

Additional Notes

that make up a plant.
Plants have parts just
as your body has
parts.”

3. Place the plants on a
desk or table in front of
the students.

4. Identify and discuss the
basic parts of the plant
(roots, stems, leaves,
and flowers), and
discuss the function of
each.

Teacher Guide

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5. Ask if anyone else has another idea they
could add that many plants have. With
guidance from you they should come up
with a flower.
6. Leave this class picture up in the classroom
for a resource during the children's writing.
7. It can also be used in some upcoming
lessons, adding the parts of the flower to it.

Guided Practice

Day 4 /Lesson 4- 15 mins

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1. Begin by asking the students what they think
the roots of a plant do? Making sure they end
up understanding that the roots soak up the
water and keep the plant stable.
2. Place the buckets (with water in them) on
each table with the sponges left inside.
3. Let the students know the sponges will be
representing the roots of a plant.
4. Have a volunteer take one of the sponges
out of the bucket and explain how it feels.
Hopefully its holding and dripping water.
5. Explain it has soaked up all the water from its
surrounding (ground around the plant) now it
needs to disperse it to the rest of the plant.
6. Ask the students where they think the water
goes once the roots soak it up.
7. Have another student take the sponge and
gently squeeze it on the representation of the
stem.
8. Keep asking questions about what they notice
that's happening. The water should start
crawling up the paper (stem) towards the
leaves.
9. Have the students take turns being the
"roots".
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	Teacher Guide	Guided Practice
Assessment Activity 1. Copies of students' writing about plants and their diagram drawings should be saved for their assessment.	Assessment Activity 1.	
Summary		