**Kindergarten Science Unit Organizer**

**Plants and Plant Growth**

**Kindergarten…..Horton, Shockley, Trout**

**Summary**

The students will understand that plants are living things and make their own food. They will learn the basic parts of a plant. That flowers and seeds serve as food for plants and animals, including humans. Two types of plants are deciduous and evergreens.

**The Big Idea**

Plants are living things that use light to make their own food.

**Colorado State Standards:**

**Plants and Plant Growth**

**SC K.2.1** Organisms can be described and sorted by their physical characteristics

**SC K.3.1.d:** Investigate and communicate the effect of varying heat and light on the growth of plants

through a scientific study

**Two Kinds of Plants**

**SC K.2.1.a:** Sort a group of items based on observable characteristics

**SC K.2.1.b:** Communicate and justify an evidence-based scientific rationale for sorting organisms into categories

**SS K.1.2.a:** Order sequence information using words. Words to include but not limited to past, present, future, days, weeks, months, years, first, next, last, before and after

**SS K.1.2.c :** Explain why knowing the order of events is important

**Colorado Common Core State Standards:**

**RLK.1** With prompting and support, ask and answer questions about key details in a text.

**RIK.2** With prompting and support, identify the main topic and retell key details of a text.

**RLK.4** Ask and answer questions about unknown words in a text.

**RLK.10** Actively engage in group reading activities with purpose and understanding.

**SLK.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**WK.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**WK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Core Knowledge Unit:**

1. What plants need to grow
2. Sun
3. Soil
4. Water
5. Air
6. Basic parts of a plant
7. Seed
8. Roots
9. Stem
10. Branch
11. Leaf
12. Plants make their own food
13. Flower and seeds: seeds are food for plants and animals
14. Two kinds of plants
15. Deciduous
16. Evergreen

**Previous Unit:**

N/A

**Prior Knowledge**

Pre-School

Plant characteristics, plant needs and their development

**Next Unit**

Animals and their needs

**What Students Will Learn in Future Grades**

**Grade 1:**

N/A

**Grade 2:**

Life Cycles

\*reproduction in plants

**Cross Curricular Links**

Language Arts

\*Poetry…..”Mary, Mary Quite Contrary”; “Roses are Red”

\*Fiction and Tall Tales…..Johnny Appleseed

\*Sayings and Phrases….”Great Oaks from Little Acorns Grow”,

“April Showers bring May Flowers”

Visual Arts

\*Paul Gauguin, *Tahitian Landscape with a Mountain*

Music

\*”The Farmer in the Dell”; “Here We Go Round the Mulberry Bush”; “Oats, Peas, Beans and Barley Grow”; “One Potato, Two Potato”

Science

\*Biographies….George Washington Carver

**Additional Resources**

For Teachers:

\*Trees: Trees Identified by Leaf, Bark and Seed, by Steven M.L. Aronson

\*Seeds: Pop, Stick, Glide, by Patricia Lauber

For Students:

\*The Carrot Seed, by Ruth Krauss

\*Jack’s Garden, by Henry Cole