Science Lesson Plan for Introducing Plants

**Date:** Monday, March 27th 2017 **Time:** 2:35pm-3:25pm **Duration:** 50 minutes

**Teacher Candidate:** Marisa Desjardins

**Grade/Level:** Grade 3 ESL

**Overall Expectations:**

2. Investigate needs and characteristics of plants and animals, including humans;

3. Demonstrate an understanding of the basic needs and characteristics of plants and animals,  
including humans.

**Specific Expectations:**

2.4 Investigate the physical characteristics of plants and explain how they help the plant meet its basic needs using a variety of methods and resources.

3.2 Identify the physical characteristics of a variety of plants and animals.

**Learning/Teaching Resources:**

Presentation board with plant picture

Parts of a plant (words)

Parts of a plant worksheet

Plants Wordsearch

**Activity 1:**

**-**Plants are living things. What are some examples of plants? (i.e. flowers, carrots, trees).

-Show presentation board with the picture of plant on it. Label the plant parts together—have students come up and place the plant parts in the correct boxes one by one.

-Ask: Remember how you learned about humans’ basic needs? What are basic needs? What do you think the basic needs of a plant are? (air, water, food, shelter).

-Once a student names a resource that a plant needs to live, place the corresponding picture of that basic need on the board (ex: sun).

**Activity 2:**

-Hand out “Parts of a Plant” worksheets and have students fill out the parts of the plants on their own papers using the word bank. They can choose to use the presentation board as a reference or not.

-Have students colour in their plants according to what plants can actually look like in real life.

-Once students are done filling out their worksheets, have them come to get their worksheet checked and ask them to read the parts of the plants to me. Write how many words they read correctly. If student has no difficulty reading the words, I will cover the word and ask them to look at the plant part to determine what the name of the part is.

-For students that finish early, have them complete a plant parts wordsearch.

-If there is time, teach and sing the “Parts of a Plant” song together. Discuss the purpose of each plant part.

**Follow-up Activities/Ideas or Next Steps:**

-Have students plant their own plants.

**On-going Assessment:**

-Make note of students’ participation and use worksheets to check for knowledge retention.