Thematic Unit-Plants
EDU-360
Kindergarten Class-Mrs. Ottmar
Ed Stevens

1. Essential Question-What is a plant and how would you know it is a plant?

2. Rationale-The rationale behind teaching this unit is to teach and help the students understand their world around them. Plants are a very integral part of the earth and it’s ecosystem. It is necessary to be able to identify plants, know some things about plants and to understand plants because they are such a large part of our environment. For instance, plants help sustain human life in many ways such as producing oxygen, protecting us from the sun, and being an important food source. How plants play a daily part in the students’ lives is also a central theme of this unit and reason to be teaching this unit.

3. NYS Standards-Standard #4-Science
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

3a. Key Ideas

1. Living things are both similar to and different from each other and non-living things.

4. The continuity of life is sustained through reproduction and development.

5. Organisms maintain a dynamic equilibrium that sustains life.

6. Plants and animals depend on each other and their physical environment.

7. Human decisions and activities have had a profound impact on the physical and living environment.

4. NYS Standards-Learning Standards for English Language Arts

Standard #1-Language for Information and Understanding

Students will read, write, listen, and speak for information and understanding.

4a. Key Ideas

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships,
concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

5. **NYS Standards: Standard #3-Mathematics**

   Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

5a. **Key Ideas**

   1. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

6. **Goals for Unit**

   1. Students will analyze the life cycle of a plant, both in theory and in the classroom as a hands-on exercise over a period of weeks
2. Students will (be able to) identify the different parts of a plant

3. Students will comprehend, understand, and communicate how plants fit into our world and why they are necessary for our survival

4. Students will witness and measure (in actual length as well as time) the growth of a plant and communicate those concepts (growth in size and length over time) in writing and verbally

5. Students will listen, ask questions, speak, understand, comprehend, and write about their experiences with plants and the plant lessons material

6. Bibliography

6a. Student Resources

Flower Garden by: E. Bunting. This book is about a young girl who buys some flowers and plants them in a window box about 3 stories high. They were a birthday present for her mother. The last words in the sentences rhyme with other ending words to assist with literacy instruction.

From Seed to Plant by: G. Gibbons. This book is about the life cycle of a
plant from seed, to plant, and back to seed. It has
pictures of the different parts of a plant as well as
explanations of how pollination works.

Grandpa’s Garden Lunch by: J. Caseley. This book is about a young girl
who grows marigolds around her grandfather’s
vegetable garden. Later in the summer she is
invited over for lunch and all they have are
things from the garden to eat.

Growing Vegetable Soup by: L. Ehlert. This book is about a young child
helping his father grow a garden and making
soup from it. It has few words and they are large
so it will be a good book for the class.

How A Seed Grows by: H. Jordan. This book is about starting seeds in little
seed pots. It will be helpful to read to the class because
it describes exactly the materials we will be using to
start the sunflowers.

Jack’s Garden by: H. Cole. This book is written in “Jack” form—adding one
more part of the garden cycle to each page. It also repeats the
preceeding cycles over and over again, which is very helpful
to a child’s literacy progress.
Planting A Rainbow by: L. Ehlert. The theme of this book is growing flowers of different colors. This book will help the children with their colors.

Sunflower by: M. Ford. The focus of this book is growing and comparing length of the stem with heights of different body parts of the child. Examples would be up to the child’s knee or up to his head. This comparison with big pictures will help the children with basic math concepts of length and time.

Sunflower House by E. Bunting. This book is about a boy who grows a ring of sunflowers in his yard. The plants form a fort of sorts to play in all summer. The children gather the seeds in the fall for planting next summer. The last words in the sentences on each page rhyme to help with literacy education.

Tops and Bottoms by: J. Stevens. This is a cute story that explains the difference in vegetable plants that grow either under the ground or on top of it. It also includes rabbits and a bear which will help the children conceptualize that not only people eat plants.
6b. Student Resources & Teacher Resources (APA Format)

**Student References**


These are all elementary reading books that have plants (and/or planting) of some kind as a main theme. Since my children are all in Kindergarten and some are just learning English, they are not able to read well on their own yet. I will try have more picture books for them as needed. I plan on reading some of these to the children throughout the 10 lesson-plan time. I also will supply other resources such as the seeds, planting cups, dirt, and a plant expert who is a professional gardener who is willing to come in one time to share her wisdom around plants and flowers. All of the books (and software)
listed and not read to the class will be available to the students during their school day (free time) in a special “plant area” located in the classroom.

