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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 |

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| Little Science Thinkers Unit 4 Lesson 6Set 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 |
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*Over the next few weeks, students will observe and record their observations in their booklet.*  | Little Science Thinkers Unit 4 Lesson 7Set 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 8Set 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 9Set 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 10Set 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.*  |