Plants

Pamela Tompkins
Spring 2012
TSL 518
1. Title: Plants

2. Grade: 1st

3. Target group: Mainstream class with integrated ELL students

4. Source of written reading materials:
   Plants. Orlando, FL: Harcourt School Publishers
   Plant Parts and Their Uses. SchoolMedia, 1998
   www.superteacherworksheets.com


6. Learning Goals:
   I want my students to know how to listen and comprehend text.
   I want my students to know how to follow directions.
   I want my students to know how to identify facts.
   I want my students to know how to organize non-fiction facts.
   I want my students to know about plants.
   I want my students to know how to work together.
Lesson 1
Performance Indicators Lesson 1  
Unit: Plants  
Teacher: Ms. Tompkins

| Content Objectives: Students will be able to brainstorm what they know about plants, identify what they would like to learn about plants, and list what they have learned about plants. |
| Language Objectives: Students will be able to orally state what they already know, what they want to learn, and what they learned during a whole group discussion by using a KWL chart. |

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<td>Speaking (KWL Chart)</td>
<td>Students will identify what they know by pointing to features of a plant using pictures.</td>
<td>Students will identify features of plants by giving one-two word answers using a picture.</td>
<td>Students will identify features by using language prompts provided by the teacher.</td>
<td>Students will identify features by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will identify features by orally contributing to a whole class discussion using complete, clear, and accurate sentences.</td>
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<tr>
<td>Listening</td>
<td>Students will use a listening guide to identify and circle pictures while watching the video.</td>
<td>Students will use a listening guide to identify and circle pictures while watching the video.</td>
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<td>Students will use a listening guide to identify and circle pictures while watching the video.</td>
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### Functional/Notional Chart: Lesson 1

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<tr>
<td>Identify</td>
<td>KWL Chart</td>
<td>&quot;I know that____________________.&quot;</td>
<td>Air, (Oxygen)</td>
<td>Nouns, adjectives, verbs</td>
</tr>
<tr>
<td></td>
<td>* Know</td>
<td>&quot;I want to know__________________.&quot;</td>
<td>Water, Soil, Light, Roots, Stems, Leaves, Flowers, Seed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Want to Learn</td>
<td>&quot;I learned that__________________.&quot;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Learned</td>
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Lesson 1

1. **Name of Activity:** All about Plants

2. **CT Standards Addressed:**
   - **Science**
     - **Content Standard** 1. Living things have different structures and behaviors that allow them to meet their basic needs.
       - * Plants need air, water, soil and sunlight to survive.
   - **Language Arts**
     - **Content Standard** 1. Reading Comprehension
       - 1.1 Make predictions about text by looking at the title and cover.
       - 1.2 Make connections to texts based on prior knowledge of the topic.
       - 1.3 Read non-fiction text to gain specific information e.g. facts
     - **Content Standard** 2. Oral Language
       - 2.1 Listen for specific information in order to respond to questions.

3. **Objectives**
   - **Content Objectives**
     - Students will be able to:
       - * Brainstorm what they know about plants.
       - * Identify what they would like to learn about plants.
       - * List what they have learned about plants.
   - **Language Objectives**
     - Students will be able to:
       - * Orally state what they already know.
       - * Orally state what they want to learn.
       - * Orally state what they learned during a whole group discussion by using a KWL Chart.

4. **Materials Needed**
   - KWL chart
   - Markers
   - Notebook
   - Pencil
   - Vocabulary cards with pictures.
   - Video “How Plants Grow”
   - Student Listening Guide for Video
   - Assortment of fruits, vegetables, and a house plant
5. Description of Activity

