

Unit Title: Plants

Lesson Title: From Seed to Plant

Theme: Life Cycle of a Plant

Content: Life Science

Culture: This topic can be implemented cross-cultural wise. The life cycle of a plant is something that is understood in any culture because it is the same process. It will benefit any ELL student due to their prior experience about plants in their culture.

Topic: Plants

Language: English

Grant: BEST

Grade: 1st grade

A Brief Lesson Description: Students will demonstrate the ability to identify the process it takes for a seed to become a plant. They will learn the names of the parts of a plant and what is needed for it to grow. At the end of the lesson they will proceed to experience the planting of their own flower seed.

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Plants Thematic Unit Lesson Plan
Life Science
BME 698

Introduction:

This life science lesson will introduce first grade students to the life cycle stages of a plant. It will allow students the opportunity to experience how a living thing develops and how it changes over time. The objective of the lesson will be to focus on the plants and its developmental stages of seed, roots, stem, and flower. On this science lesson, writing, reading, and listening will be implemented throughout.

Behavioral Objectives:

Students will be drawing the sequential stages of how a seed becomes a plant from the story “From Seed to Plant” by Gail Gibbons. They will observe the pictures in the story and the big cards showing the sequence and in return illustrate their understanding of it. When they get done with their drawing, they will compare it to the book to see if their drawing is similar to the one in the story. 4SC-F2. The objective will be met when students communicate their observations by drawing the pictures in sequence and

comparing how similar their drawings are to the story. They will also label the parts of the plant and keep a log to write the observation of their plant.

State Standard:

4SC-F2. Trace the life cycles of various organisms.

PO.1 Identify the stages in a life cycle. PO 2. Record life cycle stages in sequence.

4SC-F3. Identify the basic structures and functions of plants and animals.

PO 3. Identify basic plant structures. PO 4. Describe the functions of basic plant structures.

Anticipatory Set:

During circle time, students will be using their prior knowledge as to what they have learned the previous day about seeds and their parts. Students will be sharing their response with the whole class. After the response, the teacher will say, “Class today will be learning about the life cycle of plants.” Students will make some predictions as to how they think a plant develops. After the predictions, the teacher will read the book From Seed to Plant.

Teacher input:

The teacher will then proceed to compare the growing stages of a plant to humans.

Teacher: When you were born you were small babies. Throughout time you grow and change. Plants grow and develop the same way. They are small and develop within time. Who can tell me something about plants?

Students: Answer may vary, as to seeds are small, plants have leaves, plants grow from seeds, plants are green, trees are plants, flowers are plants.

Teacher: Students today we will learn about the development cycle of a plant. Plants grow and change within time like you do. The teacher will be discussing factual information about plants. After reading the book From Plant To Seed, students will have an idea of how seeds are in initiate process of a plant. The factual information will be the needs of a plant and its part. Seeds need to be planted with soil, watered, and it also needs sunlight. Within time it will grow and change. People need to take cultivate their plants in order for it to grow.

Teacher: Students we will go through vocabulary such as seed, soil, water, sunlight, roots, stem, leaves, flower and plant.

Students: Students will then learn the sequential order of the developmental process of a plant and start the activity by drawing the sequential order a the developmental stages of a plant

Modeling the behavior:

