

First Grade Plant Unit

First Grade Plant Unit

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### **Plant Unit Purposes**

At the first-grade level, students will study and learn plant vocabulary, plant parts, what plants need to live, the plant life cycle and identify a variety of plants. The students will be exposed and introduced to several plant texts that will help to develop their oral language skills, phonetic skills, phonemic awareness, vocabulary, and comprehension. Students will learn to use plant texts as resources and as enjoyment. The students will also engage in lessons that teach strategies to increase their fluency and encourage them to read with expression. Throughout the plant unit, students will continue to expand on their listening and literacy skills through reading and listening to several non-fiction and fiction books about plants. Students will be encouraged and given opportunities to communicate their ideas about plants with the whole group and small group discussions, drawings, songs, poems, and writing.

During the history portion of the plant unit, first graders will be introduced and learn about the contributions of one of Americas historical leaders, George Washington Carver. Students will learn about George Washington Carver and the hundreds of discoveries he made regarding plant utilization.

Students will learn to identify, count, and sort a variety of plant seeds during the math portion of the plant unit. The students will actively engage in activities that require them to count, sort, classify, and compare sets of plant seeds up to 100 seeds. Through observations of a variety of plant seeds, students will learn to recognize and describe simple repeating and growing patterns. Students will also be able to use graphs and pictures to collect and interpret data about various types of plants and plant seeds.

Students will also be introduced to the concept of classifying plants based on simple characteristics during the science portion of the plant unit. Students will observe the physical

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properties of plants through experiments, pictures, graphs, and books. Students will also gain an understanding that plants have life needs and sequence a plants life cycle. By the end of the plant unit, students will be able to identify the characteristics and functional parts of plants.

## Standards of Learning Covered in the Plant Unit

### English-Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
  - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
  - b) Tell and retell stories and events in logical order.
  - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
  - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
  - a) Increase oral descriptive vocabulary.
  - b) Begin to ask for clarification and explanation of words and ideas.
  - c) Follow simple two-step oral directions.
  - d) Give simple two-step oral directions.
  - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
  - a) Initiate conversation with peers and adults.
  - b) Follow rules for conversation.
  - c) Use appropriate voice level in small-group settings.
  - d) Ask and respond to questions in small-group settings.
- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
  - a) Count phonemes (sounds) in syllables or words with a maximum of three syllables.

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- b) Add or delete phonemes (sounds) orally to change syllables or words.
- c) Create rhyming words orally.
- d) Blend sounds to make word parts and words with one to three syllables.

### **Reading**

- 1.5 The student will apply knowledge of how print is organized and read.
- a) Read from left to right and from top to bottom.
  - b) Match spoken words with print.
  - c) Identify letters, words, and sentences.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- a) Use titles and pictures.
  - b) Use knowledge of the story and topic to read words.
  - c) Use knowledge of sentence structure.
  - d) Reread and self-correct.
- 1.8 The student will read familiar stories, poems, and passages with fluency and expression.
- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- a) Preview the selection.
  - b) Set a purpose for reading.
  - c) Relate previous experiences to what is read.
  - d) Make predictions about content.
  - e) Ask and answer who, what, when, where, why, and how questions about what is read.
  - f) Identify characters, setting, and important events.

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- g) Retell stories and events, using beginning, middle, and end.
- h) Identify the topic or main idea.

### **Writing**

1.11 The student will print legibly.

- a) Form letters.
- b) Space words and sentences.

1.12 The student will write to communicate ideas.

- a) Generate ideas.
- b) Focus on one topic.
- c) Use descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
- g) Share writing with others.
- h) Use available technology.

### **History**

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

### **Science-Scientific Investigation, Reasoning, and Logic**

1.1 The student will conduct investigations in which

- a) differences in physical properties are observed using the senses;



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- c) objects or events are classified and arranged according to attributes or properties;
- d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers

### **Life Processes**

- 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include
- a) needs (food, air, water, light, and a place to grow);
  - b) parts (seeds, roots, stems, leaves, blossoms, fruits); and
  - c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

### **Math-Number and Number Sense**

#### **Focus: Place Value and Fraction Concepts**

- 1.1 The student will
- a) count from 0 to 100 and write the corresponding numerals; and
  - b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

### **Probability and Statistics**

#### **Focus: Data Collection and Interpretation**

- 1.14 The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs.

## **Patterns, Functions, and Algebra**

### **Focus: Patterning and Equivalence**

1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

## **Computer/Technology Standards of Learning**

### **Basic Operations and Concepts**

C/T K-2.1 The student will demonstrate knowledge of the nature and operation of technology systems.

- Identify the computer as a machine that helps people at school, work, and play.
- Use technology to demonstrate the ability to perform a variety of tasks; among them turning on and off a computer, starting and closing programs, saving work, creating folders, using pull-down menus, closing windows, dragging objects, and responding to commands.

C/T K-2.2 The student will demonstrate proficiency in the use of technology.

- Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.
- Use multimedia resources such as interactive books and software with graphical interfaces.

### **Social and Ethical Issues**

C/T K-2.3 The student will practice responsible use of technology systems, information, and software.

- Know the school's rules for using computers.

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- Understand the importance of protecting personal information or passwords.
- Understand the basic principles of the ownership of ideas.

C/T K-2.4 The student will use technology responsibly.

- Demonstrate respect for the rights of others while using computers.
- Understand the responsible use of equipment and resources.

### **Plant Unit Pre-Assessment Evaluation Measures**

Before we begin our plant unit, the children will complete the following survey to assess their knowledge about plants. Question one will help the teacher to assess if the students have any plant vocabulary in their knowledge set. Question two will evaluate if the students can differentiate between items that come from plants and those that do not. Asking the students to write the number of items that they did not cross out will help the teacher to see if they can count and if they can follow directions. Plant needs will be assessed in question four. In question five, the students will activate any prior knowledge that they might have about seed dispersal. Even if they do not know the answer, they should be able to infer from observations that they have made in nature. Question six will tell the teacher how familiar the students are with simple plant parts. Finally, question eight will give insight into their interest level in the plant topic and their ability to write complete sentences using capitalization and punctuation.

The teacher will use the information that she discovers through the pre-assessment to plan valid instruction. If the students do exceptionally well, then the teacher will plan more challenging lessons. If they do poorly, the teacher will teach them the basics. Most likely, the results will vary, and the teacher will therefore vary her instruction to meet the needs of the advanced students as well as the struggling ones.

**Pre Assessment Worksheet**

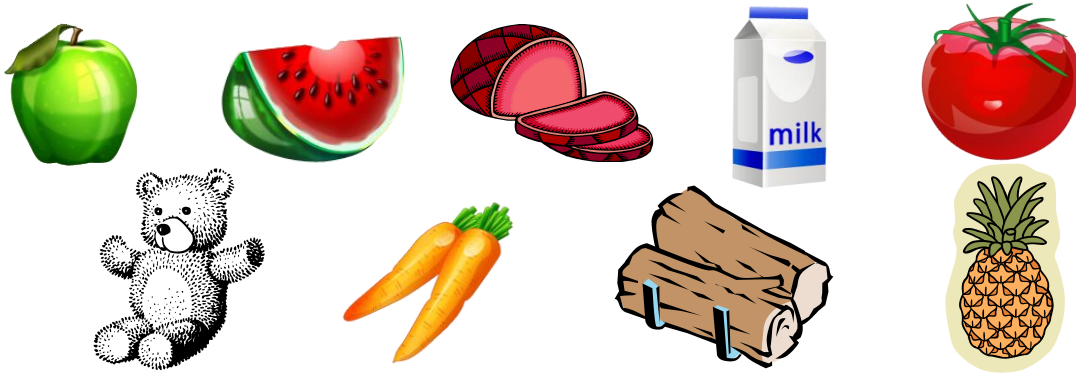
Name \_\_\_\_\_

Plant Unit Survey

1. Write down five words that you think of when you hear the word PLANT.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

2. Put an X on the items that do not come from plants:



3. How many items above come from plants? Write the number. \_\_\_\_\_

4. Circle the things that plants need to live and grow:

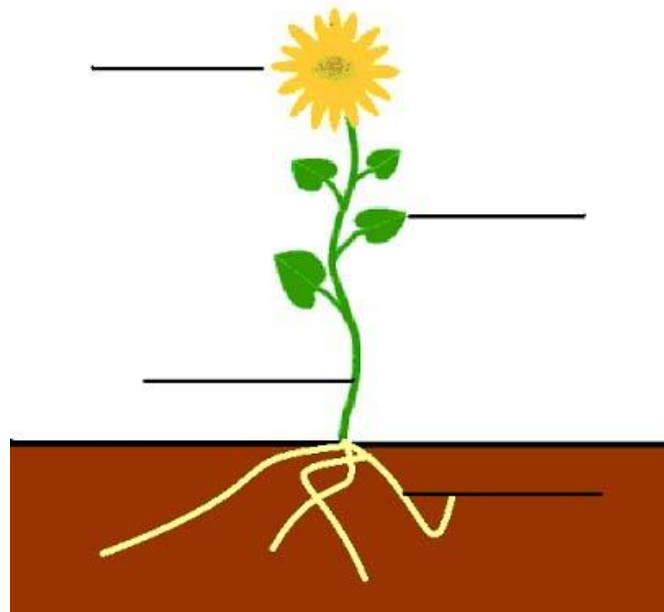
- |      |          |            |        |
|------|----------|------------|--------|
| Sun  | Bugs     | Meat       | Cereal |
| Soil | Minerals | Vegetables | Rain   |

5. Circle the ways that a seed can travel:

- |       |         |
|-------|---------|
| River | Animals |
| Wind  | People  |

6. Label the parts of the plant using the words in the word bank.

Flower	Leaf	Stem	Root
--------	------	------	------



7. Draw a picture of your favorite plant and write one sentence to describe it.

**Plant Unit Post Assessment**

The students will complete the following worksheets to assess their knowledge and comprehension on several skills and topics covered throughout the plant unit. The students' assessments will be evaluated by the following rubrics.

