



**THINK  
THEMES!**

# **PLANTS**



# Plants

## State Goals and Chicago Academic Standards & Frameworks

**State Goal 11: Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.**

**Chicago Academic Standard A:** Understand that science involves asking and answering questions and comparing experimental results to what is already known.

### Curriculum Framework Statements:

- 1 Conduct simple experiments and observations and explain what was discovered.
- 2 Read and discuss science-related materials from a variety of sources.

**Chicago Academic Standard B:** Design and conduct simple scientific investigations in which observations are made, data are gathered and organized, and reasonable conclusions are drawn.

### Curriculum Framework Statements:

- 1 Ask questions and formulate hypotheses about objects, events, and organisms that can be tested through scientific investigation.
- 2 Observe and describe changes in terms of starting conditions, type of change, and ending conditions, using words, diagrams, or graphs (e.g., melting ice cubes, germinating seeds, burning candles).
- 3 Select and use instruments to collect, organize, and present data related to a scientific investigation (thermometers, timers, magnifiers, balances, microscopes, calculators, and computers).
- 4 Gather data from investigation by applying a variety of scientific skills (e.g., measurement, reading recording methods).
- 5 Organize observations and measurements into charts and graphs and communicate conclusions orally and in writing.
- 6 Use data based on observations from guided experiments to construct reasonable and accurate explanations.
- 7 Compare observations of individual and group results.

**State Goal 12: Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.**

**Chicago Academic Standard A:** Compare and describe life cycles, basic needs, characteristics, and component parts of organisms.

**Curriculum Framework Statements:**

- 1 Compare living things to non-living things; classify living things as plants or animals.
- 2 Describe stages in the life cycles of plants, insects, and vertebrates (e.g., bean plant, butterfly, frog).
- 3 Describe basic needs characteristics of living things (e.g., food, water, air, shelter, space).

**Chicago Academic Standard B:** Understand effects of organisms on the environment and some features that help them survive and reproduce after a change in their environment.

**Curriculum Framework Statements:**

- 1 Describe ways that offspring are much like their parents and one another.
- 2 Identify differences in appearance among individuals of the same population or group (e.g., hair color, eye color, height, hair texture).
- 3 Identify factor that affects animal and plant growth and reproduction (e.g., food, water, sunlight, fertile soil).
- 4 Compare plant and animal adaptations to the changing seasons (e.g., dropping leaves, migration, growing thicker coats).
- 5 Describe relationships among various organisms in their environment (e.g., predator/prey, parasite/host, food chains and webs).
- 6 Describe food webs in selected ecosystems (e.g., forest, desert, ocean).

**Chicago Academic Standard E:** Investigate, describe and compare properties of earth's basic materials (water, air, rock), and the natural processes that change the earth's surface.

**Curriculum Framework Statements:**

- 1 Identify major sources and uses of water.

**State Goal 13:** As a result of their schooling, students will have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

**Chicago Academic Standard A:** Identify and describe major technological changes and their effects on people, tools, and nature.

**Curriculum Framework Statements:**

- 3 Distinguish between natural objects and objects made by humans.

**State Goal 15: Understand, analyze, and compare economic systems, with an emphasis on the United States.**

**Chicago Academic Standard B:** Illustrate how the availability and use of natural, human, and capital resources affect the quality of life and the natural environment.

**Curriculum Framework Statements:**

- 1 Describe the differences among human resources, natural resources (e.g., water, soil, wood), and capital resources (e.g., machines, tools) used to produce different goods or services.

**State Goal 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.**

**Chicago Academic Standard B:** Use maps, globes, graphs, photographs, other geographic tools, and technology to acquire, process, and report information about Chicago and other places and regions in the United States.

**Curriculum Framework Statements:**

- 2 Explain why commonplace things are located where they are (e.g., plants on the windowsill, crosswalk near the school, teacher's desk in the classroom).

**Chicago Academic Standard D:** Describe the relationship between human activity and the natural environment (e.g., natural disasters, pollution, proper use of resources).

**Curriculum Framework Statements:**

- 1 Explain how people depend on the environment.
- 2 Distinguish between renewable and non-renewable resources.

**Chicago Academic Standard E:** Explain the physical processes that shape the patterns of the Earth's surface.

**Curriculum Framework Statements:**

- 1 Identify the components of the Earth's physical systems (air, water, plants, animals, soils, rocks).
- 2 Describe local environmental features and relate them to the physical system of which they are a part (rain as a part of the water cycle).

# Plants

## Second Language Goals and Standards

(Adapted from CPS – ESL Goals and Standards PK-12)

**Goal I: To use the second language to achieve in all academic areas and settings.**

**Standard A:** Students will use the second language for personal and instructional interactions in the classroom.

**Performance Indicators:**

- 1d Acquire the vocabulary necessary for instruction.
- 1k Respond to and make requests.
- 1l Respond to and ask questions.
- 1o Interact with English-speaking peers.
- 1s Participate in cooperative groups verbally and/or non-verbally.
- 2f Interact in a small group.
- 2g Restate or rephrase information (e.g. directions).
- 2i Express ideas both orally and in writing.

**Standard B:** Students will use the second language to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.

**Performance Indicators:**

- 1k Classify objects according to number, shape, size, use, etc.
- 1m Attempt to convey gathered information in writing.
- 2a Create lists of ideas.
- 2e Create a booklet with illustrations for a content area project.
- 2g Construct a chart or other graphic organizer to show information.
- 3a Compare stories, poems, events, etc. orally and in writing.
- 3e Give a short oral report on a familiar topic and be able to answer questions about it.
- 3f Synthesize new and old information.

**Standard C:** Students will use appropriate learning strategies to construct and apply academic knowledge.

**Performance Indicators:**

- 1b Use illustrations and pictures for meaning.
- 1h Use pictures for purposes of classification.
- 1i Apply word attack skills.
- 2h Create graphs, charts, timelines, etc. from written material to illustrate or

- simplify data.
- 2n Connect new information to prior knowledge and experience.
- 3c Collect and organize information.
- 3e Use key words.
- 3i Utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.