1. Teacher will have students retell the life cycle stages of a plant in sequence. Teacher will provide big pictures that will sequence the stages.
2. Teacher will ask students to raise their hand to tell the whole class the first thing needed to grow a plant. The student who answers will come to the front to put the first picture and will then proceed with other students to cover the rest of the sequence.
3. Students will be able to see how plants grow. First they need a seed, the seed will then grow a root, up will grow a stem with green leaves, finally, the plant is fully grown with a flower. Students will create their own book to draw the sequence.
4. Teacher will then model how to fold and cut the paper, how to cut the sections in the folded lines, numbering the sections and how they will be drawing the sequence of the story.
5. Students will get a construction paper and will fold it like a hot dog (vertically); they will then fold it to have four sections. Each section will be labeled with ordinal numbers 1st, 2nd, 3rd, and 4th.
The sections will be cut to have _____ the drawings in the sequence of the life cycle stages of a plant. Once they have cut they will open the 1st section to make a drawing and they will then do 2nd, 3rd and 4th.
6. Students will draw and label the parts of the stages for example. 1st will be the seed, 2nd will be the roots, 3rd will be the stem and 4th will be a flower.
7. They will be listening for directions step by step as the teacher models.
8. When they conclude their lesson they will be sharing their work with the class. They will be reading the parts of the sequence and describing how they made their drawing.
9. Students will be exposed to writing, reading and listening, speaking.
10. They will then take it home and share it with their family.
11. To conclude the lesson, students will plant their own flower seeds in class.
12. They will keep a writing log to write the observations of the change of their plant.

Check for comprehension:

First graders need a lot of repetition in order for them to understand and comprehend. Students will be asked throughout their independent practice about the sequential life cycle of a plant 1st, 2nd, 3rd, or 4th. I will be walking around to see what their drawing looks like. I will check to see if they comprehend what the sequence is. Comprehension will also be check by questioning, observations, and the final result of the activity.

Guided Practice:

The teacher will guide students when they create their own sequence book. Students will work independently while the teacher guides step by step. When student get done with the activity they will be grouped to share the cycle stages of the development of a plant. After the sequencing, students will be guided by the teacher to plant their seed.

Independent Practice:

Students will independently work on the drawing part of their sequence. They will create their own book to connect it back to the book "*From Plant to Seed*." Students will be asked to draw the pictures in sequential order. When student get done, they can share their drawing with other children who have completed the assignment. The activity can be taken to a center to have students practice sequential activities.

Closure:

Students will be able to identify the sequence of how plants grow. Teacher will end the lesson by showing the actual physical objects such as a seed, roots, stem and flower. Students can relate the objects to their drawings. As a great closure to the unit, students will demonstrate the final outcome of their planting. They will also share the observations written, on their logs, throughout the process of the cycle.

Assessment:

Teacher will be evaluating during class discussion, and questioning. Students will also be evaluated on their final work. The objective will be met when students communicate their observations by drawing the pictures in sequence and comparing how similar their drawings are to the story. They will also label the parts of the plant and keep a log to write the observation of their plant. Students will present the outcome of their activity to the whole class. The teacher will also be assessing one-on-one with special and ELL students.

Materials:

- *From Seed to Plant* by Gail Gibbons
- White Construction Paper
- Pencil, scissors, glue and crayons
- Big Sequential Cards of the story
- Seeds
- Soil
- Cups
- Writing Logs

Modifications for Students with Disabilities:

Students with special needs will be given cards that have the sequence already drawn. The teacher will already have the construction paper cut for them. They just need to look carefully to the teacher's sample to glue the pictures in order. Students with disabilities would be more exposed to the actual physical objects in order for them to comprehend or have an understanding of the activity. They will be playing with the objects and relating it to the story. They will then color the pictures and with the help of the big sequential card they will put them in sequence. As a teacher, I will allow students with disabilities more time to complete the assignment. If needed, use one on one instruction for ELL students using their primary language.

Content:

The content of this lesson is science. I have chosen the theme of plants where science and language arts will be integrated. Student will be able to sequence the stages of a plant. The purpose of the sequence is to let students know the developmental process of plants. They will observe how a plant grows from a seed. The sequential part will be seed, roots, stem and flower. Students will be exposed to science.

Language:

Students will be exposed to reading, listening, and writing throughout the lesson. They will be listening to the story, reading their outcome of the sequence, and drawing the sequence. After the drawing they will write a word that describes the drawing. Students will be working with vocabulary such as seed, soil, water, sunlight, roots, stem, leaves, flower and plant.