

How Helping A Flower, Helps Us!

Author Jennifer Roman
Grade Level Kindergarten
Duration 3 class periods

| National Standards | AZ Standards | Arizona Social Science Standards |
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| <p>GEOGRAPHY Element Five: Environment and Society 14. How human actions modify the physical environment Element Six: The Uses of Geography 18. How to apply geography to interpret the present and plan for the future.</p> | <p>SCIENCE Life Science K.L1U1.6 Obtain, evaluate, and communicate information about how organisms use different body parts for survival.</p> <p>ELA Writing Text Types and Purposes K.W.2 With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p>GEOGRAPHY K.G1.2 Explore locations in stories shared.</p> |

| SIOP Elements | | |
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| <p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p> | <p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p> | <p>Grouping Option Whole class Small groups Partners Independent</p> |
| <p>Integrating Processes Reading Writing Speaking Listening</p> | <p>Application Hands on Meaningful Linked to objectives Promotes engagement</p> | <p>Assessment Individual Group Written Oral</p> |

| Arizona English Language Proficiency Standards |
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| <p>Stage I Basic Listening and Speaking Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate active listening by: B-3: responding to read-alouds by identifying main ideas/concepts and details using complete sentences. B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.</p> |

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Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-5: responding to literary selections with drawings, dictation or writing key, self-selected words.

Overview

Plants have a vital role in our ecosystem for a variety of reasons. Students benefit from learning about how their actions can have a negative or positive impact on plant life around them. This will allow students the opportunity to think about how to help their environment through multiple platforms.

Purpose

In this lesson, students will expand the simple action of taking the flower off a bush to how this action interferes with the life cycle of plants. Thus they learn of the magnitude of their actions and learn to protect and value our environment. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

deforestation: when forests are cut down and not replanted

seeds: are the small objects produced by plants from which new plants grow

negative: a bad thing

positive: a good thing

scatter: to cause things to go in different directions

life cycle: is a series of changes that happens to all living things.

Materials

- Images of Common Flowers in Arizona
- Projection device
- Chart paper or whiteboard
- Crayons
- Blank white paper
- Area in the school with plant life (bushes, trees, flowers etc.)
- Vocabulary Cards
- Plant the Tiny Seed (4.14 min)
<https://www.youtube.com/watch?v=MHRDM5nb8Ks>
- Plant Life Cycle (3.34 min)
<https://www.youtube.com/watch?v=nFRvDTwGDMo&t=88s>

- Deforestation Facts for Kids
<https://kids.kiddle.co/Deforestation>
- Markers
- Scissors
- Poster board
- Plant Life Cycle coloring pages
- Group Grading Sheet

Objectives

The student will be able to:

1. Describe the life cycle of a plant.
2. Identify why plants are important.
3. Create a plan for how to help plants in the environment.

Procedures

SESSION ONE

Engage:

1. Begin the lesson by gathering students on the carpet and asking: "What is a flower?" and "What is your favorite flower?" (**Preparation: Linking to background, Grouping Option: Whole class**)
2. Project the Images of Common Flower in Arizona. Ask if they have seen any of those flowers around their neighborhoods. (**Scaffolding: Comprehensible input, Preparation: Linking to background**)
3. Distribute drawing paper and crayons. Ask students to draw and color a flower that is their favorite or one that they would want to see. Have a few students share their drawings with the class by explaining their artwork. (**Application: Hands-on, Promotes engagement**)
4. Next, ask students: Have you picked flowers? After students answer the question about picking flowers, take the conversation to the next step. Ask, "How would a flower feel if it got picked?" If students are struggling to come up with responses, the question can be asked as, "How would you feel if you were the flower?" (**Application: Meaningful**)

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Explore:

5. Tell students that you will be taking a short trip to a spot in the school where there will be some flowers/plant life. Allow students to explore and make observations about the type of plants in their school. Encourage them to use their five senses and be hands on with their exploring. **(Application: Hands-on, Promotes engagement)**
6. Call students back to a designated spot. Have students share observations with a partner. Remind them that listening, and speaking is key to sharing what they both saw. **(Integrated Processes: Listening, Speaking, Grouping Option: Partners)**
7. Return to class. Write the following questions on the board.
 - How do you think a plant/flower grows?
 - What does it need to grow?
 - What might happen if you take a leaf/flower off the tree or bush?
8. Conclude the session by having students share their answers with the whole class. **(Integrated Processes: Listening, Speaking, Grouping Option: Whole class)**

SESSION TWO

Explain:

