

Project Essential Question

How can I use my body and voice to communicate the parts of a plant and each part's function?

PROJECT DESCRIPTION

In this project, students will have a blast dramatizing the various parts of plants using their bodies and voices. They will engage in research of various plants in various climates around the world. Then students will role play in small groups as different parts of the plant: root, stem, leaves, and flower. Students will create tableaux that illustrate the relationships of the plant parts. By exploring the function of their part, they can understand cause and effect. What would happen if the plant did not have all of its parts intact? Students will engage in writing monologues from the point of view of their plant part character. Suggested children's literacy is also included in this project to make the science and writing pervasive in ELA instruction.

LEARNING TARGETS

"I Can..."

- Examine the parts of a plant and each part's function
- Create a tableau that represents all of the parts of a specific plant
- Communicate the functions of the parts of a plant in the form of a character monologue

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● How can I use my body and voice to communicate the parts of a plant and each part's function?

STANDARDS

Curriculum Standards	Arts Standards
<ul style="list-style-type: none"> • S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals. <ul style="list-style-type: none"> A. Develop a model to identify the parts of a plant- Root, stem, leaf, and flower. <ul style="list-style-type: none"> • W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	<p>TAES1.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play.</p>

Project 1 of 3

Approx. Duration of Project: 2 days

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● Root ● Stem ● Leaf ● Flower ● Plant ● Function ● Nutrients ● Water ● Light 	<ul style="list-style-type: none"> ● Tableau: a frozen picture dramatizing a concept or story ● Body Levels: creating body shapes on different planes including a high level, mid level or a low level ● Body Shapes: using your body to create a closed or open shape using body parts ● Body Relationships: establishing a relationship between characters through body shapes, posture, levels and eye contact ● Monologue: a speech spoken by a character in a story ● Diction: speaking crisp and clear words ● Projection: speaking loudly by engaging the diaphragm

TECHNOLOGY INTEGRATION

<ul style="list-style-type: none"> ● The students will use the computers and other resources such as www.pebblego.com to research the parts of a plant. ● https://www.flocabulary.com/unit/parts-of-a-plant/ ● https://jr.brainpop.com/science/plants/partsofaplant/
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ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Teacher will observe the students working in small groups portraying the parts of the plants in their rehearsal. ● Teacher will check for understanding through questioning and reviewing student written monologues. 	<ul style="list-style-type: none"> ● Rubric for informative monologue ● Post test

MATERIALS

Project 1 of 3

Approx. Duration of Project: 2 days

- Space for movement
- Smartboard for technology
- Paper and pencil
- Books on parts of the plants (Recommended text: ***Parts of a Plant*** by Bruce Larkin)
- Computers or tablets

Activating Strategy (5- 10 min)

- Teacher will conduct a whole group physical warm-up with students. Tell students that students will be physically making body shapes that represent the different parts of a plant. Students can start on a low level by being the **root**. Then, they can move into creating a high body shape of the **stem**. Then they will become the **leaf** and finally, the **flower**. The teacher should remind students that the plant parts may not all look exactly the same depending on what kind of plant we are creating.

Main Activity**PROCESS:** Parts of a Plant

PART 1: Group Work Present the Gallery Walk: Plants Around the World (SEE DOWNLOADS) to students analyzing various plants. The students will see different types of plants beyond the flower. They should recognize that while all plants look very different, they all have the same basic parts.

- Place students into small groups of four and direct them to build a tableau of one of the plants we observed during the Gallery Walk. Whether the teacher pre-assigns specific plants to groups or allows the students to choose, is at the teacher's discretion.
- Before small groups begin working, review the definition of tableau. A tableau is a frozen picture that uses levels and body shapes to represent something. A tableau does not move or make sound. Each student in the small group should become a different part of their plant. Together, the group should become a tableau of the plant as a whole. Each student embodies a different plant part. The teacher should point out how different the tableaus look from one another other.

PART 2: Research

- Next, the teacher will review the function of each part of the plant through a flipchart.
- Within each group, students will be given the opportunity to research one part of the plant. They will be responsible for learning about that function of that part. The students should use resources such as books and computers to find out why their assigned part is important. The teacher can also choose to model the research process using a graphic organizer and conducting research whole group.

Part 3: Student Writing The students will reflect on the lesson by writing a monologue from their plant part character's point of view. Within the monologue the students should demonstrate their knowledge of the importance of their part. They need to explore cause and

Project 1 of 3

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effect by writing about what would happen if the plant didn't have their specific part.

REFLECTION**Reflection Questions**

- Why is it important that all the parts are included in a plant?
- What would happen if a plant didn't have roots?
- What would happen if a plant didn't have the stem, or leaf?
- What is something new that you learned from your research?
- If we did this activity again, what would you do differently?

DIFFERENTIATION

BELOW GRADE LEVEL: Whole group research, work with partners to complete graphic organizers, include word bank on graphic organizer. Utilize sentence starters for monologue. Include a visual word wall in the room for students to reference.

ABOVE GRADE LEVEL: Conduct solo research, and create monologue based on independent research.

EL Students: (ELP=English Language Proficiency)

- Preview the key vocabulary with pictures shown beside each word on an anchor chart, word wall, and flashcards:
- Point to the picture, and have the student say each word. This may be done in small group the day before the unit begins. The ESOL teacher may meet with students who are lacking the basic vocabulary for additional practice before starting the unit.
- During research, graphic organizers may be differentiated based on students' ELPs.

ELP 1-2

Option 1: Provide students with short article/book with picture support to use for research. Give them a cloze version of the graphic organizer where they may fill in one word per sentence to complete their research.

Option 2: Pair students with peers possessing higher ELPs who may model completing a graphic organizer with less English scaffolding.