**Rubric for Plant Part Label Worksheet the Plant Definition Worksheet**

Criteria	Quality			Score
	0	1	2	
Did the student label the plant parts correctly?	The student labeled all of the plant parts incorrectly.	The student labeled one to four of the plant part incorrectly.	The student labeled all of the plant parts correctly.	
Did the student write the plant vocabulary words legibly?	The student did not write the vocabulary words legibly.	The vocabulary words are difficult to read and the letters are formed incorrectly.	The student wrote the vocabulary words legibly, forming the letters correctly.	
Did the student spell the plant vocabulary words correctly?	There were more than four spelling errors.	There were one to three spelling errors.	There were no spelling errors.	
Did the student match the plant vocabulary words with the correct definition?	The student did not match any of the definitions correctly.	The student matched one to three of the definitions correctly.	The student matched all of the definitions correctly.	
Did the student put effort into the assignment?	The assignment showed little to no effort.	The assignment showed some effort.	The assignment showed exceptional effort.	
			Total:	

**Rubric for Plant Sequencing Worksheet**

Criteria	Quality			Score
	0	1	2	
Did the student follow the directions?	The student did not follow the directions correctly.	The student only partially followed the directions correctly.	The student followed the directions correctly.	
Did the student put the four stages of plant development in the correct sequence?	The student did not put the four stages of plant development in the correct sequence.	The student put two stages of plant development in the correct sequence.	The student put the four stages of plant development in correct sequence.	
			Total:	

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**Rubric for Plant Seeds Math Worksheet**

Criteria	Quality			Score
	0	1	2	
Did the student total the tally marks correctly?	The student did not total any of the seed tally marks correctly.	The student totaled one to four seed tally marks correctly.	The student totaled all of the seed tally marks correctly.	
Did the student graph the seeds totals correctly?	The student did not graph any of the seed totals correctly.	The student graphed one to four of the seed totals correctly.	The student graphed all of the seed totals correctly.	
Did the student interrupt the bar graph correctly?	The student did not answer any of the bar graph questions correctly.	The student answered one to four of the bar graph questions correctly.	The student answered all of the bar graph questions correctly.	
			Total:	

**Rubric for the Creative Writing and History Worksheet**

Criteria	Quality			Score
	0	1	2	
Did the student write about their favorite plant or a part of plant to eat?	The student did not write about their favorite plant or plant part to eat.	The student	The student did write about their favorite plant or plant part to eat.	
Did the students write about why it is their favorite plant or plant part was their favorite to eat?	The student did not write why the plant or plant part was their favorite to eat.	The student	The student did write why the plant or plant part was their favorite to eat.	
Did the student write legibly?	The student did not write legibly.	The students hand writing was difficult to read.	The student wrote neatly.	
Did the student correctly draw something George Washington Carver discovered?	The student did not correctly draw something George Washington Carver discovered.	The student	The student correctly drew something George Washington Carver discovered.	
Did the student correctly label their drawing?	The student did not label their drawing.	The student did not correctly label their drawing.	The student correctly labeled their drawing.	
			Total:	

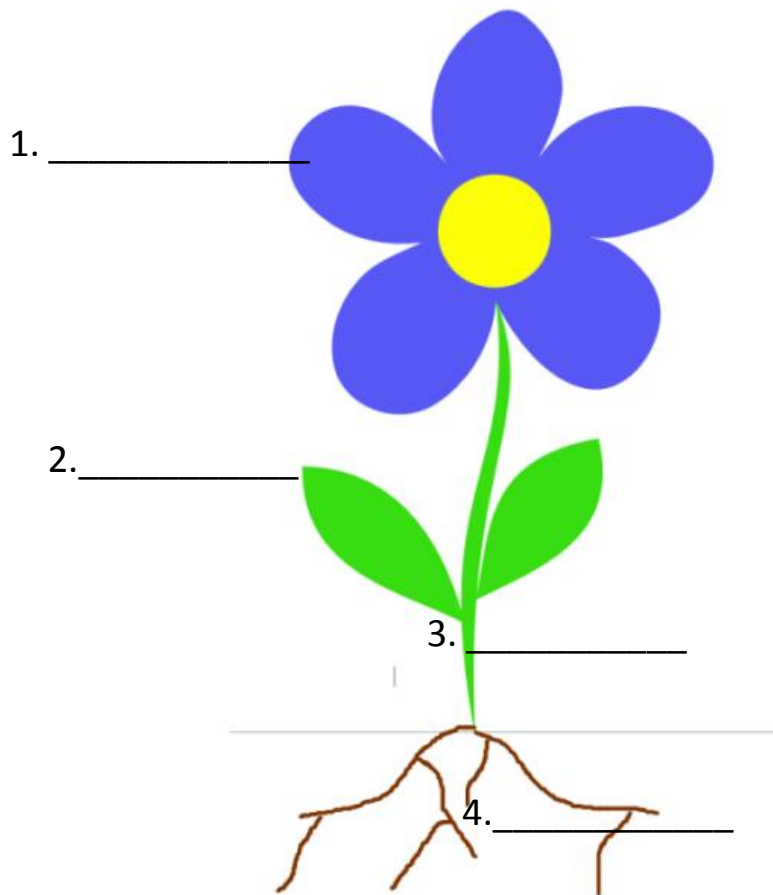


Name: \_\_\_\_\_

Plant Unit Post Assessment

Directions: Label the parts of the plant using the words in the word bank.  
Then write the letter of the definition next to the correct flower part

Word Bank			
Root	Steam	Leaf	Petal



Definitions	
A.	I carry water up from the roots
B.	I make food
C.	I make the seeds
D.	I drink water for the plant