1. Write content objectives and language objectives on blackboard. Read the objectives with the students.
2. Display an assortment of fruits and vegetables. Ask them to name as many as they can. Tell them that these foods come from plants. Show them the live plant.
3. Begin a discussion about plants. Ask them where did the plant come from? What does it need to grow? Where do plants grow? Allow the students to share what they already know about plants and how they grow. Encourage them to talk about the parts of a plant that we eat.
4. Begin a KWL chart on plants.
5. Students will brainstorm what they know about plants. Write everything they say under “Know” even if it is incorrect. (Chart will be revisited and updated with correct information.)
6. Talk about how plants provide us with food, (fruits, vegetables, and nuts).
7. Show students pictures of various plants: fruits, vegetables, trees, flowers. Post on wall.
9. Write vocabulary on cards with a picture to go with each vocabulary word and post on walls.
10. Discuss with students what they want to learn about plants. Ask: How many parts do plants have? What do roots do for plants? How do leaves help a plant grow? What is a seed? What do plants need to live?
11. List the responses on KWL chart.
12. Introduce the video “How a Plant Grows”.
13. Have students predict what the video will be about.
14. Students will use a listening guide to help with information from the video.
15. Introduce the Listening Guide with pictures. Explain to students that a listening guide will help them to understand the video. Model how to circle the pictures as they see or learn about them in the video.
16. Watch the video “How a Plant Grows”. Stop video at focus points to help students identify information.
17. Add new information to the KWL Chart.

6. Assessment

Assess students’ understanding on plant growth by analyzing the listening guide. Observe whether students could contribute to the KWL chart.
Fruits and Vegetables
Roots

Roots soak up water and minerals. They hold plants in place.
Stems support the plant and carries water through plants.
Leaves

Leaves make food for plants.
Flowers make seeds for the plant.
Water is a liquid that falls as rain and fills oceans, rivers and lakes.
Soil

Soil is dirt or earth that plants grow in.
Sunlight

Sunlight is the light of the sun.
Air (Oxygen)

Oxygen is a colorless gas found in the air.
Seeds form in flowers or cones.
Listening and Watching Guide for Video

How a Plant Grows

Directions: Circle each picture when you see it in the video. Which picture shows everything a plant needs to live.

a. 

b. 

c. 

d. 

e. 

f.
Lesson 1
Sentence Starters

I know that _______________________________.

I want to know _______________________________.

I learned that _______________________________.
Lesson 2
Performance Indicators Lesson 2  
Unit: Plants  
Teacher: Ms. Tompkins

**Content Objectives:** Students will be able to identify facts about plants from non-fiction books. Students will be able to identify the elements needed for plants to survive. (Air, water, soil, and sunlight) Students will be able to identify the parts of a plant.

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</thead>
<tbody>
<tr>
<td><strong>Reading Writing</strong></td>
<td>Students will identify what they know by pointing to features of a plant using a picture.</td>
<td>Students will identify features of plants by giving one- two word answers using a picture.</td>
<td>Students will identify features by using language prompts provided by the teacher.</td>
<td>Write a list of information they know about plants and trees.</td>
<td>Write a list of information they know about plants and trees and confirm or disprove information on the KWL chart.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will show facts using pictures.</td>
<td>Students will identify facts using pictures and one- two word responses.</td>
<td>Students will identify facts by using language prompts provided.</td>
<td>Students will orally recite the two facts.</td>
<td>Students will contribute two facts.</td>
</tr>
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### Functional/Notional Chart: Lesson 2

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<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Write</td>
<td>List parts of a plant. List what plants need to grow.</td>
<td>Use the following sentence frame: Plants need ________, ________, and ________ to survive. Use the following sentence frame: The four parts of a plant are ________, ________, ________, and ________.</td>
<td>Air, Water, Soil, Light, Roots, Stems, Leaves, Flowers, Seed, Facts</td>
<td>Nouns, verbs, adjectives</td>
</tr>
</tbody>
</table>
Lesson 2

1. **Name of Activity:** Plant Facts

2. **CT Standards Addressed:**
   Science
   - **Content Standard:** Living things have different structures and behaviors that allow them to meet their basic needs.
     - Plants need air, water, soil and sunlight to survive.
   
   Language Arts
   - **Content Standard 1:** Reading Comprehension
     1.1 Make predictions about text by looking at the title and cover.
     1.2 Make connections to texts based on prior knowledge of the topic.
     1.3 Read non-fiction text to gain specific information e.g. facts
     1.4 Identify the topic and two facts about non-fiction text.

3. **Objectives:**
   Content Objects
   Students will be able to:
   - Identify facts about plants from non-fiction books.
   - Identify the elements needed for plants to survive. (Air, water, soil, and sunlight)
   - Identify the parts of a plant.
   
