

Weekly Checklist

***This is a suggested timeline. Please work at your students' own pace.**

	Reading	Math	Optional Work
TUE 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Measure & Record</i> <input type="checkbox"/> <i>Line Plot Data</i>	<input type="checkbox"/> Squiggle Story Parts of Plants & Plant Life Cycle: <input type="checkbox"/> Bulb & Vase activities <input type="checkbox"/> Journal germination growth
WED 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Search & Count Data</i>	<input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Parts of Plants & Plant Life Cycle: <input type="checkbox"/> Label parts of a Plant <input type="checkbox"/> Journal germination growth
THU 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Assessment</i> <input type="checkbox"/> <i>Optional math fluency</i>	<input type="checkbox"/> Picture of the Day Parts of Plants & Plant Life Cycle: <input type="checkbox"/> Plant Life Cycle <input type="checkbox"/> Journal germination growth

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

Irregular Word Reading:

Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. As you slide your finger, read the word out loud to your student. Point to the word again and slide your finger underneath it as your student now reads the word out loud. Next, you will tap under each letter and your student will spell the word. Repeat the first step by having your student read the word a second time.

Irregular Word Reading Continued:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Sound Spelling Review:

Your student is going to practice saying sounds. Point to a spelling, have them say the sound in their head. You will then tap under the spelling and your student will say the sound out loud.

Regular Word Reading:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Dictation:

Your student is going to practice writing words. Select no more than 4 words from the Regular Words list. You will say the word out loud (without a visual example) and your student will write the word down on the dictation page.

learning	surprised	there	without
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Irregular Word Reading

You're going to learn to read **new words** using *say-it, spell-it, say-it*.



*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].

2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.

3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.

4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

• Word Error: **My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

learning	surprised	there	without
though	write	earth	here
brothers	brown	coming	down

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- 1. My turn.** Use the signal for each word.* Model until students are successful with the routine.
- 2. Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 3. Let's do some individual turns.** I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.



*Signal for each word

1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the *say-it, spell-it, say-it* steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

mb	ore	kn	gn
kn_	ow	_mb	ar

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

- 1. My turn.** Use the signal for each sound-spelling. * Model until students are successful with the routine.
- 2. Your turn.** Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
- 3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud.** Call on two to three students.



*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

- 1. My turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 2. Your turn.** Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
- 3. Back up two sound-spellings and continue presenting the sounds on the chart.**

knick	gnat	numb	crumb
lamb	climbing	known	gnaw
read	happy	rewrite	overheard
knot	comb	paintings	knelt

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

- My turn.** Use the signal for each word.* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the list. Use the signal for each word.*
- Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud.** Call on two to three students.












*Signal for each word










- Touch to the left of the word.
Word?
- Wait 2 seconds for students to think.
- Slide finger under the word.















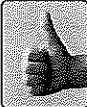

Correcting Student Errors









- My turn.** Re-present the missed word.
- Your turn.** Re-present the missed word.
- Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
- Back up two words and continue presenting the words on the chart.

								
a	b	c k _ck	d _ed	e	f	g	h_	i

								
j ge gi_ _dge	k c _ck	l _le	m	n kn_ _gn	o	p	qu_	r wr_

							
s ce ci_	t _ed	u	v	w_	_x	y_	z _s

								
a a_e ai _ay	e_e ee ea _y _ie	i_e ie igh _y	o_e oa ow _oe	u_e _ue ew	sh	wh_	th	ch _tch

							
aw au	ow ou	ir er ur	oo ew ue ou u u_e	oo	_oy oi	or ore	ar

Dictation

Practice writing words. No more than 4 regular words a day. Pick three words and write a sentence.

1.

1.

2.

2.

3.

3.

4.

4.

1.

1.

2.

2.

3.

3.

4.

4.

1.

2.

3.

Name _____

THE TRICK

A Tale from the Southwest



by Roy Lewis
illustrated by Cathy Shimmen



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School Publishers

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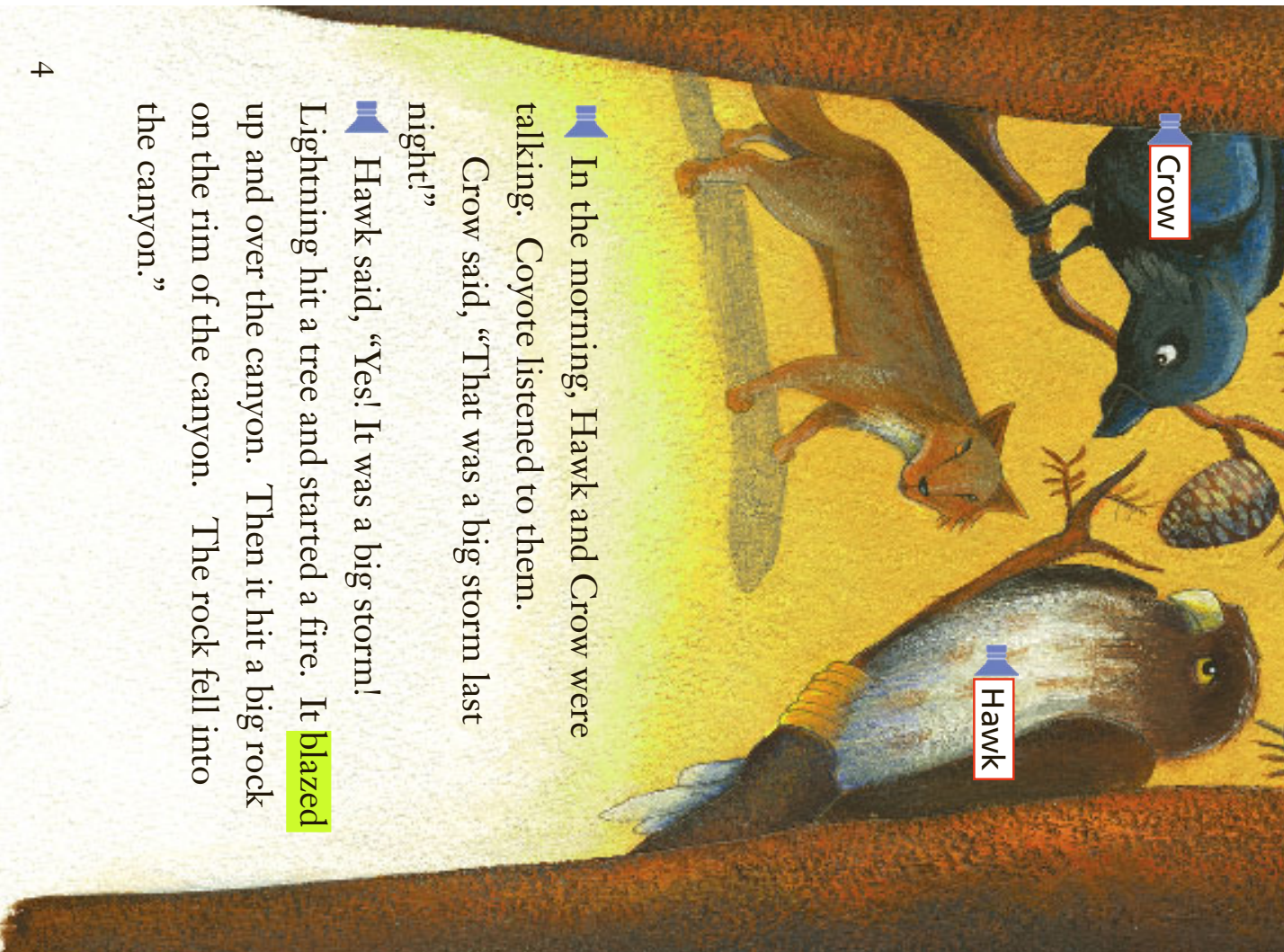
1 2 3 4 5 6 7 8 0940 1 8 17 16 15 14 13 12 11

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▶ Coyote and Rabbit did not get along. Coyote was fast and **swift**. He was smart, too. But Rabbit was faster. And Rabbit was smarter. The two animals could not live together **peacefully**. So Coyote wanted to teach Rabbit a lesson.