7. Concept Description

In this thematic unit project I will cover the life cycle of a plant, from seed to seed. I am having the children plant their own sunflower seeds in the beginning of the unit. My plan is that they will have sprouted by the time the unit is finished. I am also planting some seeds prior to that to insure some tangible topics of discussion. I want the children to learn and to be able to communicate to each other and myself, as to how plants fit into our environment and what purposes they serve to the earth also. They will also be expected to measure in English measure and understand the mathematical relationship between time and plant size.
9. **Culminating Activity**

The final activity will be a field trip to the Rochester Lilac Festival at Highland Park during the month of May. While there, the students will take a short hike through some of the plant, shrub, and flower displays. During and afterward, the activity will be processed with the students to make sure they understand the
differences in plants, the parts of a plant, what makes a plant a
plant, and how plants fit into our ecosystem. The students will
identify some living things and what makes them different. The
students will witness plants at different life stages. The students
will communicate how living things rely on each other for life.
The students will identify human impact in the Park, such as the
trampling by humans causing injury to some plants. The students
will listen, ask questions, and speak to communicate
understanding of plants. The students will be able to identify
mathematical relationships between time and size involving
plants.

10. Outline of Lesson Plans

Lesson #1. Prior Knowledge of Plants, Story Prediction, and
Read Aloud

Lesson Objective #1.

Students will communicate verbally any prior knowledge they
have of plants with the rest of the class after teacher (myself)
announces that they will begin to study and learn about plants
over the next two weeks.

Lesson Objective #2.
Students will share any experiences of growing plants they have had in the past, whether inside or outside.

Lesson Objective #3.

Students will make predictions at three points in the storybook.

After verbal sharing of the above first two objectives with the rest of the class I will read the book *Sunflower* by M. Ford. I will make the announcement that we will be planting our own sunflower seeds just like the girl (?) in the book. During the reading I will show the pictures to the class and discuss the content. I will ask for predictions at three places throughout the reading from the children.

**Literacy Strategy-** I’m curious…

1. At the end I will tell the children I am curious as to what are some basic things they have learned that a sunflower needs to grow.

2. Children will share with the class the answers to #1 and I will write these things they verbalize in sentence form on the poster board. (up to 5 sentences)

(Assessment exercise- Sample Task-NYS Standards)
Science Knowledge-Students report the character’s observation that a plant needs sunlight, soil and water to grow.

3. I will then have 4 students come up to the poster board and each circle a simple word written there. Examples would be words such as: and, the, is, air, sun, that, was, he, she, it, etc.

(Assessment exercise-Sample task-NYS Standards)-

Literacy Knowledge- students use vocabulary from their content area reading appropriately and with correct spelling.

**Lesson #2. Story Prediction & Read Aloud**

Lesson Objective #1.

Students will make accurate predictions at beginning, middle, and near the end of book.

Lesson Objective #2.

Students will create 6 sentences that explain facts in read aloud book and urban growing of plants and teacher will print these on poster paper.

Lesson Objective #3.

Students will realize urban dwellers can grow plants.

After the 3 predictions and reading of the book *Flower*
*Garden* by E. Bunting, class will comment on and discuss the possibilities that they all have a special place that they can grow a plant or several plants, even though they live in a city. Students will share some differences between rural and city difficulties encountered while trying to grow plants. Teacher would point out some examples: less space in cities, effects of pollution from the factories in a city; animals eating plants in country, long drive to get plant supplies, etc.

**Literacy Strategy** - Word Wall

1. Teacher explains the word wall concept and states that the class will start one based on plants thematic unit
2. Students will list 10 words and definitions to start the Plants Word Wall and teacher will print on a poster paper the 10 words and short definitions and post on wall.

   (Assessment Exercise-Sample Task-NYS Standards)

Science Knowledge-Students create appropriate words and definitions relating to plants and plant kingdom that are accurate.

3. Teacher will then have 6 students come up to poster board and circle 6 simple words (ex.- the, it, she, he, was, look, etc.)

