

SCIENCE PARENT GUIDE – UNIT 4



IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME

Plants

Description

First Grade Georgia Standards of Excellence for science engage students in raising questions about the world around them and seeking answers by making observations. In this unit, students will create drawings to correctly depict plant parts and needs being described. The students are asked to plan and carry out simple investigations to understand the daily needs of plants observed in the world around them and make predictions based on these investigations.

KEY WORDS TO KNOW

Nutrients-minerals in the soil that plants need to grow and stay healthy

Roots- the part of the plant that holds the plant in the soil and takes in water and nutrients

Stem-part of the plant holds up the plant and lets food and water move through the plant

Leaves- the part of the plant that takes in light and air and make food

Flowers- the part of the plant that makes fruits

Fruit-the parts of a plant that holds the seeds

Seeds-the part of the plant that new plants grow from

Compare/Contrast- explain how two or more persons, places, things, or ideas are alike and/or how they are different.

Sunlight- light that comes from the sun

Basic Need - Something a living thing needs to survive, such as air, space, nutrients, water, shelter, and energy

Air – The invisible gas that we breathe

Water - A liquid that all living things need to survive

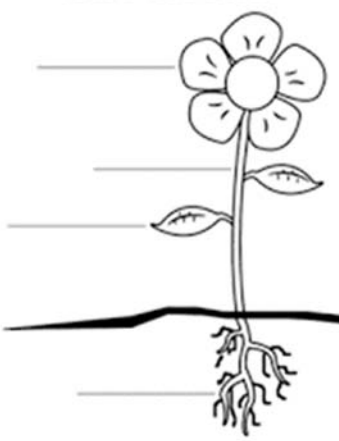
Survive - Continue to live or exist



Recommended Children’s Literature

From Seed to Plant. By Gail Gibbons
Little Seeds. By Charles Ghinga. 2012
How Does A Plant Grow? By Lawrence Lowery. 2012
If You Plant a Seed. By Kadir Nelson
National Geographic Readers: Seed to Plant. By Kristin Baird Rattini. 2014

Plants

Important Concepts Addressed in this Unit	Sample Problems	How You Can Help Your Student
<p>Georgia Standards of Excellence</p> <p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.</p> <p>b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p> <p>c. Design a solution to ensure that a plant or animal has all of its needs met.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> Obtain, evaluate and communicate 	<p>1. Which part is the stem of the plant?</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Parts of a Plant</p>  <p>2. What part of a plant makes seeds?</p> <p>A. Flower B. Stem</p>	<p style="text-align: center;"><u>Interactive Learning Games</u></p> <p>Brainpop - https://www.brainpop.com/games/whatplantsneed/</p> <p>Primary Games – http://www.primarygames.com/science/flowers/game.s.htm</p> <p style="text-align: center;"><u>Videos</u></p> <p>Study Jams</p> <p>http://studyjams.scholastic.com/studyjams/jams/science/plants/plant-with-seeds.htm</p> <p>http://studyjams.scholastic.com/studyjams/jams/science/plants/plants-without-seeds.htm</p>

<p>information.</p> <ul style="list-style-type: none"> ● Develop and use models ● Ask questions ● Design a solution <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> ● Cause and Effect ● Structure and function <p>Core Idea</p> <ul style="list-style-type: none"> ● Organisms-Plants 	<p>C. Leaf D. Root</p>	<p>Brainpop</p> <p>https://www.brainpop.com/science/diversityoflife/see/plants/</p> <p>https://www.brainpop.com/science/cellularlifeandgenetics/plantgrowth/</p> <p>https://www.brainpop.com/science/diversityoflife/see/dlessplants/</p> <p>https://www.brainpop.com/science/diversityoflife/see/dlessplants/</p> <p>Online Books</p> <p>Story Jumper</p> <p>https://www.storyjumper.com/book/index/4817432/PLANTS#page/2</p> <p>https://www.storyjumper.com/book/index/19142938/All-About-Plants</p> <p>https://www.storyjumper.com/book/index/5968032/Parts-of-a-Plant</p>
<p align="center"><u>Georgia Standards of Excellence for Science</u></p> <p>Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.</p>		

Science and Engineering Practices

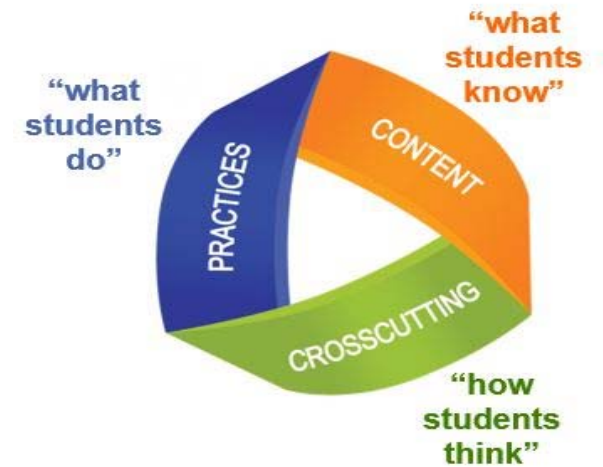
Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.

Crosscutting Concepts

Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas

Core Ideas

Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology.



Quoted text from Peter A'Hearn