

Plants in action unit overview

		SCIENCE OUTCOMES	LITERACY OUTCOMES	LESSON SUMMARY	ASSESSMENT OPPORTUNITIES
		Students will be able to	Students will be able to	Students	
ENGAGE	<p>Lesson 1 What goes where?</p> <p>Session 1 Plant life stages jumble</p> <p>Session 2 Garden Buddies (optional)</p>	<p>represent their current understanding about</p> <ul style="list-style-type: none"> stages in the life cycle of flowering plants parts of a plant: root, stem, leaves, flowers, fruit. 	<ul style="list-style-type: none"> contribute to discussions about plants understand the purpose and features of a labelled diagram create a labelled diagram contribute to the commencement of a TWLH chart and word wall record ideas in a science journal. 	<p>Session 1 Plant life stages jumble</p> <ul style="list-style-type: none"> discuss a 'mystery box' of plant items and raise ideas about the relationships between them arrange pictures to represent the life cycle of flowering plants create a list of plant words to develop a vocabulary word wall discuss students' ideas and questions for a TWLH chart develop a science journal entry. <p>Session 2 Garden Buddies (optional)</p> <ul style="list-style-type: none"> observe, record and report on plants growing in their garden, and the jobs and activities done in the garden. <p>'Information note for families' (Resource sheet 2)</p> <p>'Garden Buddy's visit task list' (Resource sheet 3)</p>	<p>Diagnostic assessment</p> <p>'Plant life stages jumble' (Resource sheet 1)</p> <p>Plant life cycle</p> <p>Labelling</p> <p>Science journal entries</p>

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EXPLORE	Lesson 2 What's inside a seed?	<ul style="list-style-type: none"> observe and describe features of seeds and record observations compare dry and soaked seeds and describe the changes brought about by soaking. 	<ul style="list-style-type: none"> identify the purpose and features of a table use a table to record observations create a labelled diagram of a bean seed represent their ideas about plants in their science journal. 	<ul style="list-style-type: none"> discuss seeds work in teams to record observations of a dry bean seed work in teams to record observations of a soaked bean seed label a diagram of the inside of a bean. 	Formative assessment Science journal entries 'Observation record: Exploring seeds' (Resource sheet 4)
	Lesson 3 Bean seed germination	<ul style="list-style-type: none"> make observations and measurements of seed germination contribute to planning structured formats for recording measurements and observations describe how the orientation of a planted seed affects the growth of the root and shoot when the seed germinates. 	<ul style="list-style-type: none"> contribute to discussions about seed germination understand the purpose and features of a procedural text use a procedural text for investigation record observations of seed germination using a labelled diagram. 	<ul style="list-style-type: none"> explore packaged bean seeds read and discuss a procedural text for a bean seed germination activity 'Procedure: Bean seed germination' (Resource sheet 5) work in teams to prepare bean seeds make ongoing observations and recordings of bean seed germination. 	Formative assessment Science journal entries

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EXPLORE	Lesson 4 Flowers and pollination	<ul style="list-style-type: none"> accurately draw and label a diagram of a flower explain the role of the flower and pollination in forming seeds and fruit describe how a flower changes into a fruit containing seeds. 	<ul style="list-style-type: none"> contribute to discussions about flowers and pollination create a labelled diagram of a flower read and view factual texts identify and recall key ideas in factual texts understand the purpose and features of a cross section diagram construct a cross section diagram. 	<ul style="list-style-type: none"> explore the parts of a flower draw and label a diagram of a flower read a factual text about the parts of a flower read a factual text about pollination. 	Formative assessment 'Cross section of a flower' (Resource sheet 6)
	Lesson 5 Flower, fruits and seeds	<ul style="list-style-type: none"> explain that seeds develop within a fruit explain that the fruit protects the developing seeds and helps the seeds to be dispersed away from the parent plant. 	<ul style="list-style-type: none"> contribute to discussions about the role of fruits in the plant life cycle record ideas about fruits and seeds using writing and labelled diagrams. 	<ul style="list-style-type: none"> observe and draw fruits and the seeds inside them read about the way fruits develop from fertilised flowers. 'From flowers to fruit' (Resource sheet 7)	Formative assessment Science journal entries

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EXPLAIN	Lesson 6 Patterns in plants	<ul style="list-style-type: none"> describe the stages and changes in the germination process explain the role of the roots, shoot and leaves of the growing seedling. 	<ul style="list-style-type: none"> contribute to discussions about their seed germination investigation understand the purpose and features of a timeline construct a timeline of the germination and growth of seedlings use scientific terms and subject-specific vocabulary appropriately in their writing and in presentations make a presentation on a science topic. 	<ul style="list-style-type: none"> create timelines of bean seed germination and growth of a seedling create representations of seed germination and the growth of a seedling review their understanding of 'living' and 'not living'. 	Formative assessment Representation of early plant growth

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ELABORATE	Lesson 7 Investigating conditions for plant growth	<ul style="list-style-type: none"> identify conditions that affect plant growth with support, develop a question to investigate conditions that affect plant growth make a prediction about the effect of a variable on plant growth with support, plan an investigation that incorporates a control and fair testing describe conditions for growth required by plants. 	<ul style="list-style-type: none"> use language and visual representations to design and record an investigation into the conditions that affect plant growth record observations. 	<ul style="list-style-type: none"> discuss conditions that affect plant growth learn how to write questions for investigation work in cooperative learning teams to plan and set up an investigation of the conditions that affect plant growth observe and record the results of their investigations. 'Plant growth investigation planner' (Resource sheet 8)	Summative assessment Investigation of conditions for plant growth 'Plant growth investigation planner' (Resource sheet 8)

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EVALUATE	Lesson 8 Plant life cycle	<ul style="list-style-type: none"> describe and explain the relationships between the stages (seed, seedling, adult plant, flower and fruit) and processes (germination and pollination) that make up the plant life cycle recognise that the stages in the plant's life form a cycle rather than a linear sequence of steps describe conditions plants require for growth. 	<ul style="list-style-type: none"> contribute to discussions about plant life cycles use correct scientific terms and subject-specific vocabulary reflect on their learning through a science journal entry. 	<ul style="list-style-type: none"> arrange and annotate pictures to represent the sequence of events in a plants life cycle review the unit by using the science journal, word wall, TWLH chart and other resources developed during the unit reflect on their learning during the unit. 	<p>Summative assessment</p> <p>Plant life stages jumble with labels and cycle arrows</p> <p>'Plant life stages jumble' (Resource sheet 1)</p> <p>Procedure jumble</p> <p>'Procedure jumble: Bean seed germination' (Resource sheet 9)</p>