

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Determining Meaning of Key Words (45-60 Minutes)
- Segment 2: Determining Main Idea and Key Details (30-45 Minutes)
- Segment 3: Text Features: Diagrams (45-60 Minutes)

Subject(s)

- ELA; Informational Text: Life Science: Plants
- Unknown Words (RI.1.4)
- Main Idea & Key Details (RI.1.2)
- Text Features: Diagrams (RI.1.5)

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.
- Students will identify the main topic and retell key details of a text.
- Students will ask and answer questions about key details in a text.
- Students will create and label a diagram that supports an informational text.

Materials

- **Required:** copies of informational text, “The Parts of a Plant,” by Jennifer Kaul (1 copy per student) (page 12)
- pencil
- chart paper or white board
- document camera or interactive whiteboard for displaying text
- **Optional:** printable “Exit Slip” (pages 13-14) (Segments 2 & 3)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 15)

Instructional Setting

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

Throughout these lessons, 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: Segment 1: 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 12)
- 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
<small>Answers will vary</small> <ul style="list-style-type: none"> Trees Flowers apple trees rose 	<small>Answers will vary</small> <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 15) *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.
- 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	
nutrients	
transports	
absorbs	

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 15)

Instructional Plan: Segment 2: 30-45 minutes

Subject

- Determining Key Ideas & Details

Objective

- Students will identify the main topic and retell key details of a text.
- Students will ask and answer questions about key details in a text.

Materials

- Required:** copies of informational text, “The Parts of a Plant,” by Jennifer Kaul (for teacher and student copies are optional) (page 12)
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- Optional:** printable “Exit Slip” (page 13)

If this is the first segment you are starting with, please read the informational text aloud to the students for pleasure and then begin the lesson.

Introduction: Main Idea & Supporting Details

- T* Today we will be learning about main ideas and details.
T Does anyone know what a main idea is?
T Turn and talk to your neighbor about what you think it is.

Give students 30 seconds to discuss. Monitor that students have a partner and are on task.

- T* Who would like to share what they think a main idea is? **Call on students.**
T Great ideas, boys and girls!
T The main idea is what a text is mostly about.
T Let's say we are writing a text about dogs.
T The main idea of our text could be that dogs are playful.
T Let's make a chart to show what makes dogs playful.

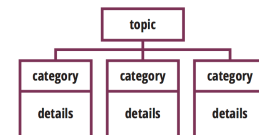
Create a chart on either chart paper or a white board as a sample of main idea and details. Use the bottom sample from the image on the right.

- T* I will draw a big box and write “Dogs are playful.”
T That is our main idea.
T Now, a good writer always gives details or tells why.
T Who can help me think of an example of how dogs are playful?
T Turn and talk to your neighbor about something you think dogs do that shows they are playful.

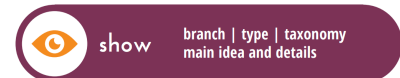
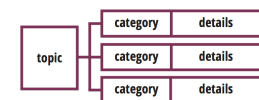
Give students 30 seconds to discuss. Monitor that students have a partner and are on task.

- T* Who would like to share a way that dogs are playful? **Call on students and write appropriate answers in the chart.** Answers may be: they lick people, they play outside, they run around, they play fetch, they jump up and greet people, they bark and wag their tail.
T Great job!

Classifying Design

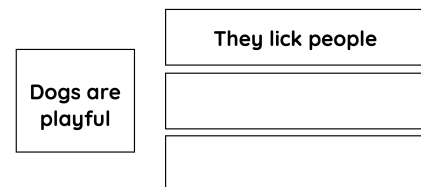


or



writingwithdesign.com

WRITING with DESIGN



Determining Main Idea & Supporting Details

T Now, we are going to reread “The Parts of a Plant.”

T After we finish reading, we will fill out a chart with the main idea and supporting details for this 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 Earlier, we said that the main idea is what a text is mostly about.

T Turn and talk to your neighbor about what you think the text is mostly about.

Give students 30 seconds to discuss. Monitor that students have a partner and are on task.

T Who can tell us the main idea of “The Parts of a Plant”? **Call on students and write the answer in the chart.**

Answer: Plants have parts that help them grow.

