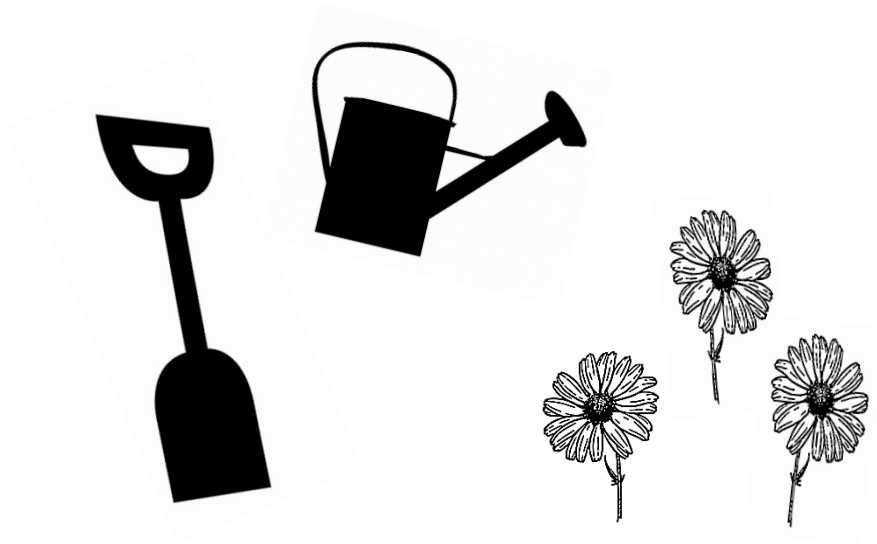


**TEACHING LITERACY IN TENNESSEE: UNIT STARTER
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 1 ELA UNIT CONNECTED TO LIFE SCIENCE**

Gardener's Notebook



This Notebook Belongs To:

Daily Task 1

Directions: 2nd graders at our school are learning about life cycles of animals. You will share with them what you have learned about plant life cycles so that they can make connections to what they are learning. Draw the life cycle of a plant. Then, write an informative paragraph about the stages in a plant's life cycle. In your paragraph, be sure to:

- name the topic;
- supply some facts about the topic;
- provide a sense of closure; and
- use specific vocabulary from our text.

A large empty rectangular box with a thin black border, intended for a student to draw a plant's life cycle and write an informative paragraph.

Daily Task 2

Directions: A local nature center has asked you to create a sign for their new exhibit on the parts of plants so that visitors can learn about the plant display. Draw and label a plant's structures including the stem, leaves, flowers, buds, pods, and pollen. Then, write an informative paragraph describing how the plant's structures work together to help it grow. In your paragraph, be sure to:

- name the topic;
- supply some facts about the topic;
- provide a sense of closure; and
- use specific vocabulary from our text.

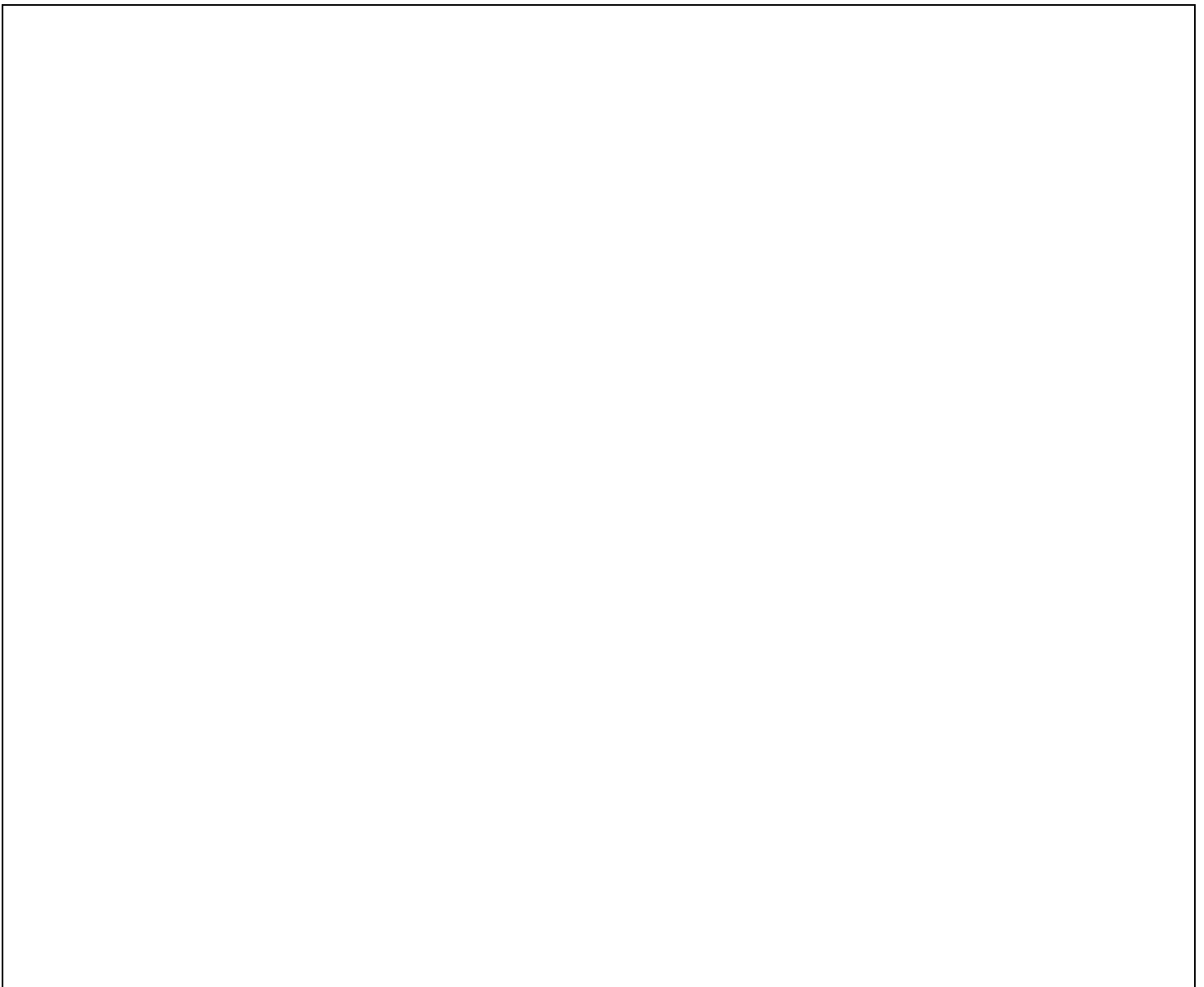
A large empty rectangular box with a thin black border, intended for a student to draw a plant and write an informative paragraph as described in the directions above.