   (Assessment exercise-Sample Task-NYS Standards)
Literacy Knowledge-students use vocabulary from their content area reading appropriately and with correct spelling

**Lesson #3. Create K-W-L Chart and Read Aloud**

Lesson Objective #1.

Students will review (from 1st lesson) and communicate the K of the KWL to teacher and teacher will create and fill in chart accordingly about plants.

Lesson Objective #2.

Students will offer things to teacher they still want to know and teacher will fill in W of KWL chart accordingly, related to topic.

After verbal sharing of the objectives and filling in the chart, the teacher will read one half the book (to p. 13) *From Seed To Plant* by G. Gibbons. During the reading the teacher will show the pictures and discuss the content with the students.

**Literacy Strategy---K-W-L Chart**

(Assessment exercise-Sample Task-NYS Standards)

Science Knowledge- Students have reported accurate facts and stated appropriate things they still want to know on plants for the KWL chart. They have mentally investigated what plants
need to stay alive and other aspects of plants and verbalized these facts for the KWL chart.

(Assessment exercise-Sample Task-NYS Standards)

Literacy Knowledge-Students have accurately paraphrased and asked questions for clarification about what they have heard in the Read Alouds and from the teacher and other students regarding plants.

**Lesson #4. Read Aloud & Singing the Plant Parts**

Lesson Objective #1.

Students will share prior knowledge regarding plant parts.

Students will initially learn the parts of a plant.

Lesson Objective #2.

Students will remember the parts of a plant for KWL chart.

The second half of the book *From Seed To Plant* is read to students emphasizing the basic parts of a plant that are described. Students are then taught the song *The Parts of the Plant* to the tune of *The Wheels on the Bus*. This will stimulate the students and help them remember the parts of the plant, as well as access those students who have a strong musical intelligence to help them remember.
Literacy Strategy—Finish K-W-L Chart

1. Students will begin verbalizing L part of chart with parts of plants and teacher will print in the words (parts) they learned today on chart.

(Assessment exercise-Sample Task-NYS Standards)

Science Knowledge-Students are able to understand the parts of a plant and verbally explain why those parts are necessary for survival.

(Assessment exercise-Sample Task-NYS Standards)

Literacy Knowledge-Students have gathered information on plant parts and then accurately paraphrased this information for the KWL chart.

Lesson #5. Hands-On -Transportation of Seeds Experiment

Lesson Objective #1. Show students ways that seeds are carried by the natural environment so they will realize and understand how the environment works to create more plants.

Lesson Objective #2. Create observation skills, curiosity and interest in our world for the students.
Students will experiment under the guidance of the teacher with seeds, water, wind, clothing and animal skin to see first hand how seeds are dispersed in our environment.

Students will put seeds in a bowl of water and move the water to 2 other containers and begin to understand how a stream moves seeds.

Students will also use a hair dryer to create wind and observe what happens when a seed is put in front of the hair dryer turned on.

Students will also see if seeds could be transported by a person’s sock or piece of deer skin by sticking to them (the sock or skin) while they are walking in the woods or fields.

**Literacy Strategy- Simulations**

1. The classroom representation was described above.

   (Assessment exercise-Sample Task-NYS Standards)

Science Knowledge-Students will draw a picture of one way that seeds get moved around the earth.

   (Assessment exercise-Sample Task-NYS Standards)
Literacy Knowledge-Students will ask for clarification and paraphrase information regarding experiment of seed transport by wind, water, and animals, (incl. humans).

Lesson #6. Read Aloud and Story Prediction

Lesson Objective #1.

Students will predict what title of book (*Sunflower House* by E. Bunting) suggests to them.

Lesson Objective #2.

Students will predict at 2 other points in book during the reading what will happen.

Literacy Strategy-Word of the Week

1. Students will identify a new word for themselves that they are interested in related to the book and add it to their “word rings” after lamination.

   (Assessment exercise-Sample Task-NYS Standards)

Science Knowledge-Students verbalize a new word related to the theme of the story (that describes the different stages of life) and tells others what the science word means

   (Assessment exercise-Sample Task-NYS Standards)
Literacy Knowledge-Students will use the vocabulary from their content area appropriately and with correct spelling

**Lesson #7. Plant Picturing**

Lesson Objective #1.

Students will color a complete picture of a plant (given to them by the teacher) and show through art that they understand the 5 basic parts of a plant (seed, stem, root, flower, & fruit or pod) by coloring each part a different color.

