

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Tasks	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccssso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	SC-04-3.4.3 I can explain what plants need to survive. I can describe the parts of a plant. I can explain what each part of the plant does.	Read “Natural Resource” article and complete “write around” activity.	Personal Response: Write Around	Read “Natural Resource” article and complete “write around” activity. Voc. – discuss voc. words in the article as needed.	FA – Student responses on butcher paper.	S – Group Spec. Ed. Students together. Prompt this group and provide accommodations. Use more discussion than writing. FMD – Draw pictures as responses.	
2	SC-04-3.4.3 I can explain what plants need to survive. I can describe the parts of a plant. I can explain what each part of the plant does.	Anticipatory Set: small groups explore the corn plant and hypothesize the function of each plant part. Students record one question they’d like the answer to during the unit. Predict the answer. (Refer back to during the unit.) Observe – celery and food coloring	Personal Response: Students will give personal experiences of plants and plant growth. Visualizing Vocabulary	KWL Chart (booklet form) Vocabulary: epidermis stomata transpiration chlorophyll photosynthesis respiration Visualizing vocabulary	Exit Slip – Name one part of the plant and explain what it does.		ethemes.missouri.edu

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3	<p>SC-04-3.4.3</p> <p>I can describe the parts of a plant.</p> <p>I can explain what each part of the plant does.</p> <p>I can describe the life cycle of a flowering plant.</p>	Disect seeds	<p>Novelty and Variety:</p> <p>Dissection of seeds</p> <p>Personal Response:</p> <p>Predict in group discussions and making predictions.</p> <p>Clear/Modeled Expectations Learning w/Others</p>	<p>Graphic Organizer:</p> <ul style="list-style-type: none"> • Draw • Label • Explain function 	F - Graphic Organizer		
4	<p>SC-04-3.4.3</p> <p>I can explain what plants need to survive.</p>	Germination activity: Plant lima bean seeds in wet paper towel in a zip-lock bag.	Use graphic organizer making an analogy with vocabulary words.	<p>Vocabulary:</p> <p>seed germination</p> <p>pollination</p> <p>ovary</p> <p>spore</p> <p>Graphic Organizer</p>	F - Completed graphic organizer with analogies	GT - Graphic Organizer	Interwrite System
5	<p>SC-04-3.4.3</p> <p>I can describe the parts of a plant.</p> <p>I can explain what each part of the plant does.</p>	3-D plant activity: students will complete a 3-D diagram of a flowering plant and label it.	<p>Personal Response:</p> <p>“Which doesn’t belong?”</p>	<p>Vocabulary:</p> <p>stamen sepal</p> <p>anther receptacle</p> <p>filament leaf</p> <p>petal pistil</p> <p>stigma stem</p> <p>style ovary</p>	F – Exit Slip “Which doesn’t belong?”	<p>S – Only include essential vocabulary on the diagram.</p> <p>FMD – Cut and paste</p> <p>Extend – Compare and contrast plants.</p>	McGraw-Hill Science textbook – A84-A85

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6	<p>SC-04-3.4.3</p> <p>I can describe the life cycle of a flowering plant.</p> <p>I can explain how seeds are carried away and why it is important.</p>	<p>Anticipatory Set: Put the stages of the life cycle of a flowering plant in order. Watch the discovery Ed. Video. Discuss more ways that seeds travel. Draw and label the life cycle of a flowering plant.</p>	<p>Personal Response: Predicting the life cycle of a flowering plant.</p> <p>Clear/Modeled Expectations</p>	<p>Graphic Organizer: Life cycle of a flowering plant.</p> <p>Active observing and reading.</p>	<p>F – Life cycle diagram with rubric.</p>	<p>S – Cut and paste instead of drawing.</p> <p>Prompting/cuing notebook</p> <p>G – Can draw a plant other than the one in the book.</p>	<p>Discovery Ed. Life Cycle video</p> <p>McGraw-Hill Science textbook – A87</p> <p>20 Minute Science book – p.30</p>
7	<p>SC-04-3.4.3</p> <p>I can describe the parts of a plant.</p> <p>I can explain what each part of the plant does.</p> <p>I can explain what plants need to survive.</p> <p>I can explain how plants make food.</p>	<p>Draw leaf – draw arrows with labels for water, carbon dioxide, oxygen, and sunlight entering and exiting the leaf.</p> <p>Photosynthesis song</p>	<p>Photosynthesis vs. Respiration activity – A75 in McGraw-Hill Science textbook.</p>	<p>Graphic Organizer – diagram of the leaf.</p> <p>Vocabulary: photosynthesis respiration chlorophyll (diagram)</p>	<p>F – Photosynthesis diagram</p>	<p>S – Cut and paste diagram</p>	<p>Interwrite Gallery</p> <p>Photosynthesis song</p> <p>McGraw-Hill Science textbook – A74 – A75</p>

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8	SC-04-3.4.3 I can describe the parts of a plant. I can explain what each part of the plant does. I can explain what plants need to survive.	Interactive Study Guide – Students use the textbook and notes to look up answers for the study guide.	Learning w/Others				
9	SC-04-3.4.3 I can describe the parts of a plant. I can explain what each part of the plant does. I can describe the life cycle of a flowering plant. I can explain what plants need to survive. I can explain how seeds are carried away and why it is important. I can explain how plants make food.	Plants Unit Test					