

PLANTS 10.17.2018

Subject

Basic Science

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

- 1. Plants as living things.
- 2. Observing features of Plants.

Teacher Guide

Objectives

Students will be able to:

- 1. Give reasons why plants are living things.
- 2. Review parts of a plant.
- Observe and describe how seeds and bulbs grow into mature plants.
- 4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Information/Instruction

- 1. Ask the students:
 "What body parts do
 you have?" (head, arm,
 etc.)
- 2. Say: "We are going to look at the many parts

Day 1/Lesson 1- 15 Mins

- Have them physically see a plant grow, fill a Styrofoam cup with potting soil 1/4 way full.
- 6.Add grass seeds and cover with potting soil to halfway up the cup.
- 7. Add enough water to get the soil damp.
- 8. Have the students put their cups in a sunny spot inside the room.
- 9. Take care of these until the grass has grown and let students decorate the cups and take them home.

Day 3/Lesson 3- 15 mins

- Have a student come up to the board to draw and label one part of the plant he/she remembers.
- 2. Ask another student to come up and draw and label another part of the plant.
- 3. Ask at least one more student to come up to draw and label another part of the plant.
- 4. The complete picture should have the roots, stem and leaves of the plant.

Guided Practice

Day 2/ Lesson 2- 15 mins

- Remind students of the stages of human development (Newborn, toddler, child, teenager, young adult, middle-aged adult, and elderly adult).
- 2. Ask students if there are comparable stages in the life cycle of plants.
- Give each student a piece of paper and have them draw and color pictures of plants that they think correspond to each of the stages of human development.
- 4. (For example, a seed with newly sprouted roots would represent a newborn plant. A tall tree, with many branches, would illustrate a middle-aged tree).
- 5. If possible, take students on a "stages-inthe-life-of-a-tree hunt" Can they find a seedling, sapling, young adult tree, and very mature tree? How about a dead tree?
- 6. Have them carefully draw examples of the stages they are able to find.

Materials Required

- -Seeds
- -Plants
- -flowers
- -Water
- -Sponge

Additional Resources

- http://www.discoveryeducation.com/teplants.cfm
- https://www.slideshare.net/KathyFiol/g
- https://www.teachengineering.org/acti
- http://idahoptv.org/sciencetrek/topics/
- https://www.pbslearningmedia.org/res life-cycles/
- http://www.ascd.org/publications/bool Science-Unit-on-the-Functions-of-Plant-

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

- 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

- 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.
- 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".

	Teacher Guide	Guided Practice
Assessment Activity	Assessment Activity	
1.Copies of students' writing about plants and their diagram drawings should be saved for their assessment.	1.	
Summary		