

Title:	Parts of a Plant
Grade(s):	2 nd -5 th
Subject(s):	Science
Author:	Allen, Cook, Williams
Overview:	In this lesson, students will incorporate reading and writing concepts to review the parts of a plant (in preparation to learn about plant cells). Several different technology resources will be incorporated to aid in the learning process.
Content Standards:	SC(5) 7. Identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane. TC2009(3-5) 8. Collect information from a variety of digital sources. TC2009(3-5) 12. Create a product using digital tools. 1. Students will use a variety of multi-media resources to study and become familiar with the parts of plant. 2. Students will create a story about plants using vocabulary learned in study of plants. 3. Students create a Scratch lesson about what they learned about flowers.
Primary Learning Objectives:	Students will use the computer and Internet, independently and with a partner. Students will use a word processing program to write/publish a story about plants.
Additional Learning Objectives:	Greater than 120 Minutes
Approximate Duration of Lesson:	
Materials and Equipment:	transparency showing the parts of a plant, writing paper, crayons, drawing paper, Promethean/Smart Board
Technology Resources Needed:	Computer with Internet access, Scratch, word processing software, “Parts of Plant” Scratch presentation
Background/Preparation:	This would be a review on the parts of plants in preparation to learn about plant cells.
Procedures/Activities:	1. Teacher will show the “ Parts of Plant ” Scratch presentation. Teacher will direct a discussion of questions regarding the parts of plants. Each student will use drawing paper, pencils and crayons to draw a plant (in detail) that he/she liked from the video. 2. Teacher uses the overhead projector to display a “plant parts” transparency. Teacher points to each part on the transparency and the students name the parts together. 3. Students will use the computer and Internet. Students will go to Enchanted Learning web site listed below. After finding a plant picture that he/she likes, have the student print one copy for him/her. (Enchanted Learning)

4. Students will write a story about plants, including the new plant vocabulary in the story. Students will work with a partner to check their papers using the writing steps. Then students will go to the computer and type the story using word processing software. Once the story is complete, the student will save it on a floppy disk and print a copy.

Attachments:	RAFT outline, Rubric Scratch Presentation
Assessment Strategies:	Teacher will informally assess students by observing during discussion and participation in activities. Students' stories could be used as a more formal assessment.
Extension:	This lesson could be extended by the use of additional books, watching other videos, or doing more in-depth research using the Internet.
Remediation:	Students who need additional help will be assisted by the teacher or a peer tutor.

RAFT Outline

ROLE	AUDIENCE	FORMAT
<ul style="list-style-type: none"> • WRITER • ARTIST • REPORTER 	<ul style="list-style-type: none"> • SELF • PEER GROUP • PARENTS 	<ul style="list-style-type: none"> • SONG LYRIC • SCRATCH

SCRATCH “PARTS OF A PLANT” GRADING RUBRIC

CATEGORY	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Overall Visual Appeal	Use vivid colors and special effects in the model to accurately depict the plant	Use vivid colors and special effects in the model to depict the plant	Use some vivid colors and special effects in the model to depict the plant	Little to no use of vivid colors and special effects in the model to depict the plant
Content	Includes a great deal of information about the parts of a plant and the role of each part.	Includes some information about the parts of a plant and the role of each part.	Includes a little information about the parts of a plant and the role of each part.	Includes no information about the parts of a plant and the role of each part.
Mechanics	There are no distorted images, small font, incorrect spellings, and grammatical errors.	There are little to no distorted images, small font, incorrect spellings, and grammatical errors.	There are a few distorted images, small font, incorrect spellings, and grammatical errors.	There are many distorted images, small font, incorrect spellings, and grammatical errors.
Evaluation	Clearly measures the student’s progress and offers additional assistance.	Measures the student’s progress and offers additional assistance.	Measures the student’s progress and sometimes offers additional assistance.	Does not measure the student’s progress or offer additional assistance.