   Language Objectives
   Students will be able to:
   - Orally state facts.
   - Write 2 facts about plants.
   - List what plants need to grow.
   - Name the parts of a plant and their functions.
   - Label a diagram using the plant parts.

4. **Materials needed**
   - *What is a Plant?* By National Geographic Society
   - Writing paper
   - Pencil
   - Books about plants
   - Chart Paper
   - KWL Chart
   - Graphic Organizer- Non-fiction News
   - Live plant
   - Plant diagram
5. **Description of Activity**
   1. Write the Content and Language Objectives on the blackboard.
   2. Read the objectives with the students.
   3. Review the vocabulary from previous day's lesson 1. (Already posted on wall).
   4. Show the students the live plant.
   5. Ask them to name any parts they recognize.
   6. Tell the students they will be learning more about plants.
   7. Have children share what they already know about plants. Ask students if they have ever worked in a garden? What did the plants need to grow?
   8. Distribute copies of the booklet, *What is a Plant* and let the students look at the photographs to get an idea of the contents. The photos may inspire the students to ask more questions.
   9. Read the book, *What is a Plant?* Question students as you read.
   10. Explain to students how important it is to work together.
   11. Divide students into pairs. Group them by reading ability. (High with low)
   12. Give each group of students a non-fiction book about plants.
   13. Each pair needs to find 2 facts to share with the class.
   14. Students may use the facts they have learned from the vocabulary.
   15. Each pair will fill out the Non-fiction graphic organizer. Model how to fill it out.
   16. Class comes together and shares facts, as teacher makes a list of facts on chart paper.
   17. Model how to write a complete sentence, as you write the facts on chart paper.
   18. After writing the facts, read the facts together from the chart.
   19. Students choose 3 facts to write down. (For use in next day's lesson)
   20. Discuss what plants need to survive. (Sunlight, air, water, soil)
   21. Draw a picture of a flower without labels. Put the names of each part of the plant on small pieces of tag board. Have the students place the labels in the correct place.
   22. Students will label and color plant diagram. Post students work around the room.
   23. Add to KWL Chart. (from Lesson 1)

6. **Assessments**

   Assess whether students were able to identify and write 2 facts either from a book or the sentence frames. Were students able to complete a plant diagram using the resources provided? Were students able to fill in the information using a sentence frame?
Lesson 2

Sentence Frames

The four parts of a plant are ____________,
____________, __________, and
______________.
Lesson 2-
Sentence Frames

Plants need __________, ____________,

__________, and ______________ to survive.
Parts of a Plant

1. flower
   The flower makes seeds for the plant.

2. stem
   The stem supports the plant. It contains thin tubes for carrying food, minerals, and water.

3. leaves
   Leaves make food for the plant. They take in carbon dioxide and release oxygen into the air.

4. roots
   The roots soak up water and minerals. They also store food for the plant.
What Part Is It?

Name the parts.

roots  leaf  stem  flower
Level 3

plant  roots  stem  leaves  flower  seeds

Label with the correct word
Parts of a Plant

1. 
2. 
3. 
4. 

Super Teacher Worksheets - www.superteacherworksheets.com
Parts of a Plant

Draw your plant.
Name the parts.

Did you show a leaf, the stem, the roots, and the flower?
What Part Is It?

Directions: Label the parts of the plant using the words provided.

Roots leaves (leaf) stem flower
Lesson 3
Performance Indicators Lesson 3  
Unit: Fall Unit  
Teacher: Ms. Tompkins

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<tbody>
<tr>
<td>Speaking</td>
<td>Explain with a partner the pictures in the flip book by pointing.</td>
<td>Explain with a partner the pictures and facts in the flip book using one or two words.</td>
<td>Present the 3 facts used in the flip book.</td>
<td>Describe the 3 facts and pictures of the flip book.</td>
<td>Describe in detail the 3 facts and pictures of the flip book.</td>
</tr>
<tr>
<td>Writing</td>
<td>Draw a plant and use words from a word bank to label.</td>
<td>Write a sentence about what they learned about plants using a sentence frame and vocabulary words.</td>
<td>Write a sentence describing what they learned about plants with the support of a sentence starter.</td>
<td>Write 1-2 sentences describing what they learned about plants with the support of a sentence starter.</td>
<td>Write a paragraph with 2-3 sentences using information they learned.</td>
</tr>
</tbody>
</table>

**Content Objectives:** Students will be able to create a flip book about plants using facts. Students will be able to write a paragraph with 2-3 sentences about plants.

