

CHANGES IN PLANTS

11.21.2018

Subject

Basic Science

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

- 1.Changes in Plants.

Teacher Guide

Day 1/Lesson 1- 15 Mins

1. Bring some seeds for a flowering plant into the classroom and small pots filled with soil.
2. Ask students to each plant a few seeds into a pot and to write their names on their pots.
3. Let them know that their job is to take care of these plants as they grow.
4. Let students know they will be watching their plants grow and drawing the changes that they notice (provide regular time for this task).
5. Ask students what they already know about how plants grow and what contributes to the growth of plants.
6. Let students know that they will be assessed.

Day 3/Lesson 3- 15 mins

1. Divide students into small groups of three or four.
2. Model a sort-and-classify activity using pictures.
3. Ask students to summarize what you did first, second, etc.
4. Provide students with numerous pictures of

Guided Practice

Day 2/Lesson 2- 15 mins

1. Draw the students' attention to the seeds they planted earlier.
2. If some growth has occurred, ask students to estimate how much the plants have grown and to follow this with a measurement using a ruler.
3. See to what extent their estimations were accurate.
4. Have students write down their measurements on the sheets provided earlier.
5. Based on the actual growth, ask students to estimate how much their plants might grow in another week and ask them to record their estimates.
6. Ask students for examples of ways in which they might represent this growth over time.
7. Show examples and have a discussion with them.

Day 4/Lesson 4- 15 mins

1. Show students a branch, a stem and roots of a flower and ask students if they know the

Materials Required

- Plant seeds
- Small pots
- papers
- Pencils
- water
- Rulers
- Pictures of a variety of plants and flowers

Additional Resources

- <https://educators.brainpop.com/lesson/kids/>
- <http://vlguides.wcdsb.ca/Gr3Science>
- <https://amandarbrucks.wordpress.com>
- <https://hilo.hawaii.edu/affiliates/prism/>
- <https://www.pinterest.com/pin/924645>

Additional Notes

pollination, seed
formation and seed
dispersal.
5. Observe plants growth.

Information/Instruction

1. Introduce the class to the topic of the lesson, "Changes in plants".
2. Let students know that they will be learning about how plants grow.
3. Explain that the life cycle of most plants starts with a seed, and then ends with a fully-grown plant.

Teacher Guide

-
- a variety of plants and flowers (Print photos from the Internet).
5. Ask students to sort and classify these using the same process as used earlier. (Students should not be given categories in advance.)
 6. Ask each group to share with the class how they sorted and classified their pictures.
 7. After each group presents, the teacher summarizes by stating the categories each group used.
 8. After all, have shared, ask students what reasons they think people might have for wanting to classify plants.
 9. Encourage them to think about other sorts of classifications and categories, such as types of cars, types of books, types of materials, etc.

Guided Practice

-
- names of these parts and their purposes.
2. Discuss the students' responses and explain the plant parts.
 3. Ask questions such as: **Are the roots of all plants the same? Do all plants have flowers? What is the purpose of leaves?**
 4. Explain that although roots (or stems) have the same purpose, they can look different.
 5. Have students observe, draw, and label the parts of a plant.
 6. Ask students to return to the photographs they classified earlier.
 7. Ask them to make observations about what they notice about the plants in these photos in respect to their parts.
 8. Student could also reclassify these photos based on their new knowledge.

	Teacher Guide	Guided Practice
Assessment Activity 1.To what extent are students able to predict? 2.To what extent can students observe and explain what they are seeing?	Assessment Activity 1.Can students estimate? Can they measure their plants accurately? 2.Note and record what students know and don't know for future lessons and adjust teaching accordingly.	
Summary		