

# Minnesota Writing Project

## ---Demonstration Lesson---

**Title of lesson:** Botany and Adjectives

**Suggested grade/age:** K-3 ELL

**Approximate time needed to complete lesson:** Three 30-minute sessions

**Learning objective(s) and significance of lesson:**

The teaching point for this lesson is “I can describe and sort plants using adjectives.”

This correlates to the MN Science Standard 2.4.1.1.1: “Describe and sort plants into groups in many different ways, according to their physical characteristics and behaviors.”

This lesson is a part of an ELD (English Language Development) curriculum rooted in science. The students will gain grade-level content knowledge about plants while also developing their English language proficiency. To meet both of these goals, the lesson incorporates the tenants of SIOP (Sheltered Instruction Observation Protocol), which is a research-based instructional model developed for EL students that integrates language and content instruction.

This lesson incorporates several best practices for ELL students:

- Writing a clear teaching point
- Asking the students to choral read the teaching point at the beginning of the lesson
- Explicitly linking past learning and new concepts with interactive review activities
- Emphasizing key vocabulary with visuals
- Mapping new concepts with a visually-pleasing anchor chart
- Referring to the anchor chart several times throughout the lesson
- Using questioning techniques to encourage the students to think critically and independently
- Using speech appropriate and comprehensible for the students' proficiency level
- Planning hands-on games and activities that students can play in pairs
- Modeling all games and activities to make directions clear
- Incorporating the co-teaching strategy of parallel teaching for station work
- Embedding a timer into the presentation to keep the lesson on-time
- Providing activities that integrate speaking, listening, and reading skills

## **Brief summary/outline of lesson:**

This lesson is located near the beginning of the botany unit. At my school, I taught the botany unit at the end of the school year so that I could incorporate mini-field trips to our school garden into the curriculum.

I taught this lesson in three 30-minute sessions. The first third of the lesson introduces the concept of adjectives and how we use them in English versus how we use them in Spanish. The rest of the lesson is divided into two stations that give the students many opportunities to practice what was taught. Prior to this lesson, the students learned about the different parts of a plant and their roles in keeping the plant alive.

### **Lesson 1: Introduction**

- Choral read teaching point
- Review prior learning by matching pictures and definitions about the parts of a plant
- Introduce the definition of an adjective and give examples
- Use an anchor chart to define the different types of adjectives (ex. color, shape, size, texture, smell, etc.)
- Practice brainstorming adjectives in pairs to describe a picture; Come back together as a class and generate adjectives on the Smart Board using a bubble map
- Bridge knowledge between Spanish and English by explaining how adjectives are the same and different in both languages (ex. syntax: noun-adjective order)
- Practice brainstorming adjectives in pairs to describe a picture again, but provide students with a sentence stem so they can practice using correct syntax
- Play an interactive Smart Board game to close

### **Lesson 2/3: Stations**

- Choral read teaching point
- Review prior learning by correcting incorrect English syntax
- Explain directions for two stations
- Model directions for two stations with classroom teacher
- Post station groups so students can self-direct themselves to their assigned station
- Practice parallel teaching with the classroom teacher and monitor an assigned station
- Switch stations so that each student has the opportunity to experience both stations
- Bring the class back together for a quick share about what they learned

## **Related Resources:**

- Smart Board
- SIOP Lesson Checklist ([www.slcschools.org/departments/educational-equity/language-and-culture/documents/SIOPChecklist.pdf](http://www.slcschools.org/departments/educational-equity/language-and-culture/documents/SIOPChecklist.pdf))

## **Possible extensions or adaptations for different purposes/student needs:**

The two games included in the lesson, Adjective Race and Sort Master, could be adjusted to fit different content areas. The lesson could also be extended to include a writing activity. After the students practice using adjectives to describe and sort the various pictures of plants, they could go outside to a garden and write about the plants they see using the different types of adjectives that they practiced using during the previous lesson.

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