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| Title: | To Eat or Not to Eat? |
| Grade Levels: | 3-4 |
| Curriculum Areas: | 🖥️ Science, Technology |
| Lesson Objectives: | <ul style="list-style-type: none"> 🖥️ The learner will identify various parts of plants and determine which parts people eat. 🖥️ The learner will conduct a celery stalk experiment in which they determine the value and use of the stem, and how it helps the plant to meet its needs. 🖥️ The learner will use a 'Double Bubble' Thinking Map to identify likenesses and differences between trees and various other plants. |
| La. Content Standards: | <p>SI-E-A2 planning and/or designing and conducting a scientific investigation; (2, 3)</p> <p>SI-E-A6 communicating observations and experiments in oral and written formats; (1, 3)</p> <p>SI-E-B4 developing explanations by using observations and experiments; (1, 2, 3, 4)</p> <p>SI-E-B5 presenting the results of experiments; (1, 3)</p> <p>LS-E-A3 locating and comparing major plant and animal structures and their functions; (1, 3)</p> <p>LS-E-B2 observing, comparing, and grouping plants and animals according to likenesses and/or differences; (1, 2, 4)</p> |
| Technology Guidelines: | <p>3. Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>) Students use technology tools to enhance learning, increase productivity, and promote creativity.</p> <p>5. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>) Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that</p> |

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| | <p>support lifelong learning, collaboration, personal pursuits, and productivity.</p> <p>6. Basic Operations and Concepts</p> <p>Students demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>Students are proficient in the use of technology.</p> |
| Technology Connection: | <ul style="list-style-type: none">  Computer for completing electronic journal entries  Printer  Digital camera  Thinking Maps software |
| Procedures: | <ul style="list-style-type: none">  The teacher will discuss with students what plants need to survive and grow. (soil, air, water, sunlight)  Ask students 'How do plants get what they need to survive?'  Display the book <u>Red Leaf, Yellow Leaf</u> by Lois Ehlert.  Lead students in making predictions and setting the purpose.  Read the book aloud.  Discuss parts of a tree and how they help it to survive.  Display a 'Double Bubble' Thinking Map and have students compare likenesses and differences between trees and other plants. (The teacher may choose for students to complete individual Maps either on paper or at the computer)  Display a carrot, turnip, potato, celery, lettuce, cabbage, peach, pear, and an apple.  Have students note/discuss likenesses and differences between the plant parts displayed.  Students will complete individual charts displaying which part of each plant is eaten.  Allow students to name other plants and add them to their lists in the appropriate column.  Have students discuss the purpose of the stem.  Ask students to make predictions about what would happen if the celery were placed in a container of colored water.  Students will make prediction in an electronic journal.  Students will take digital photos of the experiment.  Upon completion of the activity, students will enter their findings in their journal and complete reports with accompanying digital photos. |
| Assessment: | <ul style="list-style-type: none">  Journal entries  Complete reports with photos |
| Materials: | <ul style="list-style-type: none">  Thinking Map (Double Bubble) Chart  Book: <u>Red Leaf, Yellow Leaf</u> |

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| | <ul style="list-style-type: none">  Digital camera  Diagrams of plant and tree parts  Paper  Small jars  Food coloring  Assortment of 'food' plants/parts |
| Teacher's Name: |  Margie Penton |
| School: |  Hammond Westside Primary/Upper |