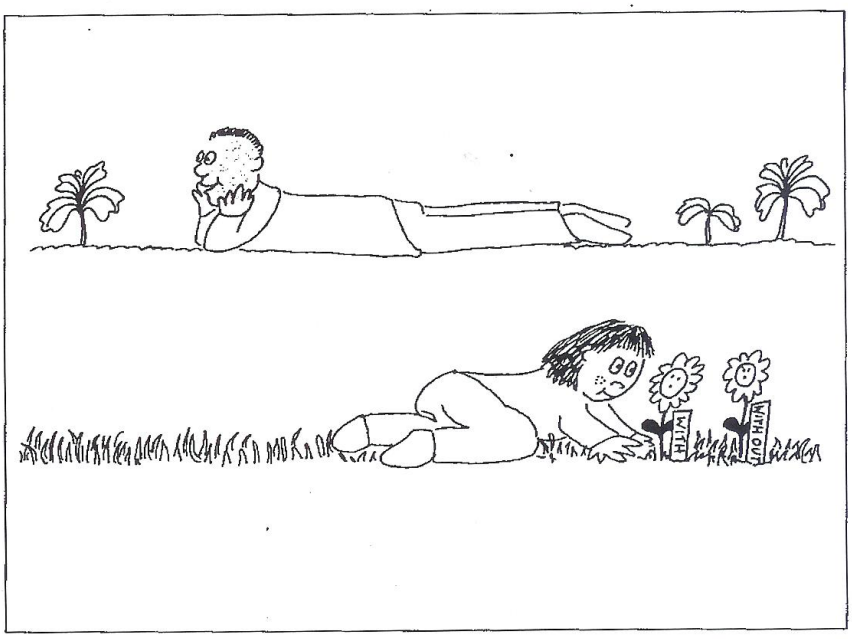
2nd Grade 3rd Week Spring – use lab sheet started with "Scientists at Work"

Plant Reporters

In this postassessment activity, students collect and record the final data on their project and discuss what they have learned.



Indoor and Outdoor

Time
30 minutes

Related Subject
Art
Language Arts

Process Skills
Communicating

Materials
For the Class:
- Questions We Have about Plants Poster, from Plant Detectives lesson
- a camera (optional)

For Each Student:
- My Plant Journal from previous lessons
- crayons

Outcome

Students demonstrate what they have learned about the characteristics of plants and what resources plants need to grow.

For the Teacher

In this activity you will be assessing what students have learned in this unit about the needs of plants and about the Guess-Test-Tell method. As you review the assumptions students made at the start of the unit, some may be embarrassed by obvious errors. Reassure them. Every scientist has made assumptions that later proved to be incorrect. That is what the scientific method is all about: having a belief, testing it, and, if necessary, changing it. Students should never be afraid to make mistakes. Nor should they hesitate to change their minds as they gather additional information. Correcting mistakes and revising ideas is what science—and learning—is all about.

Getting Started

Review what students have learned about plants.

What are seeds? What are plants? What do they need to grow? How can you test what plants need?

Action

1. Have students, working in pairs, turn to p. 8 in their copy of My Plant Journal. Ask them to draw their plants, to measure each with the ruler, and to count branches and leaves.

2. Ask each pair to share its journal with another pair. Then have groups contribute to a class discussion about plants and how they change as they grow.

Assessment

Review the list of "Questions We Have about Plants."

Do we know the answer now to this question? To this question? How did we find the answers? Review the list of "Plant Needs." **Should we add anything? Should we take anything off the list? Why? What have we learned about what plants need? What have we learned about how plants change?**

Digging Deeper

- If appropriate, transplant seedlings to the garden, or send them home with students along with their Plant Care Plan.
- Share a newspaper or magazine gardening column with the class.
- Encourage students to role-play television reporters and plant scientists being interviewed about the class experiments.
- Ask students to bring in photographs of plants from magazines and use them to make a collage about what plants need.

Teacher Reflections

- Did students' explanations show that they understand that plants are alive and need certain resources to survive?
- Did partners listen to and acknowledge each other's descriptions?
- Do students need more practice reflecting on and communicating what they have learned?
- Can you encourage students by modeling good communication skills?