**Unit Plan: Ch. 3 Plants**

Title: Plants

Grade Level: 3rd Grade

Subject: Classifying Plants

Time Frame: 4 weeks

**Essential Questions:**

* How can you classify plants?
* How do plants use leaves to make food?
* How do plants use roots and stems to grow?
* How do plants use flowers or cones to reproduce?
* What are the life cycles of some plants?

**Enduring Understandings:**

* Plants have distinct stages in their life cycle.
* To live and grow, plants need light, water, and nutrients from the soil.
* Many plants are pollinated by bees.
* Plants are made up of intricate systems of roots and stems.
* Plants can be categorized and classified into groups based on color, size, shape, process of reproduction, flowers, or seeds.
* Readers use proficient thinking strategies before, during, and after reading a text to facilitate meaningful reading comprehension.
* Readers recognize and utilize proficient strategies based on the genre of the text, language within the text, and the text structure.
* Readers use multiple proficient thinking strategies at the same time.

**Objectives/Skills:**

* SWBAT classify plants into major groups, such as flowering and nonflowering plants, based on physical characteristics.
* SWBAT describe how leaves help plants live, grow, and produce food.
* SWBAT describe how roots and stems take in, transport, or store water and nutrients the plant needs to grow.
* SWBAT explain how plants reproduce using seeds and cones.
* SWBAT demonstrate an understanding of how plants change during their life cycles.

**Materials/Resources/Websites:**

Anchor Chart Paper  
Science Textbook  
pictures of flowering and non-flowering plants   
herbs, seeds, flowers  
IPADS  
laptops  
microscopes  
slides  
whiteboards  
pencils  
small baggies  
science notebooks  
sponge  
[www.discoveryeducation.com](http://www.discoveryeducation.com)  
www.brainpop.com  
writer’s workshop notebook

**Books:**  
Cameron, Ken. Plant Genetics. Benchmark Education Company: New York, 2002.   
Hodge, Judith. Plants We Use. Benchmark Education Company: New York, 2004.   
Batten, Mary. Hungry Plants. Random House: New York, 2000  
Freed, Kira. Strange Plants. Reading A-Z.

Fridell, Ron. The Wonderful World of Plants:Science A-Z

Cole, Joanna. The Magic School Bus Plants Seeds:Scholastic Inc.:New York, 1995  
Chaconas, Dori. Don’t Slam the Door. Candlewick Press: China. 2010  
The Night I Followed the Dog Book  
Diary of the Worm Book  
I Need My Monster Book

**Assessments and Rubrics:**  
Non-fiction Journal Prompts  
My Seed Observations  
Parts of a Seed Worksheet  
Parts of a Plant/Photosynthesis Quiz  
Parts of a Plant Note Sheet   
Literature Circle Packet  
Lima Bean Dissection Worksheet  
Lesson 5 Check Worksheet  
Science Review Worksheet  
Chapter Test  
Non-fiction Literature Circle Reflections  
Literature Circle Score Sheet  
Pollination Packet  
Germination Packet  
Scientific Method Worksheet

**Lessons/Learning Scenarios:**

**Hoffman ELA Literature Circles**

**ELA Lesson (Day 1):**  
  
**Mini lesson: Compare and Contrast  
SW observe the differences between an apple and orange.**   
  
Literature Circles: TW introduce Plant books to the class. TW arrange students into their appropriate literature circles. Within each group, the students will begin previewing their book. SW identify the title, author, and read the summary on the back of the book. TW tell the students to examine the table of contents and ask “What do you think this book is about? What do you think the author will talk about?” TW distribute student’s writer’s notebook. SW respond to a before you read journal prompt. SW share with a partner.

TW explain the different roles of the literature circles and what they are expected to do by showing the students the rubric.

**ELA Lesson (Day 2):**

**Mini Lesson: TW ask the students to give an example of a text feature. TW ask, “What kinds of features would you expect to find in a non-fiction book?” TW give each student small sticky notes. In their groups, SW look through their books and sticky the text features they have found. As a class, we will share what text features we located in our books.**

Ms. Hoffman’s Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read Chapter 1 in their books. After reading chapter 1, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 2-5  
Group 2 (Plants We Use): pgs 4-11  
Group 3 (Hungry Plants): pgs 5-12  
Group 4 (Strange Plants): pgs 3-4

**ELA Lesson (Day 3):**

SW share their literature roles with their group. TW walk around and assist with any discussion. TW direct the students attention back to the board and go over bold-faced words. SW work together to find the meaning of the bold-faced words in their books. SW complete the vocabulary worksheet in their packet.

