

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Science

Date: April 15, 2009

SOL(s):

K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include
c) offspring of plants and animals are similar but not identical to their parents and to one another.

Objective(s): Students will investigate and diagram the parts of a plant (stem, leaves, roots, and flowers (if they apply)).

Materials Needed: Magnifying glasses, p. 19, plants, paper, crayons, white trays, dry erase board, plant diagrams, buttons, yarn, pipe cleaners, construction paper, glue, and seeds/beans

Group Size: Whole group

Duration: 25 minutes

Set/Introduction: (build background, make connections)

Ask students to pretend they are plants and that the wind is gently blowing on them. Describe the parts of your plant body that is moving in the wind, such as your arms as branches and hands as leaves. Then show the students a plant (diagram) and ask them to name as many parts of the plant as they can.

Statement of Objectives to Students:

Today we will learn how to name the different parts of a plant.

Input: (Step-by-Step Procedure, Questions, Activities)

1. Show the students p. 19 from Unit B, lesson 2. Point to the different labeled parts of the plant and model your observations for the students. Describe and define the different terms used to describe the plant parts.
 - ~ Most roots grow underground and hold plants in the ground.
 - ~ The stem is usually between roots and leaves. It carries water inside the plant above the ground.
 - ~ Leaves take in light to make food for the plant.
 - ~ Flowers are pollinated to make seeds.

2. Break the students into groups of two or three students. Ask the students to sit on the floor together and then demonstrate how to observe the living plant using the magnifying glass and comparing it to the diagram. Quickly demonstrate how to draw the plant when finished making observations.
3. Give each pair of students one plant, a diagram, and magnifying glasses. Ask the students to make observations and compare them to the diagram.
4. Walk around and observe that students are able to name or point to parts you ask them to describe.
5. Once students have finished observing, give them paper and crayons and tell them to draw their plant. With the words on the board, ask the students to label their drawings.
6. During choice time, provide students with supplies to construct their own plant collages. Students will use: buttons for petals, seeds for the flower center, pipe cleaners for stems, paper for leaves, and yarn for roots.
7. Students should begin by coloring the bottom fourth or third of the paper brown to represent soil. Then help the students construct their plants from the roots up, allowing students to glue as much as possible of their own.
8. Once students have put their plants together, have them label *stem*, *leaves*, *flower*, and *roots*. Provide the students with these words on the board.

Enrichment/Reteaching:

Make pairs that are heterogeneous in ability level. Encourage students to help each other when making observations and labeling their drawings. Create a classroom diagram that displays a large labeled image of a plant and randomly ask students to tell you what the different plant parts do.

<http://www.crickweb.co.uk/assets/resources/flash.php?&file=plantlabelmx>

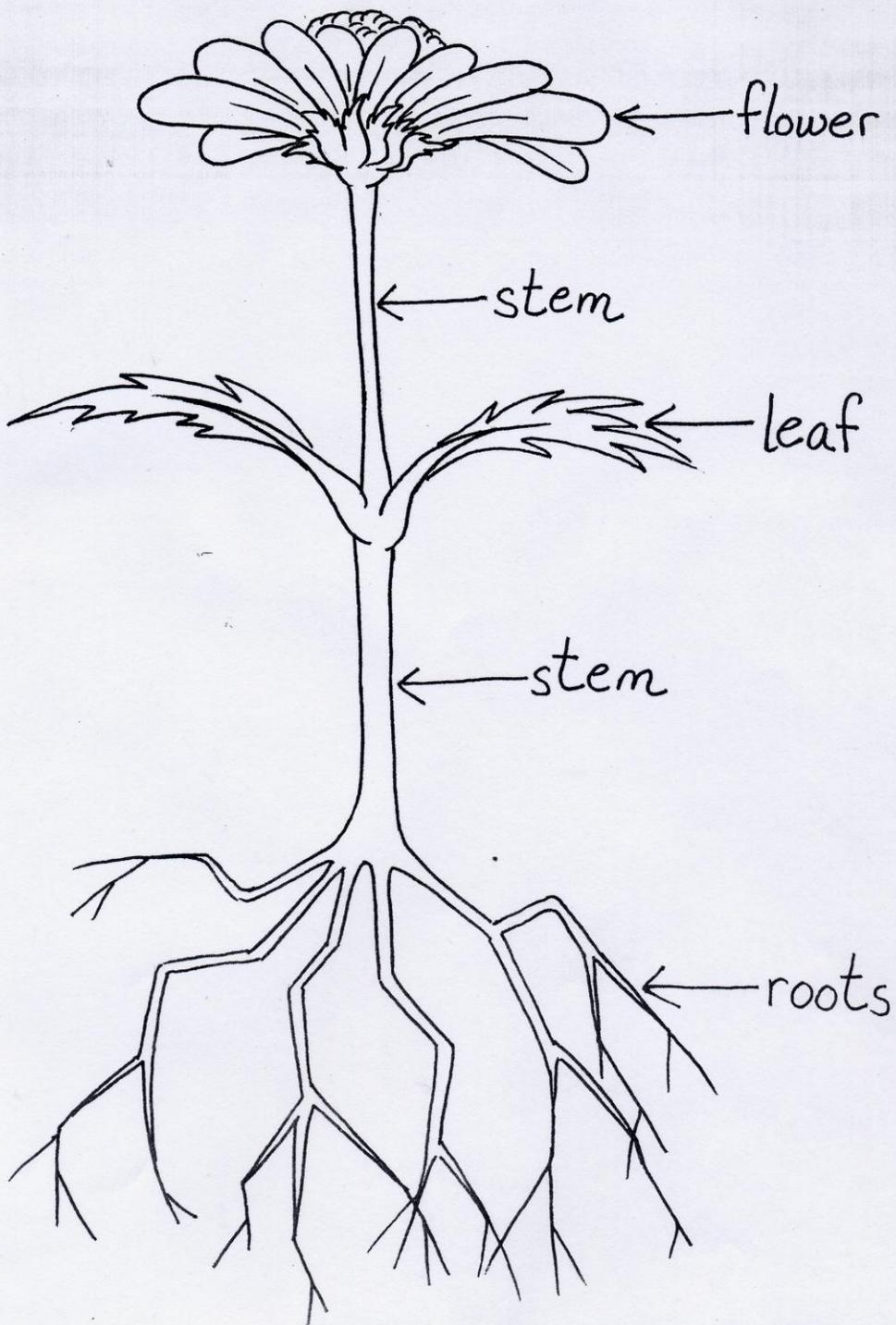
Assessment Activity:

Students will be assessed on their verbal responses to questioning as well as their drawings and labels.

Closure:

Collect the drawings from the students and bring their attention back to the board. Point to the unlabeled image of the vine on p. 19, and ask students if they can name the

different parts. Ask one student at a time to come up to the board to point to and name the different plant parts. Draw their attention to the fact that although the plants are different kinds of plants they have the same parts.





Student Plant Collage