

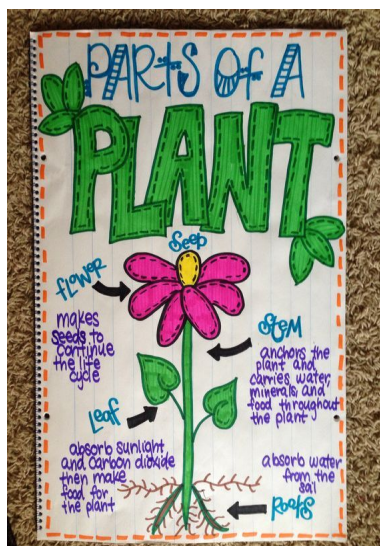
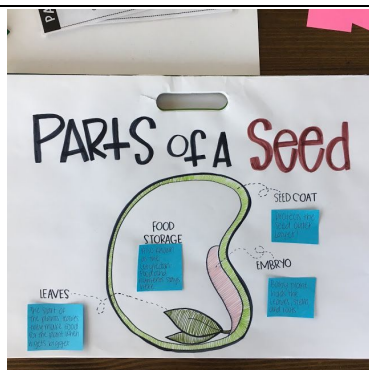


Essential Question(s): What are the different parts of plants and how do they help a plant live and grow?

Objective:	Materials/Resources	Essential Vocabulary
<p><u>LS1.A: Structure and Function</u></p> <p>Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</p>	<ul style="list-style-type: none"> Plant Life Cycle Foldable Book Plant Life Cycle Diagram Large lima beans AG IN THE BAG™ classroom kit Lunch size ziploc bag paper towels brown construction paper tape My Seed Planter Sprouting Seeds Activity Lab Celery 2 jars food coloring Plant Stem Demonstration and Observation sheet Parts of a Plant Parts of Seed, Cheetos paper plates 	<ul style="list-style-type: none"> seed stem root flower leaf embryo cotyledon seed coat pollen pollination

Learning Experience

Background Information:	<p>Engage: Activating Strategy: From Seed to Plant</p> <ul style="list-style-type: none"> To kick off the lesson, begin with the modified KWL. This can be done as a whole group with the teacher using the modified KWL as an anchor chart to be referred to throughout the lesson. Optional: Give each student a copy of the Modified KWL to put in their science notebooks. Read aloud the book <u>From Seed to Plant</u> by Gail Gibbons (or share the read aloud video)
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Student Misconceptions:
Students may not consider seeds as a living organism or they may think of seeds as dead because they are not growing.

- Have students complete Life Cycle of Seeds diagram or Life Cycle of Seeds Foldable Book.

Explore: Activities: Seeds

- Sprouting Seeds Activity- This activity can be done as a whole group, small group, or individually.
- Seed Dissection –Once seeds in the Sprouting Activity have germinated, take one seed out for dissection. [Dissecting a Lima Bean](#) Students Label the parts of a seed on Parts of Seed or create an anchor chart with class.

Explain: Results: Parts of plants

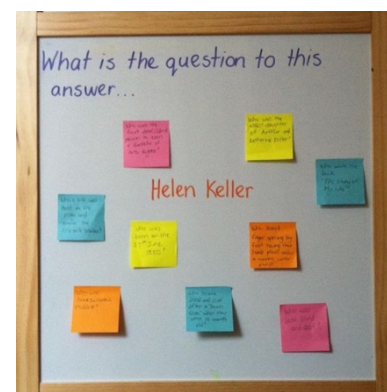
- Share the [Parts of a Plant song](#). Students label Parts of a Plant.
- Plant Stem Demonstration – Have students record their observations.
- Flower/Pollination Demonstration- (check for food allergies) cut out several flowers from white paper and place in the center of each group. Give each student a paper plate with several Cheetos. The plate represents the flower and the Cheetos are the pollen. Instruct students NOT to lick their fingers between Cheetos. Now, ask the students to pick up each of the flowers in the center of their table. They are the pollinators (bees). The students will see that they are leaving behind pollen.

Elaborate: Extending: We eat all parts of plants

- Read the book [Tops & Bottoms](#) or listen to the book read aloud.
- Have students list the foods that eat as you read. Students can add foods that may not have been mentioned.

Evaluate: Summarizing Strategy: Jeopardy! What's the Question

- On chart paper around the room, write different vocabulary words about plants.
- Give students post it notes.
- Students should come up with a question for each word.



Differentiation Strategies

Virtual Connections

Study Jams:

<http://studyjams.scholastic.com/studyjams/jams/science/index.htm>

STEAM Opportunities

- Make a model of a plant. Think about the different parts of a plant and its job. What could use to represent each of the part.

Assessment(s) Options:**Teacher Reflection:** (Next steps?)**Resources:**

https://www.youtube.com/watch?v=Rb7n_B8kzNY

<https://www.youtube.com/watch?v=sm5nAcqWmJU>

https://www.youtube.com/watch?v=ql6OL7_qFgU

https://www.google.com/search?q=dissecting+a+lima+bean&rlz=1C1GCEA_enUS878US878&oq=dissecting+a+lima+bean&aqs=chrome..69i57.4676j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_POMJX8Dmlo6xtQa7gpJY49