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| **Name: Molly Rice****Lesson Title: How Are Plants Classified?****Grade level(s)/Course: 4th Grade****Date taught: Thursday September 12th** |

 **GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)****Title:** Science (The Diamond Edition)**Publisher:** Pearson Education**Date of Publication:** 2008 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**N/A |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.** Four Days/Week 30-45 minutes depending on the day |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**There are different reading levels, which could affect reading the textbook.  |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**SmartBoard is available.  |

 **INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_19\_\_\_\_\_ Males\_\_\_7\_\_\_\_\_\_\_ Females\_\_\_\_12\_\_\_\_\_\_** |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  | **NOTE: N/A yet waiting for final IEPs.** |
| **English Language Learners** | **1** | **Read aloud to them and/or assist them with spelling.** |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** |  |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand (based on the Next Generation Science Standards NGSS)**NGSS.4.LS1.A Structure and Function: [Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)](http://www.nap.edu/openbook.php?record_id=13165&page=143)NGSS.4.LS.1/NGSS.4.LS1.2 [Systems and System Models](http://www.nap.edu/openbook.php?record_id=13165&page=91): [A system can be described in terms of its components and their interactions.](http://www.nap.edu/openbook.php?record_id=13165&page=91)  |
| **Enduring Understanding and/or Essential Question**How are all the different living things grouped? |
| **GLE(s) or EOC and Symbolic Notation**NGSS.4.LS.1/NGSS.4.LS1.2 NGSS.4.LS1.A  | **DOK**2, because the students are classifying plants.  |
| **Outcome(s)**Students will be able to:1) Understand plants are classified based on how plants transport water and nutrients and how plants make new plants (reproduce).2) Create a model to differentiate between flowering plants, conifers, and ferns and mosses. |
| **Academic Language related to the lesson*** Vascular plants
* Nonvascular plants
* Roots
* Stems
* Leaves
* Reproduce
* Flowers
* Cones
* Spores
* Conifers
* Ferns and mosses
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| **Prior Learning/Prior Thinking**The students know that all living things, including plants, are classified based on the different characteristics.  |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**Pass out a piece of plain white paper. Have the students make a drawing a familiar plant. Ask the students to describe it to the other students in their group. Explain to the students that today we are going to learn how different plants are classified based on their characteristics.   |
| **Focus/Purpose Statement**The students will be able know that plants are classified based on how they transport water and nutrients and how they reproduce. |
| **Procedures** 1. Pass out a piece of plain white paper. Have the students make a drawing a familiar plant. Ask the students to describe it to the other students in their group. Explain to the students that today we are going to learn how different plants are classified based on their characteristics. 2. Bring up the Plant Powerpoint. Tell the class that today instead of reading out of the book we are going to explore plants together.3. Before the students can understand how plants are classified they need to know the parts of a plant. Have students come up to label the plant on the smartboard.4. Go through the three informational slides about how plants are classified.5. Tell the students to get out their textbooks to use for a project they will now be doing. 6. Have a student pass out a piece of computer paper to each student.7. Together (demonstrating each step) set up the tri-fold of the different kinds of plants. -Fold the paper hotdog style -Then fold it into thirds -Have the students cut along each of the short fold to form flaps -Have the students write “Flowering Plants”, “Conifers”, and “Ferns and Mosses” on each flap.8. Explain that inside each flap they need to draw a picture of each (add color to each picture as well). Use page 17 to help. When they are done, finish any unfinished science work or read. |
| **Differentiation**If students are struggling with drawing allow them to write a sentence describing that kind of plant.  |
| **Closure**Invite students to share their tri-fold with the class. Then collect the tri-folds. Bring up the final slide to review flowering plants, conifers, and ferns and mosses. Invite students to match the word with the picture |
| **Materials and Resources** * Science textbook
* Computer Paper (2/student)
* Colored Pencils
* SmartBoard
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| **Classroom Management/Democratic Practices*** When doing any whole group discussions or activities all students must raise their hands to speak.
* Make sure the students have something to do when they are done with the tri-fold.
* Only have student come up to the smartboard at a time.
* When working independently it’s to be quiet so everyone can focus.
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**ASSESSMENT**

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| **Before the lesson**Check the student’s prior knowledge by observing how the students describe the plant they drew. |
| **During the lesson**Assess the student by collecting their tri-fold for a formal assessment.  |
| **At the end of the lesson**Check for student learning by observing the students as they do the review activity on the smartboard.  |