**ELA Lesson (Day 4):**

Ms. Hoffman’s Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read Chapter 2 in their books. After reading chapter 1, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 6-12  
Group 2 (Plants We Use): pgs 12-17  
Group 3 (Hungry Plants): pgs 12-17  
Group 4 (Strange Plants): pgs 5-8

**ELA Lesson (Day 5):**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW compare and contrast wheat and wild wheat grass.  
Group 2 (Plants We Use): SW identify the main idea of page 14. SW fill in the details to support the main idea.   
Group 3 (Hungry Plants): SW identify the details to support the main idea, Venus Flytrap.   
Group 4 (Strange Plants): SW compare and contrast a air plant and a meat-eating plant. SW compare and contrast a venus flytrap and sundew plant.

**ELA Lesson (Day 6):**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the cause and effect of why are larger seeds better than smaller ones.   
Group 2 (Plants We Use): SW compare and contrast how prehistoric people and hunter-gathers used plants to build homes. SW find two things to compare and contrast on pages 14 and 15.   
Group 3 (Hungry Plants): SW identify the sequence of how the Venus Flytrap catches its food.   
Group 4 (Strange Plants): SW look through Chapter 2 and identify any unknown vocabulary words. SW make a question mark in their book beside any word they do not understand or cannot pronounce. SW use a dictionary to identify the meaning of the words, as well as use their foundation strategies to identify the words.

**ELA Lesson (Day 7):**

Ms. Hoffman’s Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read Chapter 3 in their books. After reading chapter 1, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 13-21. TW ask the students to look at the diagram on page 19 and ask them, “What kind of information is presented in the diagram?”  
Group 2 (Plants We Use): pgs 18-23  
Group 3 (Hungry Plants): pgs 18-21  
Group 4 (Strange Plants): pgs 9-13

**ELA Lesson (Day 8):**

**Mini Lesson: TW tell the students that today we are going to learn about Cause and Effect. TW go over the Cause and Effect anchor chart. TW explain that a cause is what makes an event happen or why it happens, while an effect is what happens. TW read the book, Don’t Slam the Door by Dori Chaconas. As a class, we will pick out the different cause and effects in the book. After reading the book, SW complete the cause and effect activities in their literature circles.**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the cause and effect of why Mendel was called the Father of Genetics.  
Group 2 (Plants We Use): SW identify the cause and effect of how paper is made.  
Group 3 (Hungry Plants): SW identify the cause and effect of how a bladderwort’s trap their prey.   
Group 4 (Strange Plants): SW identify the cause and effect of the stapelia flower.

**ELA Lesson (Day 9):**

**Mini Lesson: TW explain that today we are going to learn about Main Idea and details. TW direct the students attention to the anchor chart. TW explain that a main idea is what the story is mostly about, while the details help support the main idea of the story. TW show her mini table. TW explain that the main idea is the top of the table, while the legs are the details. TW state that the legs are supporting the table from falling. This is similar to how the details support a main idea. TW read the book, The Night I Followed the Dog. As class, we will state what the main idea and supporting details are of the story. TW give each literature circle a bag with objects in them. SW determine what they have in common and what the main idea and supporting details are. SW continue working in the literature circles.**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the main idea and details of Chapter 3.   
Group 2 (Plants We Use): SW identify the main idea and details of Chapter 3.  
Group 3 (Hungry Plants): SW identify the main idea and details of Chapter 3.  
Group 4 (Strange Plants): SW identify the main idea and details of Chapter 3.

**ELA Lesson (Day 10):**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW compare and contrast boysenberries and tangelos.   
Group 2 (Plants We Use): SW identify the author’s purpose of including photographs on page 18.   
Group 3 (Hungry Plants): SW compare and contrast bladderwort and venus flytrap.  
Group 4 (Strange Plants): SW compare and contrast the dodder plant and the stapelia flower.

**ELA Lesson (Day 11):**

**Mini Lesson: TW explain that our mini lesson is going to be about Sequence. TW explain that sequence is the order of events. TW read the book, Diary of a Worm. As a class, we will put the events in order. SW continue to work in their literature circle groups.**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW discuss the sequence in creating a hybrid.   
Group 2 (Plants We Use): SW discuss the sequence in how Cotton is made. (page 22) SW watch a video on the process of cotton on the IPADS.   
Group 3 (Hungry Plants): SW discuss the sequence in how the Bladderwort’s catches its’ prey. SW watch a video of this process on the IPADS.  
Group 4 (Strange Plants): SW discuss the sequence of how the Stapelia Flower catches its’ prey. SW watch a video of the process on the IPADS.

