

WEEK 3 Lesson 2

Science and Engineering: Bean Plant/ Onion Cutting Observations
 Children observe their plants and potato cuttings. They record their findings.

S & E Big Ideas	Plants are living organisms that need water, air, nutrients, light, and space to grow. Plants can produce new plants in many ways. Plants have different structures that function to help them survive. Individuals of the same kind of plant may look similar but also vary in many ways.
S & E Guiding Question	How have our seeds and onion cuttings changed?
Content Objective	I can make observations of my seed and onion cutting. I can measure, record, and discuss my findings. (Practice 8, 1-LS3-1)
Language Objective	I can describe the change in my plant and onion cutting. (1-LS3-1)
Vocabulary	root: the part of the plant that is underground and soaks up water and nutrients from the soil leaf: a structure on a plant that is usually green and makes food from sunlight germinate: when a seed (or spore) starts to grow
Materials and Preparation	<ul style="list-style-type: none"> ● root bean plants (from Week 1, Lesson 3) ● green onion plants (from Week 2, Lesson 1) ● Seed Observation Journal, one for each child (from Week 1, Lesson 3) ● 6- inch ruler, one for each child or each small small group (From Week 1, Lesson 3)
Opening 5 minutes	<i>Today we will check the progress of our plants. We will measure our plants using a ruler. Remember to be gentle with your seedlings.</i>

	<p>Ask children to show mime what “gentle” may look like.</p> <p><i>We will measure to the nearest inch. Here are the inch marks on the ruler. We will measure the length of your stems, so make sure you measure from the top of the dirt to the top of your plant. You do not need to stick your ruler down in the dirt.</i></p> <p>Model.</p> <p><i>Remember, like people, plants grow at different rates. Record your measurements in your Seed Observation Journal.</i></p>
Investigation 20 minutes	Have the children make observations of their bean plants and onion cuttings. Children draw and label what they see. Note any changes the bean has undergone in the journal. If there is visible growth, have the children carefully measure it. Have the children graph the observed growth.
Discussion 5 minutes	Discuss children’s findings. If some plants have grown more than others, ask children to identify the elements that their plant may be missing.
Closing 2 minutes	<i>How are people and plants similar in what we need and how we grow?</i>
Standards	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.</p> <p>Practice 8. Obtaining, Evaluating and Communicating Information</p>
Ongoing assessment	What do children understand about how plants grow?

Notes