Name: \_\_\_\_\_

Plant Unit Post Assessment

Plant Part Definitions

**Directions: Draw a line from the word to the correct definition**

5. Seed

I bring food from the soil to the plant

6. Stem

Water and food move through me to other parts of the plant

7. Flower

I take in the sunlight to help the plant make its own food

8. Roots

I attract insects and am the part where seeds begin to grow

9. Leaves

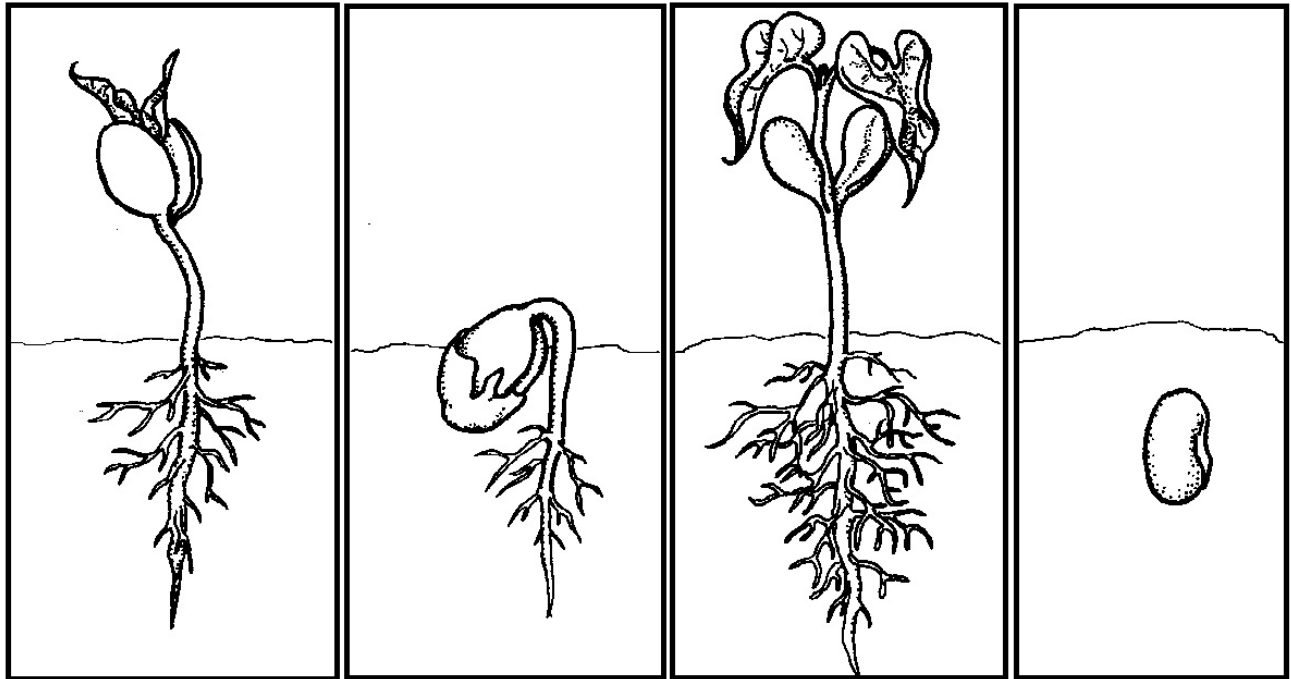
I make a plant

Name: \_\_\_\_\_

Plant Unit Post Assessment

Sequencing

**Directions:** Put the four stages of plant growth in order.



**A.**

**B.**

**C.**

**D.**

1. Bean seed \_\_\_\_\_
2. Bean seedling \_\_\_\_\_
3. Small bean plant \_\_\_\_\_
4. Bean plant \_\_\_\_\_

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**Directions:** Count the tallies to see how many seeds there are of each type of see and write the total. Then graph the totals of each type of seed and answer the questions bellow.

Seed Type	Seed Tallies	Total
Pinecone seed:		
Sunflower seeds:		
Acorn seeds:		
Bean seeds:		
Watermelon seeds:		



1. Which one has the most seeds? \_\_\_\_\_
2. Which one has the least amount of seeds? \_\_\_\_\_
3. How many more bean seeds are their pinecones? \_\_\_\_\_
4. How many groups of 10 does the watermelon seeds have? \_\_\_\_\_
5. How many acorns and pinecones are their? \_\_\_\_\_

Name: \_\_\_\_\_

Plant Unit Post Assessment

**Directions:** Write your about your favorite plant or type of plant and why?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

**Directions:** Draw and label something George Washington Carver discovered plants could be used for.

**Plant Unit Books**

Arlon, P. (2006). *Plant discovery starts with a single word*. New York, NY: Darling Kindersley.

Aston, D. H. & Long, S. (2007). *A seed is sleepy*. San Francisco, CA: Chronicle books.

Galbraith, K. (2011). *Planting the wild garden*. Atlanta, GA: Peachtree Publishers.

Gibbons, G. (1991). *From seed to plant*. New York, NY: Holiday House.

Goodwin, S. (2005). *A seed in need a first look at the plant cycle*. Minneapolis, MN: Picture Window Books.

Jordan, H. (1992). *How a seed grows*. New York, NY: Harper Collins Publishers.

Kelley, A. (1997). *It started as a seed*. Cypress, CA: Creative Teaching Press, Inc.

Macken, J. (1953). *Flip, flop, fly seeds on the move*. New York, NY: Holiday House.

Podendorf, I. (1955). *Weeds and wild flowers*. Chicago, IL: Children's Press.

Posada, M.(2000). *Dandelions stars in the grass*. Minneapolis, MN: Carolrhoda Books, Inc.

Wade, D. (2009). *People need plants!* Berkley Heights, NJ: Enslow Publishers, Inc.

Wade, D. (2009). *Plants grow*. Berkley Heights, NJ: Enslow Publishers, Inc.

Wade, D. (2009). *Seeds sprout!* Berkley Heights, NJ: Enslow Publishers, Inc.

## **Plant Unit Websites**

### **British Broadcasting Corporation (BBC) Bitesize KS1**

The British Broadcasting Corporation (BBC) is headquartered in London, England. BBC Bitesize is host to a variety of website links focusing on math, science, and literacy that caters to all elementary age students. BBC Bitesize KS1 is geared specifically to elementary age students five to seven years old. For the purpose of the first grade plant unit, BBC Bitesize KS1 provides science games, activities, worksheets, and lesson plans about plants that teachers can use in the classroom to further students' knowledge of plants, while integrating technology into the curriculum. The following link is a science game entitled, Garden Guru, which offers various levels ranging from medium, hard, and really hard. The game, Garden Guru, reinforces various concepts that have been taught in the first grade plant unit. In particular, Garden Guru identifies different types of plants, plant parts, how to plant a seed, and things a plant needs to survive. BBC Bitesize KS1 is an effective resource that will be utilized to reinforce what students are learning in the plant unit.

British Broadcasting Corporation (BBC) Bitesize KS1. (2012). *Science, Garden Guru*. Retrieved April 2, 2012. from [http://www.bbc.co.uk/bitesize/ks1/science/growing\\_plants/play/](http://www.bbc.co.uk/bitesize/ks1/science/growing_plants/play/)

### **University of Illinois Extension: The Great Plant Escape**

The University of Illinois Extension started as an outreach program that catered specifically to educational needs in urban, suburban, and rural locations in Illinois. The University of Illinois Extension, through their online resources, now provides educational resources, along with several other resources, that are available to everyone on the web. For the purpose of the first grade plant unit, University of Illinois Extension provides an educational activity, The Great Plant Escape, which reviews different types of plants, plant parts, plant

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reproduction, seed dispersal, and the importance of plants in students' daily lives. The Great Plant Escape requires students to be detectives and self-navigate their way through each case to unlock the mysteries of plant life. In order to unlock the next case and move on to the next part of the mystery, students must take short interactive quizzes at the end of each case. The Great Plant Escape is an effective interactive website that builds suspense and excitement as students learn and unlock the mystery of plants.

University of Illinois Extension. (2012). *Just for Kids, The Great Plant Escape*. Retrieved April 2, 2012. from <http://urbanext.illinois.edu/gpe/index.cfm>

### **The Geffrye Museum of the Home**

The Geffrye Museum is a museum located in London, England. The Geffrye Museum of the Home is the museum's website that allows people to virtually travel back in time to historical parts of the world and witness the changes in style compared to present day. The Geffrye Museum has a 'Kids Zone' where they offer educational activities and virtual tours of the museum. For the purpose of the first grade plant unit, Geffrye Museum allows students to design their own gardens in different historical styles, such as Knot, Elizabethan, Georgian, Victorian, Edwardian, and Modern day style gardens. Students can choose what style garden they want create and plant a variety of flowers that were used during that time period. After the students have finished creating their virtual garden, they can take a virtual tour of their garden. The Geffrye Museum integrates technology into the classroom by allowing students to creatively apply the knowledge they have learned throughout the plant unit.

The Geffrye Museum of the Home. (2012). *Design a garden*. Retrieved April 8, 2012. from <http://www.geffrye-museum.org.uk/kidszone/garden/>





**Phonological Awareness Lesson Plan**

**Name/Date:** Nina Passmore and Andrea Fossum

**Date:** 2/7/2012

**SOL:** Language Arts

**Reading Skill Taught:** Phonemic Awareness for the /F/ sound

**Purpose/Outcome:** Help to teach the students to identify the /F/ sound in the beginning of words.

**Assessment:** The student will draw a picture of something that starts with a sound /F/.

<p><b>Materials</b> <i>What materials, texts, technology, etc. will you need for this lesson?</i></p>	<p><b><u>Teacher’s Responsibilities</u></b>  <ul style="list-style-type: none"> <li>Book – <i>Flip, Float, Fly Seeds on the Move</i>, by JoAnn Early Macken</li> </ul> </p>	<p><b><u>Students’ Responsibilities</u></b>  <ul style="list-style-type: none"> <li>White boards</li> <li>Dry erase makers</li> <li>Box of items that start with the /F/ sound</li> </ul> </p>
<p><b>Procedures</b> <u>Introductory Activities</u> <i>(Before reading and/or before writing)</i></p> <ul style="list-style-type: none"> <li><i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i></li> <li><i>How will you activate prior knowledge and build background knowledge?</i></li> </ul> <p><u>Developmental Activities</u> <i>(During reading and/or during writing)</i></p> <ul style="list-style-type: none"> <li><i>What content do you plan to share with the students? How?</i></li> <li><i>How will you keep students engaged?</i></li> <li><i>How are you allowing</i></li> </ul>	<ul style="list-style-type: none"> <li>The teacher will choose a few student helpers to pull items out of the box that start with the /F/ sound.</li> <li>Then ask the class to come up with other words that start with the /F/ sound? (The teacher will record the student’s responses on the board.)</li> <li>Introduce the book by asking the students what they think the book <i>Flip, Float, Fly Seeds on the Move</i> is about. Have a short discussion about how seeds travel.</li> <li>The teacher will engage the children in an interactive read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>The student helpers will pull items out of the box that start with the /F/ sound and have them identify what they are and what all of the items have in common.</li> <li>Think of multiple words that start with the /F/ sound.</li> <li>Have the students raise their hands and participate in the discussion.</li> <li>The student will mark a tally mark on their white boards every time they</li> </ul>

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*for guided practice?*

Closing Activities

*(After reading and/or after writing)*

- *How will you bring the lesson to a close?*
- *How will you have students apply the skill to a new learning situation?*
- *How are you allowing for independent practice?*

- The teacher will record the various responses the students have on the board.

