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Things Plants Need: Review

NGSS Addressed

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

2LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.



Materials

Markers colored pencils or crayons, plant for students to observe

Success Skills

- **Collaboration** with their peers during their discussion of things plants need.
- **Communication** of ideas with peers as students discuss the topic.
- **Creativity** as students come up with ways to illustrate each area.



Challenging Question

How can I make sure my seeds grow in the school garden?

Access Prior Knowledge

Review the list of Things Plants Need, according to the resource in your binder:

1. Water
2. Air
3. Light
4. Nutrients from the soil
5. Shelter from exposure
6. Pollination



Explore

Kindergarten through Fifth Grade Explore

Remind students that while we do our best to plan and prepare the soil for planting, seeds need to be cared for while they grow. In a class discussion, compare the growth of seeds to the growing bodies of children.

Ask: What are some things seeds need to grow into healthy plants?

Say: With a partner (or in table groups) think about the plants that are in the school garden. Do they look healthy? Look back at your pictures in your response journal. What things make a plant healthy?

- Direct the students to the Seed to Table Cycle board or chart.

Ask: Do we see plants with leaves in our garden? Do we see plants with flowers? Are these signs of a healthy plant developing?

- Have students discuss/debate whether the plants are progressing in a healthy manner. Students should be able to assess what things are in their control to help plants continue to grow (weeding, watering) and what things are not in their control. (Cold temperatures, vacation, etc).

Kindergarten and First Grade Revision and Reflection

In response journals, have students draw and write an example of two things the class can work on to ensure a healthy growing environment for the plants in the garden.

Second through Fifth Grade Revision and Reflection

In response journals, have students suggest two things the class can work on to ensure a healthy growing environment for the plants in the garden.