**Language Objectives:** Students will be able to orally present flip book about plants. Students will write 2-3 sentences about plants.
# Functional/Notional Chart: Lesson 3

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<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Write, Identify, speak</td>
<td>Write facts,</td>
<td>I learned the parts of a plant are</td>
<td>Facts, vocabulary, flip</td>
<td>Nouns, sentence structure,</td>
</tr>
<tr>
<td></td>
<td>Draw pictures,</td>
<td>________, ________, ________, and ________.</td>
<td>books,</td>
<td>verbs</td>
</tr>
<tr>
<td></td>
<td>present books,</td>
<td>Plants need ________, ________, ________, and ________ to live and grow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>write paragraph.</td>
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</tbody>
</table>
Lesson 3

1. **Name of Activity:** Plant Facts-Flip Books

2. **CT Standards Addressed:**
   - **Science**
     - **Content Standard:** Living things have different structures and behaviors that allow them to meet their basic needs.
     - *Plants need air, water, soil and sunlight to survive.*
   - **Language Arts**
     - **Content Standard:** Conventions of Standard English
     - Demonstrate command of standard English grammar and usage when writing or speaking.

3. **Objectives**
   - **Content Objectives**
     - Students will be able to:
     - *Create a flip book using facts*
   - **Language Objectives**
     - Students will be able to:
     - *Orally present Flip Book on Plant Facts*

4. **Materials Needed**
   - Flip Books (divided into three)
   - Writing paper listing the 3 facts from previous day’s lesson
   - Crayons
   - Pencil
   - Writing paper
   - Sentence Starters
   - Sunflower worksheet

5. **Description of Activity**
   1. Write content and language objectives on blackboard.
   2. Read objectives with students.
   3. Review vocabulary words. (already posted on wall from Lesson 1)
   4. Students will create a Flip book using 3 facts. (from previous lesson)
   5. Have students read their facts to review.
   6. Model where to write the facts on the inside of the flip book.
   7. Students will write the facts on the inside of the flip book.
   8. Check for proper sentence structure.
   9. Students will draw and color a picture for each fact.
   10. Students will share their flip books with the rest of the class.
   11. Revisit KWL Chart to add or remove facts. (saved from Lesson 1)
   12. Students will write 2-3 sentences about what they have learned.
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13. Students will make a Sunflower and use the finished flowers to name the parts of a plant.
14. Display the sunflowers around the room.

6. **Assessments**

Analyze students flip-books. Were they able to complete a sentence and draw a picture to go with it. Were students able to write sentences about what they learned?
I learned the parts of a plant are ____________,
__________, ________________,
and ____________________.

Plants need __________, __________,
__________, and __________ to live
and grow.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<td>I.B. Develop Vocabulary</td>
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<td>VI.A. Challenge students to produce extended talk</td>
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<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>59.5</td>
<td>59.33</td>
<td>59.33</td>
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Original Lessons
1. **Name of Activity: Nature Collections**

2. **CT Standards Addressed:**

   Mathematics
   
   **Content Standard 8: Patterns**
   Students will discover, analyze, describe, extend and create patterns, and use patterns to describe mathematical and other real-world phenomena.
   8.1. Use a variety of materials to construct, reproduce, describe, and extend numerical and geometric patterns as well as patterns involving one or more attributes.
   8.2. Identify and state rules for patterns in oral and written forms.

   **Content Standard 10: Discrete Mathematics**
   Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations and permutations.
   10.2. Sort and classify objects based on attributes and explain the rule for each sort.

   Science
   
   **Content Standard 9: Life Science-Characteristics of Living Things**
   9.2. Observe and list features which distinguish living, non-living, and once living things from one another.

