Title: Plants

Subject Matter Emphasis and Level: Science – 1st Grade

Author: Holly Evans

School District: Chamberlain

Email: holly.evans@k12.sd.us

Brief Description of the Lesson/Unit:

Students will be able to identify the parts of a plant and what a plant needs to survive.

SD Content Standards:

* Students will be able to discover life needs of green plants.
* Students are able to identify the parts of a plant.

Stage 1: Identify Desired Results
1. What enduring understandings are desired?

Students will understand the important role plants play in their daily lives and how they can help promote a healthy environment.

2. What essential questions will guide this unit and focus teaching/learning?

1) What do plants need to grow and survive?

2) What happens to a plant if it is neglected?

3) How do plants help me?

4) How are plants alike and different?

3. What key knowledge and skills will students acquire as a result of this unit?

1) Students will be able to identify the parts of a plant.

2) Students will be able to describe how a plant grows.

3) Students will gain the importance of writing in their daily plant journal about their observations they make on their plants.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

From doing previous experiments, students know that not all of the experiments turn out how we anticipate. Some difficulties that might arise are that the seeds might not turn to plants. Also,
some students could possible be sidetracked by other distractions in the classroom.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   Students will be able to label a plant and care for it. Students will also be able to describe the sequential growth starting from a seed until it is full grown.

   Other Evidence:

   Quizzes, Tests, Prompts, Work Samples (summarized):

   1) sequencing of a seed
   2) labeling parts of a plant

   Unprompted Evidence: (observations, dialogues, etc.)

   1) Writing journal

   Student Self-Assessment

   1) Grown plant
1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**
1) Design a flower out of cut outs and label the parts.
2) Plant bean seed in baggies.
3) Plant and care for plants.

**Materials & Resources (technology & print):**
Baggies, bean seeds, paper towels, cups, dirt, flowers, guided reading books, plant journals

**Management:**
*Plant Journals
*Centers

**Support Services and Special Teacher Notes:**
*Create and individualized learning plan to ensure the success of struggling learners.
*One on One – classroom aide

**Extensions and Adaptation:**
All of the assignments will be at different levels to meet and help all students be successful.
Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

After whole group instruction and based on my observations, students will be broken into centers based on their needs. Each center will be at a different level so students will be able to meet the standards.

**Differentiated Content:**

Struggling students will have and aide at their center. They will also have different types of journals that will allow them to be successful as they complete their assignments.

**Differentiated Product:**

Students will be able to explain to their small group what plants need to survive, the parts of a plant and what they do, and to distinguish the characteristics between two plants according to their individualized journal.