Option 3: Instead of writing research, allow students to cut and paste different facts (with picture support) into appropriate portions of the graphic organizer.

ELP 5-6 Provide simple edits to peers' writing. Source: (WIDA Can Do Key Uses Gr1, pg. 9)

Project 1 of 3

Approx. Duration of Project: 2 days

- Part 3: Monologue

ELP 1-2 Allow students to draw and label three pictures to accompany their monologue instead of writing sentences (first picture=plant part, second picture=importance, third picture=what would happen if it disappeared).

ELP 3-4 Use sentence starters to assist students with writing:

"I am a _____. I am important because I _____. If I disappeared, the plant would not be able to _____."

ADDITIONAL RESOURCES**SUGGESTED BOOKS:**

- *The Tiny Seed* by Eric Carle
- *The Carrot Seed* by Ruth Krauss
- *From Seed to Plant* by Gail Gibbons

APPENDIX

- Rubric for Project 1
- Gallery Walk: Plants from Around the World
- Parts of a Plant: Visual Aid

CREDITS

U.S. Department of Education




Arts in Education--Model Development and Dissemination Grants Program




Cherokee County (GA) School District and ArtsNow, Inc.

Ideas contributed and edited by:

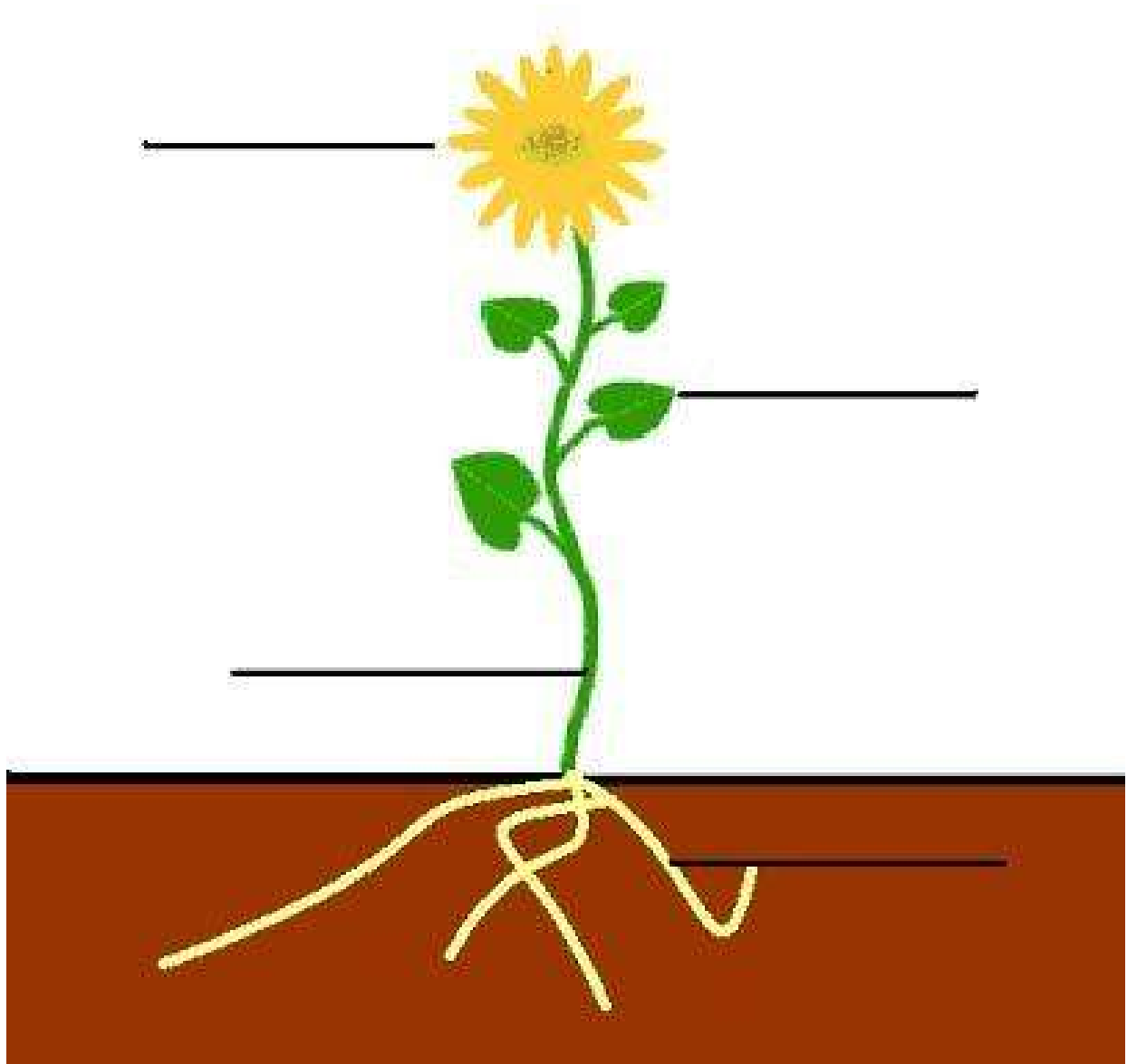
Karisa Walker, Sarah Munroe, Rachel McQueen, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen

Starring Parts of the Plant! Rubric

CHECKLIST			
My tableau included all four parts of the plant. We used our bodies to create clear body levels, body shapes and relationships.			
I accurately researched my plant part and my understanding of its function was clear through my writing and performance.			
I using complete sentences and organized my ideas clearly to create a monologue for my plant part. There was an opening sentence, key details and a closing sentence.			
I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together.			

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Plant Parts: Visual Aid



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