3. **Materials Needed**
   Collections from nature walk (previous activity)
   Paper
   Pencil
   Feature Chart

4. **Description of Activity**
   1. Using the evidence collected on the nature walk: Discuss the similarities and differences within each group. Once the evidence is sorted, they are to categorize the items.
   2. Order the sorted groups according to attributes (size, shape, color, etc.) Fill out the chart to keep track of the attributes.
   3. Compare the number of objects in each group as a counting activity.
   4. Re-classify the groups into living and non-living objects.
   5. Groups of two (partners from nature walk) will arrange their objects into a patterned form around the classroom. Each group will be assigned a different section of the classroom.
   6. They can use the AB, ABC, ABBC or any other pattern combination e.g. pebble, leaf, feather, pebble, leaf, feather etc.
   7. When each group as completed their pattern, they will present their pattern to the rest of the class.
1. **Name of Activity:** All about Trees

2. **CT Standards Addressed:**

   **Science**
   
   **Content Standard 1: Nature of Science**
   
   1.2 Raise questions about their surroundings and seek answers by making careful observations and trying things out.

   **Content Standard 11: Life Science-Ecosystems**
   
   1.11 Discuss how organisms depend on other organisms and their environments.

   **Mathematics**
   
   **Content Standard**
   
   Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations, and permutations.

   10.1 Identify objects that are the same or different by one attribute.

   10.2 Sort and classify objects based on attributes and explain the rule for each sort.

   **Language Arts**

   **Content Standard 1:**

   Students will read and respond in individual, literal, critical and evaluative ways to literary, information and persuasive texts.

   1.1 Students will express thoughts, opinions and generate questions that arise as they read, view or listen to a text and use relevant information to produce a retelling (fiction and non-fiction) and express their ideas in response to questions.

3. **Materials Needed**

   A Tree is Nice by Janice May Udry

   3 bags of mixed nuts

   Tree Interview Worksheet

   Creative Uses for a Tree Worksheet

   Notebook

   Pencil

4. **Description of Activity**

   1. Begin the discussion with, “Have you ever met a tree?” Ask the students what are some of the characteristics or features of a tree. Talk about the concept of perennial and how trees and plants are perennial. Talk about how some trees have leaves and some have needles. Begin a KWL chart on trees.

   2. Read “A Tree is Nice” by Janice May Udry
3. Talk about how trees provide us with fruits and nuts, how they provide us with wood to build, how they produce oxygen for us to breath. Discuss how birds and animals depend on trees for food and shelter. Talk about the many uses of wood. Talk about how animals get their food from trees; nuts, berries, and fruit. Talk about how animals make their homes in trees: Squirrels, birds, etc.

4. Explain to children that they are going to interview a tree in the schoolyard. When they go outside, they are to pick a tree and answer the questions that are on the Tree interview sheet. For example, what color are you? What shape are you? Are you smooth or rough? Have pieces been broken off of you? What do you smell like? Etc.

5. After returning to the classroom, they are to record their tree interview answers into a data graph. Each person will have a chance to introduce their tree and talk about its special features to the rest of the class.

6. If the weather is bad, do everything but go outside and interview the tree. Pass out the mixed nuts and have the students sort them and put in groups of fives, then tens, then 20’s. Practice counting by 5’s, 10’s and 20’s. Have students sort, graph, and make patterns out of the nuts.
Day 3

1. **Name of Activity:** Leaf Patterns

2. **CT Standards Used**

   **Mathematics**
   
   **Content Standard 10: Discrete Mathematics**
   
   Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations, and permutation.
   
   10.1 Identify objects that are the same or different by one attribute.
   10.2 Sort and classify objects based on attributes and explain the rule for each sort.
   10.5 Investigate simple combining and arranging activities.

   **Science**
   
   **Content Standard 9: Life Science- Characteristics of Living Things**
   
   9.6 Organize, compare and categorize similarities and differences among organisms.

3. **Materials Needed**

   - Ball of String
   - Various types of leaves (enough for each group to sort and classify)
   - Small pieces of paper
   - Pencil

4. **Description of Activity**

   1. Following a discussion on trees and their leaves, explain to the students that they will be grouping the leaves into three sections; leaves with sharp edges, leaves with rounded edges and leaves with smooth edges.
   2. Give the students string loops. Ask them to put a large loop around all the leaves and small loops around each of the three kinds of leaves. Have them label each loop: leaves: sharp-edged, round-edged, and smooth-edged. Explain that all the leaves form a set and each of the smaller groups a subset.
   3. Now ask students to make a set of small leaves and another of round-edged leaves. Show them how to place a loop around each set. Leaves that are both small and round-edged form the intersection of the two sets, and will be in both loops.
   4. Have a discussion on how many other sets, subsets and intersections, they can identify.
Name: _______________________

Draw a line from the part of the plant to the question that asks about it.