T Good! I noticed that the author wrote something just like that in the first sentence of the text!

T Many times, authors will share the main idea of the text somewhere in the beginning.

T Now that we know the main idea, let’s find some details that support it.

T Looking back at the text, what are some details that show how a plant’s parts help it grow?

T Work with your neighbor to find some supporting details.

T Remember, these details should show how a plant’s parts help it grow.

The parts of a plant help it grow.

Roots take in water.

The stem holds up the plant.

Leaves make food.

Flowers help make seeds.

Seeds make new plants.

Give students 30 seconds to discuss. Monitor that students have a partner and are on task.

T Who can tell us some details that support the main idea of “The Parts of a Plant”?

T Remember, they should show how a plant’s parts help it grow. **Call on students and write appropriate answers in the chart. Answer may be: Roots take in water, the stem holds up the rest of the plant, leaves make food, flowers help make seeds, seeds make new plants**

T Wow! Those plant parts sure do a lot to help plants grow!

T You have done a great job sharing what you know about plants!

Setting up Paper

T Now is your chance to share one thing you learned with your teacher.

T I’m going to pass out a piece of paper.

T Your job is to write at least two things you learned about plants on this piece of paper.

T Write your name and date in the top right hand corner of your paper. **See example & model so students can follow.**

Differentiation:

Students can copy what you write in the chart on a blank piece of paper.

Consider having students fill out the last two details in the chart with a partner if they seem able to do so.

You could fill in “Flowers” and “Seeds” in the chart to help get them started.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 13), or simply have students write their answers on a sheet of lined paper.**

Exit Slip

Either print out a copy of the exit slip for each student or have them create it on a piece of lined paper. Answers should be related to the text and/or the “Thinking Design” graphic organizer you created as a class.

Possible Answers: Roots take in water, roots take in nutrients, the stem transports water and nutrients to the rest of the plant, the stem holds up the rest of the plant, leaves make food, flowers help make seeds, seeds make new plants

Name: _____	Date: _____
Exit Slip- Segment 2 Parts of a Plant My new facts about plants.	
Tell the things you learned about plants.	



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 15)

Instructional Plan: Segment 3: 45-60 minutes

Subject

- Text Features: Diagrams

Objective

- Students will create and label a diagram that supports an informational text.

Materials

- **Required:** copies of informational text, “The Parts of a Plant,” by Jennifer Kaul (for teacher and student copies are optional) (page 12)
- blank paper
- pencil & crayons/colored pencils
- chart paper, document camera, or whiteboard
- **Optional:** printable “Exit Slip” (page 14)

If this is the first segment you are starting with, please read the informational text aloud to the students for pleasure and then begin the lesson.

Introduction

T Today we will be learning how to make diagrams.

T Diagrams are pictures that go with an informational text.

T There are labels on a diagram that explain more about the picture itself.

T Looking at this text, do you see any diagrams or pictures that have labels? **Draw students' attention to the text.**

T I do see photographs, but I do not see any diagrams.

T I would like for us to read our text, “The Parts of a Plant” together.

T After I read it to you let's decide what we might draw a diagram of to go along with this 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 Now that we have reread our text, can anyone tell me what we might make a diagram of?

T Remember that a diagram is a picture/illustration that has labels to tell what certain things are.

T So, what do you all think we can make a diagram of that would go along with our text? **Call on students.**
Answer: parts of a plant

T We are going to be informational text illustrators and draw our own diagram from the information we have learned from this text.

T I am going to give you a piece of paper.

T I want you to go back to your desk and write your name at the top, then hold your pencil up in the air so I know you are ready for the first part of the directions.

Pass papers out to students. Students will also need their pencil and crayons/colored pencils. Pass these out or instruct students on where to get them.

Creating and Labeling Diagrams

T Thank you for holding up your pencil to show that you are ready.

T We are going to make two diagrams today.

T We will make the first one together.

T You will make the second one on your own.

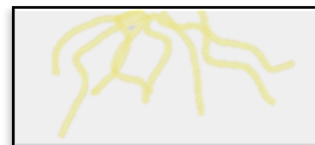
T I am going to do each step first and then it will be your turn.

T When I say the magic word, which is PLANT, then you can begin, but please do not start until you hear the magic word!