Lesson Objective #2.

Students will copy over the written words describing the parts of a plant on the picture sheet. The words will be outlined by the students writing over the dashes that have outlined the letters. They then draw connecting lines between the word and the part of the plant in the picture.

**Literacy Strategy-What’s In A Picture?**

(Assessment exercise-Sample Task-NYS Standards)

Science Knowledge- Students accurately color and label the parts of a plant.

(Assessment exercise-Sample Task-NYS Standards)
Literacy Knowledge-Students will use vocabulary from their content area reading appropriately and with correct spelling.

**Lesson #8. Read Aloud & Prediction**

Lesson Objective #1.

Students will predict what the book *Tops and Bottoms* may be about.

Lesson Objective #2.

Students will understand that some plants have their good and edible parts underground and some don’t.

Lesson Objective #3.

Students will realize what is fair in an agreement with another and a better way to live one’s life in peace.

**Literacy Strategy—Data Chart**

1. Teacher will create a data chart outlining which vegetables grow underground and which do not.

   (Assessment exercise-Sample Task-NYS Standards)

Science Knowledge- Students accurately tell teacher where to put 10 different vegetables—under the under or above ground columns.

   (Assessment exercise-Sample Task-NYS Standards)
Literacy Knowledge-Students will use vocabulary from their content area reading unit appropriately and with correct spelling.

**Lesson #9. Seed Sort and Stem Length Comparison**

Lesson Objective #1.

Students will sort sunflower seeds by size and color. They will make 2 size piles and 3 color piles of each size thereafter to realize mathematical relationships. This exercise will appeal to logical/mathematical intelligences as will the next.

Lesson Objective #2.

Students will compare seeds that have been growing two different amounts of time and compare the stem lengths of the sprouts. Students will realize the mathematical relationship between growing length and growing time.

Teacher will provide the sprouts and a short ruler to measure them and provide the children with the data of growing times.

**Literacy Strategy-I Wonder Why…?**

1. Teacher will probe for understanding by asking “I wonder why seeds may be different sizes and colors?”

2. Teacher will probe for understanding by asking “I wonder why the plants growing longer also measure longer?”
Science Knowledge- Students accurately tell teacher what the seed differences that are visible are and suggest why.

Literacy Knowledge- Students will use vocabulary from their content area unit reading appropriately and with correct spelling.

Mathematical Knowledge- Students accurately tell teacher what the seed count is (identify a pattern) and measurement of the stems in relationship to growing time (evidence of a pattern).

**Lesson # 10. Planting of Sunflower Seeds**

Lesson Objective #1.

Students will learn the components of what is required to grow a plant.

Lesson Objective #2.

Students will learn to care for a plant.

**Literacy Strategy-Brainstorming**

1. Teacher will list all possible responses of the students as to how & where to plant these seeds (teacher shows class packets of seeds).
2. Teacher lists all possibilities that students offer re: depth of planting.

3. Teacher lists all possibilities on any special care the seeds may need in the first day that students brainstorm.

(Assessment exercise-Sample Task-NYS Standards)

Science Knowledge- Students accurately tell teacher what the seeds need to grow.

(Assessment exercise-Sample Task-NYS Standards)

Literacy Knowledge-Students will use vocabulary from their content area unit reading appropriately and with correct spelling.

-Students will follow directions that involve a few steps (while planting)

11. 3 Detailed Lesson Plans

Lesson Plan

Name: Ed Stevens  
Date: 4-21-03

Content Area: Reading/Writing  
Unit Topic: Plants

Grade Level: Kindergarten
Today’s Lesson: Story Elements of *Sunflower* by M.Ford

Duration: 9-9:45 A.M.

**Lesson Rationale**

N.Y.S. English/Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

  Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

  Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation, clearly, concisely, and comprehensibly.

Standard 2: Students will read, write, listen, and speak for literary response and expression.
Key idea 1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Key idea 2: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

Instructional Objectives

Students will:

1. make one story prediction based on story/title cover illustration/events (comprehension)
2. retell the story in the correct sequence, including at least three events (comprehension)
3. identify title and main character. (comprehension)
4. identify their favorite part of the story and tell why it is their favorite (evaluation)

Adaptations:
1. For student with hearing impairment: Teacher and student will wear voice enhancement devices.

