**Art Integration Lesson Plan: Science**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Parts of a Plant | | Grade Level: 1 |
| Lesson Purpose:  To introduce the parts of a plant to students and their function. | | Class Periods Required: 1-2 |
| Key Concepts (2-3):  Plants have special parts that have different functions.  Seeds have three different parts (roots, food, and seed coat). | Essential Questions (2-3):  What are the parts of a plant?  What does each part do?  What are the parts of a seed? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  Students will be able to identify the different parts on a plant including the stem, leaves, flowers, seeds, and roots. Students will be able to explain what each part is used for. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Science- 3.1. D. a) Identify and compare the physical  structures of a variety of plants (e.g., stem, leaves, flowers, seeds, roots)  3.1 D. c) Identify the relationships between the physical structures of plants and the function of those structures (e.g., absorption of water, absorption of light energy, support, reproduction)  Reading- 1. H. Develop and apply post- reading skills after reading or read- alouds to respond to text :a).answer basic comprehension questions | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)  [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | |
| Integrated Content Areas:  1. Visual Art  2. Science | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  Students will be using the photographs or drawings in the stories to make their own reproduction and label the parts of it. This plant picture will later serve as a component in their art lesson. | |
| Anticipatory Set (Gaining Attention):  Show student on the bulletin board a large flower that shows a stem, flower, leaves, and roots that are not labeled. Read “From Seed to Dandelion” asking the students to pay special attention to the different parts of a seed and plant. | Closure (Reflecting Anticipatory Set):  Read “From Seed to Dandelion” again and review why that seed was able to grow so well. | |
| Lesson Activities & Procedure(s):  1. Read “From Seed to Plant” asking the students to pay special attention to any parts that are mentioned.  2. Ask students to share words they heard that could be parts of the plant or seed. Create list on the board.  3. Ask students if based on this list, could we label our bulletin board plant.  4. Show students with a previously made cut out what are the different parts of a lima bean seed (seed coat, food, and root).  5. Take a lima bean that has been soaked in water and demonstrate to students how to peel the seed coat off and show them the seed parts.  6. Students will be given their own soaked lima bean seeds to peel apart and find the parts of a seed and label each part as a class.  7. Bring the class back together and ask students to look back at the flower in the back of the classroom that we had labeled.  8. Discuss with students what those parts are used for.  9. Students will use the books in the classroom to find a plant and draw and label its parts in their science journal  10. Bring the class back together and ask students to share the book picture and their own picture and to show which parts are which.  11. As each student shares what each part is, stop and allow students to think back to previous discussions of what the parts could be for.  12. Review what the parts are used for as students point to them on their drawings.  13. Reread “From Seed to Dandelion” asking students to raise their hand anytime they saw or heard a part of a plant. As students raise their hands, call on them allowing them to share what the function is. | Lesson Texts & Materials:  Variety of books that show plants.  -Such as: “From Seed to Plant”, “From Seed to Dandelion” , “It Could Still be a Flower”, “I’m a Seed” and “The Tiny Seed”.  -Lima Bean Seeds, water, and paper towels.  - Science Notebooks | |
| Lesson **adaptations** for challenged learners:  Students could be paired with another student who would be able to help peel apart their seed for them to identify the parts.  A plant could be chosen for them or they can pick one we have discussed in class. | Lesson **extensions/enrichments** for gifted learners:  Students could be given more plant parts to identify. Such as starting them on the reproductive parts of plants. Also, they could begin on making predictions for the next lesson of what conditions to lima beans grow the best in. | |
| **Formative Assessment** strategies:  Students journal entries will provide insight into if they are able to understand that plants can be at a variety of stages and that they have different parts that serve different functions. | | |