

Planning Guide for *Plant Growth and Changes*

Teaching Plans	Specific Curriculum Outcomes	Components	Materials	Literacy Place Connections
What Are Plants? Students begin their plant inquiry by investigating how to identify plants.	Skills [GCO 2] • 1.0	• Student Magazine, pages 2–5 • <i>Picture a Tree?</i> (Read Aloud) • Anchor Video: <i>Plant Growth and Changes</i> • IWB Activity 1	• modelling clay • classroom plant or plants • plant-related items for Curiosity Centre • students' Science Journals • digital camera (optional)	
Plant Parts Students explore the function of plant parts and practise identifying plant parts using the appropriate terminology. Teachers model scientific terminology relating to plants.	Skills [GCO 2] • 2.0 STSE/K [GCO 1/3] • 45.0	• Student Magazine, pages 6–11 • IWB Activity 2 • BLM <i>Plant Parts at the Grocery Store</i> • IWB Activity 3 • IWB Activity 4 • IWB Activity 5	• several heads of celery • blue or red food colouring • students' Science Journals • clipboards • crayons • students' Science Folders • newsprint paper • construction paper • bristol board • craft supplies for model construction, e.g., modelling clay, pipe cleaners, tissue paper • fresh flowers	<i>Hungry Plants!</i> (Guided Reading, Level N)

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What Do Plants Need? Students identify and investigate life needs of plants.	Skills [GCO 2] • 10.0 • 11.0 • 16.0 • 22.0 • 30.0 • 32.0 • 47.0 STSE/K [GCO 1/3] • 46.0	• Student Magazine, pages 12–17 • <i>What Is the Inquiry Process?</i> poster • BLM <i>Plant Needs Investigation: Plan</i> • IWB Activity 6	• a variety of non-toxic, untreated seeds for display (e.g., bean, radish, pea, carrot, lettuce, popcorn, pumpkin, sunflower, peach) • students' Science Journals • digital camera (optional) • pumpkin seeds and/or purple peacock pole beans and/or seeds of other fast-growing plants • clear self-sealing baggies • paper towel • small watering cans • measuring cups • soil • water • cardboard boxes • tape • vinegar • compost • fertilizer • polystyrene cups • spoons and shovels for planting • egg cartons • seedling trays • craft supplies such as construction paper, scissors, and glue • sealed seed packets for a variety of plants • modelling clay	<i>Plantzilla</i> (Read Aloud–Synthesizing Strategy Unit)
Observing and Recording Plant Growth Students continue to investigate the factors that influence plant growth and health, and explore different ways to measure plant growth.	Skills [GCO 2] • 10.0 • 11.0 • 16.0 • 22.0 • 30.0 • 32.0 • 47.0 STSE/K [GCO 1/3] • 46.0	• Student Magazine, pages 18–19 • BLM <i>Measurement Scavenger Hunt</i>	• large graph paper • metre sticks • small metric rulers • cloth measuring tape • metal measuring tape • modelling clay • digital camera	

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Planning Guide for *Plant Growth and Changes* (continued)

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The Life Cycle of a Flowering Plant Students draw upon their own observations of their plants as well as research and class discussion to explore the life cycle of flowering plants.	STSE/K [GCO 1/3] • 48.0	• Student Magazine, pages 20–23 • IWB Activity 7 • BLM <i>Life Cycle Wheel</i>	• flowers with large stamens and pistils (e.g., lilies, tulips, or buttercups) • glue • old socks • tweezers • white poster board • students' Science Journals • card stock or paper plates • paper fasteners • students' Science Folders	<i>Life Cycle of a Plant</i> (Guided Reading, Level L)
Why Are Plants Important? Students explore the importance of plants to the environment, the ways in which humans use plants, and how we can conserve and replenish plants.	STSE/K [GCO 1/3] • 49.0 • 50.0	• Student Magazine, pages 24–31 • IWB Activity 8 • BLM <i>Plant Scavenger Hunt</i> • BLM <i>Plant Placemat</i> • IWB Activity 9	• plant-based products for artifact box, Curiosity Centre, and plant part activity: fruit, vegetables, spices, shampoo, perfume, elastic bands, cotton and hemp fabric, wooden items, paper items • freshly cut green leaves • large clear bowl • students' Science Journals • large sheet of paper • construction paper for graph • plants for dyeing experiment (e.g., onion skins, tea, turmeric powder, avocado skins, beets, blueberries, and goldenrod) • cheesecloth • large pot • students' Science Folders • digital camera (optional)	<i>Explore! Magazine: Nature Up Close</i> ("Find the Products From Nature," pp. 4–5, Shared Reading–Nature Watch Inquiry Unit) <i>Solomon's Tree</i> (Read Aloud –Making Connections Strategy Unit)