- T** We just read about the parts of a plant.
- T** Who can raise their hand to tell us what the lowest part of a plant is called? **Call on a student who is raising their hand quietly and respectfully:** **Answer:** roots
- T** Thank you!
- T** Yes, it is called the roots.
- T** We are going to draw that part first.

Step #1:

- T** Let's use some squiggly lines to draw our roots.
- T** We will use a light yellow color. **Draw the roots of a plant on chart paper, a piece of paper under a document camera, or the board.**
- T** ...PLANT!
- T** Hold your pencil back up when you have finished this step. **Give time to complete this task. Monitor students and provide assistance as needed.**



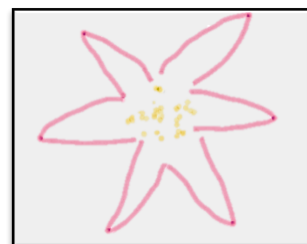
Step #2:

- T** Now take out the color green.
- T** What parts of the plant are usually green? **Call on students.** **Answer:** stem, leaves
- T** Good!
- T** We will now draw the stem.
- T** It's a straight or slightly curved line.
- T** We will draw some leaves growing from it. **Demonstrate how to draw the stem and leaves.**
- T** ...PLANT!
- T** Hold your pencil back up when you have finished this step. **Give time to complete this task. Monitor students and provide assistance as needed.**



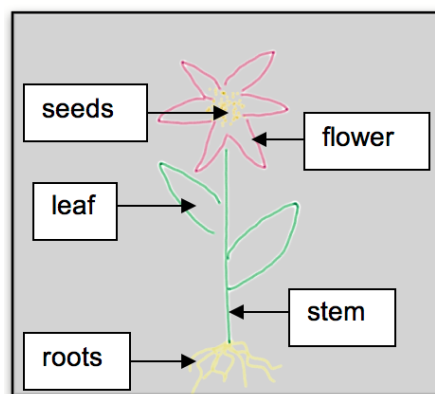
Step #3:

- T** Now take the light yellow back out and choose a color for the flower.
- T** The seeds usually grow in the center of the flower. **Demonstrate how to draw the flower and seeds.**
- T** ...PLANT!
- T** Hold your pencil back up when you have finished this step. **Give time to complete this task. Monitor students and provide assistance as needed.**



Step #4:

- T** Now we need to add our labels.
- T** First I will draw an arrow pointing to the roots of the plant. **Model for students how to do this on your example.**
- T** Then I will write the word "roots" next to my arrow to label this part of my drawing. **Model for students how to do this on your example.**
- T** Check the spelling on my example to make sure you spell the words correctly.
- T** ...PLANT! **Monitor students and provide assistance as needed.**



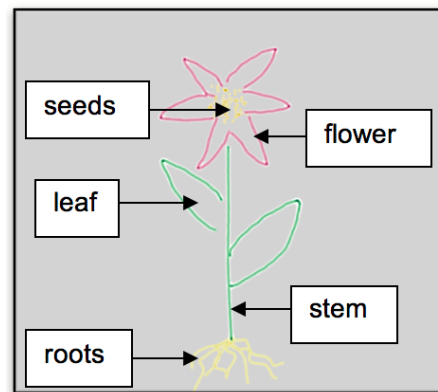
T Next, I will label the stem and the leaves. **Model for students how to do this on your example.**

T ...PLANT! **Monitor students and provide assistance as needed.**

T Last, I will label the flower and the seeds. **Model for students how to do this on your example.**

T ...PLANT! **Monitor students and provide assistance as needed.**

Provide time for students to complete their diagram. Circulate and help as needed.



Exit Slip

T Now is your chance to share what you learned with your teacher.

T I'm going to pass out a piece of paper.

T Your job is to label the parts of the plant on this piece of paper.

T Write your name and date in the top right-hand corner of your paper. **See example & model so students can follow.**

Print out a copy of the "Exit Slip" for each student.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding.**

Always give students a choice when they are finished with their work. Allowing them to read books when they are done is a great option!

