

# Living Things - Plants

Content Area: **Science**  
Course(s):  
Time Period: **Undefined**  
Length: **All Year**  
Status: **Published**

## Unit Overview

---

## Essential Questions

---

What is a living thing?

What is a plant?

What are the parts of a plant?

Which plants give us food?

## Content

---

Plants

Plant life cycles

Parts of plants

## Skills

---

Observing

Predicting

Describing

Comparing

Sorting

Vocabulary

Matching

Recording/drawing

## **Assessments**

---

Teacher observation and question

Student response

## **Lessons/Learning Scenarios**

---

1. pumpkin life cycle
2. comparing different types of the same plant/fruit (types of pumpkins, types of apples, types of flowers)
3. seed types: pods, nuts, corn
4. sorting bird seed
5. growing plants from seeds
6. grow window: plant bean seeds in ziplock and tape to window
7. caring for plants in the classroom
8. comparing live plants to pretend ones
- 9 field trip to the farm
10. observing plants placed in the window vs in the bathroom (sun vs no sun)
11. comparing plants given water vs no water
12. tree bark rubbings
13. leaf rubbings
14. placing cut flowers or celery in colored water to observe color change
15. drawing plant growth over time
16. taking pictures of plant growth over time
17. plants as animal homes
18. sequencing pictures of plant growth

## Standards

---

SCI.PK.5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
SCI.PK.5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
SCI.PK.5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
SCI.PK.5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
SCI.PK.5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
SCI.PK.5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
SCI.PK.5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
SCI.PK.5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
SCI.PK.5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
SCI.PK.5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).
SCI.PK.5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

## Resources

---