Crow

Hawk

▶ In the morning, Hawk and Crow were talking. Coyote listened to them.

▶ Crow said, “That was a big storm last night!”

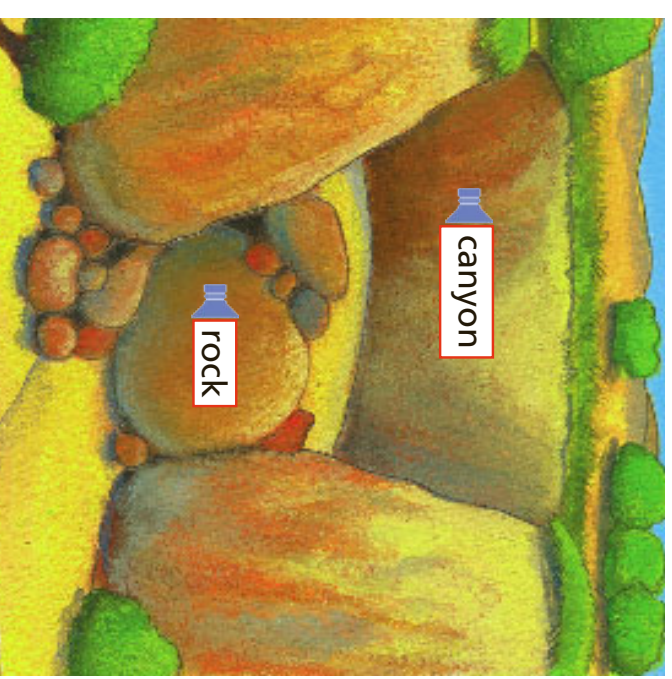
▶ Hawk said, “Yes! It was a big storm!”

▶ Lightning hit a tree and started a fire. It blazed up and over the canyon. Then it hit a big rock on the rim of the canyon. The rock fell into the canyon.”

4

▶ Crow asked, “Is that the place where the stream flows after it rains a lot?”

▶ Hawk said, “Yes. That is the place. It is blocked now. The stream is empty. The rock fell to the bottom of the canyon. So the opening is closed. So now there is only one way out of the canyon if you can’t fly.”



canyon

rock

5

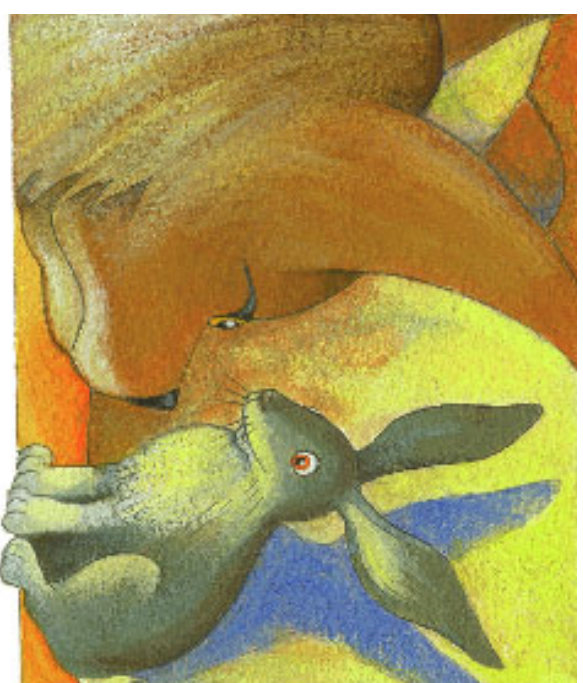
▶ Coyote had listened to Hawk and Crow. Now he was very excited. Once, he had chased Rabbit into that canyon. But then Rabbit had jumped sideways into a small hole. Coyote was too big to get in that hole.

▶ But now the hole was gone. So Coyote would try to chase Rabbit there again.

The next day, Rabbit hopped into the canyon. Coyote **flung** himself in front of Rabbit.



▶ Rabbit



▶ This time Coyote's plan worked. Rabbit did not know that the way out was blocked. He came to the place where he had jumped sideways. But the hole was blocked. There was no way for him to get out.

▶ Rabbit looked around. He saw that there was no way to escape from Coyote. Rabbit stayed calm. He said, "You are smarter than me, Coyote."

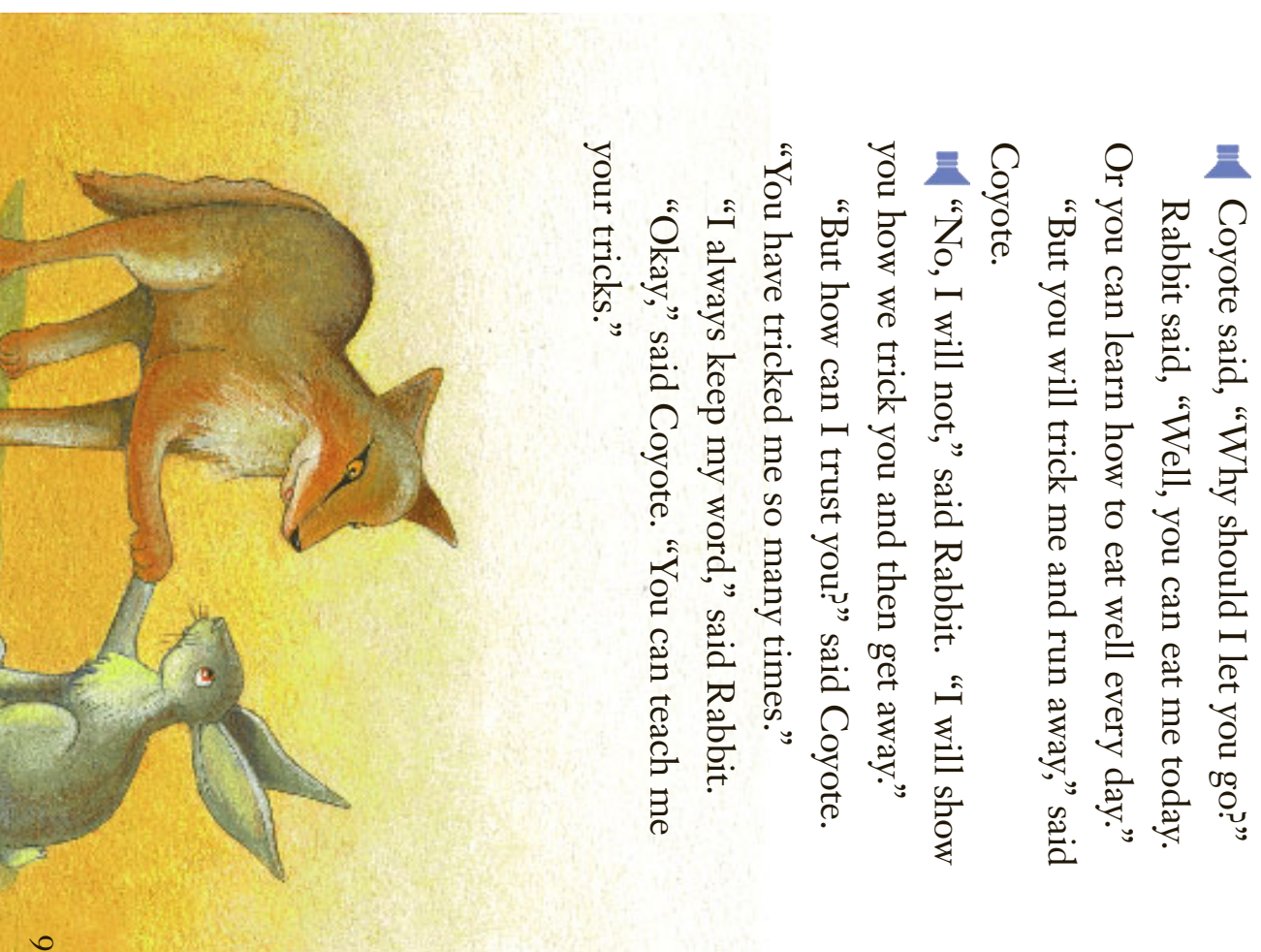
Coyote liked hearing those words. He liked to think that he was smarter than Rabbit.



