	The student with ADHD should be ready for this lesson as we have covered all the information that related to plants. If she struggles with answering some of the more difficult questions, give them more time to allow her to think a bit more about the answer.	The student with ADHD will be okay with moving around the room easily but she may start to dance around or get distracted if she finishes any of the questions early. Keep an eye on her and if she starts to loose focus, catch her eye and tell her to think about what she is doing and if it is what she should be doing.	The student with ADHD will have a hard time focusing on each question and so she may not have all the answers written down, but she should be able to answer all the questions. If you see her drawing pictures then go to her desk and remind her that she needs to be focusing and completing the scoot questions to the best of her ability.

- J. WHAT COULD GO WRONG WITH THIS LESSON AND WHAT WILL YOU DO ABOUT IT?
 One student could finish their answer before any of the other students do. If this is the case, they may try and look onto the next desk and complete the next question. Tell them that they are to complete one question at a time so that they don't get ahead.

There is only 20 scoot questions. I am teaching this to two classes, one class, which I know has 19 kids, the other class I have no idea how many students are in it. If there are more than 20 kids, I will have a "break" desk where they just take that minute to take a break.

Some of the students may not be able to come up with the answer in the amount of time given. Ideally I would like to give the students more time but the time limit for the lesson is very limited. Since I know which students will have more trouble with the lesson, at least in my own class, I will keep an eye on them and try and give them more time on the questions that seem a little more difficult. There are 3 students that I know I should keep an eye on during the timing.