University of South Carolina Aiken
471 University Parkway
Aiken, South Carolina 29801
803-641-3313
http://rpsec.usca.edu/CE-MIST/

Suggested Implementation Guide for: Planting Seeds of Knowledge Grade ____1____

	Week 1 Plant Structures	Week 2 Plant Life-cycle	Week 3 Plant Environment
English Language Arts	-Quick write: What do you know about plants? -Students will be placed into literature groups. Students will be given a plant to research. Students will create an informational writing on what the plant structures are and what jobs do they do. -Students will listen to a variety of non-fiction and fiction text. Students will retell texts read whole group about plant structures through graphic organizers. -Students will ask and answer questions about text read whole group about plants through graphic organizers. -Small group: students will begin research project on their plant to identify the structures. Students will begin creating their non-fiction text booklet on their plant. -Students will find text and graphic features through non-fiction books about plants and record in a file-folder -Students will compare and contrast different structures of variety of	Quick write: How do plants grow? -Small group: students will continue their research project on their plant to identify the different stages of its lifecycle. Students will add research to their text booklet. -Students will create an informational writing on the stages of their plant's life-cycle. -Students will listen to a variety of non-fiction texts on different types of plants. Students will create Venn diagram comparing and contrasting the life-cycle of the different plants -Students will continue to find text and graphic features through non-fiction books about plants and record in their file-folder.	-Quick write: In what ways do we use plants? -Small group: students will continue their research project on their plant to identify the environment it lives in and adaptations of their plant. Students will add research to their text booklet. -Students will create an informational writing on the characteristics of the environment their plant lives in and the adaptations their plant has. -Students will create a tri-Venn diagram to compare and contrast the different environments (desert, grassland, forest)

	plants through a Venn diagram.		
Social Studies	-Students will generate a list of different types of plants and the structures that are used for natural resources. (Food/Clothes/Materials) -Analyze and discuss how plant structures are used as goods and services in our community.		-Show students different models of food/plants from the different environments around the world. -Show students maps of where different environments are in the world and discuss the map characteristics. -Lesson on different foods that are produced around the world based on the plants' environment -Students will listen to a variety of texts read aloud on different cultures around the world and their use of natural resources.
Math	-Students will use two-dimensional shapes to create the parts of a plant. Students will use data of the types of shapes they used to create their plant and record in a tally chart. Students will use data to create various types of graphs. Students will analyze their data. Students will create an informational writing about the shapes they used to create their composite shape.	-Create a 'life-cycle' of how a number can be written in multiple ways (number sense/place value) -Students will use non-standard units of measurement to measure the growth of their lima-bean plant throughout the unit.	-Students will create patterns using different colored seeds. 'Plant a Pattern" -Students will use non-standard units of measurement to measure the growth of their lima-bean plant throughout the unit. -Students will graph the growth of their plant in various graphs and analyze the data.
Science	-Students will create flipbook on parts of the plant and the jobs they job. -Students will create an illustration on what plants need to survive. -Students will investigate what is inside a seed by dissecting a seed and recording observations. -Students will participate in a nature walk to find plant structures.	-Students will complete the life-cycle unit booklet. -Create a lima-bean plant in a plastic bag taped to the window seal. Daily journal entries to record observations of the growth. -Students will create a visual life-cycle illustration through the paper plate activity.	-Create anchor chart of plant adaptations and different environments (desert, forest, grassland) -Students will create a flipbook on the different characteristics of the environments. -Students will learn about plant adaptations through PowerPoint-'Who would win?' -Students will complete plant adaption sort.

	Students will record findings in Science journals. -Create anchor charts to represent the different structures, plant needs, and types of plants. -Students will participate in a Stem investigation with colored water. Students will observe a plant change based on the color added to the water.		
Other	-Students will create a 3-d structure of a flowering plant using craft materials. -Students will create a visual art based on "Tops and Bottoms" using watercolor. -Students will participate in a leaf rubbing activity. -Students will sing the parts of the plant song. -Tableaus to represent plant structures	-Students will create a life-cycle of a flowering plant through craft materials. -Students will watch videos on the life-cycle of a flowering plant. Students will create movements to represent the different stages of development.	-Students will create dioramas of the different environments and plants that thrive in those environments. -Students will watch videos on environments and plant adaptations. -Students will create a wordle on the computer using the different vocabulary terms they learned throughout the unit.