

WEEK 4 Lesson 1

Science and Engineering: Maine Plants
Children explore farming in Maine.

S & E Big Ideas	Different types of plants grow in different areas of the world.
S & E Guiding Questions	What plants do farmers grow in Maine? What do farms near me grow? What other plant resources are important to Maine?
Content Objective	I can make connections about and discuss farming as it relates to Maine’s weather patterns. (1-ESS1-2)
Language Objective	I can make inferences using data from a graph. (SL.1.1)
Vocabulary	crops: groups of plants that are grown on a farm growing season: the times of the year in which plants can be planted and grown before harvesting. harvest: when grown plants, fruits, and vegetables are picked.
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Blueberries for Sal</i>, Robert McClosky (optional) ● On the Farm text and video (projected) ● Maine Produce Graph, one per child ● The Farmer Plants the Seeds song
Opening 5 minutes	<p style="text-align: center;"><i>Where does our food come from?</i></p> <p>Guide the conversation to considering farms. <i>What do you already know about farms?</i></p> <p style="text-align: center;"><i>Agriculture or farming is important to Maine. Farmers grow plants that can be used for food. Has anyone ever been to a working farm or orchard?</i></p> <p>Invite children to share their experiences.</p>

	<i>Maine is known for the potatoes and blueberries grown here. Farmers in Maine have a limited growing season. Why do you think that is?</i>
Investigation 10 minutes	Read the online text, <i>On the Farm</i> . Show the video at the end. Make connections to what the children shared during the opening of the lesson.
Discussion 10 minutes	Distribute the Maine Produce Graph. Invite children’s reactions and connections. In partners, have children respond to the questions.
Closing 5 minutes	Sing together The Farmer Plants the Seeds . Encourage children to follow the following hand motions: <ul style="list-style-type: none"> ● “planting”: mimic planting seeds ● “the sun comes out”: imitate the rising sun by lifting hands up ● “the rain begins to fall”: mimic rainfall with hands and fingers ● “seeds begin to grow”: slowly raising index finger from a closed fist. ● “the vegetables are here”: place hands together then slowly open them up ● “the farmer digs them up”: mimic a digging motion ● “now it's time to eat”: mimic eating motions
Standards	1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of year
Ongoing assessment	

Notes