

General Information

Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Determining Meaning of Key Words

Subject(s)

- ELA; Informational Text: Life Science: Plants
- Unknown Words (RI.1.4)

Objective

- Students will use images and details in a text to describe its key ideas.
- Students will ask and answer questions to determine word meaning.

Materials

- **Required:** copies of informational text, “The Parts of a Plant,” by Jennifer Kaul (1 copy per student) (page 6)
- pencil
- chart paper or white board
- document camera or interactive whiteboard for displaying text
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 7)

Instructional Setting

- Students should be seated with or near another student for partner work

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

Subject

- Determining Meaning of Key Words

Objective

- Students will use images and details in a text to describe its key ideas.
- Students will ask and answer questions to determine word meaning.

Materials

- Required:** copy of informational text, "The Parts of a Plant," by Jennifer Kaul (for teacher; student copies are optional) (page 6)
- pencil
- chart paper or white board
- document camera or interactive whiteboard for displaying text

Depending on students' reading levels, you may want to provide a copy for each student to follow along. Or you can just use one master text and project it so that all students can see.

Introduction: Parts of a Plant

Use either chart paper or the dry erase board to list the students' ideas.

- T* Today we will be reading about the different parts of a plant.
T But first, let's talk about what you already know about plants.
T What are some types of plants that you know of?
T Turn and tell a partner all of the plants you can think of.

Provide about 30 seconds for discussion. Monitor to ensure all students have a partner and are on task.

Create a quick chart to list types of plants and facts about plants that the students share.

- T* Who would like to share a plant that you talked to a partner about? **Call on students.** Answers will vary but may include: (general) trees, flowers, (specific) apple trees, rose
T Great job!
T Now I would like you to turn and tell that same partner any facts you know about any of the plants your classmates just mentioned.

Provide about 1 minute for discussion. Monitor to ensure all students have a partner and are on task.

- T* After having a chance to discuss some facts with your partner, who would like to share those facts with the class? **Call on students.** Answers will vary but may include: They grow in the ground; they need water and sunlight to live
T You sure know a lot about plants!
T Does anyone know any words that name any parts of a plant?
T For example, I know that a stem is the long part that holds up the flower.
T Who would like to tell me a part of a plant that they know? **Call on students.** List any related words students have already mentioned. Answers will vary but may include: roots, stem
T We are going to read an informational text about the parts of a plant.
T An informational text gives us information or facts about a certain topic.
T Today we will be learning even more about plants.
T Listen carefully as I read this text aloud to you.

PLANTS	
Types of Plants	Facts about Plants

PLANTS	
Types of Plants	Facts about Plants
Answers will vary	Answers will vary
<ul style="list-style-type: none"> Trees Flowers apple trees rose 	<ul style="list-style-type: none"> They grow in the ground they need water and sunlight to live

- T* I want you to listen carefully for words that you do not know what they mean.
T After I read it once, we are all going to be word detectives.
T Word detectives look very closely at words and try to figure out exactly what they mean using clues!
T Ok, remember, this time we are just listening to the whole text.

Read the informational text, “The Parts of a Plant” aloud for students. You may provide them with a copy if you would like them to follow along.

- T* Raise your hand if you heard any words in the text that you didn’t know or you weren’t sure what they meant.
T I know I heard some tricky words in there!
T As I told you before we are going to read this text a second time.
T While reading, we are going to act like word detectives!
T We will come across some new vocabulary words.
T When we find these words, we are going to underline them.
T As detectives, it is important for us to investigate details and figure out what they mean.
T This will help us better understand what we are reading.
T I am going to read the text aloud.
T While I do this, your job is to follow along and help find these new words.
T When you hear a word you do not know, say “DETECTIVE.”
T This way we will know to stop and underline that word.
T I will keep reading, and you will keep listening for new words.
T Then, when we are done reading the whole text, we will investigate the meaning of these words we don’t know!
T Does everyone remember what to say when you hear a word you don’t know or you are not sure what it means?
Students should say “Detective!”
T Let’s get started!
T Remember to listen for new words in the text.

Note:

Read the informational text, “The Parts of a Plant”. Make sure to read slowly to allow students to follow along. Stop each time they say, “Detective,” and underline the word.

The Parts of a Plant

by Jennifer Kaul

Plants have many parts that help them live and grow. Some of these parts include roots and stems. Leaves, flowers, and seeds are also important parts of a plant.

A plant’s roots are usually located underground. By taking in water and nutrients from the soil, they help the plant grow strong. The stem of a plant grows up from the roots. It transports the water and nutrients from the roots to other parts of the plant. In addition, the stem holds up the rest of the plant. This helps it absorb, or take in, light from the sun.



Leaves and flowers grow on the stem of a plant. Leaves use sunlight to make food, while flowers help make seeds. Seeds are small parts that can grow into new plants of the same species.



When plants are able to get the water, nutrients, and sunlight they need, they can grow healthy and strong. The parts of a plant play an important role in making this happen.

Some words you should draw their attention to if they do not tell you to stop are: **located, nutrients, transports, absorbs, & species**

Make sure students have a copy of the text if you would like them to follow along and underline as well. If not, make sure all students are seated in a way that they can see your copy.

Determining Word Meaning: Parts of a Plant

After reading the entire text, review the parts of a plant.

- T* Before we get into our detective work of solving the meaning of our unknown words, let’s first discuss what words you found.
T There were many new words in that text!
T Are any of the words we underlined parts of a plant?
T If we understand the parts of the plant, I think that will help us to figure out what all of the other words mean.
T Let’s review the parts of a plant to make sure we understand them first.

