

# 1st Grade - Act. 17: Observing Plants Through a Journal

## Summary

During the class' plant unit, students will observe a plant and write and illustrate what they have learned in their discovery journal.

## Main Core Tie

Science - 1st Grade

[Standard 4 Objective 1](#)

## Additional Core Ties

English Language Arts Grade 1

[Writing Standard 2](#)

## Materials

discovery journals

different plants

brown bag

## Additional Resources

*Look at this Tree* by Susan Canizares

*All Kinds of Plants* by Sandar Iversen

*From Flowers to Fruit* by Fred and Jeanne Biddulph

*Plant Parts* by Amy Jo

*Plants and Seeds* by Colin Walker

*Where are the Seeds?* by Pauline Cartwright

## Background for Teachers

Most plants have some basic structure: roots, stems, leaves, flowers, and seeds. Roots anchor the plant to the ground. They observe water and minerals. Stems support leaves and lift them to the sunlight. Stems also conduct water, food, and minerals from the roots to the flowers and leaves. Leaves are the food production sites of the plant. On the underside of most leaves are openings where gases are exchanged. Flowers must be pollinated for seeds to form. Pollen is usually carried by the wind or by animals. After pollination, a fruit will develop. Inside the fruit are seeds that will form new plants.

## Intended Learning Outcomes

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5. Understand and use basic concepts and skills.

Process Skills

Observation, form conclusions, collection and interpretation of data, description, investigation, prediction

## Instructional Procedures

Invitation to Learn

Play "Twenty Questions" with the participants; the object will be a plant in a bag.

Instructional Procedures

Pass out plant and discuss as a class.

Introduce discovery journal.

Create a discovery chart.

Students write on the chart what they know about plants.

The chart will be displayed in the classroom as a reference for the remainder of the plant unit.

Have students write about the plant in their journal.

### Extensions

#### Possible Extensions/Adaptations

Students with special needs will be allowed to draw a picture in their journals instead of writing.

Students can also use the class discovery chart to get ideas for writing.

#### Family Connections

Send home a family letter informing parents of the up-coming study of plants. Encourage parents to discuss and share their knowledge of plants.

Have students take their journals home once a week and share them with their families. Parents initial them and return them back to school.

Encourage parents to take their child on a plant walk around their neighborhood and have the child illustrate their favorite plant and share the drawings with the class.

### Assessment Plan

Create a rubric for the journal based on a 3, 2, 1, 0 scale. Keep anecdotal notes of your observation of the students' work.

### Authors

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