

**WEEK 7 Lesson 1**

**Science and Engineering: What comes from Plants?**

<b>S &amp; E Big Idea</b>	Each day we interact with plants or plant products in some way. Plants do more than provide food we eat. Plants help us build homes, produce the clothes we wear, and are even made into medicines to help people.
<b>S &amp; E Guiding Question</b>	What is made with plants? What items do I use everyday that come from plants? Other than food, how else are plants used to help people?
<b>Content Objective</b>	I can use what I have learned in previous lessons and make connections about what items come from plants. (NGSS1-LS1-1, K-2-ETS1-1)
<b>Vocabulary</b>	<b>trunk:</b> the base of the tree <b>roots:</b> the part of the tree that holds it in the ground
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Reading A - Z Book <a href="#">What Comes from Plants</a> Project the text.</li> <li>● <a href="#">What Plants Make</a> sort page, one per child</li> <li>● <a href="#">What Plants Make cards</a>, one set per child</li> <li>● <a href="#">Where Does Chocolate Come From</a> song</li> </ul> <p>Children will work in pairs. If necessary, prepare these pairs ahead of time.</p>
<b>Opening</b> 5 minutes	<p style="text-align: center;"><i>What are some things that we get from plants?</i></p> <p>Make connections to previous lessons. If children only identify food items, challenge them to look at what they are wearing and what is around them. They may identify things like paper, pencils, shirts and pants, etc.</p>
<b>Investigation and Discussion</b> 20 minutes	<p>As a whole group, read What Comes from Plants. Make connections to previous learning.</p> <p>Children complete the What Plants Make sort, in pairs. After, in the whole group, discuss why children made the choices they made when</p>

	placing the items into categories.
<b>Closing</b> 5 minutes	Show the Where Does Chocolate Come From video. Remind children of previous discussions about cacao.
<b>Standards</b>	<b>1-ESS1-1</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.
<b>Ongoing assessment</b>	What do children understand about how plants grow?

**Notes**