- T** Then we will go over all of the words we underlined. **Direct students' attention to the first photograph.**
- T** The text says "roots are usually located underground and that the stem grows up from the roots."
- T** Looking at the first photograph, can someone come up and point to the plant's roots and stem?

Pause to allow students time to find them. Call on one student to come up and point to them on your paper for the class to see.

- T** What do the roots look like? **Call on students.** Answer: The roots are the thin, curled parts in the lower part of the first photograph.
- T** What does the stem look like? **Call on students.** Answer: The stem is the thicker part coming up from the roots.

If students had you underline parts of the plant (leaves, flowers, seeds), direct their attention to the second photograph.

- T** The text says leaves and flowers grow from the stem of the plant.
- T** Looking at the second photograph, can you point to the plant's leaves and flowers?

Pause to allow students time to find them. Call on one student to come up and point to them on your paper for the class to see.

- T** What do the leaves look like? **Call on students.** Answer: The leaves are the small green parts growing from the stem.
- T** What do the flowers look like? **Call on students.** Answer: The flowers are the colorful parts growing from the stem. They have petals.
- T** What are the plant's seeds? **Call on students.** Answer: The seeds are small parts made by the flower.
- T** Ok, before we get busy with our word detective work, let's take a quick break.
- T** For this break we are going to "Be a Plant" ourselves.



ROOTS

STEM



FLOWERS

LEAVES



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7) *Suggested Break: "Be a Plant"

Determining Word Meaning: Underlined Words

- T** Okay! Now that we have a bit of background knowledge about these plant parts, it's time to get our detective magnifying glasses out and study these words we underlined.
- T** What are some of the new words we found? **Call on students and write their answers on the board or a piece of chart paper.** Answers may include: located, nutrients, transports, absorbs (paragraph 2); species (paragraph 3)
- T** Good job finding all of those words!
- T** Now, let's work to figure out what they mean.
- T** Many times an author gives us clues within a text to figure out what words we don't know mean.
- T** These are called context clues.
- T** I am going to show you today how we can use context clues to help us figure out the meaning of unknown words.

PLANTS	
<small>Add additional words you found as a class to this list.</small>	
Unknown Words	Word Meaning
located	
nutrients	
transports	
absorbs	

- T** We will use the words and sentences around the unknown word as our clues.
- T** I am going to make a chart for us to record the meaning of our unknown words.
- T** I will first ask if anyone has a guess of what the word might mean and then we will use the text to help us to figure out what the word means.
- T** Let's start with the word "located."
- T** Would anyone like to guess what they think the word "located" means? **Call on one student to guess.**
- T** The text says that "roots are usually located underground."
- T** I know that roots grow underground, so "located" must mean where something can be found.
- T** Another word we found is "nutrients."
- T** Would anyone like to guess what they think the word "nutrients" means? **Call on one student to guess.**
- T** The text says that taking in water and nutrients helps plants grow strong.
- T** "Nutrients" looks a lot like the word "nutrition."
- T** Nutrients must be something that provides a plant with nutrition to help keep it healthy.
- T** What about the word "transports"?
- T** Would anyone like to guess what they think the word "transports" means? **Call on one student to guess.**
- T** The text says the stem transports water and nutrients from the roots to other parts of the plant.
- T** What does it sound like the stem is doing? **Call on students. Answer: The stem is moving the water and nutrients.**
- T** Now let's look at the word "absorbs."
- T** Would anyone like to guess what they think the word "absorbs" means? **Call on one student to guess.**
- T** The text says that plants absorb, or take in, light from the sun.
- T** The author included the meaning of absorb right there in the sentence for us!
- T** It means to take in.
- T** Great job!
- T** Knowing these words will help us learn even more about the parts of a plant!

PLANTS	
Add additional words you found as a class to this list.	
Unknown Words	Word Meaning
located	where something can be found.
nutrients	something that provides a plant with nutrition to help keep it healthy
transports	The stem is moving the water and nutrients
absorbs	take in, light from the sun



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7)

The Parts of a Plant

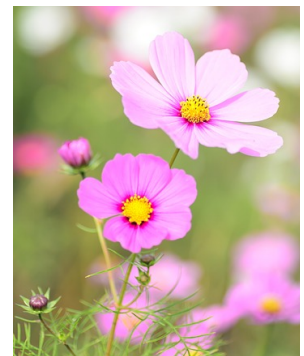
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Leaves and flowers grow on the stem of a plant. Leaves use sunlight to make food, while flowers help make seeds. Seeds are small parts that can grow into new plants of the same species.



When plants are able to get the water, nutrients, and sunlight they need, they can grow healthy and strong. The parts of a plant play an important role in making this happen.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Be a Plant!



- **Teacher states:** “A plant has many parts, including roots, stems, leaves, and flowers.”
- We are going to pretend we are plants. Your legs and feet will be your roots. Your torso will be your stem. Your arms and hands will be your leaves, and your head will be your flower.”
- “As we move, make sure to use self-control to keep yourself and those around you safe.”
- “Keeping the rest of you still, move your leaves!”
- “Freeze! Now move your roots!”
- “Freeze! Move only your stem!”
- “Freeze! Now move your flower!”



Break Up Your Day: Air Writing!



FORMATION: Standing at desks or in small groups

EQUIPMENT: None

RULES/DIRECTIONS:

- Students begin by moving in place or around the room: Jumping, Marching, Hopping, Twisting
- Call out a letter, number, word or shape and students stop activity.
- Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
- Students continue new activity until teacher calls out another letter, number, word or shape.



Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)