▮ Rabbit said, “I have an offer for you. You did do a good job planning this trick. But you did not put the rock in my path.”

▮ Coyote knew that Rabbit was right.

Then Rabbit said, “This is my offer. If you let me go, I will teach you all our tricks. Then you can catch rabbits whenever you want.”



▮ Coyote said, “Why should I let you go?” Rabbit said, “Well, you can eat me today. Or you can learn how to eat well every day.”

“But you will trick me and run away,” said Coyote.

▮ “No, I will not,” said Rabbit. “I will show you how we trick you and then get away.”

“But how can I trust you?” said Coyote.

“You have tricked me so many times.”

“I always keep my word,” said Rabbit.

“Okay,” said Coyote. “You can teach me your tricks.”



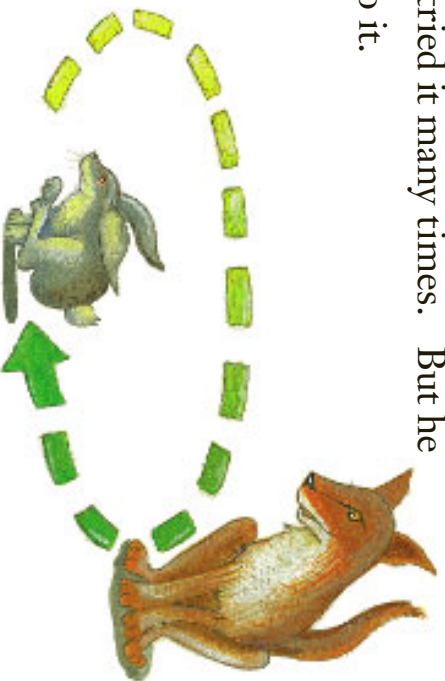
▶ Rabbit showed Coyote how to hide. He could get tangled in some bushes. Then he would not be seen. But Coyote knew this trick.

Then Rabbit showed him how to run in circles. But Coyote knew this trick, too. So Rabbit showed him how to stop quickly.

▶ But Coyote said, "I know all these tricks. Show me a new trick."

Rabbit said, "This is my best trick. It is a quick step to the side. Try it."

Coyote tried it many times. But he could not do it.



▶ Rabbit said, "Your eyes are in the wrong place."

Coyote said, "My eyes are fine!"

Rabbit said, "They are fine for a coyote. But I am a rabbit. My eyes are on the side of my head. I see well to the side. Your eyes are in the front of your head. So you cannot see to the side."



▮ Rabbit said, “Try to turn your head to the side. Then keep it there. Then you will be able to see to jump to the side.”

“It’s not very easy to do that,” said Coyote.

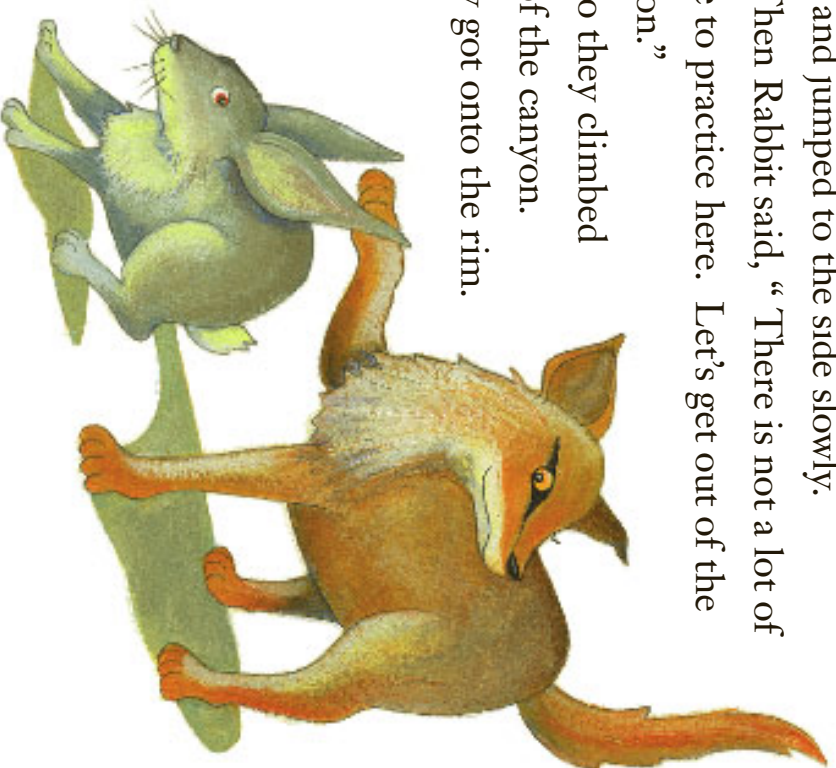
“We can practice it a few times,” said Rabbit.

▮ Coyote tried many times. He turned his head and jumped to the side slowly.

Then Rabbit said, “There is not a lot of space to practice here. Let’s get out of the canyon.”

So they climbed out of the canyon.

They got onto the rim.



▮ The animals practiced. Rabbit jumped sideways. Coyote jumped with him. He did not like holding his head to the side. He could not see where he was going. But he did want to learn the trick.

Rabbit said, “Let’s try again.”

▮ They moved along the edge of the rim of the canyon. Rabbit ran very fast. Coyote ran after him.

Then Rabbit yelled, “Get ready!”

▮ But this time Rabbit did not jump sideways. He stopped. Coyote was looking to the side. So he did not see Rabbit. Then Coyote tripped over Rabbit and fell over the edge of the canyon. He was tumbling in the air!

▶ Rabbit looked over the edge of the canyon. He saw Coyote. He was lying at the bottom of the canyon.