1. What makes food for the plant?

2. What part of the plant makes seeds?

3. What soaks up materials from the ground?

4. What carries water and other materials to the plant?
Plants - Graphic Organizer

Before Modifications

Video
Picture of a live plant
Pictures of fruits and vegetables
Vocabulary words
Plant diagram
Facts
Book about plants

After Modifications

Listening guide for video
Live plant
Actual fruits and vegetables
Vocabulary words with pictures and definitions
Plant diagram: with names of parts and definitions, with word bank, with letter boxes and word bank
Graphic Organizer for non-fiction facts, Sentence Starters
Facts written on chart paper (by teacher)
Several Books on different plants
Pamela Tompkins  
Content-based Instruction for English Language Learners  
518-2 Monday 5:00-7:30 P.M.  
February 11, 2012  

Introduction to Selected Unit  

1. Title: A Fall Unit  

2. Grade: 1st  

3. Target group: Mainstream class with integrated ELL students  

4. Source of written reading materials:  


6. Learning Goals:  
   I want my students to know how to listen and comprehend text.  
   I want my students to know how to identify and sort objects.  
   I want my students to know how to use manipulatives and patterns.  
   I want my students to know about living and non-living things.  

Ok, let's think about these in terms of the language that will require that help you think about what language objectives in your class will need to reach. We'll work on this in class.
Lesson 3

1. **Name of Activity:** Plant Facts-Flip Books

2. **CT Standards Addressed:**

   **Science**
   
   **Content Standard:** Living things have different structures and behaviors that allow them to meet their basic needs.
   
   * Plants need air, water, soil and sunlight to survive.

   **Language Arts**
   
   **Content Standard:** Conventions of Standard English
   
   Demonstrate command of standard English grammar and usage when writing or speaking.

3. **Materials Needed**

   - Flip Books (divided into three)
   - Writing paper listing the 3 facts from previous day's lesson
   - Crayons
   - Pencil
   - Crossword puzzle
   - Writing paper

4. **Description of Activity**

   1. Write content and language objectives on blackboard.
   2. Read objectives with students.
   3. Review vocabulary words.
   4. Students will create a Flip book using 3 facts (from previous lesson)
   5. Review facts.
   6. Model where to write the facts on the inside of the flip book.
   7. Students will write the facts on the inside of the flip book.
   8. Check for proper sentence structure.
   9. Students will draw and color a picture for each fact.
   10. Students will share their flip books with the rest of the class.
   11. Revisit KWL Chart to disapprove, or approve facts.
   12. Students will write a paragraph about what they have learned.
   13. Students will complete a crossword using vocabulary words.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>List parts of a plant.</td>
<td>Use the following sentence frame: Plants need __________, __________, and __________ to survive.</td>
<td>Facts, recognize, functions</td>
<td>Nouns, verbs,</td>
</tr>
<tr>
<td>Write</td>
<td>List what plants need to grow.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Good!!
### Performance Indicators Lesson 3
Unit: Fall Unit
Teacher: Ms. Tompkins

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to create a flip book using facts. Students will be able to write a paragraph about trees.</td>
<td>Students will be able to orally present flip book on tree facts. Students will be able to write a paragraph about trees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain-Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Early</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Advanced</td>
<td>Fluency</td>
</tr>
<tr>
<td>(Pre-Production)</td>
<td>Production</td>
<td>Fluency</td>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Draw a plant and use words from a word bank to label.</td>
<td>Write a sentence about what they learned about plants using a sentence frame and vocabulary words.</td>
<td>Write a sentence describing what they learned about trees with the support of a sentence starter.</td>
<td>Write 1-2 sentences describing what they learned about trees with the support of a sentence starter.</td>
<td>Write a paragraph with 2-3 sentences using information they learned.</td>
</tr>
</tbody>
</table>