

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Science

Date: April 16, 2009

SOL(s):

K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include living things change as they grow, and they need food, water, and air to survive

Objective(s):

Students will assemble an experiment in which they will observe and record the changes in plants that are denied the different essentials of healthy growth.

Materials Needed: 4 similar plants, clear plastic bag, cardboard box with holes, markers, dry erase board, p. 23

Group Size: Whole group

Duration: 25 minutes

Set/Introduction: (build background, make connections)

Ask students to describe what they think they need in order to live. Guide students to things like food, water, air, sleep, and so on. Tell them that plants need some of the very same things in order to live and we will be learning about them today.

Statement of Objectives to Students:

Today we will learn what plants need in order to grow and be healthy. We will make an experiment that will show us what happens to plants when they do not get what they need to grow.

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

1. Ask the students to brainstorm some of the things they think plants need to live. Do they have any plants at home? What do they do to take care of their plants at home?
2. Tell the students that plants need water, light, air, nutrients they get from soil (dirt), and a place to live in order to grow and be healthy. Plants use all of these things to make their own food and to grow.
3. Show the students four similar plants. Explain that we will be using these plants to see what happens when plants do not have what they need to grow.

4. On the first plant, draw a sun, water drop, and wind stream inside of a rectangle to show that this plant will have all of the necessary things to grow. Tell students that we will place this plant in the window to get sun and air and will water it every day.
5. On the second plant potter, draw a sun and water drop inside a rectangle but a wind stream on the outside to show that this plant will not have air. Have the students help you place this plant inside a clear plastic bag and tell students that the bag will keep the plant from getting air all the time, but it will get sun and we will also give it water.
6. On the third plant potter, draw a water drop and wind stream inside a rectangle but a sun on the outside to show that this plant will not have sunlight. Have the students help you place this plant inside of a dark box that has holes around the bottom to allow air inside and we will water it every day.
7. On the last plant potter, draw a sun and wind stream inside a rectangle but a water drop on the outside to show that this plant will not have water. We will place this plant by the window as well to get air and sunlight, but we will not water this plant at all.

Assessment Activity:

Students will be assessed on their ability to describe the different things a plant needs to grow as described during closing activities. Students will also be given an opportunity to use

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

During language arts, students will create books about what plants need to grow.

Closure:

Explain to the students that we will keep a chart to record what happens to the plants through the rest of April. Draw in that all of the plants are currently healthy. Ask the students to describe the different things plants need to be healthy as you fill in the chart. Ask students to help summarize their learning by looking at p. 23 in lesson 5 unit B. Keep the words covered until students name them.