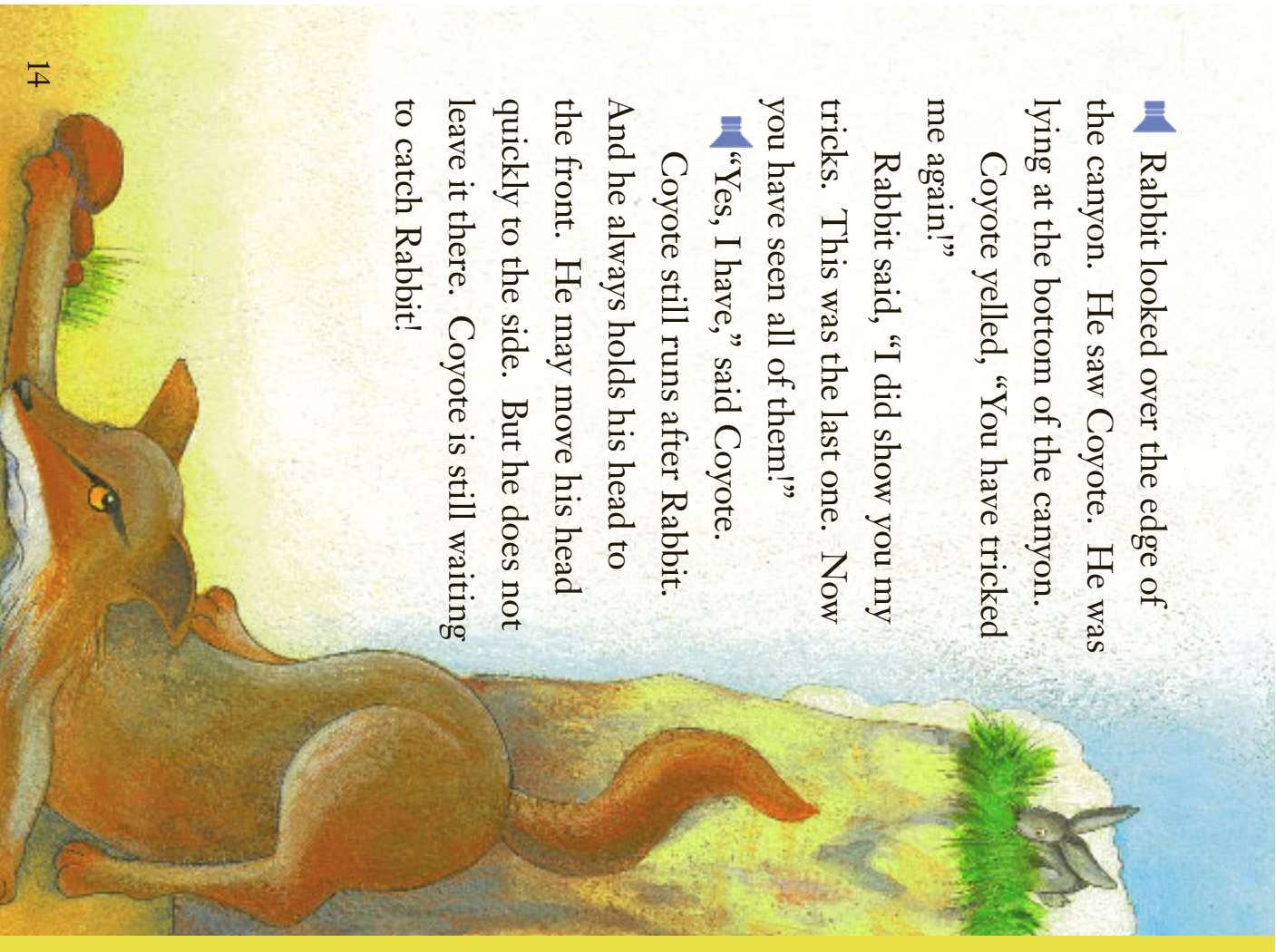
Coyote yelled, “You have tricked me again!”

Rabbit said, “I did show you my tricks. This was the last one. Now you have seen all of them!”

▶ “Yes, I have,” said Coyote.

Coyote still runs after Rabbit.

And he always holds his head to the front. He may move his head quickly to the side. But he does not leave it there. Coyote is still waiting to catch Rabbit!



Name _____ Date _____

T-Map: Cause and Effect

The Trick
Graphic Organizer 12

Title *The Trick*

Cause	Effect

Reading Strategy BINGO

Name: _____

Due Date: _____

Period: _____

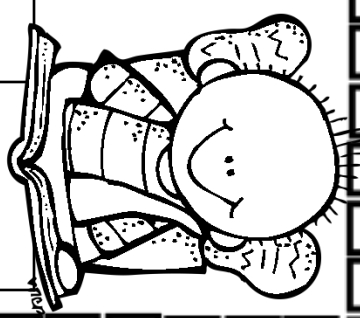
Predict	Infer	Visualize	Question
<p>Make a prediction about what will happen next in the story.</p>	<p>Make an inference about the events in the story.</p>	<p>Draw a picture of an event in the story.</p>	<p>Write a question that this story made you think.</p>
<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>
Connect	Define	Summarize	FREE CHOICE
<p>Make a connection to the story or the characters. Identify it as:</p> <ul style="list-style-type: none"> a) Text to Self b) Text to World c) Text to Text/Media. 	<p>Choose at least 2 words you do not know and define them by either context clues, or using a dictionary.</p>	<p>In 2-3 sentences, write the main ideas from the text you read.</p>	<p>Choose any of the other options and repeat it.</p>
<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>

Title: _____

Author: _____

Name: _____







Weekly Reading Log



	Book Title	Minutes Read	Tricky Words Record any words that you had trouble with while reading.	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				

Measure and Record

Measure each length below and record your data on the chart. Answer the questions about the data.

1		--- in.
2		--- in.
3		--- in.
4		--- in.
5		--- in.
6		--- in.

LINE LENGTH	NUMBER OF LINES
Less than 3 inches	
Equal to 3 inches	
More than 3 inches	

How many lines are shorter than 3 inches? -----

How many lines were equal to or more than 3 inches? -----

What is the difference between the lines that are shorter and the lines that are more than 3 inches? -----

If there were 5 more lines that were less than 3 inches, how many would there be? -----

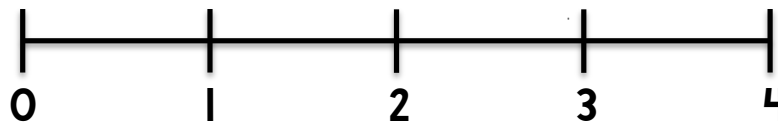
M7.L23

Line Plot Data

Use the data given to create a line plot graph. Then, answer the questions about the data below.



Crayon Length	Number of Crayons
1 inch	
2 inches	
3 inches	
4 inches	



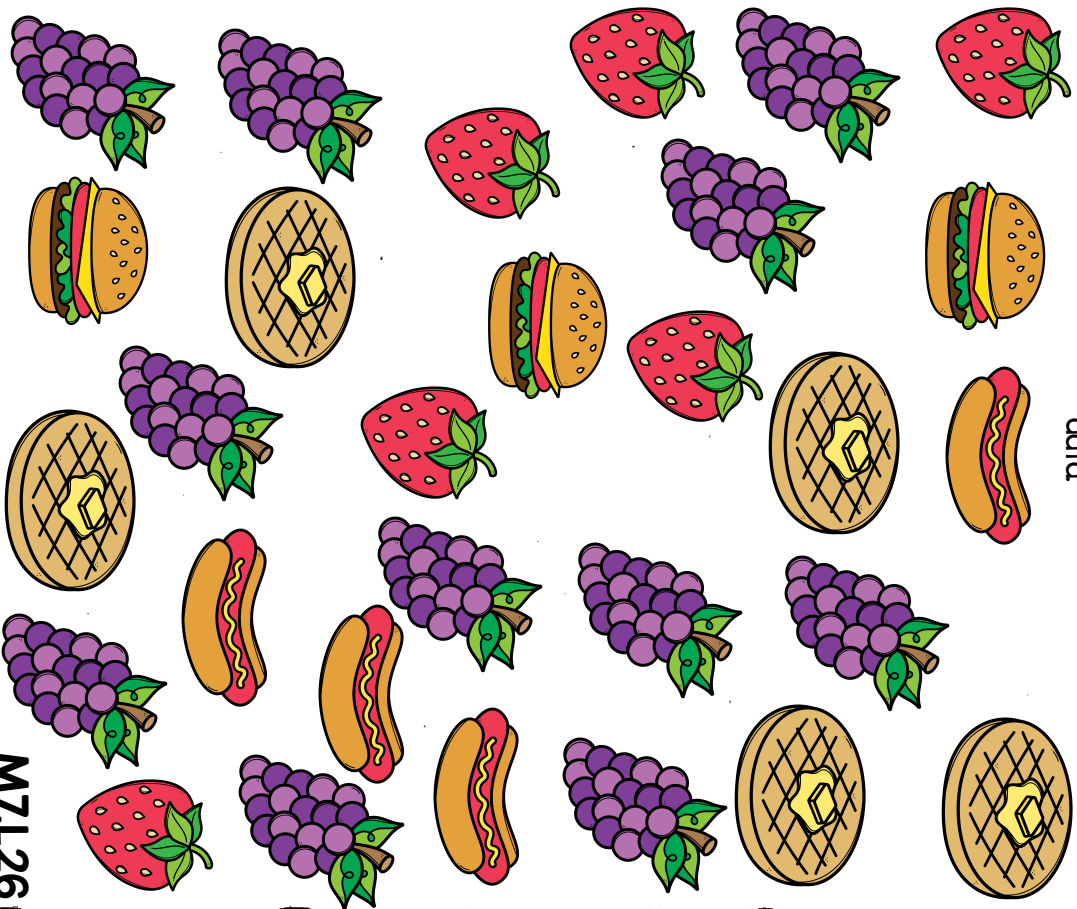
How many crayons are longer than 2 inches? _____

How many crayons are shorter than 2 inches? _____

What pattern do you see in the line plot?