**Goal II: To use the second language for all social and personal purposes.**

**Standard A:** Students will use the second language to communicate and meet personal needs.

**Performance Indicators:**

- 1a Interact with others.
- 1b Share and request information.
- 1e Answer basic questions on a one-to-one basis.

**Standard B:** Students will interact in and through spoken and written second language for personal expression and enjoyment.

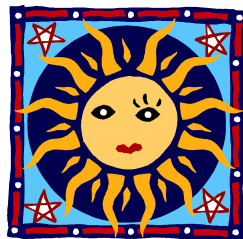
**Performance Indicators:**

- 1a Recount events of interest/importance.
- 2a Engage in dialogue about events of interest/importance.
- 3a Write about events of interest/importance.

**Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

**Performance Indicators:**

- 1b Associate icons, pictures, diagrams, etc. with words to build vocabulary.
- 1d Use icons, pictures, diagrams, etc. with language to foster oral and written communication.
- 1e Try out newly acquired language.



**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**

11/B/3, 5, 7    12/A/1, 3    12/B/3,5    12/E/1

**ACTIVITY 1**

**Living Things-Plants**

After a discussion of the characteristics of living and non-living things, the students will be asked to group a variety of objects that had been placed on table. Direct students to group the objects into living and non-living categories. After placing and grouping objects, children will check for correctness.

With teacher support, then can label each object and make a list for each category. This can be an experience chart activity that will recall characteristics of living and non-living things.

**Discussion Questions:**

What do living things need to survive?

What do we need to live?

What do plants need to live?

**CPS SECOND LANGUAGE GOALS AND STANDARDS**

I/A/1d, k, l, o, s; 2f, i; 3h, i, j                      I/B/1k, m; 2a, g

I/C/1h, i; 2h, n; 3c,e                      II/A/1a, b, e    II/B/2a; 3a    II/D/1b, d, e

## MATERIALS

Insect, paper clip, ball, gold fish, stuffed animal, small plant, pictures of animals

Products of plants:

Pencil, medicine, t-shirt, perfume, plastic food from housekeeping, piece of tree trunk, wooden block

## STRATEGIES

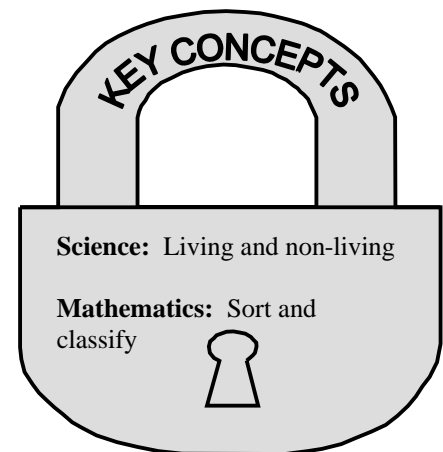
Whole group  
Small group  
Partnerships  
Cooperative learning  
Shared Reading  
Word building  
Grouping and classifying

## RESOURCES

*On Market Street* – Arnold Lobel  
*How the Forest Grew* – William Jaspersohn  
*Stone Soup* – Ann McGovern

food	<i>comida</i>
clothing	<i>ropa</i>
medicine	<i>medicina</i>
dyes	<i>tintas</i>
shelter	<i>albergue</i>
paper	<i>papel</i>
wood	<i>madera</i>
straw	<i>paja</i>
rubber	<i>hule/goma</i>
original state	<i>estado original</i>
processed state	<i>estado procesado</i>

**W  
O  
R  
D  
  
B  
A  
N  
K**



## LITERACY CONNECTIONS

Shared Reading Activity of the book *On Market Street* by Arnold Lobel. After reading the story students will classify objects in the story as living and non-living. Teachers will write the student responses under the correct category on chart paper.

Letter investigation/extension activity: After grouping objects, students can identify the initial consonant of the object by circling it or underlining it.

THEME: **Systems, Change**  
TOPIC: **Plants**

CPS ACADEMIC GOALS/STANDARDS/Frameworks

11/B/1-7

12/A/3

12/B/4

12/E/1

17/B/2

ACTIVITY 2

**Living Things-Plants**

Use four plants and set them up in the classroom depriving each of one necessary nutrient: i.e. water, sunlight, and air. For a period of two weeks children will set up plants and do daily observations of how the plants are progressing. Grouping of children is optional. Procedure:

**Plant 1 – receives sunlight and water**

**Plant 2 – receives sunlight and no water**

**Plant 3 – receives water and no sunlight**

**Plant 4 – receives no sunlight and no water**

Students can report observations on a chart or in a journal.

**Discussion Questions:**

Which plant died first? How long did it take to die?

Did any other plants die? Did any other plants live?

What did these plants receive? What do you need to grow a plant?

\*Option: Students can journal in partners or groups.

