

Flower Presentation Reflection

This lesson was intended for Kate Sikes' kindergarten class at DJ Montague Elementary School. Her class had just started studying the different parts of the flower so our lesson was intended as an extension of what they had already studied.

Objectives:

1. Through teacher-guided instruction on parts of a plant, students will learn parts of a plant, including the soil, roots, stem, leaves, and petals; students will demonstrate their comprehension through an interactive worksheet created by Adobe.
2. With aid from one of the teachers and in small groups, students will create small plants in a pot, representing the soil with clay, the roots, stem, and leaves out of pipe cleaners, and colored paper for the petals.
3. After guided reading of a story about plants, students will show their understanding of the parts of a plant by answering questions prompted by the teacher.

Materials:

* Story about plants (2)	*Pipe cleaners
*Interactive worksheet: Parts of a Plant	*Colored paper
*Mini clay pots	*Blackboard for diagraming parts of a plant
*Modeling clay	

Description:

Introduction:

*This lesson should begin with students still at their desks and teachers in front of the room

*Tell students that today we will be learning about different parts of a plant, and the class will visit three activity centers to do this

*Begin the lesson by reading a story to the class, and diagramming the parts of a plant on the chalkboard

Content Focus:

*Break the students up into three groups and send each to a center

*Computer Lab: Students will identify parts of a plant by dragging the name of the part to the correct space on the picture on the interactive worksheet. Have students print out successfully-completed product for them to color

*Reading Group: Read story to the group. Ask students questions such as, “What do plants need in order to grow?” “What part of the plant is green?” “What part of the plant is underground?”

*Build-a-Plant: Students will build a mini-plant with materials provided by teachers

Closure:

*Ask students to return to their desks. When everyone is seated, ask students to remember what was discussed throughout the lesson. Ask for students to raise their hands if they can name a part of a plant.

Evaluation Procedure:

Formative:

Were students able to follow along with story and diagram lesson instruction? Did they

all participate in the small group discussion?

Summative:

Build-a-Plant, and Interactive Worksheet

Results:

Both students and teacher seemed very happy with the way the lesson unfolded.

Students were able to finish the interactive worksheet (although some of the children from the lower level group needed more support); thus, they met the evaluation requirements. All students also completed the build-a-flower activity in the time allotted.

Lessons Learned:

I learned a lot from working with kindergartners on this project. Since my group members knew that I plan on going into special education, I was assigned to the lower level group. It was really eye-opening to see what these students could and could not do. They participated in the read aloud with their classmates and seemed to have a good grasp on the material, but had a lot of difficulty reading themselves. When they went to the computer lab, some were able to figure out which words were which based on the beginning letters, but others seemed completely lost and needed a lot of teacher support. It might have helped to have emphasized the letter that each started with when I put the words on the board so that they would have already started to make this connection. I also had to constantly redirect them when we read the book together. The main thing that could have improved this would have been for me to realize that some of the students I was working with did not even know things like the location of “h” in the alphabet.

On the positive side, the students seemed very excited about the build-a-flower

and the interactive worksheet activities. Since these activities had high intrinsic motivation, they applied themselves and did well, even if they had difficulty at first. I think that starting out as a big group at first and then splitting into small groups was also helpful because students had the opportunity to display their knowledge at the beginning and become excited about the lesson but then, when they had to complete the assessment, they received more individualized attention. I was very excited by the way they responded in general!