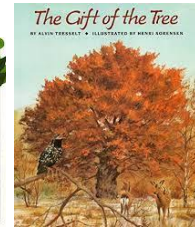
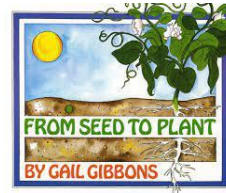


Unit 4: Our Earth

WEEK 2 Day 1



## Library & Listening: Researching Plants

Children research information about plants from different sources.

<b>Big Ideas</b>	Through investigations and research, people learn about the natural world.
<b>Guiding Questions</b>	How do people learn about the natural world?
<b>Vocabulary</b>	<p><b>research:</b> to find out about a topic</p> <p><b>resource:</b> a place, thing, or person that gives you information</p> <p><b>field guide:</b> a book with information about things in the natural world</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● research sheets</li> <li>● nature images and videos, from week 1</li> <li>● plants images and slides</li> <li>● <i>From Seed to Plant</i>, Gail Gibbons</li> <li>● <i>The Gift of the Tree</i>, Alvin Tresslett</li> <li>● <a href="#">Audubon Field Guide</a> (plants, pg 25)</li> <li>● books about plants</li> <li>● Ipad or laptop</li> <li>● sticky notes</li> <li>● clipboards</li> <li>● writing utensils</li> </ul> <p>Gather books and images about plants. Be sure to include resources relevant to the children’s context.</p> <p>Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with a folder with images children can look through and tag.</p>
<b>Intro to Centers</b>	<p style="text-align: center;"><i>Last week in Library &amp; Listening you worked on a book inventory of the books we have about our earth.</i></p> <p>Show the book inventory and the collection of books.</p>

	<p><i>This week you are going to research plants all around us. Here are images and videos about plants. We have images from our area and a field guide, which helps us to get information about things in the natural world.</i></p> <p>Choose what to share with children (images, video, the field guide).  <i>What do you notice?</i></p> <p>Think, Pair, Share.</p> <p><i>Your job is to look through the materials to see what you can find out about plants. When you find something interesting you can record it in your research notes sheet. This sheet has space for lots of things you are going to research during this unit, for today you can just use the part about plants.</i></p> <p>Show the sheet and model finding something interesting and recording it.  <i>I noticed that the field guide says oak trees live 100 years. I am going to draw a tree and write 100 next to it.</i></p> <p><i>What do you want to learn about?</i></p> <p>Harvest a couple of responses  <i>I am curious to see what you find out. Make sure to work together, share ideas and help each other by recording information in your research notes.</i></p>
<b>During Centers</b>	As children look through books/images/videos, support them to think about what they are interested in learning about plants. Encourage children to collaborate and talk with each other about what they are learning and how they are recording it on the research note sheet.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which images/texts/videos inspire you or give you ideas?</li> <li>● How can these images/texts/videos help you and other children find out more about plants?</li> <li>● What plants are you interested in? Why?</li> <li>● How are you going to record the information in your research note sheet?</li> <li>● What do you want to learn more about plants?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>K-LS1-1</b> Recognize that all plants and animals grow and change over time.</p>

	<p>Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Notes**