- The teacher will lead a discussion on why sometimes it is difficult to hear the /F/ sound and other sounds when people are reading or talking.
- Have students draw a picture of a something that starts with the sound /F/.

hear the /F/ sound at the beginning of a word.

- The students will total their tally marks and share with the class how many /F/ sounds they heard.
- The students will participate in the discussion by telling the class of different sounds that can be hard to hear.
- Students will draw a picture of a something that starts with the sound /F/.

**Differentiation:**

- 1) How does this lesson accommodate individual learning differences?
- 2) How are you grouping students to best meet learning outcomes?

**Reflection on Success of Lesson / Modifications Needed:**

**Spelling Lesson Plan**

**Name/Date:** Nina Passmore & Andrea Fossum

**Date:** 2/14/2012

**SOL:** Language Arts

**Reading Skill Taught:** Review the concept of rhyming and work with the –at rime.

**Purpose/Outcome:** Children will be able to recognize, sort and create words with the –at rime. (What will your students know, understand or be able to do as a result of this lesson?)

**Assessment:** As they turn in their poems the teacher will give each child three words and ask them to pick the two that have the –at rime using discrimination. (How will you assess student learning as a result of the lesson?)

<p><b>Materials</b> <i>What materials, texts, technology, etc. will you need for this lesson?</i></p>	<p><b><u>Teacher’s Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- The teacher will bring <i>Dandelions Stars in the Grass</i> by Mia Posada</li> <li>- Each child will be given a set of letter tiles including the –at rime and the consonants b, c, f, th, r, s, n, m, p</li> </ul>	<p><b><u>Students’ Responsibilities</u></b></p>
<p><b><u>Procedures</u></b> <b><u>Introductory Activities</u></b> <i>(Before reading and/or before writing)</i></p> <ul style="list-style-type: none"> <li>• <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i></li> <li>• <i>How will you activate prior knowledge and build background knowledge?</i></li> </ul> <p><b><u>Developmental Activities</u></b> <i>(During reading and/or during writing)</i></p>	<ul style="list-style-type: none"> <li>- Teacher will read the text and point to the children after each rhyming set of words and have them repeat them.</li> <li>- After the story, the teacher will ask the students why they think the words rhyme and record responses on the board.</li> <li>- The teacher will transition into focusing on the –at rime. The teacher will model with c-at and ask the children</li> </ul>	<ul style="list-style-type: none"> <li>- The students will stand up when they hear two rhyming words and repeat them as a group.</li> <li>- Children will brainstorm and contribute ideas as to why words might rhyme.</li> <li>- The students participate by raising their hands and sharing –at words to add to the list on the board.</li> <li>- The students will arrange the tiles on their desk with the –at tile in front of them and the other tiles at the top of their</li> </ul>

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<ul style="list-style-type: none"><li>• <i>What content do you plan to share with the students? How?</i></li><li>• <i>How will you keep students engaged?</i></li><li>• <i>How are you allowing for guided practice?</i></li></ul>	<p>to come up with other words that end in –at. She will write them on the board.</p> <ul style="list-style-type: none"><li>- The teacher will pass out the letter tiles. She will ask the children to arrange the letter tiles at the top of their desk with the –at tile in front of them. She will guide the children to make each word on the list from the board.</li></ul>	<p>desk.</p> <ul style="list-style-type: none"><li>- With the teacher’s guidance they will pull down letters to make the words on the board. Then they will read them together while tracking.</li></ul>
<p><u>Closing Activities</u> <i>(After reading and/or after writing)</i></p> <ul style="list-style-type: none"><li>• <i>How will you bring the lesson to a close?</i></li><li>• <i>How will you have students apply the skill to a new learning situation?</i></li><li>• <i>How are you allowing for independent practice?</i></li></ul>	<ul style="list-style-type: none"><li>- The teacher will give the students the prompt, “Freddy the Cat” and the students will add three more lines to create their own poem about Freddy the cat, emphasizing rhyming with –at.</li></ul>	<ul style="list-style-type: none"><li>- The student will create a poem about Freddy the cat and draw a picture to go with it.</li></ul>

**Differentiation:**

3) How does this lesson accommodate individual learning differences?

They can write at their own level when creating their poem.

4) How are you grouping students to best meet learning outcomes?

**Reflection on Success of Lesson / Modifications Needed:**

**Fluency Lesson Plan**

**Name/Date:** Nina Passmore and Andrea Fossum

**Date:** 2/21/12

**SOL:** Language Arts

**Reading Skill Taught:** Reading with expression

**Purpose/Outcome:** The students will learn to read expressively through Readers Theater.

**Assessment:** Each small group will put on a small play for the librarian.

	<u><b>Teacher's Responsibilities</b></u>	<u><b>Students' Responsibilities</b></u>
<p><b>Materials</b> <i>What materials, texts, technology, etc. will you need for this lesson?</i></p> <hr/> <p><b>Procedures</b> <u>Introductory Activities</u> <i>(Before reading and/or before writing)</i></p> <ul style="list-style-type: none"> <li>• <i>How will you capture the learner's attention and motivate them to be actively engaged in learning?</i></li> <li>• <i>How will you activate prior knowledge and build background knowledge?</i></li> </ul> <p><u>Developmental Activities</u> <i>(During reading and/or during writing)</i></p> <ul style="list-style-type: none"> <li>• <i>What content do you plan to share with the students? How?</i></li> <li>• <i>How will you keep</i></li> </ul>	<ul style="list-style-type: none"> <li>• Book- A Seed in Need, A First Look at the Plant Cycle, by Sam Godwin, Illustrated by Simone Abel</li> <li>• A garden seed in a small plant as an illustration.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• The teacher will show the class the garden seed in the small plant and ask the class about previous knowledge they have learned about seeds and plants.</li> <li>• The teacher will read the story once through to model expression and prosody to the students.</li> <li>• After the teacher is done reading the story she engages the class in eco reading the bug parts of the book.</li> <li>• The teacher then explains to the class that they will be split up into small groups and each group will be performing a Reader Theater of the text to the librarian</li> </ul>	<ul style="list-style-type: none"> <li>• The students will pair share about what they know about seeds and plants and report to the class their knowledge about seeds and plants.</li> <li>• The students will listen to the teacher as she reads the story.</li> <li>• The students will engage in eco reading with the teacher to practice using expression for each of the bug reading parts.</li> <li>• The students will break up into their small groups and choose which bug reading part they want to perform.</li> <li>• The students will work in their groups and practice expressive reading through repetition.</li> </ul>

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*students engaged?*

- *How are you allowing for guided practice?*

Closing Activities

*(After reading and/or after writing)*

- *How will you bring the lesson to a close?*
- *How will you have students apply the skill to a new learning situation?*
- *How are you allowing for independent practice?*

- The teacher will have each group rehearse their performance for the class.

- The student will rehearse in front of their peers.

**Differentiation:**

- 5) *How does this lesson accommodate individual learning differences?*
- 6) *How are you grouping students to best meet learning outcomes?*

**Reflection on Success of Lesson / Modifications Needed:**

**Vocabulary Lesson Plan**

**Name/Date:** Nina Passmore & Andrea Fossum

**Date:** 2/28/2012

**SOL:** Language Arts

**Reading Skill Taught:** Plant vocabulary

**Purpose/Outcome:** The children will learn the vocabulary for the parts of a flower

**Assessment:** The teacher will point to the parts of the flower and the children will write what she is pointing to using the word wall as a word bank.