**ELA Lesson (Day 12):**

Ms. Hoffman’s Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read Chapter 1 in their books. After reading chapter 4, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 22-24, SW complete Genes Worksheet when they are finished  
Group 2 (Plants We Use): pgs 24-27  
Group 3 (Hungry Plants): pgs 22-35, SW identify the figurative language in this chapter.   
Group 4 (Strange Plants): pgs 14-15

**ELA Lesson (Day 13):**

Ms. Hoffman’s Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet. TW give each group a whiteboard. Each student will be given a job (Reporter, Recorder, Manager, Team Leader). SW record their answers on the whiteboard and discuss with their group. Within their groups, SW cut out different objects to create their own main idea and details. SW present them to the class, to see if the class can identify the main idea and detail.   
Group 1 (Plant Genetics): SW identify the main idea and details of Chapter 4.  
Group 2 (Plants We Use): SW identify the main idea and details of Chapter 4.  
Group 3 (Hungry Plants): SW identify the main idea and details of Chapter 4.  
Group 4 (Strange Plants): SW identify the main idea and details of Chapter 4.

**ELA Lesson (Day 14):**

Ms. Hoffman’s Literature Circles:  
SW continue working in their literature circles.   
Group 1 (Plant Genetics): SW read Chapter 5 (25-30). SW explain the pull-out quotes on each page. As a group, they will discuss what the quotes mean and why the author chose those quotes.  
Group 2 (Plants We Use): SW identify the different text features. SW use a sticky note to jot what the purpose of that text feature is.   
Group 3 (Hungry Plants): SW compare and contrast the different kinds of pitcher plants.   
Group 4 (Strange Plants): SW look through their book to identify the different adjectives in their book. SW create a list on their white board.

**ELA Lesson (Day 15):**

**Mini Lesson: TW direct the students attention to the Inference Anchor chart. TW explain what an inference is. TW read the book, I need my Monster. SW infer what the monsters look like. After reading the book, the teacher will direct the students to the individual bags. TW explain that the students will each grab a bag and look inside to see what their object is. The students are not allowed to tell the classmates. Instead, the students will write six clues about their object and attach it to the bag. Once everyone is finished, the students will read the clues and make inferences about what the mystery object is.**

Ms. Hoffman’s Literature Circles:  
SW continue working in their literature circles.   
Group 1 (Plant Genetics): SW infer what will happen if you change the sequence of the molecules of DNA.  
Group 2 (Plants We Use): SW infer what the medicines were used for during ancient times.   
Group 3 (Hungry Plants): SW read Chapter 6 (42-48) and complete their role sheets.   
Group 4 (Strange Plants): SW answer discussion questions as a group.

**ELA Lesson (Day 16):**

**Mini Lesson: SW watch a video on Author’s Purpose. As class we will read a book from the Library and decide what the author’s purpose is. TW give each student a book to partner read and figure out what the purpose of the book is. SW move into their literature circles.**

Ms. Hoffman’s Literature Circles:  
SW continue working in their literature circles. SW have a discussion on what the author’s purpose is of their literature circle.   
Group 1 (Plant Genetics): SW evaluate the author’s purpose of their book and different components.   
Group 2 (Plants We Use): SW evaluate the author’s purpose of their book and different components.   
Group 3 (Hungry Plants): SW evaluate the author’s purpose of their book and different components.   
Group 4 (Strange Plants): SW evaluate the author’s purpose of their book and different components.

**Healey/Derringer ELA Literature Circles:**

**ELA Lesson (Day 1):  
  
Mini lesson: Compare and Contrast  
SW observe the differences between an apple and orange.**   
  
Literature Circles: TW introduce Plant books to the class. TW arrange students into their appropriate literature circles. Within each group, the students will begin previewing their book. SW identify the title, author, and read the summary on the back of the book. TW tell the students to examine the table of contents and ask “What do you think this book is about? What do you think the author will talk about?” SW respond to a before you read journal prompt in their Writing Journal. SW share with a partner.