ANSWER KEY

Name: _____ Date: _____

Exit Slip: Segment 3
Parts of a Plant
Plant Diagrams

1. Fill in the labels for this diagram.

A photograph of a sunflower against a blue sky with clouds. Arrows point from text boxes to parts of the sunflower: 'flower' points to the head, 'seed' points to a seed in the head, 'stem' points to the stem, and 'leaf' points to a leaf.

2. What plant part is not shown in this diagram?

roots



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 15)

The Parts of a Plant

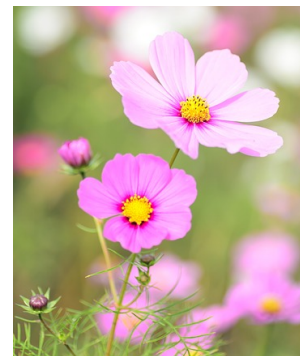
by Jennifer Kaul

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.

Name: _____ Date: _____

Exit Slip: Segment 2
Parts of a Plant
My new facts about plants.

Tell the things you learned about plants.

Name: _____ Date: _____

Exit Slip: Segment 3
Parts of a Plant
Plant Diagrams

1. Fill in the labels for this diagram.

Word Bank:

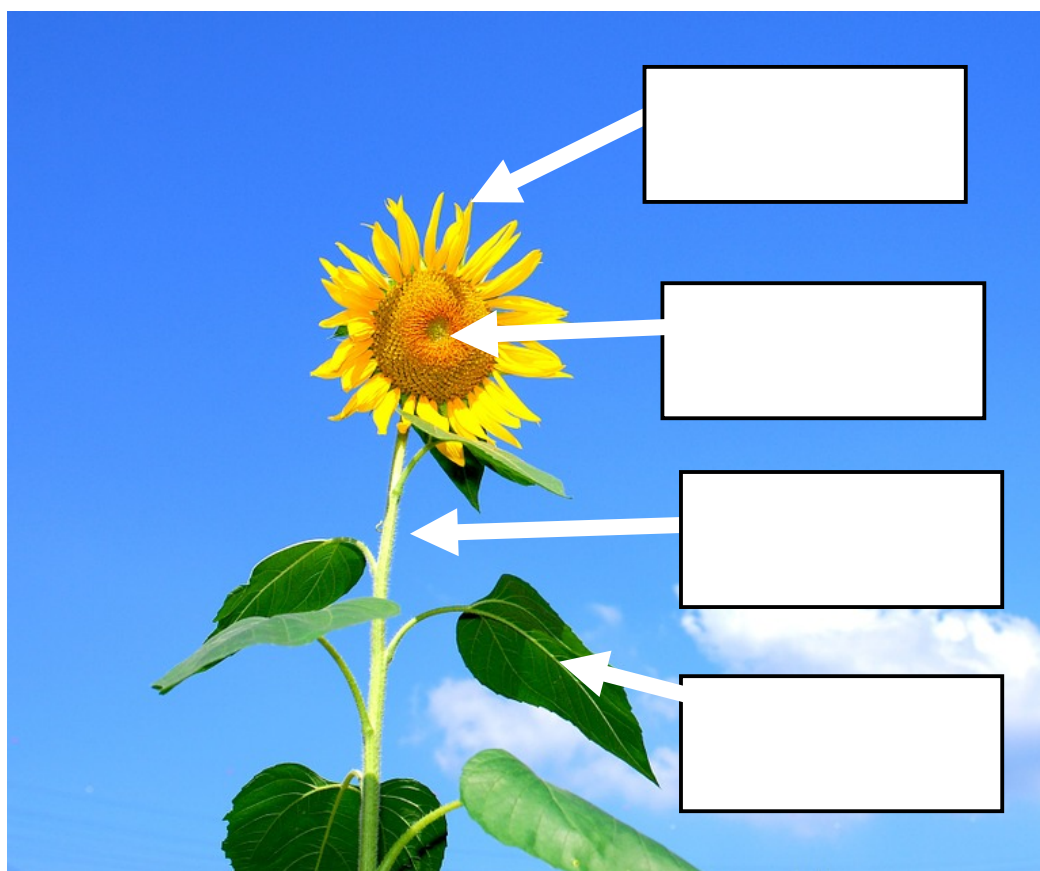
Roots

Leaves

Flower

Stem

Seed



2. What plant part is not shown in this diagram?

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.)