1. Begin the session by having students recall what they remember about yesterday's exploration outside especially about how plants grow, what they need to grow etc. **(Preparation: Linking to past learning)**
2. Introduce the vocabulary that will be used in the rest of the lesson by projecting the Vocabulary Cards, explaining the definitions, and then posting the cards on the Word Wall. **(Application: Comprehensible input)**
3. Prepare students for watching the YouTube video on the plant cycle by writing these questions on the board.
 - What did the plant seed need to grow?
 - How many times did the plant get water or sunlight?
 - How did the plant change?
4. Project "Plant the Tiny Seed" video (4.14 min) <https://www.youtube.com/watch?v=MHRDM5nb8Ks> and review key vocabulary (scatter, seed, life cycle) as it comes up in the read aloud.
5. Refer back to the questions that students were given to think about and ask for thoughts or comments. **(Scaffolding: Comprehensible input, Application: Linked to objectives)**

6. Have students act out the life cycle of a seed with the students. Have them kneel down and while you are "watering" and providing "sunlight." Then have the students slowly grow taller. **(Scaffolding: Comprehensible input, Application: Promotes engagement)**
7. Project Plant Life Cycle video (3.34 min) <https://www.youtube.com/watch?v=nFRvDTwGDMo&t=88s> **(Scaffolding: Comprehensible input, Application: Linked to objectives)**

Elaborate:

8. Write on the board: What are the things that a flower/plant needs to grow? Ask students, "What can happen if the flower does not get enough sunlight or water?" Make a list of water, sunlight, soil, and good climate (not too cold). **(Application: Linked to objectives)**
9. Remind the students about the exploration from the day before with questions. "Did some of you bring back plants or flowers from the exploration? What happens to the flower when you pick it off the bush?" If it doesn't have a change to spread its seeds, then there won't be new plants to grow.) **(Application: Linked to objectives)**
10. Explain to students that just like they took the flower off the bush and stopped the plants from making new plants; this happens to other plants too.
11. Explain to the students that this happens to trees all around the world. Trees are cut down for a lot of reasons. When a forest is destroyed by cutting and not replanted, this is called deforestation. **(Application: Meaningful)**
12. Have students repeat vocab word, deforestation. Describe a forest. Point to the Word Wall and the picture of deforestation or project the Vocabulary Card. Share that trees are cut down and the land is left empty. More seeds are not scattered or planted again.
13. Show some of the pictures of deforestation from website <https://kids.kiddle.co/Deforestation>
14. Explain that trees are very important because we need them to create oxygen (air) and that's what we breathe. While trees are cut down to make paper, napkins and sorts of other things; we cannot cut them all down because we need the oxygen.
15. Ask how they can help trees/plants in our school, our neighborhood, our world. Record their ideas down on the whiteboard or chart paper.
16. Conclude the session by telling students that they will be creating a big book in the next session.

SESSION THREE

Evaluate:

1. Divide students into 5 groups. Direct each group to work on one of the essential questions for a page in the big book. The essential questions are:
 - What is a flower? What does it look like?
 - What is the life cycle of a plant/flower?
 - What does a flower need to grow?
 - Why are plants important? What can happen if we do not take care of them?
 - What can you do to help plants?

(Grouping Option: Small groups, Integrating Processes: Writing, Reading, Listening)

2. Model how to complete a page for the big book if students have never completed a class big book before. Perhaps do the Title Page, Table of Contents, etc.
3. Remind students that they will be writing, labeling, drawing and coloring to show their knowledge about their essential question. It is a graded assignment.
4. Show the Group Grading Sheet to the students so they can see they will be assessed on writing, drawing, coloring, and labeling as well as correct information.
5. Distribute the Plant Life Coloring Pages to the group working on the life cycle of a plant.

(Application: Hands on, Linked to Objectives, Scaffolding: Modeling; Assessment: Group, Written)

Assessment

ELA, Science and Geography

The big book can be graded using the Group Grading Sheet. Mastery will be considered getting 4 Satisfactory or Excellent marks out of 5 possible.

Extensions

Students can spread awareness about how important plant life is to people in their community. They can create a poster or video to share their acquired knowledge.

Students can plant seeds at their own homes or on the school grounds.

Sources

Picture book, "Plant the Tiny Seed" by Christie Matheson Read aloud

<https://www.youtube.com/watch?v=MHRDM5nb8Ks>

Deforestation Website

<https://kids.kiddle.co/Deforestation>

Deforestation Website

https://kids.mongabay.com/lesson_plans/lisa_algee/deforestation.html (Only for images)

Brainpop video

<https://www.youtube.com/watch?v=nFRvDTwGDMo&t=88s>