



LESSON PLAN

Lesson Title: Plants and Prints

Content Area & Arts Discipline: Language Arts and Science

Date: 11-2-12

Lesson Author (Teacher or Teaching Artist): Seagie Shoemake and Elane Burge

Grade Level: Kindergarten

Proposed Time Frame: 2-3 weeks

Room Requirements/Arrangement: classroom

Materials/Equipment: plant seeds, soil, water, milk, journals, pencils, art media

Resources: video, informational text, UDL, state standards

Vocabulary: parts of a plant, observation, Georgia O'Keefe, Inquiry Science process

BIG IDEA & LEARNING OBJECTIVES

What will the students leave knowing?

Students will understand parts of a plant.

Students will understand what plants need to grow.

Students will be able to write a sequence of events based on experience of planting flower.

SUMMARY

Give a brief overview of the lesson

Students will be involved in an science inquiry based lesson to examine what plants need to grow. They will use the art prints of Georgia O’Keeffe to label parts of plants and will record their experiences in a science journal.

LESSON INSTRUCTION

List the steps of the lesson by following the outline below:

Engaging Students (“the hook”): Using Georgia O’Keeffe’s Print, A Sunflower from Maggie, 1937, ask students to conduct a thinking routine with you called See, Think, and Wonder. Ask the students to tell you things they see in the print and record their answers on a piece of paper or the board. Then do the same thing with these questions: What do you think about the print? And What do you wonder? Hopefully the conversation can be geared towards the idea that this is a plant and plants need certain things to survive.

Building Knowledge: Read How a Seed Grows by Helene J. Jordan an informational text on plants, and The Tiny Seed by Eric Carle. If you do not have these books, any information text on plants will work.

Watch this youtube video on parts of a plant
<http://www.youtube.com/watch?v=vZUbKzkC-5w>

Modeling the Experience: Allow the students to plant seeds to grow their own flower and watch it grow. Plant some additional seeds to use in inquiry based experiments – water some with water and others with milk. Put some in the sunlight and other in the closet.

Applying Understanding: Write down observations and record data from the investigations in science journals. Use this experience to practice sequence writing. Provide students with the attached brainstorming grid for them to write the steps they used to plant their seeds.

If available use an interactive white board to allow students to manipulate the parts of a plant. (You can find some free flipcharts on Promethean Planet.)

Allow students to create flowers in the Style of Georgia O’Keeffe in which they will include the parts of a flower. Allow them to label the flower parts.

Creating Opportunities for Reflection (Closing): Ask the students some questions about parts of plants, Georgia O’Keeffe, and what things all plants need to survive.

Assessing the Learning: The students work in their science journals, their artwork, and their sequenced writing will be evaluated to determine if students mastered the content.

STANDARDS & PRINCIPLES

State Content Standards:

- 5. Recognize common types of texts (e.g., storybooks, poems).

- 10. Actively engage in group reading activities with purpose and understanding.
- 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 - f. Produce and expand complete sentences in shared language activities.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Science

- 3e. Identify the basic needs of plants and animals and recognize that plants and animals both need to take in water, animals need food, and plants need light. (DOK 1)
- 3f. Identify and label the parts of a plant. (DOK 2)

Visual & Performing Arts Standards:

1. Use a variety of basic materials and art media to produce works of art. (CP)

1d. Demonstrate manipulative skills by performing a variety of tasks (e.g., cutting, gluing, arranging, constructing, sorting, tracing, rubbing, folding, bending, modeling, coloring, painting, drawing, scribbling).

1e. Experiment with different media (e.g., paint, clay, ink, crayons, finger-paint, chalk, markers, pencil).

Principles of Universal Design for Learning (at least one from each of the three guiding principles):

-writing/creating – action/expression

-movie-engagement

-print-representation

MISC NOTES

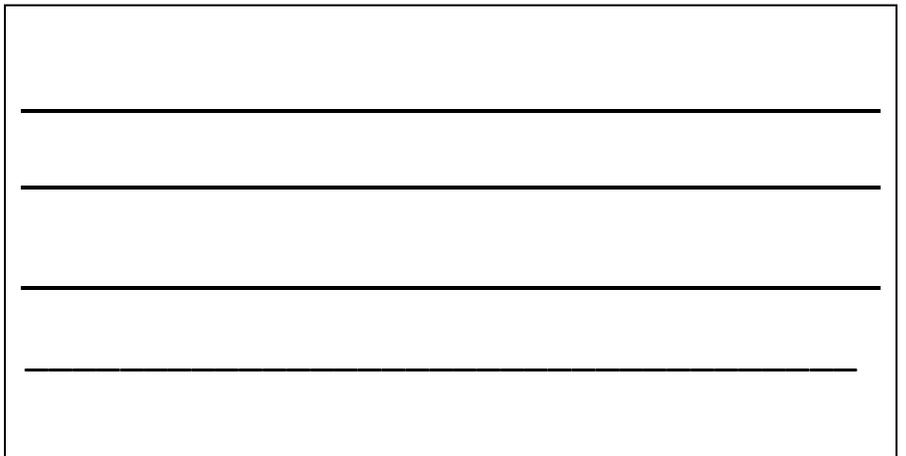
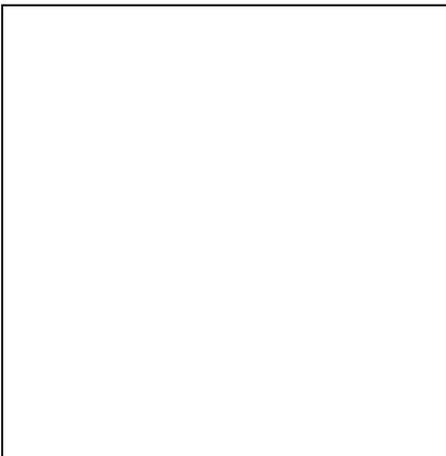
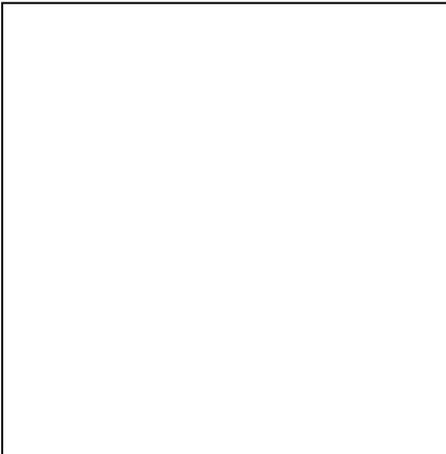
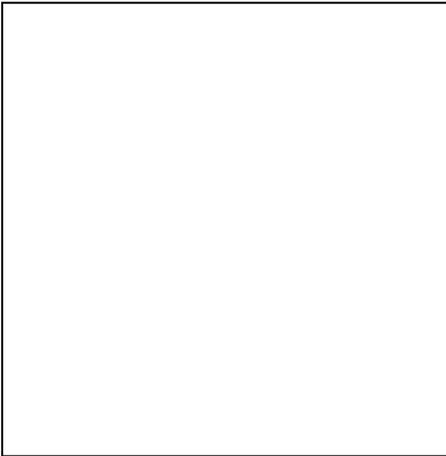
Extended Learning Activities:

When is the right season to plant flowers? How does climate effect types of plants?

TIPS/FAQs: Grow some seeds before starting the lesson to see how long it will take to grow the plants.

Title

Write an opening sentence telling what you are explaining.



Write a closing sentence that gives a reaction to the events.