

Focus on: Comparing Plants

This lesson is meant to support the unit on Ecosystems. It should be completed after students have compared the woodland plants in the terrariums with the water plants in the aquarium.

Clarifying Objectives:

1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.

1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.

1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there. (e.g., reuse or recycle products to avoid littering)

1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Plants
- Animals
- Air
- Water
- Light
- Space
- Food
- Shelter
- Environment
- Needs
- Summarize
- Protect
- Improve
- Conditions
- Growth
- Reuse
- Recycle
- Littering
- Nutrients
- Light
- Energy
- Growth

Focus Question(s):

How do the plants we have studied in class compare to the plants in our school garden?

Materials:

- School Garden
- Science Notebooks

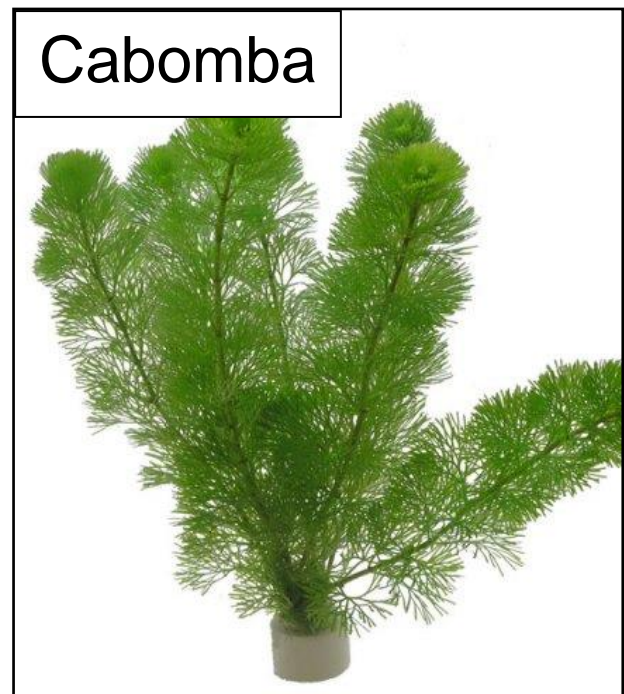
- Plant cards found at the bottom of this lesson
- It is helpful if plants in your garden are labeled, but it isn't absolutely necessary.

Activities:

1. Review the Venn Diagram that was created when you explored the similarities and differences of the woodland plants to the water plants.
2. Tell students they are going to be scientists again to explore our garden.
3. Show students the plant cards with the photos of the plants they have been studying.
4. Have students glue all four cards in their science notebooks placing one card on each page. (2 of you are using standard sized pages)
5. Their task: Explore the garden with one card at a time. Find a plant that has something the same as the plant on the card. (It could be a characteristic of the plants or a need of the plants.)
6. Students should record their findings in their science notebooks. They can write down the name of the garden plant if it is available and sketch it. Then they can write how the plants are similar and how they are different.
7. Complete the task for each card.
8. Video on comparing plants using a Venn Diagram:
<http://lightupeducation.com/organism.html> click on "Venn Garden"
 and Venn Diagram for students to complete:
<http://lightupeducation.com/download/organismpage3.pdf>

Guiding Questions:

- What plant did you find?
- How are the plants alike?
- What do they both need in order to live and be healthy?
- What are some differences between the plants?
- How are they both cared for?
- Could either of these plants grow in a natural habitat without help from humans?



Pine