2. For student with emotional disturbances: Teacher will provide clear, concise, verbal directions. Directions will also be written down. Behavioral expectations will be reviewed by the class before the lesson begins. During small group activity, teacher/aid will circulate and provide support as needed.

Materials: one book--Sunflower

Lesson Opening

Anticipatory Set:

“Good morning! I’m sure most everyone has read a story about plants. Think in your head about what you know about plants and then we’ll share these together.” [Wait 15 seconds.]

“Turn to a friend next to you and share one or two things you know about plants”.[Wait 20 seconds while students share with a partner.]

“Let’s hear one idea from one of you”. [Pick a name randomly. Students may opt to share or pass. Hear from 4 students..]

“Very good! You certainly know a lot about plants. Today we are going to read a story about growing a plant you may not have heard before. I wonder if it will be
anything like the other plant and flower stories you have read before. I wonder how it will be similar or different from the other stories you already know! Think about the person in the book and the sunflower! Let’s find out what happens!

**Lesson Body**

Activities:

1. Display the cover of *Sunflower*. Read the title aloud (pointing).
   
   “Hmmm… I’m thinking about this title… *Sunflower*. What do you think the book is about? What does his expression on the front cover suggest he is feeling?”

   “What do you think will happen to the boy? The sunflower? Could that really happen? Tell me one prediction that you think will happen check for understanding [call on 3-4 students to share]

2. Prepare the students for the reading:
   
   Retelling (define; give example)
   
   Think about: flower, where it grows, & character.

3. Read story (guided reading):
   
   Read aloud the first 3 pages, then call on 3 students to share their predictions for the next section (and explain them).[guided practice: predicting]
Read aloud the next three pages (up through the plant up to his nose)

(Thumbs up, thumbs down exercise at this point)

Ask students:

“How high will it get? How long will it take? What will happen in the fall?

(randomly ask these questions to students who have raised their hands but not spoke during this lesson).

What do you think will happen next? Why? [guided practice: predicting]

Read the next four pages aloud.

Ask students: “Where did the seeds come from? Can you eat them? What animals might like them? (ask students who have not shared yet).

4. Retell the story

Group the students

Give directions

In small groups retell the story in correct sequence

Include at least 3 events

Check: ask students to put up # of fingers as to how many events need to be included [check for understanding]

Students work in groups [guided practice]

Have one group of students verbally share retelling of story

Closure:
"Today we read a story about plants. We made predictions. What is a prediction? We identified the title and the characters. What was the best part? Tomorrow we will talk about this story with other stories.

**Lesson Follow-Up**

Evaluation:

What did I want the children to learn?

- Make predictions about a story
- Identify title and character of a story
- Identify their favorite part of a story and explain why

How will I know they learned it?

- Quality of verbal responses and explanations to support responses

**Lesson Plan**

Date: 4-22-03

Content Area: Reading/Writing

Unit Topic: Plants

Today’s Lesson: Flower Garden

Duration: 9-9:30 A.M.
Lesson Rationale

N.Y.S. English/Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation, clearly, concisely, and comprehensibly.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Key idea 1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand
the text, and recognizing the social, historical, and cultural features of the text.

Key idea 2: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

Instructional Objectives

Students will:

1. make one story prediction based on story/title cover illustration/events (comprehension)
2. retell the story in the correct sequence, including at least four events (comprehension)
3. identify title, setting, main characters (comprehension)
4. identify their favorite part of the story and tell why it is their favorite (evaluation)

Adaptations:

1. For student with hearing impairment: Teacher and student will wear voice enhancement devices.
2. For student with emotional disturbances: Teacher will provide clear, concise,
verbal directions. Directions will also be written down. Behavioral expectations will be reviewed by the class before the lesson begins. During paired activity, teacher/aid will circulate and provide support as needed

Materials: one copy of Flower Garden

Lesson Opening

Anticipatory Set:

“Good morning! I’m sure most everyone is ready for a new story. Think in your head about what you remember from the plant book yesterday and then we’ll start and read this book together.” [Wait 15 seconds.]

“Turn to a friend next to you and share one thing you remember about Sunflower. Wait 20 seconds while students share with a partner.]

