

Grade 2
Topic Plants
Title Plants

Standards:

2.4.3 Investigate and observe

Objectives:

Cognitive:

Students will observe and evaluate the importance of sunlight and water to the survival of plants.

Students will compare/contrast the same kind of plant grown under different circumstances.

Affective:

The learner will watch and explain the importance of water, sun, air, and soil to a plant.

Psychomotor:

The learner will display and results in chart form.

Materials:

Teacher Materials:

- Bulletin board (for assessment displays)
- Dead Plant
- Chart Paper labeled “Parking Lot”

Student Materials:

- One index card per student
- One poster board/paper

Team Materials:

- 12-16 pre-soaked navy beans
- Four small jar, pot, or cup
- Plastic wrap to cover container or lid to jar
- Crayons, pencils

Hook:

Show students a dead plant.

Ask what they see.

If I buy a new plant, what will the plant need to live?

Are plants like people?

Do we need the same things to survive?

Pre-Assessment:

Pass out index cards have students compose a list of what a plant needs to survive.

Students share answers and record lists. “How can we find out if plants really do need these things?”

(Take one away and observe the results.)

Procedures:

- 1 In cooperative small groups, pass out four pots (jars or cups) to each group. Instruct students to label each container in the following way:
- 2 A. No water
- 3 B. No air
- 4 C. No sun
- 5 D. Water, sun, air, and soil
- 6 Have students plant three or four beans in each container.
- 7 Have students water all pots EXCEPT container A.
- 8 Instruct students to cover and seal jar B (no air) with plastic wrap or lid.
- 9 Put each container in window sill, EXCEPT jar C (no sun). Place jar C in a dark closet or cabinet.
- 10 Each team records daily observations of each of the four plants using the Plant Data Sheet over the next 14 days.
- 11 Make sure students regularly water all plants except A.

Discussion and Wrap-up:

- 1 Have students refer to their team data as they discuss which of the plants have grown, which ones have not, and make inferences about why.
- 2 Students may have found the plant in the dark actually grew more than expected. Ask students: “Does it look healthy?”
- 3 Students record questions on post-it notes and park them on “Parking Lot” Poster

Post Assessment:

Learners design a poster illustrating what a healthy plant needs to survive.

Grade according to Teacher made Rubric.

Rubric

Complete Task	Yes	No
Display Cooperation	Yes	No
Illustrate Understanding Concept (Sun, air, and water)	Yes	No
Neatness	Yes	No

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Adapted from: Indiana Science Grade 2 Standards Resource, February
2003 Standard 4/Curriculum Framework/Activity 3: You are my Sunshine

Resources: http://www.indianastandardsresources.org/files/sci/sci_2_4_3.pdf