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| **Kindergarten Science: Plant Needs**  **February 11-16, 2019** | | | | | | |
| Standards:  K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. | | | | Essential Question:  How are plants affected by the environment? | | |
|  | Monday (1.14) | Tuesday (1.15) | Wednesday (1.16) | | Thursday (1.17) | Friday (1.18) |
| Learning Target | I can explain how plants reproduce. | I can explain the life cycle of a plant. | I can compare and sort leaves and plants. | | I can explain how plants adapt. | I can show all that I know about plants. |
| Science Lessons | |  | | --- | | Little Science Thinkers Unit 4 Lesson 6  Set the purpose for the lesson by introducing the Learning Target.  Display Guiding Question: *How do plants make more plants?*  •Read the text, Plants Make Plants (display on ActiveBoard) then revisit the Guiding Question.  •Students will make their own model of the process of pollination  \* Students will complete Activity Sheet 4.6 | |  |   *Over the next few weeks, students will observe and record their observations in their booklet.* | Little Science Thinkers Unit 4 Lesson 7  Set the purpose for the lesson by introducing the Learning Target.  Display Guiding Question*: What are the stages in the life cycle of a plant?* on chart paper/dry erase board and ask students to share ideas.  \* Read and discuss Life Cycle: Plants (display on ActiveBoard) then revisit the Guiding Question.  \* Students will help to make an anchor chart to discuss which cards come first, second, third, etc…in the life cycle of a plant.  \* Students will cut and paste the life cycle of a plant in order on construction paper **(classwork grade).**  • Students will complete Activity Sheet 4.7  *Over the next few weeks, students will observe and record their observations in their booklet.* | Little Science Thinkers Unit 4 Lesson 8  Set the purpose for the lesson by introducing the Learning Target. Display Guiding Question: *How Are Plants Different?*  on chart paper/dry erase board and ask students to share ideas.  \* Read and discuss Different Plants, Different Places (display on ActiveBoard) then revisit the Guiding Question.  \* Students will play I Spy Plants Game to name different types of plants.  \* Students will investigate different types of leaves by making leaf rubbings on paper with crayons.  \* Students will complete Activity Sheet 4.8  *Over the next few weeks, students will observe and record their observations in their booklet.* | | Little Science Thinkers Unit 4 Lesson 9  Set the purpose for the lesson by introducing the Learning Target.  Display Guiding Question*: What does it mean to adapt?* on chart paper/dry erase board and ask students to share ideas.  \* Read Plants Adapt (display on ActiveBoard) then revisit the Guiding Question.  **\*** Students will play Adapt or Not to read and discuss if the example is showing a plant adapting or not.  **\*** Students will complete Activity Page 4.9  *Over the next few weeks, students will observe and record their observations in their booklet.* | Little Science Thinkers Unit 4 Lesson 10  Set the purpose for the lesson by introducing the Learning Target.  Display Guiding Question*: How do plants get food?* on chart paper/dry erase board and ask students to share ideas.  **\*** Students will work in 4 Plants Stations: Living/Non-Living, Plants Up Close, Eating a Plant, Life Cycles  \* Students will complete record their entries in their Plant Stations Booklet  **(Participation Grade: 2 points per station)**  *Teacher Prep:*  *Materials Needed for Plant Stations:*  *Print picture cards, brown paper bags, carrots, celery, lettuce, and pumpkin seeds*  *Over the next few weeks, students will observe and record their observations in their booklet.* |