<b>Materials</b>	<b><u>Teacher's Responsibilities</u></b>	<b><u>Students' Responsibilities</u></b>
<i>What materials, texts, technology, etc. will you need for this lesson?</i>	<ul style="list-style-type: none"><li>- The teacher will prepare the words for the word wall:<ol style="list-style-type: none"><li>1. Bud</li><li>2. Seeds</li><li>3. Sepal</li><li>4. Stems</li><li>5. Roots</li><li>6. Pollen</li><li>7. Stigma</li><li>8. Pistil</li><li>9. Stamen</li><li>10. Pod</li></ol></li><li>- The book, <i>From Seed to Plant</i> by Gail Gibbons</li></ul>	<ul style="list-style-type: none"><li>- Construction paper, pencils &amp; markers</li></ul>



## First Grade Plant Unit

### **Procedures**

#### Introductory Activities

*(Before reading and/or before writing)*

- *How will you capture the learner's attention and motivate them to be actively engaged in learning?*
- *How will you activate prior knowledge and build background knowledge?*

#### Developmental Activities

*(During reading and/or during writing)*

- *What content do you plan to share with the students? How?*
- *How will you keep students engaged?*
- *How are you allowing for guided practice?*

#### Closing Activities

*(After reading and/or after writing)*

- *How will you bring the lesson to a close?*
- *How will you have students apply the skill to a new learning situation?*
- *How are you allowing for independent practice?*

- The teacher will introduce the words on the word cards and the class will define the words. She will also show the children the parts on a big flower poster.
- The teacher will read the book to the students.

- The teacher will pair the children and explain how to make a flower vocabulary poster.
- She will help the children to hang their complete posters.

- The teacher will show the students the parts on a real flower.

- The students will place the words on the word wall after they are defined.
- The students will listen to the story.

- After the story, the children will get into pairs and make a vocabulary poster by labeling the parts on a flower with the new vocabulary words.
- They will hang their posters in a special place to display.

- The children will help the teacher identify the flower parts on the real flower.

### **Differentiation:**

- 7) How does this lesson accommodate individual learning differences?

## First Grade Plant Unit

It uses auditory and visual learning techniques. Vocabulary lesson level the playing field for struggling students because all of the children would be learning the words at the same time.

8) How are you grouping students to best meet learning outcomes?

The students will be paired so they can help each other label the plant parts and make their poster.

### **Reflection on Success of Lesson / Modifications Needed:**

**Comprehension Lesson Plan**

**Name/Date:** Nina Passmore and Andrea Fossum

**Date:** 3/13/2012

**SOL:** Language Arts

**Reading Skill Taught:** Drawing Inferences

**Purpose/Outcome:** Students will learn how to draw inferences using background knowledge and contextual clues.

**Assessment:** The teacher will read five scenarios to the students and they have to infer where they took place.

<p><b>Materials</b> <i>What materials, texts, technology, etc. will you need for this lesson?</i></p>	<p><b><u>Teacher’s Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Book – <i>Planting the Wild Garden</i> by, Kathryn O. Galbraith</li> <li>• A piece of poster board</li> <li>• Markers</li> </ul>	<p><b><u>Students’ Responsibilities</u></b></p>
<p><b>Procedures</b> <b><u>Introductory Activities</u></b> <i>(Before reading and/or before writing)</i></p> <ul style="list-style-type: none"> <li>• <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i></li> <li>• <i>How will you activate prior knowledge and build background knowledge?</i></li> </ul>	<p><b>Pre Read:</b></p> <ul style="list-style-type: none"> <li>• The teacher will explain to the students what an inference is and how to make inferences.</li> <li>• The teacher will introduce this concept by explaining to the students that sometimes you have to “read between the lines” because not all of the information is explicitly written in the text.</li> <li>• The teacher will give an example about children playing on the playground without saying the word ‘playground’ and have the students use background knowledge and clues from the scenario to tell her the</li> </ul>	<ul style="list-style-type: none"> <li>• The students will listen to the teacher and use their background knowledge to make educated guesses about where the setting is in the scenario.</li> </ul>

<p><u>Developmental Activities</u> (During reading and/or during writing)</p> <ul style="list-style-type: none"> <li>• <i>What content do you plan to share with the students? How?</i></li> <li>• <i>How will you keep students engaged?</i></li> <li>• <i>How are you allowing for guided practice</i></li> </ul>	<p>setting.</p> <ul style="list-style-type: none"> <li>• The teacher will then introduce the book by reading the title and asking the students to think, pare, and share what they think the story is about.</li> </ul> <p><b>During Read:</b></p> <ul style="list-style-type: none"> <li>• The teacher will read the first two pages and ask the students to draw a picture of how they think seeds are spread in the wild.</li> <li>• The teacher will read the story out loud to the students and stop periodically to ask the students what they infer is going to happen next in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will think-pair-share with their neighbor.</li> <li>• Each set of partners will share with the class what they think the story is about.</li> </ul> <ul style="list-style-type: none"> <li>• The students will draw a picture of how they think seeds spread using inferences.</li> <li>• The students will participate by raising their and making inferences.</li> </ul>
<p><u>Closing Activities</u> (After reading and/or after writing)</p> <ul style="list-style-type: none"> <li>• <i>How will you bring the lesson to a close?</i></li> <li>• <i>How will you have students apply the skill to a new learning situation?</i></li> <li>• <i>How are you allowing for independent practice?</i></li> </ul>	<p><b>Post Read:</b></p> <ul style="list-style-type: none"> <li>• The teacher will ask the students to come to the front of the classroom and have them share their pictures and inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will share their pictures and how their inferences were correct or incorrect after they heard the story and learned how seeds are planted.</li> </ul>

**Differentiation:**

- 9) How does this lesson accommodate individual learning differences?

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This lesson accommodates individual learning differences by using visual and hands on strategies to teach inferring.

10) How are you grouping students to best meet learning outcomes?

The students will engage with their neighbors in a think-pair-share.

**Reflection on Success of Lesson / Modifications Needed:**

**Comprehension Lesson Plan**

**Name/Date:** Nina Passmore & Andrea Fossum

**Date:** 3/20/2012

**SOL:** Language Arts

**Reading Skill Taught:** Sequencing

**Purpose/Outcome:** The students will learn how to sequence a plant’s developmental stages.

**Assessment:** The students will fold a paper into four parts and draw pictures of the four stages of plant development in order.

<p><b>Materials</b> <i>What materials, texts, technology, etc. will you need for this lesson?</i></p>	<p><b><u>Teacher’s Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- The text, <i>Plants Grow</i> by Mary Dodson Wade.</li> <li>- Bean seed, bean seedling, small bean plant and flowering bean plant</li> <li>- White board</li> <li>- Bean seed for each student</li> <li>- Zip lock baggie for each student</li> <li>- Damp paper towels</li> <li>- Paper for assessment</li> </ul>	<p><b><u>Students’ Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- Pencil</li> </ul>
<p><b>Procedures</b> <b><u>Introductory Activities</u></b> <i>(Before reading and/or before writing)</i></p> <ul style="list-style-type: none"> <li>• <i>How will you capture the learner’s attention and motivate them to be actively engaged in learning?</i></li> <li>• <i>How will you activate prior knowledge and build background knowledge?</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will show the students a bean seed a bean seedling, a small bean plant and a flowering bean plant.</li> <li>- The teacher will ask the students what the seeds and plants have in common and record their responses in a four column chart on the</li> </ul>	<ul style="list-style-type: none"> <li>- Students will observe and investigate the seed and plants.</li> <li>- They will actively participate in helping the teacher to complete the chart on the board.</li> </ul>

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<p><u>Developmental Activities</u> (During reading and/or during writing)</p>	<p>white board.</p>	<ul style="list-style-type: none"> <li>- The students will answer the teacher's questions by giving a thumb up or a thumb down.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>What content do you plan to share with the students? How?</i></li> <li>• <i>How will you keep students engaged?</i></li> <li>• <i>How are you allowing for guided practice?</i></li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will read the book to the children.</li> <li>- She will stop reading periodically and ask yes or no questions about plant development/sequence.</li> </ul>	
<p><u>Closing Activities</u> (After reading and/or after writing)</p>	<ul style="list-style-type: none"> <li>- The teacher will chose four volunteers to come and put her bean seed, seedling, small plant and flowering plant in order.</li> <li>- The teacher will guide the students in planting their own bean seed to observe over the next few days.</li> </ul>	<ul style="list-style-type: none"> <li>- Four children will come up and put the plants in order. The other children will give a thumb up or down if they agree.</li> <li>- The students will each plant their own seed in a baggie and observe their plant's development.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>How will you bring the lesson to a close?</i></li> <li>• <i>How will you have students apply the skill to a new learning situation?</i></li> <li>• <i>How are you allowing for independent practice?</i></li> </ul>		

**Differentiation:**

11) How does this lesson accommodate individual learning differences?

The teacher will give the students an optional challenge to write descriptions under the pictures on the assessment.

12) How are you grouping students to best meet learning outcomes?

This lesson is a whole group lesson.

**Reflection on Success of Lesson / Modifications Needed:**

## Literacy Center One: Plant Stories

### Standards of Learning Covered in Literacy Center One

#### English-Oral Language

1.1 The student will continue to demonstrate growth in the use of oral language. (b) Tell and retell stories and put the events in logical order. (d) Express ideas orally in complete sentences.

