Sequencing Rationale

 Since this is a cross curricular unit, the sequencing will have to be cohesive throughout all of the subject areas. All skills presented in the surrounding content areas of math, health, social studies, language arts, and art have been previously introduced, studied, and mastered by the students in the class. The core science objectives on plants will be the only new information presented. This is beneficial because the students will be receiving a “review” of past studied skills in other subjects. They will be given opportunities to apply what they know to complete various tasks and activities based on the new information they are learning presently. Also, this unit is intended for young learners (kindergarten students) and will need to start with very basic information that will become more complex as the lessons progress. This works because many of the students know the basic information in the unit (what are plants, some plant parts, etc.) and will need to build upon their prior knowledge.

The unit is intended to last for 2 weeks (10 school days) and the sequence will follow the science objectives, since it is officially a science unit. Other concepts from all other subjects will be tied into the plants theme. However, science is the main focus this time, so the logical sequence of the lessons will follow the science requirements. The order of science objectives covered will be the following: living vs. non-living things, needs of living things, plants are living things, what do plants need, where do plants come from, plant life cycle, plant parts, and what plants give us. This progression is logical because children need to build upon information they already know. It makes more sense to start with a generalization (living vs. nonliving) that can be related to other topics (animals, insects, simple machines, etc.) and eventually narrow the line of sight to focus on your current addenda.

The following is an outline of the progression of this unit and is based on the Cmap created for the Plants unit. The headings are the science objectives that were mentioned previously that serve as the framework for this unit. The subcategories under each are activities or lessons that would be completed in science and in other subjects as the unit progresses and moves through each science objective. The items with \* next to them are continued activities that will reoccur throughout the two week study. Remember, these categories are not broken down by day, but by chronological order. Each heading does not equal one day of lessons.

Living vs. Non-living Things / Needs of Living Things/Plants are Living Things

* Review living/non living things
	+ Do a picture sort activity
* List things that are living / nonliving
* Review our basic needs (air, water, shelter, food, clothing)
* Focus on plants
	+ Sort plants / not plants
* Read Jack and the Beanstalk / do corresponding writing activity
* Discover needs of plants / watch video

What do Plants Need

* List needs of plants
* Plant bean seeds / assemble “Sock Creatures”
* Begin Plant Journal \* to document plant growth
* Read From Seed to Plant
	+ Post new plant vocabulary words on word wall \*
* Journal how we care for plants

Where do Plants Come From

* Seeds!
* Explore seeds with magnifying glass
* Count, sort, graph seeds
* Create a seed mosaic / collage
* Estimate / count how many seeds are in certain fruits / vegetables

Plant Life Cycle

* Watch video
* Complete various life cycle activities
* Watch bean seeds / “Sock Creatures” for growth
* Make coffee filter flowers
* Make construction paper flowers

Plant Parts

* Discover / review parts of plants
* Make / label paper plate sunflower
* We eat parts of plants (roots, stems, leaves, etc.)
	+ List parts
	+ Eat a snack made of plant parts
	+ Plant parts and nutrition
* Measure plant parts
	+ When plant growth starts (with bean seeds) measure daily \*
* Make leaf rubbings

What Plants Give Us

* Plants are a renewable, natural resource
	+ Earth day study – preserve plants
* Back to our basic needs
	+ Plants give us air, food
		- Plants give us food
			* Make paint prints using fruits and veggies
			* Use different fruits / flowers that come from plants to measure
* Read The Giving Tree / do corresponding activity
	+ How do we use plants
* Where can we find plants in our communities