Search and Count






Use the search and count recording sheet to gather data about each picture. Then, create a line plot and answer questions about the data.

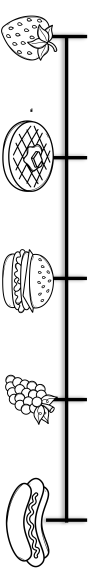


M7.L26

Search and Count Data

Use the search and count sheet to gather data. Use tallies to show data and then create line plot and answer questions.

Food	Number of Objects
	
	
	
	
	



How many items were there in all? _____

How many pieces of fruit were there? _____

What conclusions can you draw about the data?

M7.L26


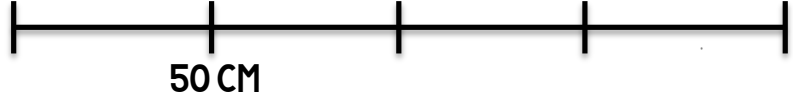
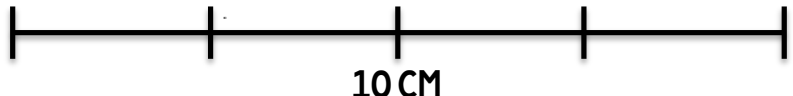
Assessment

M7.L2I-26

Name: _____

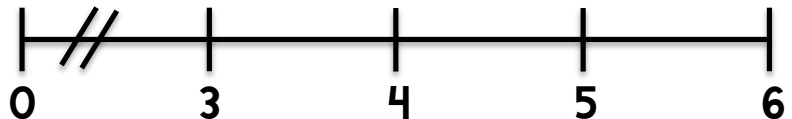
Score: _____

For each number line, one unit is the distance from one has mark to the next. Fill in the missing numbers using the information given.

EACH UNIT HAS A LENGTH OF 5 CM	
EACH UNIT HAS A LENGTH OF 10 CM	
EACH UNIT HAS A LENGTH OF 5 CM	

Use the data to create a line plot and answer the questions.

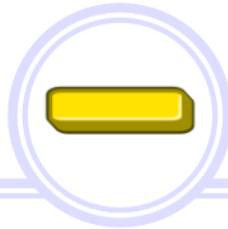
RIBBON LENGTH	NUMBER OF RIBBONS
3 inches	
4 inches	
5 inches	
6 inches	



Which ribbon length had the most? _____ least? _____

How many ribbons were there in all? _____

How many ribbons were less than 5 inches? _____



Name: _____

$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +99 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ +96 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +77 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ +63 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ +10 \\ \hline \end{array}$
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$\begin{array}{r} 12 \\ +94 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ +72 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +72 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ +57 \\ \hline \end{array}$	$\begin{array}{r} 39 \\ +85 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -59 \\ \hline \end{array}$
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$\begin{array}{r} 87 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ +58 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$
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$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ -21 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ -56 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +77 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ +29 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ +55 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ +73 \\ \hline \end{array}$
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$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ + 7 \\ \hline \end{array}$
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$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ +77 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ +48 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +98 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$
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$\begin{array}{r} 30 \\ +53 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ +85 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ +94 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ +68 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +63 \\ \hline \end{array}$
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$\begin{array}{r} 10 \\ +27 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ -56 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ +81 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ -76 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ -38 \\ \hline \end{array}$
--	--	--	--	--	--	--	--	--	--

Total: 80

Goal: _____

Complete: _____

Correct: _____

Number Patterns

What number is missing?

2, 4, 6, _____, 10, 12

Number Patterns

What number is missing?

3, 6, 9, _____, 15, 18

Number Patterns

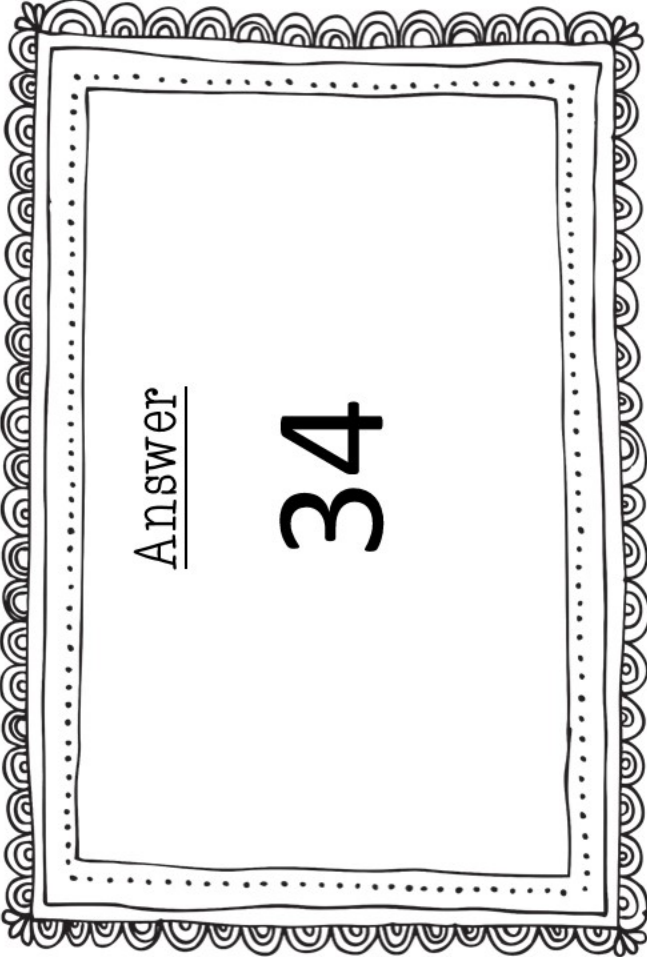
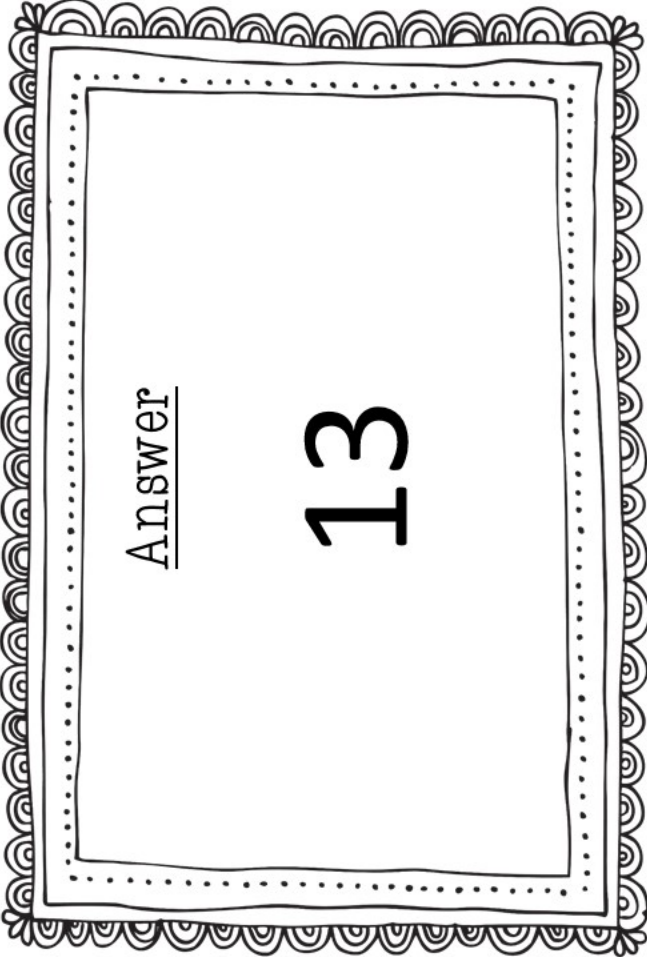
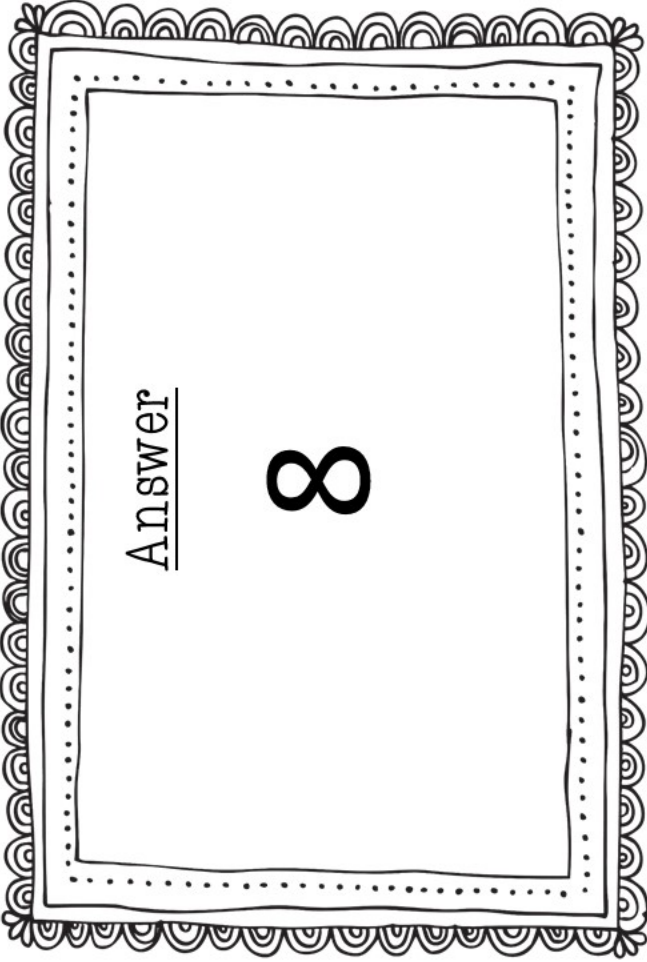
What number is missing?