CPS SECOND LANGUAGE GOALS AND STANDARDS

I/A/2g, i

I/B/1m; 2e, g; 3a, e, f

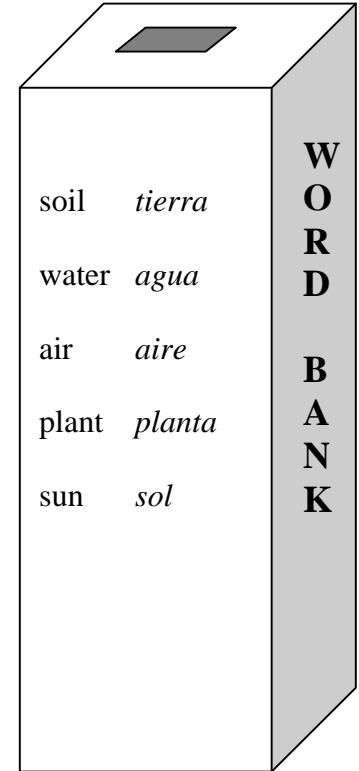
I/C 1b; 2n; 3c, i

II/A/1a, b

II/B/ 1a; 2a; 3a

## MATERIALS

Four potted plants all the same kind and size, zip lock bag, empty cardboard box

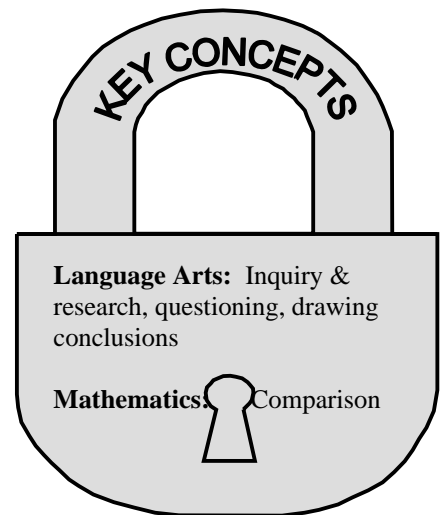


## STRATEGIES

Whole group  
Small group  
Partnerships  
Cooperative learning  
Word building  
Journaling  
Shared reading  
Anticipation/prediction guides

## RESOURCES

Hands on Science/Carson-Dellosa Publishing Co. Inc.



## LITERACY CONNECTIONS

Shared Reading Activity:  
*The Carrot Seed* by Ruth Krauss/*La Semilla de Zanahoria*  
Students will plant a carrot seed and record their observations in a journal.

**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**

11/A/1,3      11/B/1-7      12/A/2, 3      12/B/1-6      12/E/1      17/E/1

**ACTIVITY 3**

**Plant Growth**

**PART ONE**

**Discussion: How does a seed grow into a plant?**

Shared Reading – *From Seed to Plant* by Gail Gibbons  
*A Carrot Seed* by Ruth Kraus  
*Carlos and the Squash Plant* by Jan Romero Stevens

Discuss sequence and write steps on chart paper.  
Dramatic Play: In cooperative groups, students will create their interpretation of how a seed grows into a plant.

**PART TWO**

Book: *Life Cycle of an Apple*  
Use a chart or poster to show the growth stages of a plant.  
Students will plant a seed.

**CPS SECOND LANGUAGE GOALS AND STANDARDS**

I/A/2g, i      I/B/1m; 2e, g; 3a, e, f      I/C/1b; 2n; 3c, i  
II/A/1a, b      II/B/1a; 2a; 3a

## MATERIALS

Seeds: beans, radishes, carrots, tomato, squash, bell pepper, corn, lettuce, soil, cups or small milk cartons, small clay pots etc.

## STRATEGIES

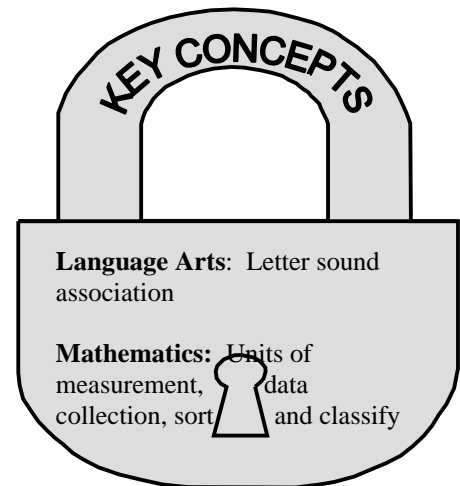
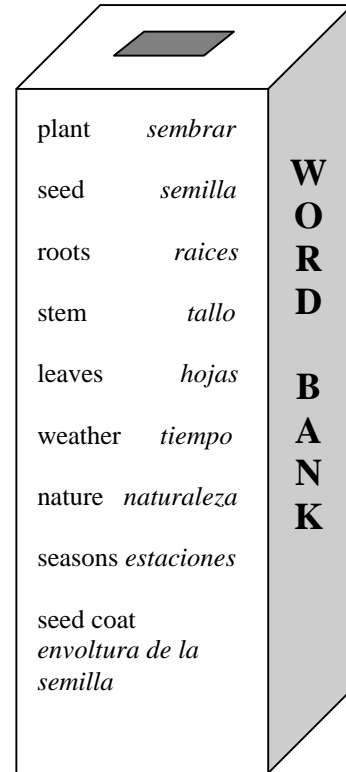
Whole group  
Small group  
Cooperative learning  
TPR  
Shared Reading  
Shared Writing  
Word building

## RESOURCES

From Seed to Plant by Gail Gibbons  
Life Cycle of an Apple  
A Carrot Seed by Ruth Krauss  
Carlos and the Squash Plant by Jan Romero Stevens

## LITERACY CONNECTIONS

Math – Measure the height of plants as they grow  
Sort beans and seeds according to characteristics of shape, color, and size



THEME: **Systems, Change**  
TOPIC: **Plants**

CPS ACADEMIC GOALS/STANDARDS/Frameworks

11/A/1-7

11/B/1-7

12/B/1,2

12/E/1

17/E/2

ACTIVITY 4

**Parts of a Plant**

**Discussion:** Use a chart or poster to name the parts of a plant.

Vocabulary: Seed, stem, leaves, roots, flower, fruit (work sheet for plant parts)

Discuss the functions of each part of the plant and use experiments to help students visualize their use.

**Example:** Place a white carnation or celery stalk in food coloring and students can draw and write about their observations.

**Directions:**

1. Add several drops of blue or red food coloring until the color of the water has changed.
2. Place the carnation or celery stalk inside the glass and leave it there for several hours.
3. Using your scissors, trim the stem of your carnation or celery stalk.
4. Fill your drinking glass  $\frac{3}{4}$  full of water.
5. Observe your glass every 30 minutes and note any changes that are occurring.

Plants receive food and water through their root system. This is made possible because of capillary action- the ability of water to flow against the pull of gravity by passing in and out of the tiny plant cells packed closely together.

