Unbe-Leaf-able Plants (1st Grade)
Distance Learning Lesson

SYNOPSIS
Students will explore different parts of the plant.

STANDARDS SUPPORTED
1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*

PHENOMENA
Students are exploring plants that have different structures and those structures can explain the functions of the plant.

MATERIALS
- Produce
- Plants in backyard, front yard, nearby park, balcony
- Writing tool
- Nature Journal/Observation Sheets
- Picture of Cactus (for students to label)
- Labeled picture of a tomato plant or scientific drawing from Great Park
- Classification Chart (by part of the plant)
- PowerPoint Presentation (also includes Plant pictures, save a copy of the presentation to edit)

ESSENTIAL QUESTIONS
- How do plant structures differ?
- How do plant structures copy each other?
- How do these structures help the plant survive?
- Do you think all plant structures look just like the tomato?
- Do different structures have different functions?

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ORANGE COUNTY GREAT PARK

LESSON

Facilitator (Teacher/Parent) Does	Student Does	Questions to Move Thinking Forward
Engage Show students pictures of different plants from the Food + Farm Lab (these pictures are included in the PowerPoint). Have students compare and contrast photos with a labeled drawing of the tomato plant. Have students record observations and wonderings about the different plant parts in their journals.	**Engage** Students observe the pictures of the plants from the Food + Farm Lab and compare photos to the scientific drawing of the tomato plant (these pictures are included in the PowerPoint). Students record observations and wonderings in their journals.	Why do plants have these parts? How do these parts help the plant survive? What do you notice about the plant parts? What are some similarities between the plant parts? What are some differences? Why do you think some parts are the same? Why do you think some parts are different?
Have students share their observations and wonderings with the class. The facilitator should record all students' observations and wonderings.	Students share their thoughts and discuss with classmates.	Do plant parts all look the same?
Explore Students are going to explore various plant structures outside their homes/classroom by doing a plant structure scavenger hunt. Have the students write down the six parts of a plant (or they can use the chart provided): seeds, roots, stem, leaves, flowers, fruit. Have them explore an outdoor area to try to find at least one example of each of the different plant parts. Students can draw or take a picture of the different plant structures they find to share with the class.	**Explore** Students will explore an outdoor area and try to find at least one example of all of the plant parts. Students can draw or take pictures of the plants to document their findings. Students can share their findings with their families and classmates.	What do you notice about the plant parts? What are some similarities between the plant parts? What are some differences? Why do you think some parts are the same? Why do you think some parts are different? Where did you find the plant?

LESSON (continued)

Facilitator (Teacher/Parent) Does	Student Does	Questions to Move Thinking Forward
Have students present their findings to the class. Discuss how students discovered which plant parts were which.	Students will share findings with the class and discuss the reasoning behind their examples.	How can we distinguish one plant part from another? Why do some plant parts look different? Why do plants have these parts?
Explore: Have students complete the same plant scavenger hunt inside their homes using their kitchen, pantry, and indoor plants. Have students draw or take photos of their examples.	**Explore:** Students will explore their homes looking for at least one example of each of the different plant parts. Students should record their findings by drawing or taking photos of the different examples they find.	What do you notice about the plant parts? What are some similarities between the plant parts? What are some differences? Why do you think some parts are the same? Why do you think some parts are different?
Have students present their findings to the class. Discuss how students discovered which plant parts are which. Students can draw or take a picture of the different plant structures they find to share with the class.	Students will share findings with the class and discuss the reasoning behind their examples.	How can we distinguish one plant part from another? Why do some plant parts look different? Why do plants have these parts?
Have students look at the examples from the indoor and outdoor scavenger hunt and compare the labeled picture of the tomato plant. Compare the structures to one another. Have students record what they notice and what they wonder.	Students will compare their findings from the scavenger hunts to the parts of the tomato plant. Students will record what they notice and wonder about the different examples.	What do you notice? What do you wonder? Which set of examples looks more like the parts of the tomato plant? Why do you think that? Why do some plant parts look different from the tomato plant? How do the different plant parts help the plant to survive?

LESSON (continued)

Facilitator (Teacher/Parent) Does	Student Does	Questions to Move Thinking Forward
Explain Show the students a photo of a cactus. Have the students observe the photo and try to determine the different parts of the plant. Have students share their observations and wonderings.	**Explain** Students observe the photo of the cactus and try to determine where the different parts of the plant are. Students should record thoughts and wonderings in their journals.	What do you observe? Why do the cactus and its parts look so different? How do the parts of the cactus help it survive?

MODIFICATIONS

Synchronous	Asynchronous	Independent Learning
Explore Students will explore their homes, record their examples, sharing their findings in a classroom or virtual classroom setting.	**Explore** Students can move through a PowerPoint where they can post their findings from the scavenger hunt. Classmates and the facilitator can review posts and make comments for discussion.	Students read through directions and share findings with their family, writing observations and wonderings in their journals.
Explain Students can share thoughts and have a discussion with classmates in breakout rooms to share their ideas and participate in a discussion about the parts of a cactus.	**Explain** Students can observe independently and record thoughts and ideas on the PowerPoint for the facilitator to comment on.	