11, 12, _____, 14, 15

Number Patterns

What number is missing?

33, _____, 35, 36, 37



Number Patterns

What number is missing?

9, 8, 7, _____, 5, 4

Number Patterns

What number is missing?

22, 33, 44, 55, _____

Number Patterns

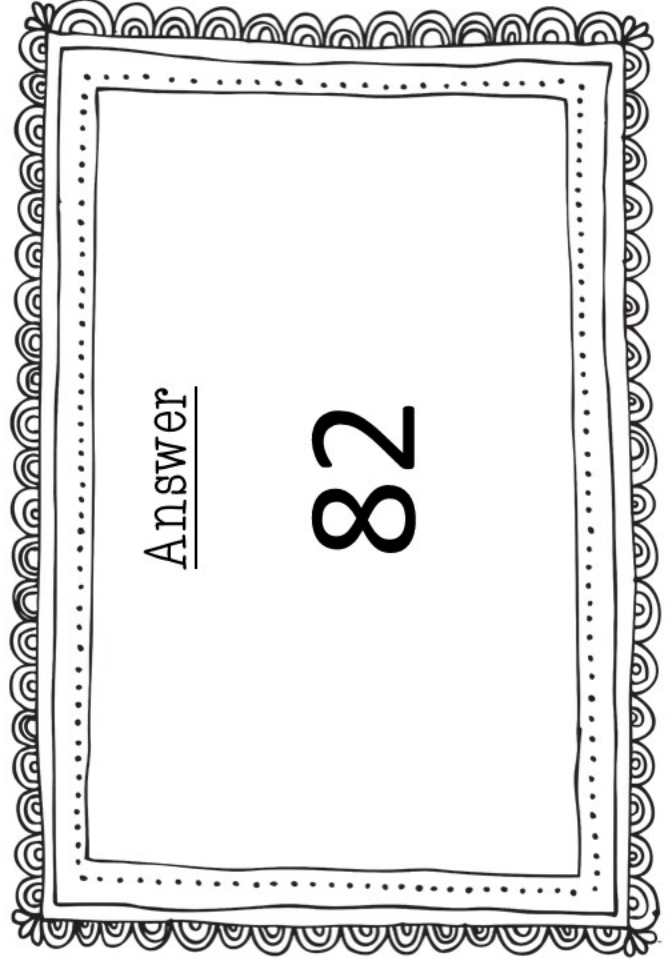
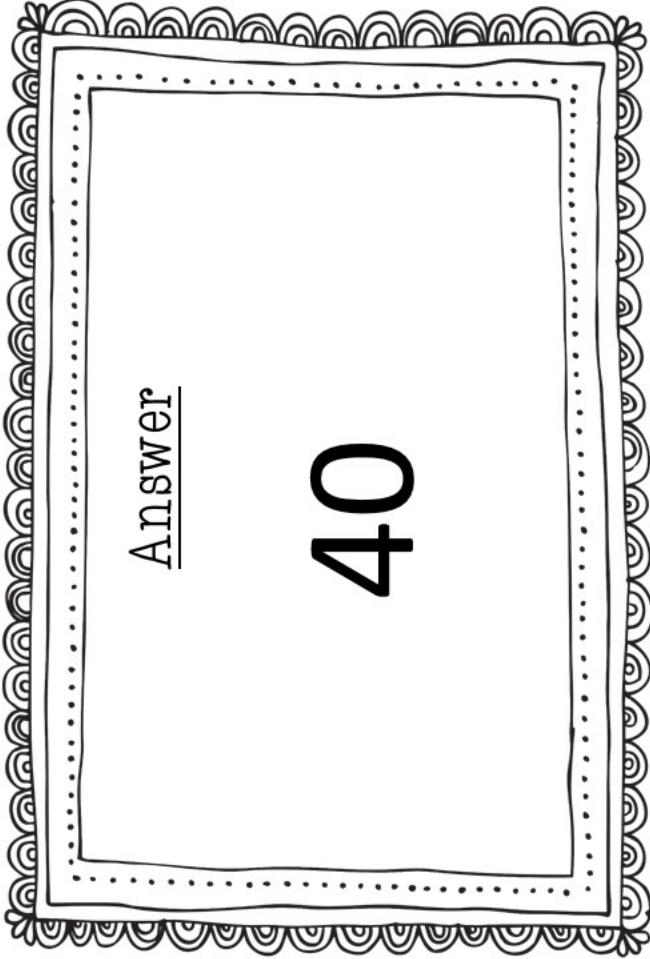
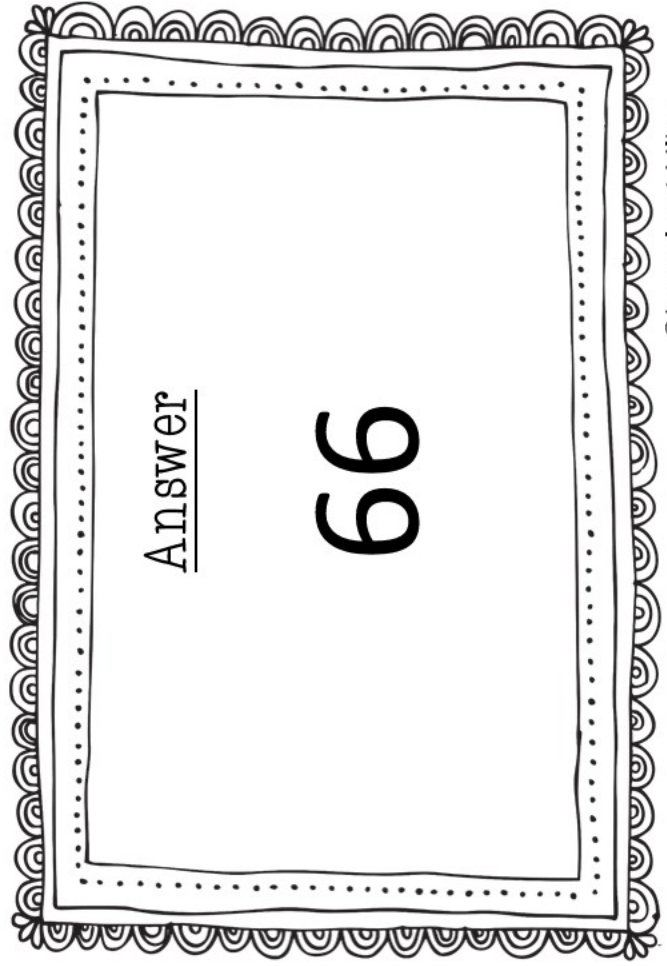
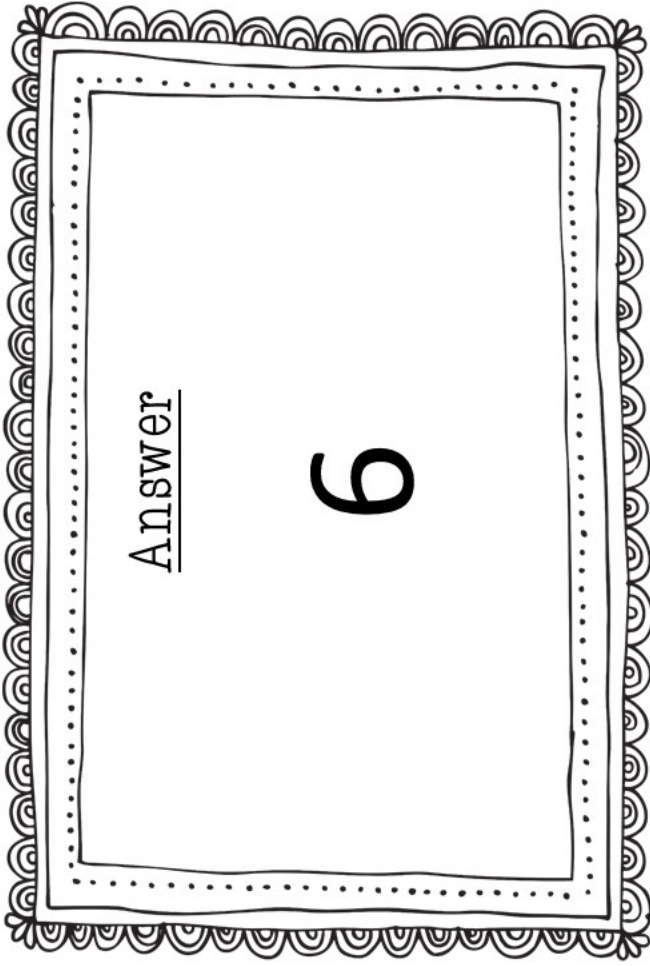
What number is missing?