#### Reading

1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction. (g) Retell stories and events, using beginning, middle and end.

#### Science-Life Processes

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics.

#### Texts

Arlon, P. (2006). *Plant discovery starts with a single word*. New York, NY: Darling Kindersley.

Jordan, H. (1992). *How a seed grows*. New York, NY: Harper Collins Publishers.

Podendorf, I. (1955). *Weeds and wild flowers*. Chicago, IL: Children's Press.

Wade, D. (2009). *People need plants!* Berkley Heights, NJ: Enslow Publishers, Inc.

Wade, D. (2009). *Plants grow*. Berkley Heights, NJ: Enslow Publishers, Inc.

Wade, D. (2009). *Seeds sprout!* Berkley Heights, NJ: Enslow Publishers, Inc.

#### Materials

- Bin for books
- Crayons, markers and colored pencils
- Big pieces of construction paper divided into four equal sections labeled:



Title	Beginning
Middle	End

**Directions**

1. Before the children begin, the teacher will model how to use the station. This will give the struggling readers an opportunity to hear one of the stories read aloud before they tackle the center project. The more advanced readers will select a book that they have not heard before.
2. During center time, a child will choose one of the books from the bin to read.
3. After they have read the book, they will write the title of the book in the top left box on a piece of pre-labeled construction paper.
4. Then, they will draw pictures in the next three consecutive boxes to show the beginning, middle and end of the story that they read.
5. Next, they will write a word or a sentence to describe each of their pictures.
6. When they have completed their poster, they will place it in the class share folder.
7. During share time, the student will come and talk to the class about the poster that they made.

## **Literacy Center Two: Sorting Sleepy Seeds**

### **Standards of Learning Covered in Literacy Center Two**

#### **Math Number and Number Sense**

1.1 The student will a) count from 0 to 100 and write the corresponding numerals; and b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

#### **Math Patterns, Functions, and Algebra**

1.16 The student will sort and classify concrete objects according to one or more attributes including color size shape and thickness.

#### **Math Probability and Statistics**

1.14 The student will investigate, identify, and describe various forms of data collection using tables, picture graphs, and object graphs.

#### **Scientific Investigation, Reasoning, and Logic**

1.1 The student will conduct investigations in which a) differences in physical properties are observed using the senses; c) objects or events are classified and arranged according to attributes or properties; d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.

#### **Texts**

Aston, D. H. & Long, S. (2007). *A seed is sleepy*. San Francisco, CA: Chronicle books.

#### **Materials**

- Jar of 100 seeds. Including; 1 pinecone, 3 buckeyes, 10 acorns, 5 whirly maple tree seeds, 2 peach seeds, 20 sunflower seeds, 10 bean seeds, 15 pea seeds, 12 pumpkins seeds, 14 apple seeds and 8 watermelon seeds.

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- A labeled picture of each of the eleven types of seeds and 11 paper bowls for sorting.
- A worksheet to record their findings and affix to their science notebook.
- Pencils
- Glue sticks

### **Directions**

1. First, the teacher will read the book, *A Seed is Sleepy* to the students before she explains the center. Then she will give a mini lesson on counting and sorting objects and making bar graphs. Finally, she will model how the station works.
2. When the children arrive at the station, they will look at or reread the book paying close attention to the many varieties of seeds.
3. Then they will empty the jar of seeds and observe the differences between the seeds.
4. Next, they will sort the seeds into bowls using the pictures as a guide.
5. They will then count each type of seed and record the number on the worksheet.
6. Finally, they will use the data that they have collected to make a simple bar graph on the pre-labeled graph paper.

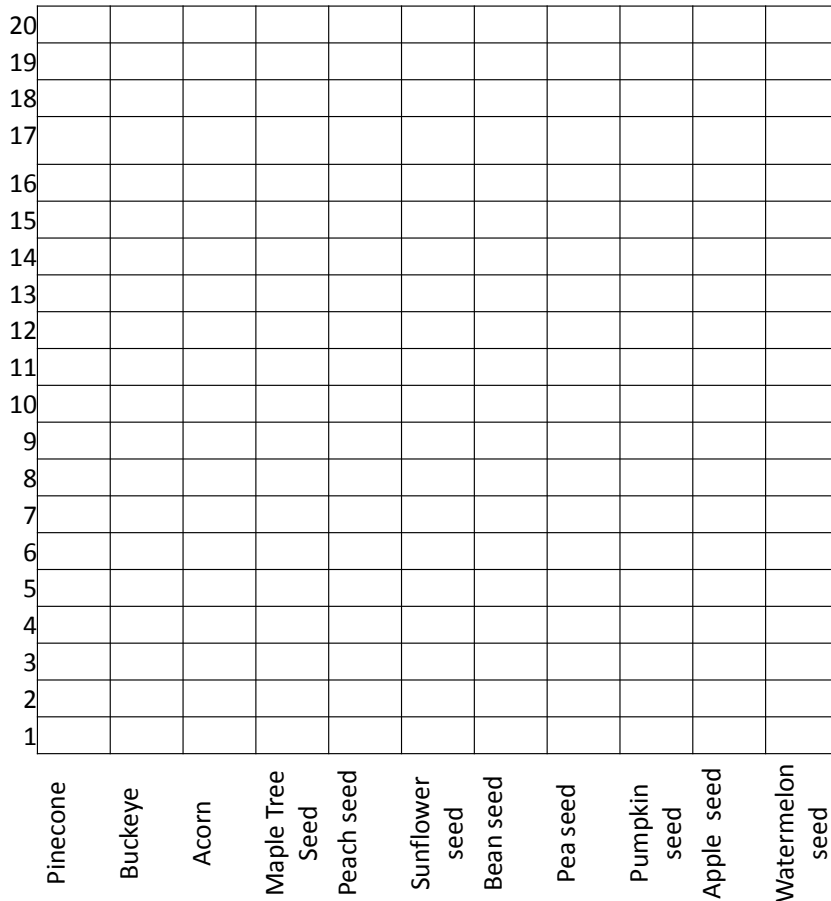
Name \_\_\_\_\_ Team \_\_\_\_\_

**Sleepy Seeds Sorting Project**

Directions: Record the number of each kind of seed on the line.

- Pinecones \_\_\_\_\_
- Buckeyes \_\_\_\_\_
- Acorns \_\_\_\_\_
- Maple tree seeds \_\_\_\_\_
- Peach seeds \_\_\_\_\_
- Sunflower seeds \_\_\_\_\_
- Bean seeds \_\_\_\_\_
- Pea seeds \_\_\_\_\_
- Pumpkins seeds \_\_\_\_\_
- Apple seeds \_\_\_\_\_
- Watermelon seeds \_\_\_\_\_

Directions: Color the chart to show how many of each seed you counted.



### **Literacy Center Three: Flower Hour Rhyme Time**

#### **Standards of Learning Covered in Literacy Center Three**

##### **Oral Language**

1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words. c) Create rhyming words orally. d) Blend sounds to make word parts and words with one to three syllables.

##### **Reading**

1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, and sentences.

1.7 The student will use meaning clues and language structure to expand vocabulary when reading. a) Using titles and pictures c) Reread and self-correct.

1.8 The student will read familiar stories, poems and passages with fluency and expression.

##### **Science Life Processes**

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics.

##### **Texts**

Abbey, H. *What do we plant?*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

Behn, H. (1992). *Trees*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

Minarik, E. *Little seeds*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

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Stein, E. *Dandelion*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

Stein, E. *Showery time*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

Wordsworth, W. *Daffodils*. Retrieved on April 3, 2012. from <http://www.dltk-holidays.com/spring/poem/index.htm>

### Materials

- Write the following rhyming words on note cards

Tree	Bee	See
Plant	Can't	Ant
Root	Fruit	Cute
Stem	Gem	Them
Leaf	Chief	Grief
Flower	Hour	Shower
Sun	Fun	Run
Seed	Weed	Feed
Water	Hotter	Potter
Bud	Mud	Spud
Pollen	Fallen	
Pistil	Crystal	
Stamen	Layman	
Pod	Broad	Awed

- Multiple copies of the six plant poems
- Pencils, crayons, colored pencils and markers
- Construction paper and glue

**Directions**

1. First, the teacher will read two of the plant poems to the class. Then, she will give a short mini lesson on poetry and rhyming words. Finally, she will model how to use the center.
2. At the center, the students will start by grouping the rhyming cards together.
3. Then they will pick a poem to read. First, they will read it to themselves a few times. Then they will read their poem to a friend.
4. Once they have mastered the poem and can read it fluently, they will use crayons, colored pencils or markers to illustrate the poem.
5. After they are done illustrating, they will mount their poem to a piece of construction paper using a glue stick.
6. When their poem is complete, they will put it in the share folder.
7. During share time, they will have an opportunity to read the poem to the class and show their illustrations.