“Let’s hear one idea from a couple of you”. [Pick a name randomly from the class.] “Very good! You certainly know a lot about plants. Today we are going to read a story about a flower garden you may not have heard before. I wonder if it will be anything like the other stories you have read before about gardens. I wonder how it will be similar or different from the other plant stories you already know! Think about the characters, where it takes place, called the setting, and what happens! Let’s find out what happens in this book!”
Lesson Body

Activities:

1. Display the cover of *Flower Garden*. Read the title aloud (pointing).
   
   “Hmmmm….I’m thinking about this title…Are you? What do you think the book is about? Does the girl look happy?”

   “What do you think will happen to the girl? Could that really happen? Will she have a garden? **check for understanding** [call on 3-4 students to share]

2. Prepare the students for the reading:
   
   Retelling (define; give example)

   Think about: setting and characters

3. Read story (guided reading):
   
   Read aloud the first 4 pages, then call on 3 students to share their predictions for the next section (and explain them). [*guided practice: predicting*]

   Read aloud the next 7 pages (*up through the girl getting to her door*)

   Ask students:
“Is the girl tired from carrying the garden? Why?” Have you ever carried dirt and flowers? To where?” (randomly ask these questions to students who have raised their hands but not spoke during this lesson).

“What do you think will happen next? Why?” [guided practice: predicting]

Read the next ten pages aloud. Continue discussing the pictures and words, especially focusing on the possibility of an urban garden theme.

(ask students who have not shared yet about their predictions and comments about a city garden).

Read the rest of the story.

4. Have rest of students share about any city gardens that they have seen or helped with. Mention that we are going to start growing our own flowers in class in a few days and to create excitement tell them the plants may grow taller than their parents!!!!.
Lesson Plan

Name: Ed Stevens

Content Area: Science

Date: 4-23-03

Unit Topic: Plants

Today’s Lesson: Planting Sunflower Seeds

Duration: 9:30-10:30 A.M.

Lesson Rationale

N.Y.S. English/Language Arts Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information
in one’s own words, applying information from one context to another, and presenting the information and interpretation, clearly, concisely, and comprehensibly.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Key idea 1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Key idea 2: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

Adaptations:

1. For student with hearing impairment: Teacher and student will wear voice enhancement devices.

2. For student with emotional disturbances: Teacher will provide clear, concise, verbal directions. Directions will also be written down. Behavioral
expectations will be reviewed by the class before the lesson begins. During paired activity, teacher/aid will circulate and provide support as needed.

Materials:

1. Seeds, Pots, Water, Dirt
2. Several Pencils
3. Plant Pot Trays
4. Plastic Wrap

Lesson Opening

Anticipatory Set:

“Good morning! I’m sure most everyone has been thinking about planting their seed today! I am so excited too!! It is such a mystery to watch seeds grow into huge plants! Did you know these little seeds I have here will grow into a flower as tall as me? Yes!! That’s right!! As tall as me!!” [Wait 15 seconds.]

“Turn to a friend next to you and share one or two things you know about planting seeds”.[Wait 20 seconds while students share with a partner.]

“Let’s hear one idea from each of you”. [Pick a name randomly from the class. Students may opt to share or pass. “Very good! You certainly know a lot about planting. Today we are going to plant one seed each and take good care of it until it grows big and tall.

Lesson Body
Activities:

1. Display the seeds, pots, dirt, and allow the class to view them quietly for a few seconds. Explain that we will be doing this in our small group time. Tell the class the group order. This exercise will appeal to the kinesthetic learners.

2. Prepare the students for planting: give each member of 1st group a pot, seed and a small amount of dirt to put in the pot with a separate cup

3. Help each student fill pot with dirt. Give directions to wait quietly until each student is done filling their pot

4. Explain and show each student how to use pencil to make small hole 1” deep for seed.

5. Plant one seed in each hole in each pot.

6. Help each student water their seed carefully and set by window

Closure:

"Today we planted a very small seed and now we have to make sure of a few things! Do you know what things?” Have children mention: to water them, give them sun, and to keep them warm! Then have them explain what should be done when they take them home! Same things and don’t spill the dirt or disturb the roots.
Lesson Follow-Up

What did I want the children to learn?

1. Make predictions about what a plant needs to grow!
2. Identify what a plant needs to live.

How will I know they learned it?

1. Quality of verbal responses and explanations to support responses.
2. The plants live a long and happy life!!