30, 35, _____, 45, 50

Number Patterns

What number is missing?

84, 83, _____, 81, 80, 79




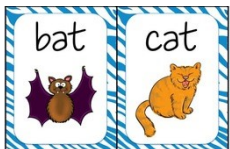

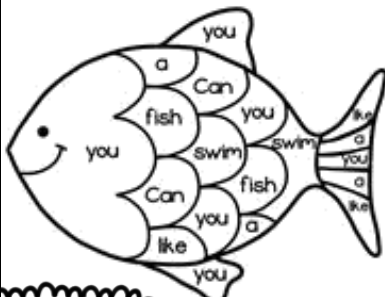

Weekly Sight Word List

Directions: Use the words on this list to complete optional activities on the Sight Word Choice board daily.

- there
- without
- away
- began
- coming
- here
- learning
- four
- earth
- down
- give
- surprised

Sight Word Choice Board

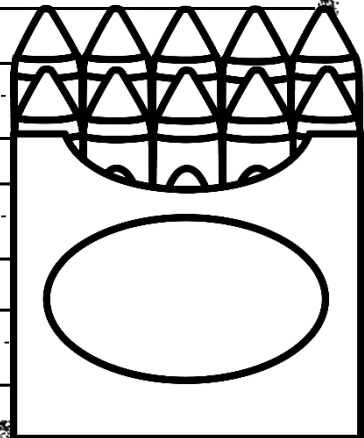
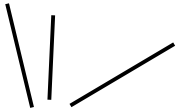
Choose one activity to complete each night - Monday through Thursday.

<p>Write this week's sight words 3 times each, with each time being in a different color</p> <p>was was was</p>	<p>Type each word 5 times, each in a different font and print.</p> <p>DOWN down down down down</p>	<p>Make a matching game (on index cards).</p> 
<p>Write a sentence using each word.</p> <p>The cat climbed <u>down</u> the tree.</p>	<p>Write as many rhyming words as you can come up with for each word.</p> 	<p>Cut out letters from newspaper/magazine to glue down to make words.</p> 
<p>Draw a picture and "hide" your words inside.</p> 	<p>Write your words with glue and use coffee, rice, etc. to make the words show up.</p> 	<p>Write your words as "bubble" words.</p> <p>That</p>

Squiggle Story

Name: _____

Directions: Draw a picture and write a 3 to 6 sentence story.



DESCRIBE & INFER with

PICTURE OF THE DAY

Weekly Assessment #7

Name:



Observations/Details:

1.
2.
3.
4.
5.

I infer

because

Information to Parents & Guardians,

This week we are moving into **Parts of Plants and Plant Life Cycle** by engaging in some fun hands-on activities. A favorite quote of mine is, “*Nothing should be given to the brain that is not first given to the hand.*” - Maria Montessori. So, with that said, in order to learn about parts of plants and their life cycle you are going to need seeds, dirt, and your hands! This unit will cover *germination, parts of the seed, parts of the plant, and the needs of the plant in order to grow through its life cycle.* To start, you can conduct a simple science experiment that includes planting seeds and observing the process of seed germination and the life cycle. You will need patience and more time than just this week. I promise you, if you have patience, next week’s packet will include more on gardening with this week’s seeds and experiments.



To begin, introduce new vocabulary: *germination, seed, roots, shoot, and seedling.* Then, you will want to see what kind of seeds you have and can germinate from home. This can include beans, corn, herbs, flower bulbs, etc. There are different methods in which you can watch your seeds that will make for lots of engagement, different observations, comparisons, and abilities to see details.

One method is with use of a clear jar:

- 1) Plant a bean or corn seed in a small clear jar along with wadded up paper towels.
- 2) Pour some water inside to make everything wet.

Another method is with a clear jar and soil:

- 1) Plant a bean or corn seed in a clear jar with soil at the bottom.
- 2) Water the soil, keeping everything damp.

If you do both, it is a great way to do a **Compare and Contrast**. Think critically, ask yourself questions about what you observed. For example, which one started the germination process faster? Or, which one grew a longer root system.