**ELA Lesson (Day 2):**

**Mini Lesson: TW ask the students to give an example of a text feature. TW ask, “What kinds of features would you expect to find in a non-fiction book?” TW give each student small sticky notes. In their groups, SW look through their books and sticky the text features they have found. As a class, we will share what text features we located in our books.**

Healey/Derringer Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read one chapter in their books. After reading the chapter, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 2-5  
Group 2 (Magic School Bus: Plants): chapter 1  
Group 3 (Hungry Plants): pgs 5-12  
Group 4 (The Wonderful World of Plants): pgs. 4-8

**ELA Lesson (Day 3):**

SW share their literature roles with their group. TW walk around and assist with any discussion. TW direct the students attention back to the board and go over bold-faced words. SW work together to find the meaning of the bold-faced words in their books. SW complete the vocabulary worksheet in their packet.

**ELA Lesson (Day 4):**

Healey/Derringer Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read one chapter in their books. After reading chapter, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 6-12  
Group 2 (Magic School Bus: Plants): chapter 2  
Group 3 (Hungry Plants): pgs 12-17  
Group 4 (Wonderful World of Plants): 9-10

**ELA Lesson (Day 5):**

Healey/Derringer Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW compare and contrast wheat and wild wheat grass.  
Group 2 (Magic School Bus: Plants): main idea and supporting details; (sequence) fill-in germination section on plant-seed cycle

Group 3 (Hungry Plants): SW identify the details to support the main idea, Venus Flytrap.   
Group 4 (Wonderful World of Plants): label the parts of the plant and describe the importance of each part of a plant

**ELA Lesson (Day 6):**

Healey/Derringer Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the cause and effect of why are larger seeds better than smaller ones.   
Group 2 (Magic School Bus: Plants): journaling - purpose of the school bus turning into an insect  
Group 3 (Hungry Plants): SW identify the sequence of how the Venus Flytrap catches its food.   
Group 4 (Wonderful World of Plants): (sequence) fill-in germination, pollination, and fertilization sections on the plant-see cycle & respond about photosynthesis -question

**ELA Lesson (Day 7):**

Healey/Derringer Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read a chapter in their books. After reading chapter, SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 13-21. TW ask the students to look at the diagram on page 19 and ask them, “What kind of information is presented in the diagram?”, “how is this diagram beneficial to the reader?”  
Group 2 (Magic School Bus: Plants): chapter 3  
Group 3 (Hungry Plants): pgs 18-21  
Group 4 (Wonderful World of Plants): pgs. 11-14

**ELA Lesson (Day 8):**

**Mini Lesson: TW tell the students that today we are going to learn about Cause and Effect. TW go over the Cause and Effect attributes. TW explain that a cause is what makes an event happen or why it happens, while an effect is what happens. TW read the book, Don’t Slam the Door by Dori Chaconas. As a class, we will pick out the different cause and effects in the book. After reading the book, SW complete the cause and effect activities in their literature circles.**

Healey/Derringer Literature Circles:  
Each group will be working on cause and effect within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the cause and effect of why Mendel was called the Father of Genetics.  
Group 2 (Magic School Bus: Plants): cause and effect worksheet (use chapter 3)  
Group 3 (Hungry Plants): SW identify the cause and effect of how a bladderwort’s trap their prey.   
Group 4 ( Wonderful World of Plants):cause and effect worksheet & continue to fill in the plant seed cycle worksheet

**ELA Lesson (Day 9):**

**Mini Lesson: TW explain that today we are going to learn about Main Idea and details. TW explain that a main idea is what the story is mostly about, while the details help support the main idea of the story. TW explain that the main idea is the topic, while the details are the sticky notes. The details help support a main idea. TW read the book, The Night I Followed the Dog. As class, we will state what the main idea and supporting details are of the story. SW continue working in the literature circles.**

Healey/Derringer Literature Circles:  
Each group will be working on a main idea and details within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW identify the main idea and details of Chapter 3.   
Group 2 (Magic School Bus: Plants): SW identify the main idea and details of chapter 3  
Group 3 (Hungry Plants): SW identify the main idea and details of Chapter 3.  
Group 4 (Wonderful World of Plants): SW identify the main idea and details using the section How Plants Reproduce

**ELA Lesson (Day 10):**

Healey/Derringer Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW compare and contrast boysenberries and tangelos.   
Group 2 (Magic School Bus: Plants): Define vocabulary  
Group 3 (Hungry Plants): SW compare and contrast bladderwort and venus flytrap.  
Group 4 (Wonderful World of Plants): Define vocabulary

**ELA Lesson (Day 11):**

**Mini Lesson: TW explain that our mini lesson is going to be about Sequence. TW explain that sequence is the order of events. TW read the book, Diary of a Worm. As a class, we will put the events in order. SW continue to work in their literature circle groups.**