## What do we plant?

By Henry Abbey

What do we plant when we plant the tree?  
We plant the ship, which will cross the sea.  
We plant the mast to carry the sails;  
We plant the planks to withstand the gales --  
The keel, the keelson, and the beam and knee;  
We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
We plant the houses for you and me.  
We plant the rafters, the shingles, the floors.  
We plant the studding, the lath, the doors,  
The beams, and siding, all parts that be;  
We plant the house when we plant the tree.

What do we plant when we plant the tree?  
A thousand things that we daily see;  
We plant the spire that out-towers the crag,  
We plant the staff for our country's flag,  
We plant the shade, from the hot sun free;  
We plant all these when we plant the tree.



## Daffodils

By William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Out-did the sparkling waves in glee:  
A poet could not be but gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

## Little Seeds

By Else Holmelund Minarik

Little seeds we sow in spring  
growing while the robins sing,  
give us carrots, peas and beans,  
tomatoes, pumpkins, squash and greens.

And we pick them,  
one and all,  
through the summer,  
through the fall,

Winter comes, then spring, and then  
little seeds we sow again.

## Showery Time

By Evaleen Stein

The April rain-drops tinkle  
In cuckoo-cups of gold,  
And warm south winds un wrinkle  
The buds the peach-boughs hold.

In countless fluted creases  
The little elm-leaves show,  
While white as carded fleeces  
The dogwood blossoms blow.

A rosy robe is wrapping  
The early red-bud trees;  
But still the haws are napping,  
Nor heed the honey-bees.

And still in lazy sleeping  
The apple-buds are bound,  
But tulip-tips are peeping  
From out the garden ground.

And yonder, gayly swinging  
Upon the turning vane,  
A robin redbreast singing  
Makes merry at the rain!

## **Dandelion**

By Evaleen Stein

Hey-a-day-a-day, my dear! Dandelion time!  
Come, and let us make for them a pretty little rhyme!

See the meadows twinkling now, beautiful and bright  
As the sky when through the blue shine the stars at night!

Once upon a time, folks say, mighty kings of old  
Met upon a splendid field called "The Cloth of Gold."

But, we wonder, could it be there was ever seen  
Brighter gold than glitters now in our meadows green?

Dandelions, dandelions, shining through the dew,  
Let the kings have Cloth of Gold, but let us have you!

## Trees

By Harry Behn

Trees are the kindest things I know,  
They do no harm, they simply grow  
And spread a shade for sleepy cows,  
And gather birds among their bows.

They give us fruit in leaves above,  
And wood to make our houses of,  
And leaves to burn on Halloween  
And in the Spring new buds of green.

They are first when day's begun  
To tough the beams of morning sun,  
They are the last to hold the light  
When evening changes into night.

And when a moon floats on the sky  
They hum a drowsy lullaby  
Of sleepy children long ago...  
Trees are the kindest things I know.

**Literacy Center Four: Creative Writing with George Washington Carver**

**Standards of Learning Covered in Literacy Center Four**

**History**

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

**Reading**

1.5 The student will apply knowledge of how print is organized and read.

- d) Read from left to right and from top to bottom.
- e) Match spoken words with print.
- f) Identify letters, words, and sentences

**Writing**

1.12 The student will write to communicate ideas.

- i) Generate ideas.
- j) Focus on one topic.
- k) Use descriptive words when writing about people, places, things, and events.
- l) Use complete sentences in final copies.
- m) Begin each sentence with a capital letter and use ending punctuation in final copies.
- n) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
- o) Share writing with others.
- p) Use available technology.

### **Texts and Website**

Gibbons, G. (1991). *From seed to plant*. Quangdong Province, China: Kwong Fat Offset Printing Company

BrianPOP Jr. (2012). *George Washington Carver*. Retrieved April 2, 2012. from <http://www.brainpopjr.com/socialstudies/biographies/georgewashingtoncarver/>

### **Materials**

- Paper with a place to draw a picture at the top of the paper and a place to write at the bottom of the paper
- Pencil
- Crayons, markers, and colored pencil

### **Directions**

1. During center time the student's will listen to a short video on George Washington Carver on his biography and the discoveries he made about plants and the various uses for agriculture on BrainPOP Jr.
2. After the students have viewed the video they will read the story, *From Seed to Plant*.
3. After the students have viewed the video and read the story they will engage in a creative writing activity to expand upon the story and the video that George Washing Carver discovered various uses and purposes for plants.
4. Writing prompt: Create and name a plant and write what your plant is used for.
5. Students will uses their creativity and have the freedom to answer the writing prompt by creating any type of plant and what the plant can be used for. The students will draw a picture at the top of their piece of paper of the plant that they created.

## **Plant Unit Culminating Projects**

### **Project Option One: Plant Book**

The student will create a book about plants. The student can chose to write about plant development, seed dispersal, or plant needs. The information that the student writes about must be well organized and accurate. The book will need to include a beginning middle and an end. It will also need an appealing title and illustrations on each page. The student will turn in a rough draft of their book to be edited by their peers and the teacher. Then they will create their final copy, which will include illustrations. After completing the book, the student will read it to the class. The student will be graded according to the following grading scale and rubric.

### **Standards of Learning Covered in Project Option One**

#### **English-Writing**

1.11 The student will print legibly.

- e) Form letters.
- f) Space words and sentences.

1.12 The student will write to communicate ideas.

- q) Generate ideas.
- r) Focus on one topic.
- s) Use descriptive words when writing about people, places, things, and events.
- t) Use complete sentences in final copies.
- u) Begin each sentence with a capital letter and use ending punctuation in final copies.
- v) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.



## First Grade Plant Unit

w) Share writing with others.

### Reading

1.5 The student will apply knowledge of how print is organized and read.

g) Read from left to right and from top to bottom.

### Science-Life Processes

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

d) needs (food, air, water, light, and a place to grow);

e) parts (seeds, roots, stems, leaves, blossoms, fruits); and

f) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

1.8 The student will read familiar stories, poems, and passages with fluency and expression

### Materials

- 5 to ten pieces of lined paper with room for an illustration
- Blank paper for the cover
- Yarn to bind book
- Hole punch

### Grading Scale

49-50= 98%-100%= A+	40-41= 80%-82%= B-	32-33=64%-66%= D
47-48= 94%-97%= A	39=78%= C+	30-31=60%-62%= D-
45-46=90%-93%= A-	37-38=74%-76%= C	<29=<59%= F
44=88%= B+	35-36= 70%-72%= C-	
42-43= 84%-86%= B	34=68%= D+	

First Grade Plant Unit

**Rubric for First Grade Plant Book**

Criteria	Quality				Score
	0	3	4	5	
Did the student have an attention grabbing title that clearly stated the topic of their book?	The title was missing.	The title was present, but did not state the topic of the book or grab the reader's attention.	The title stated the topic of the book but did not grab the reader's attention.	The title stated the topic of the book and grabbed the reader's attention.	
Was the provided information accurate and supportive?	The information provided was not accurate.	Very little information provided was accurate.	Most, but not all of the information provided was accurate.	All of the information provided was accurate and supported the big idea.	
Did the student write at least five sentences, one per page, organizing their information into a clear beginning middle and end?	The student did not write any sentences to explain the big idea.	The student wrote 1 to 2 sentences to explain big idea. The story lacked sequencing and a beginning, middle and end.	The student wrote 3 to 4 sentences in the correct sequence order explaining the big idea.	The student wrote 5 or more sentences to explain the big idea and had a strong beginning, middle and end.	
Did the student use an appropriate illustration on each page?	The student did not provide any illustrations	The student provided 1-3 illustrations that showed little effort.	The student provided 3 to 5 illustrations that showed effort and mostly related to their big idea.	The student provided 5 or more illustrations that showed great effort and related to their big idea.	
Did the student use proper grammar, punctuation and spelling?	There were more than 10 grammar, punctuation and spelling errors.	There were 6 to 10 grammar, punctuation and spelling errors.	There were 3 to 5 grammar, punctuation and spelling errors.	There were 0- 2 grammar, punctuation and spelling errors.	
Did the student turn in a rough draft with their final project?	The student did not include their rough draft.	The student turned in the rough draft, but did not make all of the necessary corrections.	The student turned in the rough draft, and made some but not all of the necessary corrections.	The student turned in the rough draft, and made all of the necessary corrections.	
Was the book written neatly?	The book was so messy it could not be read.	The book was messy but the reader could decipher its content.	The book was mostly neat.	The book was very neat and clearly written.	
Did the student use good oral presentation skills, eye contact, clarity and volume?	Student did not complete oral presentation.	The student was difficult to hear and made no eye contact.	The student had adequate clarity and volume while making little eye contact.	The student spoke clearly and with good volume while making eye contact at appropriate times.	
Did the student put effort into the assignment?	The assignment showed little to no effort.	The assignment showed some effort.	The assignment showed good effort.	The assignment showed exceptional effort.	
Was the assignment turned in on time?	The assignment was not turned in.	The assignment was turned in two or more days late.	The assignment was turned In one day late.	The assignment was turned in on time.	
				Total	

### **Project Option Two: Plant Song**

The student will create a song about plant development, seed dispersal or plant needs. The song will need to include an appealing title, and at least ten original lines, which can then be repeated to give the song length. The song should be written like a poem and have some rhyming words. The song should accurately explain one of the stated topics. The student will turn in a rough draft of their song to be edited by their peers and the teacher. Then, they will create their final copy. After writing the song, the student will either perform it for the class or share a prerecorded video of the performance with the class. The student will be graded according to the following grading scale and rubric.

