



How Plants Grow

Suggested Grade Level: Third Grade

Objective

- Students will formulate answers to the question “How do plants grow?” with 100% participation.
- Students will plant flower seeds by following directions with 100% participation.
- Students will observe plants and their growth over the course of a month by drawing and writing about them with 100% accuracy.

Materials (List)

1. “From Seed to Plant” by Allan Fowler
2. Cups
3. Potting soil
4. Popsicle sticks
5. Paper
6. Marker
7. Flower seeds
8. Water and watering can

Anticipatory Set

Tell the children that you know that they have been learning about plants. Ask children what they know about plants. Ask them what plants need to grow. They can write their answers down. Next, have them share with each other how they think water gets into the plant. After this, introduce the book and tell them that we are going to learn more about what plants need to grow. This is the beginning of our “plant” unit. Over the next few weeks they will also be able to identify the parts of a plant and how a plant makes food!

Methodology/Activities (Step by Step)

Instructional Input

- I will access the student’s prior knowledge by pointing to a plant and asking them what they think it needs to grow.



- Read “From Seed to Plant.” I will frequently stop and ask questions pertaining to the book. I will draw attention to the sequence of the growing cycle and what the plant needs to grow.

Modeling

- I will model the things that a plant needs to grow by pointing to them in the book and writing them down on the marker board.
- I will draw a picture next to each item listed. I will then draw the plant and show the path that the water takes through the roots and stems. I will point to this in the story.

Check for Understanding

- After reading the story, I will re-ask the question, “What does a plant need to grow?”
- I will erase my previous answers from the board and have students come up and write them down.
- I will then have students label the plant on the marker board showing the path that the water takes.

Guided Practice

I will split the room into 2 sections. I will give them materials to plant their seeds and designate one group to be the “watered” seeds and the other group to be the “not watered” seeds. As a class we will make predictions on what will happen to the seeds. Which one will grow? Why? We will write these down.

Independent Practice

Have children finish planting their seeds. Have the group that is the “watered” side water their seeds everyday. Have all students independently make observations by drawing and writing what their plant looks like every 3 days. Do this for a month.



Evaluation of Objective (Assessment)

Walk around and see how the students planted their seeds. Did they add soil to their cup? Did they put the seed in the soil? Did they water it? While they are working, walk around and ask them what the plant needs to grow. Evaluate their answers and the answers they have to their drawing. Collect their observations frequently throughout the month.

Closure (Summary)

- I can't wait to see our plants grow!
- How long do you think it will take?

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