

Required information during the PD

<b>Lesson Title</b>	Yummy! Plants!	<b>Planned Teaching Date</b>	
<b>Learning Objective</b>			
Use observations and vocabulary to describe plants and plant structures and their functions.			
<b>Essential Question (s)</b>			
What are the functions of different plant parts? What plant parts do humans eat? What plant parts do other animals eat?			
<b>Materials</b>			
Books Student journals & pencils			
<b>Bloom's Level and Question(s) or DOK</b>			
<ul style="list-style-type: none"> <li>Label plant parts (Bloom's level 1)</li> <li>Distinguish features of plants (Bloom's level 1)</li> <li>Make observations and compare plant types (Bloom's levels 1 &amp; 2)</li> <li>Create a Poem about plants (Bloom's level 4)</li> </ul>			
<b>Reading, Writing, &amp; Science Literacy Connections</b>		<b>Standards Emphasis</b>	
National Geographic Book Title: <i>Mmmm!</i>		Plants have different structures that perform specific functions that help plants to survive.  VA Science 2018: 1.4 (plant structures) NGSS <a href="#">1-LS1 From Molecules to Organisms: Structures and Processes   Next Generation Science Standards</a>	
Supplementary Book Title <a href="#">Plants Feed Me</a>		VA Science 2018: 1.4 (plant functional parts/plant structures), 1.5 (plant life needs)	
Outdoor Activity (connected to the readings) <ul style="list-style-type: none"> <li>Find and label plant structures in the schoolyard.</li> <li>Conduct an investigation of plant structures to answer the question: Do animals eat plant parts?</li> </ul>		VA Science 2018: 1.1 (science & engineering practices), 1.4 (plant structures)  VA Science 2018: 1.5 (animals have life needs)	
Writing Activity- Use adjectives to write an acrostic poem for each plant part		VA Science 2018: 1.1, 1.4 VA English 2024 1.W (writing skills)	
<b>Differentiation</b>			
<ul style="list-style-type: none"> <li>Leveled readers</li> <li>Substitute class developed song, skit about plant parts for the independent acrostic poems.</li> </ul>			

Developed by Blandy Experimental Farm/UVA educators in partnership with Clarke Co., VA Public School Teachers, 2022. Blandy lesson plan template adapted from K. Lison, Clarke Co. VA teacher.

Assessment	Vocabulary
<p><b>Formative-</b> Listen &amp; observe: Are students using the appropriate vocabulary to describe the plant parts as they are making their observations? Are their plant drawings labeled correctly??</p> <p><b>Summative-</b> Can students accurately draw a plant and label the leaves, stems, and roots?</p>	<p>Roots, Stem (Trunk), Leaves, Flower Adjective Acrostic poem</p>
Hook/Engage	
<ol style="list-style-type: none"> <li>1. Inquiry discussion- What plant parts do you like to eat?</li> <li>2. Generate a list based on class responses. (We will refer back to the list after our lessons.)</li> <li>3. Explain- our lessons are going to focus on plant parts and the jobs of those parts.</li> </ol>	
Guided Lesson/Instructional Strategy	
<ol style="list-style-type: none"> <li>4. Read <i>Mmmm!</i> (either as a class or in student groups). <a href="#">Discuss</a>- what is the book about? What is the author's purpose?</li> <li>5. Read <i>Plants Feed Me</i>. Discuss- what is this book about? What is the author's purpose?</li> <li>6. Outdoor investigation- <ul style="list-style-type: none"> <li>- Ask: In reading the book, <i>Mmmm!</i>, what was the point of the book?</li> <li>- Do: Each of you will locate a plant, Once you choose a plant, use your journal to draw and then label your chosen plant.</li> <li>- Discuss: Bring the class back together to share and compare drawings and plants.</li> <li>- Ask: Did all the plants look the same? How did they differ? Did they all have the same parts and did those parts do the same job whether they were on a tree or a small grass? (You may want to use just the leaves and their functions rather than all plant parts.)</li> <li>- Do you predict that other animals might eat plant parts? What parts do you think animals might eat?</li> <li>- Investigate- what evidence of plants being eaten can you find? Use your journal to record what plant parts, evidence and your guess as to what animal might have eaten the plant part.</li> <li>- Share and discuss findings- Bring the class together to share what evidence of animals eating plants they found.</li> </ul> </li> <li>7. Create an acrostic poem for each plant part (use adjectives! May need to review what adjectives are.)</li> </ol>	
<p><b>Technology/Computer Science</b></p> <p>None, unless students compose their poems using computers</p>	<p><b>Expected student products or learning objectives met</b></p> <ul style="list-style-type: none"> <li>-Mandatory:</li> <li>-Optional/preferred:</li> </ul>
Reflection/Notes	Supporting Resources
	<p><a href="#">Summer Supper</a> <b>2018 Va Science SOL: 1.4</b></p>