CPS SECOND LANGUAGE GOALS AND STANDARDS

I/A/ld, k, l, o, s; 2f, i; 3h, i, j,

I/B/l k, m; 2a, g

I/C/lh, i; 2h; 3c, e

II/A/la, b, e

II/B/2a; 3a

II/D/lb, d, e

## MATERIALS

Chart or poster with a diagram of the parts of a Plant  
White carnation or celery stalk  
Food coloring  
Two drinking cups  
Scissors

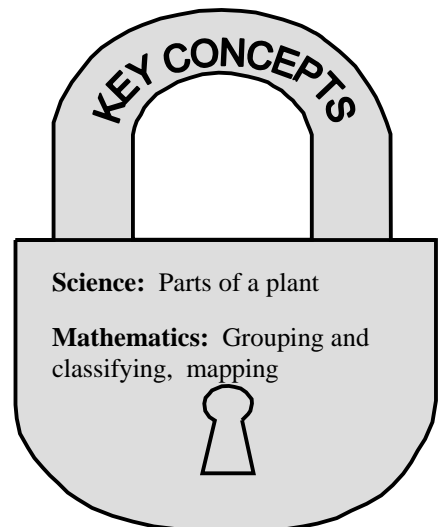
## STRATEGIES

Whole group  
Small group  
Cooperative learning

## RESOURCES

Scott Foresman Science  
Purpose of root experiment  
Guest Speakers: farmers, florist, botanist and gardener  
Field trips: garden store, grocery store, flower shop

seed	<i>semilla</i>	W O R D  B A N K
stem	<i>tallo</i>	
leaves	<i>hojas</i>	
root	<i>raiz</i>	
flower	<i>flor</i>	
bud	<i>capullo</i>	
fruit	<i>fruto</i>	



## LITERACY CONNECTIONS

Student will draw and write about their observation in their journal.  
(Experiment with the carnation or celery stalk)

**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**

11/B/5,7      12/A/1-3      12/B/5      12/E/1      17/E/1,2

**ACTIVITY 5**

**Types of Plants**

Provide students with magazines and newspapers to cut out different types of plants. ( trees, flowers, and edible plants)

Students will glue pictures according to the categories listed below. They will present their finished product to the class.

Students will go on a walk through the neighborhood with their charts. They will add their new discoveries to their chart.

Trees	Flowers	Edible Plants

Shared Reading : *Cactus Hotel* by Brenda Guiberson

**CPS SECOND LANGUAGE GOALS AND STANDARDS**

I/A/ld, k, l, o, s; 2f, i; 3h, i, j      I/B/l k, m; 2a, g

I/C/lh, i; 2h, n; 3c, e    II/A/la, b, e    II/B/2a; 3a    II/D/1b, d, e

## MATERIALS

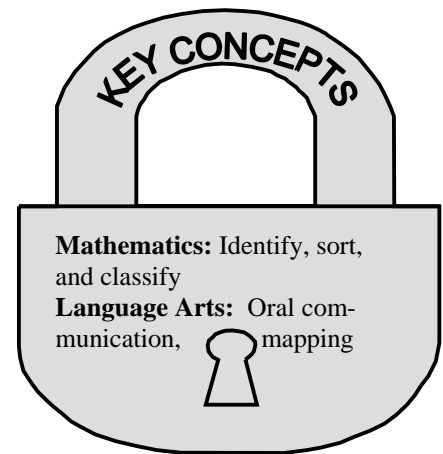
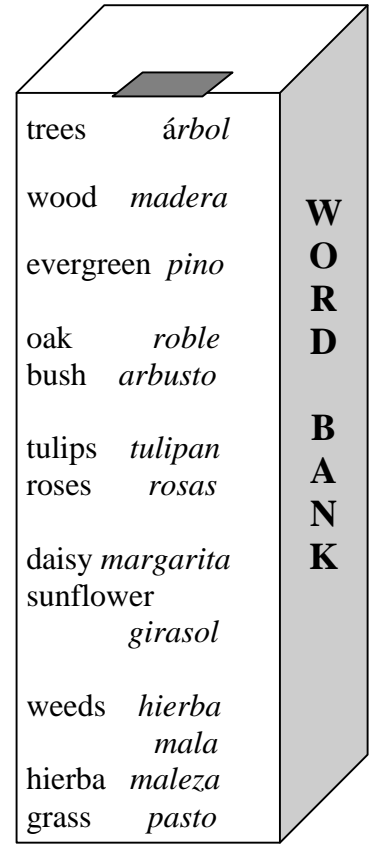
Scissors  
Glue  
Magazines /newspapers  
Construction paper  
Crayons

## STRATEGIES

Whole Group  
Cooperative Learning  
Small Group

## RESOURCES

*Cactus Hotel* by Brenda Guiberson  
*We're Going On a Bear Hunt* (Relate neighborhood nature walk use the format from this story)  
*I Went Walking*



## LITERACY CONNECTIONS

Students will draw what they saw on their nature walk through the community. Create a storyboard from your neighborhood nature walk.

**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**

11/B/5,7      12/A/1,3      12/B/5      13/A/3      15/B/1      17/D/1, 3

**ACTIVITY 6**

**Uses of Plants**

**Introduction/Discussion: What do we use plants for?**

Prepare a chart with following categories to classify objects:

Food	Clothing	Medicine	Dyes	Other

Place different types of objects on table: (examples: paper clips, ball, pencil, medicine i.e. chamomile tea, mint leaves, oregano leaves, honey, t-shirt, perfume, play food, wood block, piece of tree trunk, toys, rock, paper, straw hat, rubber band and play dough). Students should draw pictures of objects under the corresponding categories.

On the next day students will further classify the above objects into two categories depending on whether they are plants or non-plants.