Healey/Derringer Literature Circles:  
Each group will be working on a sequence within the chapter that they just read. SW work in a group to complete the activity in their packet.  
Group 1 (Plant Genetics): SW discuss the sequence in creating a hybrid.   
Group 2 (Magic School Bus: Plants): Use chapters 1-3 to sequence the events from first to last  
Group 3 (Hungry Plants): SW discuss the sequence in how the Bladderwort’s catches its’ prey. SW watch a video of this process on the IPADS.  
Group 4 (Wonderful World of Plants): Sequence the steps of photosynthesis

**ELA Lesson (Day 12):**

Healey/Derringer Literature Circles:  
TW distribute literature circle roles to students. TW have the students look at their role and raise their hands with any questions. SW read a chapter in their books. After reading chapter , SW complete literature circle roles (Discussion Director, Artist, Word Wizard, Summarizer, and Passage Master)   
Group 1 (Plant Genetics): pgs 22-24, SW complete Genes Worksheet when they are finished  
Group 2 (Magic School Bus: Plants): read chapters 4-5  
Group 3 (Hungry Plants): pgs 22-35, SW identify the figurative language in this chapter.   
Group 4 (Wonderful World of Plants): read pgs. 15 – 17 and complete lit circle job

**ELA Lesson (Day 13):**

Healey/Derringer Literature Circles:  
Each group will be working on a specific ELA concept within the chapter that they just read. SW work in a group to complete the activity in their packet.   
Group 1 (Plant Genetics): SW identify the main idea and details of Chapter 4.  
Group 2 (Magic School Bus: Plants): SW identify the main idea and details of ch 4-5  
Group 3 (Hungry Plants): SW identify the main idea and details of Chapter 4.  
Group 4 (Wonderful World of Plants): SW identify the main idea and detail of Plants Live Almost Everywhere), Plants & Animals, Plants & You

**ELA Lesson (Day 14):**

Healey/Derringer Literature Circles:

SW continue working in their literature circles.   
Group 1 (Plant Genetics): SW read Chapter 5 (25-30). SW explain the pull-out quotes on each page. As a group, they will discuss what the quotes mean and why the author chose those quotes.  
Group 2 (Magic School Bus: Plants): Read chapters 6-7 and complete lit circle job  
Group 3 (Hungry Plants): SW read chapter 5; compare and contrast the different kinds of pitcher plants.   
Group 4 (Wonderful World of Plants): Read chapters 18-21 and complete lit circle job

**ELA Lesson (Day 15):**

**Mini Lesson: TW explain what an inference is. TW read the book, I need my Monster. SW infer what the monsters look like. After reading the book, the teacher will direct the students to the individual bags. TW explain that the students will each grab a bag and look inside to see what their object is. The students are not allowed to tell the classmates. Instead, the students will write six clues about their object and attach it to the bag. Once everyone is finished, the students will read the clues and make inferences about what the mystery object is.**

Healey/Derringer Literature Circles:  
SW continue working in their literature circles.   
Group 1 (Plant Genetics): SW infer what will happen if you change the sequence of the molecules of DNA.  
Group 2 (Magic School Bus: Plants): group share; journal entry; complete plant-seed cycle

Group 3 (Hungry Plants): SW read Chapter 6 (42-48) and complete their role sheets.   
Group 4 (Wonderful World of Plants): group share; journal entry

**ELA Lesson (Day 16):**

**Mini Lesson: SW watch a video on Author’s Purpose. Class discussion about PIE-persuade, inform and entertain. As class we will read a book from the Library and decide what the author’s purpose is. SW move into their literature circles.**

Healey/Derringer Literature Circles:  
SW continue working in their literature circles. SW have a discussion on what the author’s purpose is of their literature circle and site evidence as clues to the purpose.   
Group 1 (Plant Genetics): SW evaluate the author’s purpose of their book and different components.   
Group 2 (Magic School Bus: Plants): SW evaluate the author’s purpose of their book and different components  
Group 3 (Hungry Plants): SW evaluate the author’s purpose of their book and different components.   
Group 4 (Wonderful World of Plants): SW evaluate the author’s purpose of their book and different components

**Science Lesson (Day 1 & 2):**  
Lesson 1: How can you classify plants?  
Hook: Play Discovery Education Video, Classifying Plants (5 minutes)   
Guided Practice: As a class, we will go on a Nature Walk. SW put a sock over their shoes and walk on the dry grass and weeds. SW remove the sock and spray it with water, then place it in the baggie. TW tape it to the window. TW direct the students to page 91. As a class, we will read page 91. SW number the paragraphs and highlight/underline the answers to the questions on the side of the textbook.

