



Introduction to Plants- Multi-Day

By: Lori McDonald
Elementary school teacher; Ed.D. in School Leadership/Administration

Science
Grades K-2



Introduction

This is a 4 or 5-day unit of study on plants, how they grow, and what they need to survive. The summative assessment at the end of the unit can either be given on the 4th day or could be saved for the 5th day, giving extra time for review and re-teaching as needed. There is also a plant growing experiment that is part of this unit. This will go on for a week or two after this week of study until plants have grown sufficiently.

Learning Objectives

- The learner will recognize the parts of a plant.
- The learner will be able to describe the stages in the life cycle of a plant.
- The learner will be able to identify what plants need to survive.
- The learner will conduct an experiment and log the results in a journal.

Materials Needed

- Seeds (I like to use beans or basil)
- Full grown plant (beans or basil)
- Potting soil and cups for each student
- *Top and Bottoms* by Janet Stevens
- Plant journals

Procedure

Day 1

Warm up – Gather students at the carpet and read the book, *Tops and Bottoms* by Janet Stevens. Discuss the different kinds of plants that are grown in the book.

1. Make a list of plants on the board of the plants from the book and the category they are in – plants that grow with vegetables on the top, vegetables in the middle, and vegetables on the bottom (root).
2. Present students with basic plant diagram, showing the root, stem, leaves, and flower. Discuss the role of each part and the life cycle of a plant.
3. Review the life cycle of a plant by creating a simple diagram with the students

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4. Partner practice – give each set of students a plant puzzle. This can be just a copied diagram of a plant that you have cut into pieces. Allow the students to put the puzzle together to form their plant. Then give students labels or sticky notes that have the names of the plant parts. Have students place them on their completed puzzle. Walk around, monitor, and provide guidance as needed.

Day 2

Warm up – Reread *Tops and Bottoms* by Janet Stevens. Review what you learned about plants yesterday.

1. Show students the seeds that you will use for your plant growing experiment. Allow them to hold them to see what they look like and how small they are. Then, show them what the plant looks like when fully grown. Ask students what they think happens in between the seed stage and the fully grown plant stage. Answers will vary. Post them on chart paper, projector, or board.
2. Show students this [short video](#) about plant life cycles. Then, discuss the stages in the life cycle of a plant (seed seedling, small plant, mature plant with seeds). Make a simple diagram together with the students.
3. Assign each student a partner. Give them a paper that has 4 boxes, each box containing one of the stages in plant life cycle. Have students cut out the boxes and put the life cycle stages in the correct order together. Monitor and provide guidance as they work.
4. Finally, let each student plant a seed in their own cup. Label the cups and let them water their plants. Place the plants on or near a window.

Day 3

Warm up – Reread *Tops and Bottoms* by Janet Stevens. Then, have every student look at the seeds they planted the day before. In their plant journals, have them record the date and draw a picture of what their plant looks like on that day.

1. Watch [this video](#) to find out what plants need to survive. After the video, list together what plants need to survive.
2. Then, plant some more seeds to observe. For these seeds, you will not provide all the things they need. For example, there will be one that you will not water, one you will put in the dark, one you will not put in soil, etc.
3. Have students turn to a partner and tell them the 5 things a plant needs to survive.

Day 4



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Warm up – Reread *Tops and Bottoms* by Janet Stevens. Then, have every student look at the seeds they planted the day before. In their plant journals, have them record the date and draw a picture of what their plant looks like on that day. Also, have them record what the other plants (that did not get the things they need to survive) look like.

1. Discuss why plants are important. Make a list on the board. Point out to students things they may not realize they get from plants. For example – wheat for bread, vegetables that feed animals that we use for meat, etc.
2. Have students to work with a small group to come up with plants that they need most every day.

Day 5 (optional; could be completed at the end of Day 4)

1. Reread *Tops and Bottoms* by Janet Stevens. Then, have every student look at the seeds they planted the day before. In their plant journals, have them record the date and draw a picture of what their plant looks like on that day. Also, have them record what the other plants (that did not get the things they need to survive) look like.
2. Review vocabulary and plant information from the week.
3. Give summative assessment.

Evaluation

For a formative assessment, have students complete the following exit ticket.

Day 1 - What are the different parts of a plant? Draw a plant and label the parts.

Day 2 - What are the stages in a plant life cycle? Draw a diagram and label it.

Day 3 - Draw a picture of the 5 things a plant needs to survive.

Day 4 - Why are plants important to you and your family?