Plants	Non-Plants

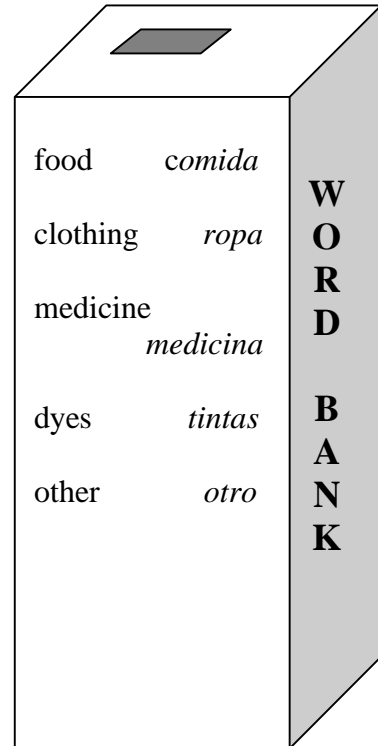
**CPS SECOND LANGUAGE GOALS AND STANDARDS**

I/A/ld, k, l, o, s; 2f, i; 3h, i, j      I/B/1 k, m; 2a, g

I/C/1h, i; 2h, n; 3c, e    II/A/1a, b, e    II/B/2a; 3a    II/D/1b, d, e

# MATERIALS

Chart paper  
Construction paper  
Sentence strips  
Markers  
Plant product props  
Non-plant product props

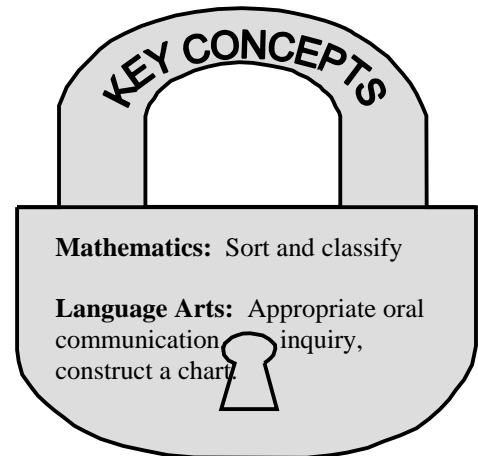


# STRATEGIES

Whole group  
Cooperative learning  
Word bank  
TPR

# RESOURCES

*Deserts* by Anna O'Mara  
Field Trip: Farmer's Market  
Guest Speaker: Farmer



# LITERACY CONNECTIONS

Students will work in pairs or cooperative groups to create their own salad recipe. They will illustrate the recipe and salad on a poster board.

**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**

12/A/4      12/B/3      17/B/2      17/C/2      17/D/2

**ACTIVITY 7**  
Regions

Open discussion with students. Ask the students, “What plants grow in the desert, forest, and ocean?” Show pictures of the different regions. List the characteristics for each region and complete the chart.

**Example :**

**DESERT**

Plants	Animals	Locations Landforms	Weather
cactus	lizards	dunes	dry, hot

**Extension : Web of Life**

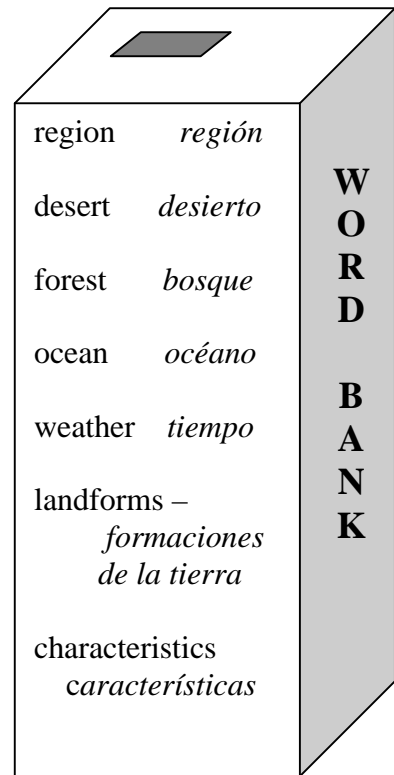
Children can demonstrate physically with string or a web can be drawn to show how the different elements in a habitat are connected and rely on each other for survival. One child picks up the end of the string to represent an animal, another picks up a part of the string to represent a plant that lives in that habitat. Each child continues to hold a part of the string in different places. This will demonstrate how each element depends on the other for survival.

**CPS SECOND LANGUAGE GOALS AND STANDARDS**

I / C /1j, 2h      II /A/1s      III / B/1g

## MATERIALS

Shoebox  
Paper  
Glue  
Scissors  
Craft supplies

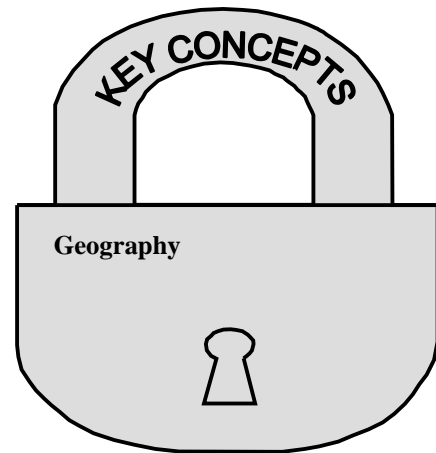


## STRATEGIES

Cooperative group  
Small group  
Grouping and classifying  
Mapping

## RESOURCES

*How the Forest Grew* by William Jaspersohn  
*What is a Desert?* by Chris Arvetis  
*Oye al Desierto* by Pat Mora  
*The Magic School Bus on the Ocean Floor* by Scholastic  
*El Autobus Magico en el Fondo del Mar* by Scholastic



## LITERACY CONNECTIONS

Activity:  
From these charts a venn diagram can be developed in each area: climate, plants, habitats, animals.

**THEME: Systems, Change**  
**TOPIC: Plants**

**CPS ACADEMIC GOALS/STANDARDS/Frameworks**  
11/B/5-7      12/A/3      12/B/5,6      13/A/3      17/D/1,3

**ACTIVITY 8**

**Original & Processed State**

**Introduction/Discussion:** What parts of a plant do we eat? What plants can be eaten in their original state and what plants are processed to create other products that we eat?