Independent Practice:

Center 1 (Compare & Contrast): SW look at a picture of a flowering plant and a nonflowering plant. SW compare and contrast the plants.

Center 2 (Observation): SW use their senses to learn about the different characteristics of plants. (Herbs, seeds) SW pick two seeds to compare and contrast.

Exit Slip: TW display pictures of plants for the students to classify.

**Science Lesson (Day 3-4):**

Lesson 2 & 3: Leaves, Stems, and Roots  
Guided Practice: TW distribute note sheet and explain to the students that they are going to explore the Parts of a Plant on a discovery education board. SW watch videos, take notes, and complete different experiments during this lesson.

Experiment 1: Observe different roots. Demonstrate how a sponge takes in water.  
Experiment 2: Observe how water travels through the stem.   
Experiment 3: Observe the different parts of a live plant.

**Science Lesson (Day 5):**

Hook: SW view parts of a seed video.  
Guided Practice:   
As a class, we will label the parts of a seed.   
Lima Bean Dissection Lab: SW observe the a dry seed and a soaked seed. SW compare and contrast each seed. SW describe the seed and the parts of the seed.   
Independent Practice: SW complete their lab worksheet.  
Exit Slip: Quiz on Photosynthesis and Parts of a Plant

**Science Lesson (Day 6-7):**

Hook: SW watch the video, Plant Reproduction, on Discovery Education.

Guided Practice: SW work in groups to learn about pollination and germination. TW break the students into 4 groups of 4. Each group will have an IPAD to assist in watching the videos of the topics and a packet to complete. Groups A & B will be working on the topic Germination, while groups C & D will be working on the topic Pollination. Before reading the article, the students will watch the videos on their topic. After the students have watched the video, they will begin reading their assigned article. Once the students have completed their reading, they will begin answering the questions and diagram in their packet. As the students are in their groups, the teacher will be coming around to assess the students’ understanding of the topics.

TW display an experiment on pollination. TW stick a hand into the cheeto’s bag, until the hand is covered with cheese. (cheese dust = pollen). TW explain that insects and birds fly from one flower to another in order to pollinate. TW show the students her hand and illustrate how the pollen is stuck on the hand. Next the teacher will place the hand on the cut out flower. TW explain that this is how pollen is transferred from one flower to another.

**Science Lesson (7-9):**

Hook:TW read the story, Tom’s Tree. As a class, we will discuss the sequence of how the tree is growing.   
Guided Practice: SW watch the video, Plants Life Cycle on Brain-Pop. SW turn and talk about the sequence of how a plant grows. SW be grouped in five groups of four. Each group will travel around the room to observe the life cycle of different plants. At each station, they will watch a video on the life cycle of different plants, as well as make observations of the sequence of events in their science notebooks.

Station One (Pumpkin Life Cycle): SW watch the video, Life Cycle of a Pumpkin, on the IPAD. SW discuss and write the sequence of the pumpkin’s life cycle.   
Station Two (Conifer Life Cycle): As a group, SW read page 119 in their textbooks and discuss the life cycle of a conifer plant.   
Station Three (Compare and Contrast Center): SW watch a video, The Plant Life Cycle Around Us. SW compare and contrast the different plant life cycles that they observed in the video. SW make a venn diagram, chart, list, etc. in their notebook to illustrate the similarities and differences.   
Station Four (Observation Center): SW look at the cross sections of leaves, stems, and roots on a microscope. SW observe real leaves, roots, and stems in 3D on the microscope. SW put the plants in order of cycle on Brain Pop.   
Station Five (Plant Life Cycle): SW go to the window and take their sock and make observations of what has grown and what stage it is at.

As a class, we will go outside to go on a Nature Walk. As we walk outside, we will observe any plants or trees in a life cycle stage.

Independent Practice: SW work on the Lesson 5 Check Worksheet

**Science Lesson (Day 10):** TW display the question, Can plants live and grow when watered with juice, soda, or milk? TW give each student a lab worksheet. SW write the question under the first step of the scientific method. SW make an hypothesis. SW observe the plants that were watered by juice, soda, milk, and water. SW make observations with their group. As a group, they will come up with some conclusions. As a class, we will discuss what they have concluded.

**Science Lesson (Day 11):**

SW play the review game stinky feet. TW distribute their study guides.

**Science Lesson (Day 12):**

SW complete Chapter Test.