Daily Task 4

Directions: The text demonstrates to us how the seasons helped support the growth of the seed into a dandelion. Write a narrative that continues the story of the frightened little seed who, at the end of the story, was encouraged by the dandelion. We will put all of our stories together to make a class book to share at parent night. In your narrative, be sure to:

- describe the actions, thoughts, and feelings of the little seed as it is carried far away to develop into a plant;
- use time-order words to tell what happens;
- describe how the wind, rain, and sunshine helped the seed to grow into a healthy, full-grown flower;
- using your knowledge of the seasons, explain when this help from nature happens; and
- incorporate our unit vocabulary in your writing.

Draw a detailed illustration to accompany your narrative.



Daily Task 5

Directions: World News Kids magazine has contacted you to do a feature article about trees. They want you to describe how the structures of a tree work together to help it survive. In your article, be sure to:

- name the topic;
- supply facts about the topic;
- provide a sense of closure;
- use vocabulary from our unit in your article;
- include a detailed illustration of a tree and label its structures.

Daily Task 7

Directions: Eliza Wheeler has asked you to continue her story about one of Miss Maples' seeds. Pretend you are one of the seeds. Miss Maple has just released you to go out on your own. Write a narrative describing your journey to become planted. Be sure to include:

- how you traveled (wind, water, animal);
- where you landed;
- how you survived once you got there;
- include details to describe your actions, thoughts, and feelings;
- time-order words to signal event order;
- words and phrases to describe your experiences; and
- some sense of closure.

Daily Task 8

Directions: Students have their own copy of the poem. They number each line (1-15). The teacher will chart the poem for all students to see during the reading. The poem will be read in its entirety several times before students begin the daily task.

Lines 1-5: Teacher led

- Reread lines 1-5 and complete question sequence for these specific lines
- Model how to illustrate this stanza and write a sentence describing the meaning of the stanza into your own words. Example: The wind helps the seeds travel through the air by the wind.

Lines 6-9: Partner

- Reread lines 6-9 and complete question sequence for these specific lines
- Student pairs illustrate this stanza and write a sentence together describing the meaning of the stanza into their own words. Example: The seeds fall to the ground and get buried under the soil.

Lines 10-15: Independent

- Reread lines 10-15 and complete question sequence below for these specific lines
- Students work independently to illustrate this stanza and write a sentence describing the meaning of the stanza in their own words. Example: The seeds sprout and the roots grow down in the soil to get water and nutrients for it to grow.

End of Unit Task

Directions: Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to demonstrate that you are an expert on parts of plants and their life cycles and could help them thrive in her nursery. In your application, there will be a few questions that help you demonstrate your knowledge about plants, their structures, and their predictable life cycle. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.

To complete your application, be sure to:

- draw with specific detail and use academic language;
- explain characteristics of seeds and how they become plants;
- describe why it is important that plant parts work together; and
- use unit vocabulary to support your answers.

To prepare for your interview, consider the following:

- Why do plants need different parts and structures?
- What is the life cycle of a plant?
- How are these life cycles predictable?
- Why do we depend on plants?

**Green's Garden Depot: Employment Application
Applicant Information**

Full Name: _____ **Date:** _____

Address: _____

City

State

ZIP Code

Phone: _____ **Email** _____

It is important for all of our volunteers to be very knowledgeable about plants and how they grow. Please complete the following questions to show us how much you know about plants.

Draw and label the parts of the plant.

Explain how seeds become plants. Make sure you explain what characteristics seeds have to help them get planted to germinate.

Why is it important that the parts of a plant work together to keep it alive?

Signature:

Date:

Peer to Peer Interview Questions

Students use these questions to do a mock interview with each other. The interviewer holds these questions while the interviewee responds to each of the questions verbally. After you practice your questions together, write your responses below.

Do plants need all of their parts? Why?

Summarize the life cycle of a plant.

How are plants' life cycles predictable? Why is this important for farmers?

Why do we (people, animals, etc.) need plants?