Prepare a chart and classify the items listed below: corn, wheat, fruit, peanut, maple syrup, bread, cereal, oatmeal, applesauce, etc.

**Example:**

Original State	Processed State
Corn	Tortillas
Wheat	Flour
Fruit	Juice
Peanut	Peanut butter

**CPS SECOND LANGUAGE GOALS AND STANDARDS**  
I/A/1d, k, o, s; 2f, I; 3h, i, j      I/B/1 k, m; 2a, g  
I/C/1h, i, 2h, n; 3c, e      II/A/1a, b, e      II/B/2a; 3a      II/D/1b, d, e

# MATERIALS

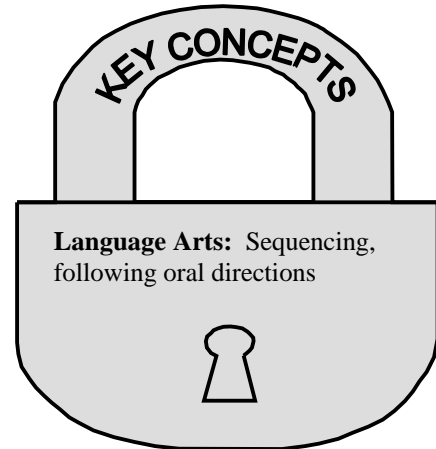
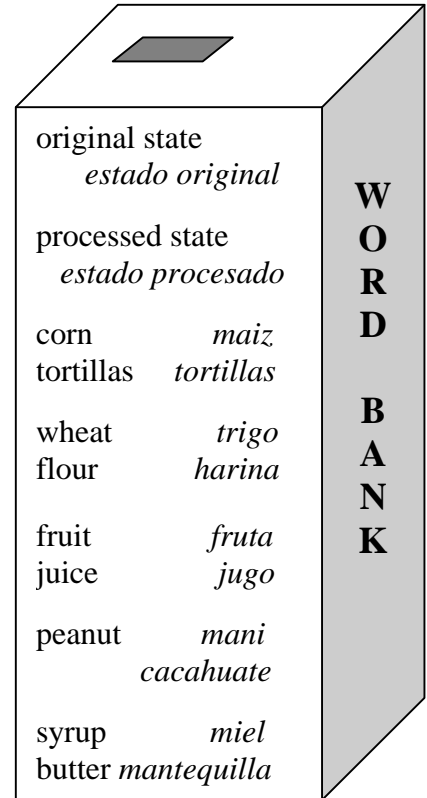
Chart paper  
Markers  
Nutrition/grocery products

# STRATEGIES

Whole Group  
Small Group  
TPR  
Word Bank  
Cooperative learning

# RESOURCES

*Las Plantas, Láminas y Páginas Para Copiar*  
*La Tortillería*  
Field Trip: Tortilla Factory



# LITERACY CONNECTIONS

Students will make a sequence book or picture chart on how a tortilla is made.

Students will follow a three-step recipe for preparing a snack. (Pictures can be substituted for written directions)

Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## Paseo

Fuimos de paseo a . . .

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Esto es lo que vi:

Esto es lo que aprendí:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Field Trip

We went on a trip to . . .

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

This is what I saw:

This is what I learned:

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

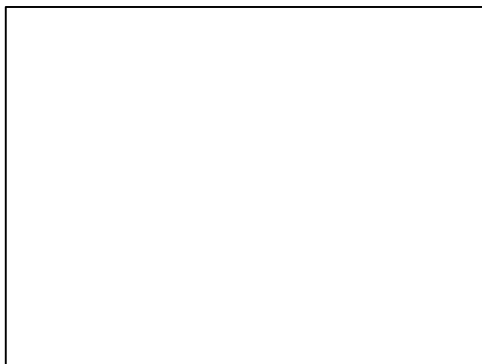
## Viviente o no viviente

Escribe **sí** en la caja si el relato es cierto.

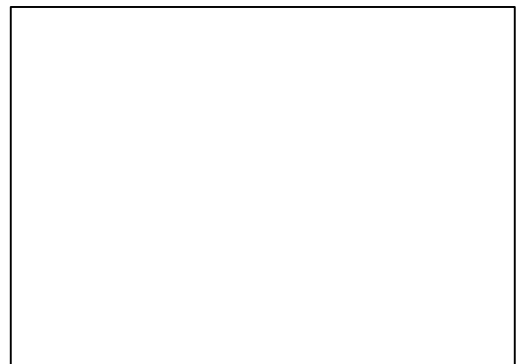
Escribe **no** en la caja si el relato es falso.

relato	viviente	no viviente
1. Puedo oler		
2. Tengo peso		
3. Me puedo desplazar		
4. Soy una roca		
5. Necesito agua y comida		
6. Pueden tocarme		
7. Crezco		
8. Mi tamaño cambia		
9. Tengo venas		
10. Respiro		
11. Soy una mesa		
12. Reproduzco		
13. Pienso		
14. Hablo		

Dibuja una cosa **viviente**.



Dibuja una cosa **no viviente**.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Living or Non-living

Write **yes** in the box if the statement is true.

Write **no** in the box if the statement is false.

statement	living	non-living
1. I can smell		
2. I have weight		
3. I can move		
4. I am a rock		
5. I need food and water		
6. I can be touched		
7. I grow		
8. My size can change		
9. I have veins		
10. I breathe		
11. I am a table		
12. I reproduce		
13. I can think		
14. I can talk		

Draw one **living** thing.



Draw one **non-living** thing.



Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## Hoja de datos

Investigación:

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Lo que hicimos:

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Lo que observamos:

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Lo que aprendimos:

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Record Sheet

Investigation:

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What we did:

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What we observed:

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What we learned:

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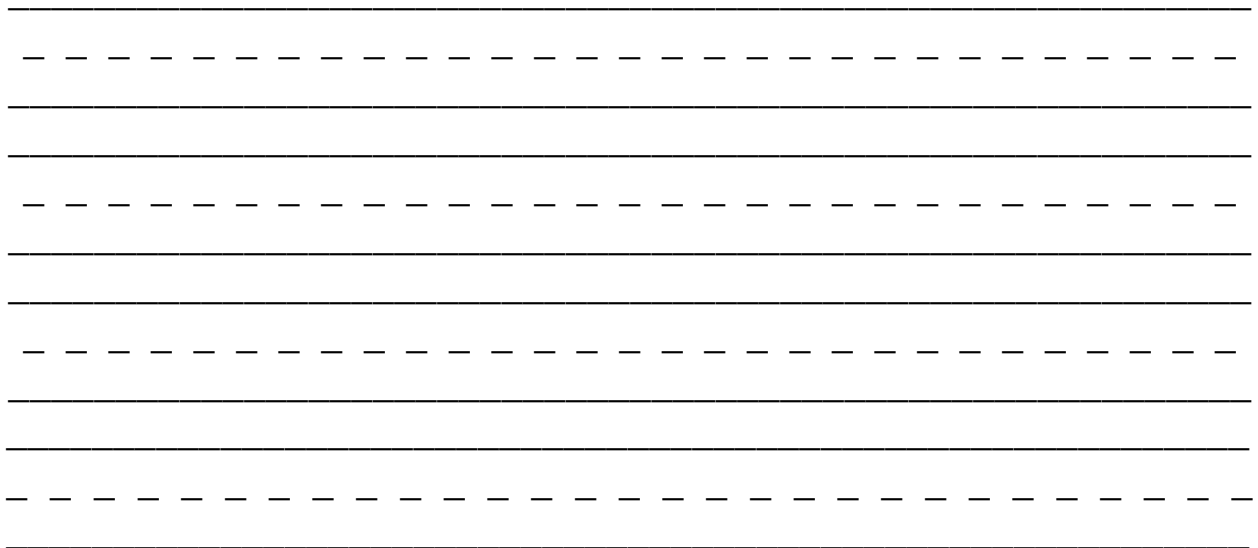
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Nombre \_\_\_\_\_

Fecha \_\_\_\_\_

## Plantas

Esto es lo que aprendí hoy acerca de las plantas:



Name \_\_\_\_\_

Date \_\_\_\_\_

## Plants

This is what I learned about plants today:



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Cada parte de una planta tiene una función

### Predicción:

Yo pienso que la función de una **raíz** es . . .

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### Verdad:

Aprendí que la función de una **raíz** es . . .

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Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Cada parte de una planta tiene una función

### Predicción:

Yo pienso que la función de un **tallo** es . . .

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### Verdad:

Aprendí que la función de un **tallo** es . . .

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Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Cada parte de una planta tiene una función

### Predicción:

Yo pienso que la función de una **hoja** es . . .

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### Verdad:

Aprendí que la función de una **hoja** es . . .

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Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Cada parte de una planta tiene una función

### Predicción:

Yo pienso que la función de una **flor** es . . .

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### Verdad:

Aprendí que la función de una **flor** es . . .

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Each Plant Part Has a Job

### Prediction:

I think the job of a **root** is . . .

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### Fact:

I learned that the job of a **root** is . . .

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Each Plant Part Has a Job

### Prediction:

I think the job of a **stem** is . . . .

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### Fact:

I learned that the job of a **stem** is . . . .

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Each Plant Part Has a Job

### Prediction:

I think the job of a **leaf** is . . .

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### Fact:

I learned that the job of a **leaf** is . . .

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Each Plant Part Has a Job

### Prediction:

I think the job of a **flower** is . . . .

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### Fact:

I learned that the job of a **flower** is . . . .

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# PLANTS

## ASSESSMENT FOR ACTIVITY 1

Students will add to the living and non-living category lists by brainstorming with a partner. They can draw pictures of living and non-living things on unlined index cards, then label each card. At this point inventive spelling is encouraged.

Ask each student to present his/her card and talk about why he/she thinks it is either a living or non-living thing. The student can paste or tape the card under the appropriate category.

Living Things	Non-Living Things
Tree 	Pencil 

# PLANTS

## ASSESSMENT FOR ACTIVITY 2

Students can draw a picture of what happened to the plants during and after the experiment.

### **Cooperative Group Activity**

Students work together in small cooperative groups to investigate the properties of the plants in the experiment. On a worksheet they respond with a one sentence description of what happened to the plant. At the conclusion of the investigation activity, students come together to do a mini presentation of their findings.

A purple clipboard with a silver clip at the top, containing a worksheet activity.

**Worksheet Activity**

Write a description of what happened to the plant.

You may include a drawing of plant.

# PLANTS

## ASSESSMENT FOR ACTIVITIES 3 & 4

Retell the growth stages of a plant.

Students will describe the growth stages of a plant from a seedling to the final stage of growth.

Encourage students to use the vocabulary words in this activity to describe the different parts of the plant as it develops at each growth stage.

Students will plant a carrot seed. They will record the growth of their plant in a learning log.

They will include measurement of the developing plant and documentation of the number of leaves at each growth stage.

They will also draw a picture of the plant and label each part.

# PLANTS

## ASSESSMENT FOR ACTIVITY 5

### Oral Assessment

Using a pocket chart or a poster board chart with index cards and velcro, teachers can perform an oral assessment of the children's knowledge of trees, flowers and edible plants.

Students are given an index card (depending on the grade level of the students) with the name of a type of plant or a picture of a plant. They will be asked to identify the plant by its specific name and to describe its physical characteristics. They will then place the card on the chart under its proper category: Trees, Flowers or Edible Plants.

Sample Vocabulary for the chart activity:

Pine	Rose	Carrot
Maple	Carnation	Potato
Palm	Tulip	Celery
Oak	Daisy	Lettuce



Students will write as a group, their version of *Cactus Hotel*. They will change characteristics and/or settings and retell and/or dramatize their version of the story.