### **Standards of Learning Cover in Project Option Two**

#### **English-Oral Language**

1.1 The student will continue to demonstrate growth in the use of oral language.

g) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.

h) Express ideas orally in complete sentences.

1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.

h) Create rhyming words orally.

#### **Writing**

1.11 The student will print legibly.

## First Grade Plant Unit

- g) Form letters.
- h) Space words and sentences.

1.12 The student will write to communicate ideas.

- x) Generate ideas.
- y) Focus on one topic.
- z) Use descriptive words when writing about people, places, things, and events.
- aa) Use complete sentences in final copies.
- bb) Begin each sentence with a capital letter and use ending punctuation in final copies.
- cc) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
- dd) Share writing with others.

## Reading

1.5 The student will apply knowledge of how print is organized and read.

- i) Read from left to right and from top to bottom.

## Science-Life Processes

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

- j) needs (food, air, water, light, and a place to grow);
- k) parts (seeds, roots, stems, leaves, blossoms, fruits); and
- l) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

## First Grade Plant Unit

### Materials

- Lined paper and pencil
- Optional: video camera

### Grading Scale

49-50= 98%-100%= A+	40-41= 80%-82%= B-	32-33=64%-66%= D
47-48= 94%-97%= A	39=78%= C+	30-31=60%-62%= D-
45-46=90%-93%= A-	37-38=74%-76%= C	<29=<59%= F
44=88%= B+	35-36= 70%-72%= C-	
42-43= 84%-86%= B	34=68%= D+	

First Grade Plant Unit

**Rubric for Plant Song**

Criteria	Quality				Score
	0	3	4	5	
Did the student have an attention grabbing title that clearly stated the topic of their song?	The title was missing.	The title was present, but did not state the topic or grab the reader's attention.	The title stated the topic but did not grab the reader's attention.	The title stated the topic of the song and grabbed the reader's attention.	
Was the provided information accurate and supportive?	The information provided was not accurate.	Very little information provided was accurate.	Most, but not all of the information provided was accurate.	All of the information provided was accurate and supported the big idea.	
Did the student write at least ten original lines within their song?	The student did not write anything having to do with plants.	The student wrote 1 to 5 lines that supported their topic.	The student wrote 6 to 9 lines that supported their topic.	The student wrote 10 or more original lines that supported their topic.	
Did the student use an appropriate poetry structure and rhyming within their song?	The student did not use poetry structure or rhyming words in their song.	The song lacked poetic structure but had a few rhyming words.	The song had a poetic structure and a few rhyming words.	The song had poetic structure and multiple rhyming words, creating a good flow.	
Did the student use proper grammar, punctuation and spelling?	There were more than 10 grammar, punctuation and spelling errors.	There were 6 to 10 grammar, punctuation and spelling errors.	There were 3 to 5 grammar, punctuation and spelling errors.	There were 0- 2 grammar, punctuation and spelling errors.	
Did the student turn in a rough draft with their final project?	The student did not include their rough draft.	The student turned in the rough draft, but did not make all of the necessary corrections.	The student turned in the rough draft, and made some but not all of the necessary corrections.	The student turned in the rough draft, and made all of the necessary corrections.	
Was the song written neatly?	The song was so messy it could not be read.	The song was messy but the reader could decipher its content.	The song was mostly neat.	The song was very neat and clearly written.	
Did the student use good oral presentation skills, eye contact, clarity and volume?	Student did not complete oral presentation or video.	The student was difficult to hear and looked down or away.	The student had adequate eye contact, clarity and volume.	The student spoke clearly and with good volume while making eye contact.	
Did the student put effort into the assignment?	The assignment showed little to no effort.	The assignment showed some effort.	The assignment showed good effort.	The assignment showed exceptional effort.	
Was the assignment turned in on time?	The assignment was not turned in.	The assignment was turned in two or more days late.	The assignment was turned In one day late.	The assignment was turned in on time.	
				Total	

### **Project Option Three: Plant Poster**

The student will create a plant poster using construction paper and other craft materials. The students have to create a flower or a tree and clearly label the parts. They can use classroom plant books to find the correct spelling of the plant parts. The poster will need to include an appealing title that clearly states the topic of the poster. The student will also need to include the four things that plants need to survive on their poster sun, water, air and soil. The students will first create a rough draft of their poster on a piece of notebook paper, which will be edited by the teacher and their peers. Then, they will create their final copy on a large piece of poster board. After creating the final poster, the student will present it to the class. The student will be graded according to the following grading scale and rubric.

### **Standards of Learning Covered in Project Option Three**

#### **English-Writing**

1.11 The student will print legibly.

- i) Form letters.
- j) Space words and sentences.

1.12 The student will write to communicate ideas.

- ee) Focus on one topic.
- ff) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
- gg) Share writing with others.

## First Grade Plant Unit

### Reading

1.5 The student will apply knowledge of how print is organized and read.

m) Read from left to right and from top to bottom.

### Science-Life Processes

1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

n) needs (food, air, water, light, and a place to grow);

o) parts (seeds, roots, stems, leaves, blossoms, fruits); and

p) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

### Materials

- Poster Board & construction paper
- Scissors & glue sticks
- Pencil, crayons, markers and colored pencils
- Classroom plant books that include plant part label

### Grading Scale

49-50= 98%-100%= A+

40-41= 80%-82%= B-

32-33=64%-66%= D

47-48= 94%-97%= A

39=78%= C+

30-31=60%-62%= D-

45-46=90%-93%= A-

37-38=74%-76%= C

<29=<59%= F

44=88%= B+

35-36= 70%-72%= C-

42-43= 84%-86%= B

34=68%= D+



First Grade Plant Unit

**Rubric for Plant Poster**

Criteria	Quality				Score
	0	3	4	5	
Did the student have an attention grabbing title that clearly stated the topic of their poster?	The title was missing.	The title was present, but did not state the topic or grab the reader's attention.	The title stated the topic but did not grab the reader's attention.	The title stated the topic of the poster and grabbed the reader's attention.	
Was the provided information accurate and supportive?	The information provided was not accurate.	Very little information provided was accurate.	Most, but not all of the information provided was accurate.	All of the information provided was accurate and supported the big idea.	
Did the student include labels for the flower and/or plant parts?	The student did not include any labels.	The student included a few of the labels, but was missing some key plant parts.	The student included most of the plant and/or flower labels.	The student included all of the plant and/or flower labels.	
Did the student include and label the four things that a plant needs to survive?	The student did not include any of the things that a plant needs to survive.	The student included 1 or 2 of things that plants need to survive.	The student included 3 of the things that a plant needs to survive.	The student included all four of the things that a plant needs to survive.	
Did the student use proper capitalization, punctuation and spelling?	There were more than 10 capitalization, punctuation and spelling errors.	There were 6 to 10 capitalization, punctuation and spelling errors.	There were 3 to 5 capitalization, punctuation and spelling errors.	There were 0- 2 capitalization, punctuation and spelling errors.	
Did the student turn in a rough draft with their final project?	The student did not include their rough draft.	The student turned in the rough draft, but did not make all of the necessary corrections.	The student turned in the rough draft, and made some but not all of the necessary corrections.	The student turned in the rough draft, and made all of the necessary corrections.	
Was the poster neat and organized?	The poster was so messy it could not be read.	The poster was messy but the reader could decipher its content.	The poster was mostly neat and somewhat organized.	The poster was very neat and clearly organized.	
Did the student use good oral presentation skills, eye contact, clarity and volume?	Student did not complete oral presentation.	The student was difficult to hear and looked down or away.	The student had adequate eye contact, clarity and volume.	The student spoke clearly and with good volume while making eye contact.	
Did the student put effort and creativity into the assignment?	The assignment showed little to no effort and creativity.	The assignment showed some effort and creativity.	The assignment showed good effort and creativity.	The assignment showed exceptional effort and creativity.	
Was the assignment turned in on time?	The assignment was not turned in.	The assignment was turned in two or more days late.	The assignment was turned in one day late.	The assignment was turned in on time.	
				Total	