# PLANTS

## ASSESSMENT FOR ACTIVITY 6

### **Oral Presentation**

Students will identify and describe characteristics of the objects that they have classified as either plant or non-plant products. Students will bring to school different objects made from plants and some that are not. They will show and tell about them and add the names of these objects to the existing chart.



# PLANTS

## ASSESSMENT FOR ACTIVITY 7

### **Take Home Activity Sheet**

Given a list of vocabulary words of plants and animals, students will sort them according to their regions or habitats. Students will fill in the chart providing information about locations and any related land formations (mountains, dunes, etc.) and what the weather is for that region.

Sample Vocabulary:

#### **Plants**

Cactus

Seaweed

Fern

Redwood

#### **Animals**

Lizard

Eel

Sloth

Deer

# Plants & Regions Activity Sheet

**Plants**

**Animals**

**Locations/Landforms**

**Weather/Climate**

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# Actividad - Plantas y Regiones

**Plantas**

**Animales**

**Lugar/Formaciones  
de la Tierra**

**Tiempo/Clima**

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# PLANTS

## ASSESSMENT FOR ACTIVITY 8



Students will perform a matching activity with foods in their original state and in their processed state.

Put foods on a table in small cups or paper plates. Students will rearrange the foods grouping them into pairs by their original state and the processed state.

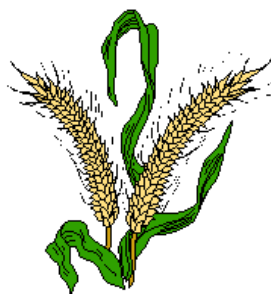
Sample Food Groups:

### Original State

Corn  
Wheat  
Fruit  
Peanut

### Processed State

Tortillas  
Flour  
Juice  
Peanut Butter



# Plant Extension Activity A

## Frame a Leaf

### **You will need:**

Leaves

Crayons

Two sheets of wax paper,

Iron

Piece of cloth

String or yarn

### **What to do:**

Place one wax paper sheet on the table. Place leaf on wax paper. Shave crayon and sprinkle around leaf. Place second wax paper sheet over the leaf and crayon shavings. Cover this with a piece of cloth and iron. Crayon will melt and wax paper will stick together. Make holes and put string through to hang.



# Plant Extension Activity B

## How to make a Soda Bottle Terrarium

### **You will need:**

- One plastic soda bottle with the top cut off
- Potting soil
- Grass seeds
- Small plants
- Gravel or charcoals
- Water
- Spoon

### **What to do:**

- Make a layer of gravel or charcoal on the bottom of the bottle.
- Spoon the soil into the bottle; fill it about one third full.
- Poke a hole in the soil with your finger.
- Put the roots of the plant into the hole.
- Smooth the dirt in and around the hole.
- Water the plants lightly.
- To make your terrarium more attractive, a layer of colored rock can be used.

**In each box draw a picture of the changes you observe.**

Day 1	Day 2	Day 3	Day 4	Day 5
Date _____	Date _____	Date _____	Date _____	Date _____

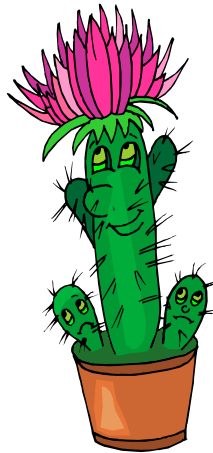
## **Extension Activity C**

### **Desert Landscape**

Place a wooden board or a piece of heavy cardboard on a table. Set out bowls of green and tan playdough, along with other colors as desired. Let students use the playdough to create a desert landscape.

### **Growing Cacti**

Purchase two or three different types of cactus. (Prickly pear are fast growing.) Let the students take turns caring for the cacti. Have them measure the growth of each cactus on a chart. If desired, take photographs of the cacti as they grow. Let the students arrange the photos in order and dictate stories about them.



## CHILDREN'S BOOKS

### PLANTS

- Cole, Joanna, *The Magic School Bus Plants Seeds*, (K-6)
- Cooper, Helen, *Sopa de Calabaza*, (K-3)
- DePaola, Tomie, *La Leyenda de la Flor de Nochebuena*, (K-3)
- Ehlert, Lois, *A Sembrar Sopa de Verduras* (K-3)
- Gibbons, Gail, *From Seed to Plant*, (K-3)
- Heller, Ruth, *La Razón De Ser Una Flor*, (K-3)
- Jasperson, William, *How The Forest Grew*, (K-3)
- Jordan, Helene J., *Como Crece Una Semilla*, (K-3) (English)
- Krauss, Ruth, *La Semilla de Zanahoria*, (K-2) (English)
- Lobel, Arnold, *On Market Street*, (K-3)
- Lopez de Mariscal, *The Harvest Birds*, (K-3)
- Lyon Krudop, Walter, *Algo Está Creciendo*, (K-3)
- Marzollo, Jean, *I'm A Seed*, (Ages 3-6)
- May Udry, Janice, *Un Arbol Es Hermoso*, (K-3) (English)
- McGovern, Ann. *Stone Soup*, (K-3)
- Mora, Pat, *El Desierto Es Mi Madre*, (PreK-K) (English)
- Mora, Pat, *Oye Al Desierto*, (PreK-K) (English)
- Romero Stevens, Jan, *Carlos y La Planta De Calabaza*, (K-3) (English)
- Romero Stevens, Jan, *Carlos y La Milpa De Maíz*, (K-3) (English)
- Silverstein, Shel, *El Arbol Generoso*, (K-3) (English)
- Titherington, Jeanne, *Calabaza, Calabaza*, (K-3) (English)

**VIDEO TAPES:**  
Crisantemo- VHS

**COMPUTER SOFTWARE:**  
My Science Books- Life Science- CD-ROM (K-2) Scholastic