After about a week you should see a remarkable transformation. Take out the seedlings and really take a good look. **Journal** what you see!



A fun method of observation with bulbs & a glass vase:

- 1) Plant bulbs, such as Daffodil bulbs, into a glass vase. You can put shells or marbles on the bottom to allow space for the roots to grow, but it is not necessary.
- 2) Fill water up to enough to cover the bulbs.

Lastly, herbs in a ice-block maker:

- 1) Add soil to each ice-block square.
- 2) Add herb seeds to each ice-block square.
- 3) Water as needed in order to keep damp.

This is another great way to do a **Compare & Contrast** with the sizes of seeds, length of time in which it took to germinate, etc. **Journal, journal, journal!!**



During the time that it takes for the seeds and bulbs to germinate it allows for the perfect opportunity to observe and identify the parts of a plant. Attached is a worksheet your kiddo can complete as he/she learns each part. I have also included a list of books, some Mystery Science with Doug that extends the learning of plants and how they grow, as well as some links to some educational videos and songs.

Check out these videos and songs about parts of plants and their life cycles!

Parts Of A Plant | The Dr. Binocs Show | Learn Videos For Kids

<https://www.youtube.com/watch?v=p3St51F4kE8>

How Does A Seed Become A Plant?

<https://www.youtube.com/watch?v=tkFPyue5X3Q>

Look Inside a Flower! | Science Project for Kids

<https://www.youtube.com/watch?v=R9sn7HZM7uY>

The Parts of a Plant (song for kids about flower/stem/leaves/roots)

https://www.youtube.com/watch?v=ql6OL7_qFgU

Check out these books about plants and their life cycles!

Many times you can find these stories on YouTube as a read aloud. Once you find a book you like, other similar books will pop up to listen to as well.

“If You Plant a Seed” by Kadir Nelson

“The Tiny Seed” by Eric Carle

“From Seed to Plant” by Gail Gibbons

“Plantzilla” by Jerdine Nolen

“National Geographic: Seed to Plant” by Kristin Baird Rattini

“Planting A Rainbow” by Lois Ehlert

Check out the Mystery Science links below!

Mystery Science has engaging videos, easy to follow and prepped lesson plans, and hands on activities. The kids love Mystery Science! I hope you check out at least one of the following.

Mystery Science: Seed Dispersal (How did a tree travel halfway around the world?)

<https://mysteryscience.com/plants/mystery-1/seed-dispersal/84?r=7726369>

Mystery Science: Roots, Water, Minerals (Do plants eat dirt?)

<https://mysteryscience.com/plants/mystery-2/roots-water-minerals/85?r=7726369>

Mystery Science: Light, Leaves, Competition (How do trees grow so tall?)

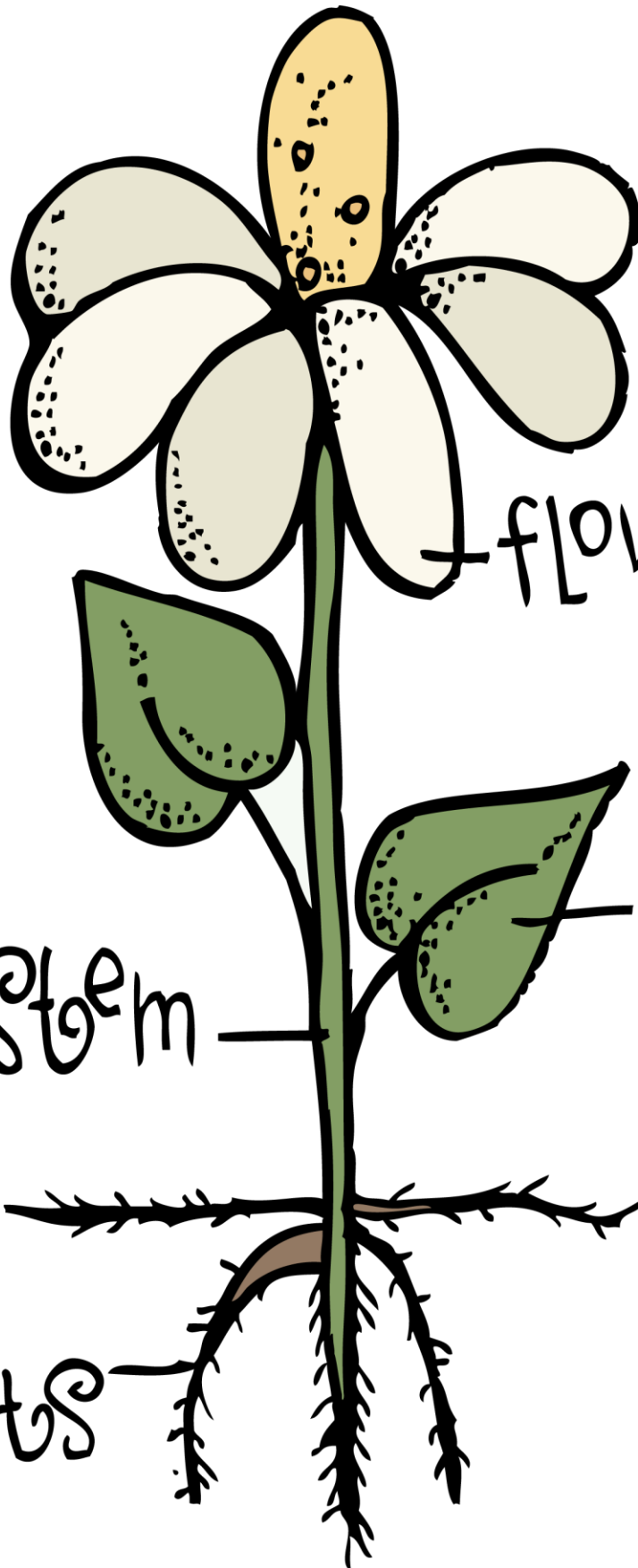
<https://mysteryscience.com/plants/mystery-3/light-leaves-competition/86?r=7726369>

Mystery Science: Plant Adaptations (Where do plants grow best?)

<https://mysteryscience.com/plants/mystery-5/adaptations-habitat/88?r=7726369>

Enjoy and Have Fun!

Parts of A Plant



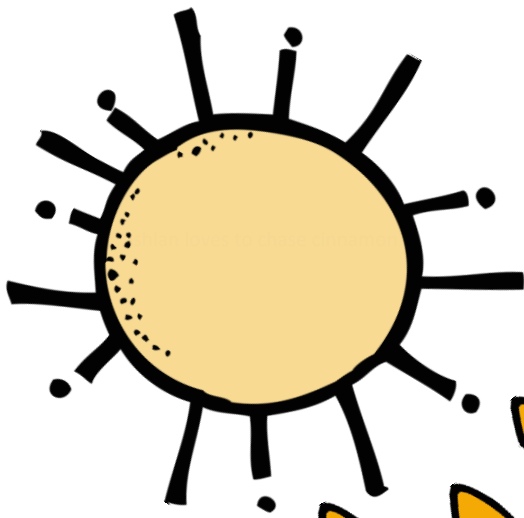
The **flower** makes seeds to continue the life cycle.

The **stem** supports the leaves and carries water, minerals, and food throughout the plant.

The **roots** anchor the plant and absorb water and minerals from the soil.

The **leaves** absorb sunlight and carbon dioxide to make food for the plant.

Photosynthesis



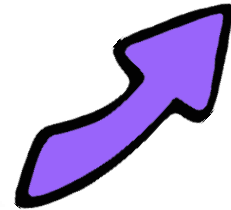
Energy



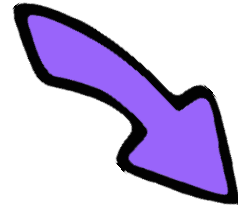
Carbon
Dioxide



Oxygen
is released



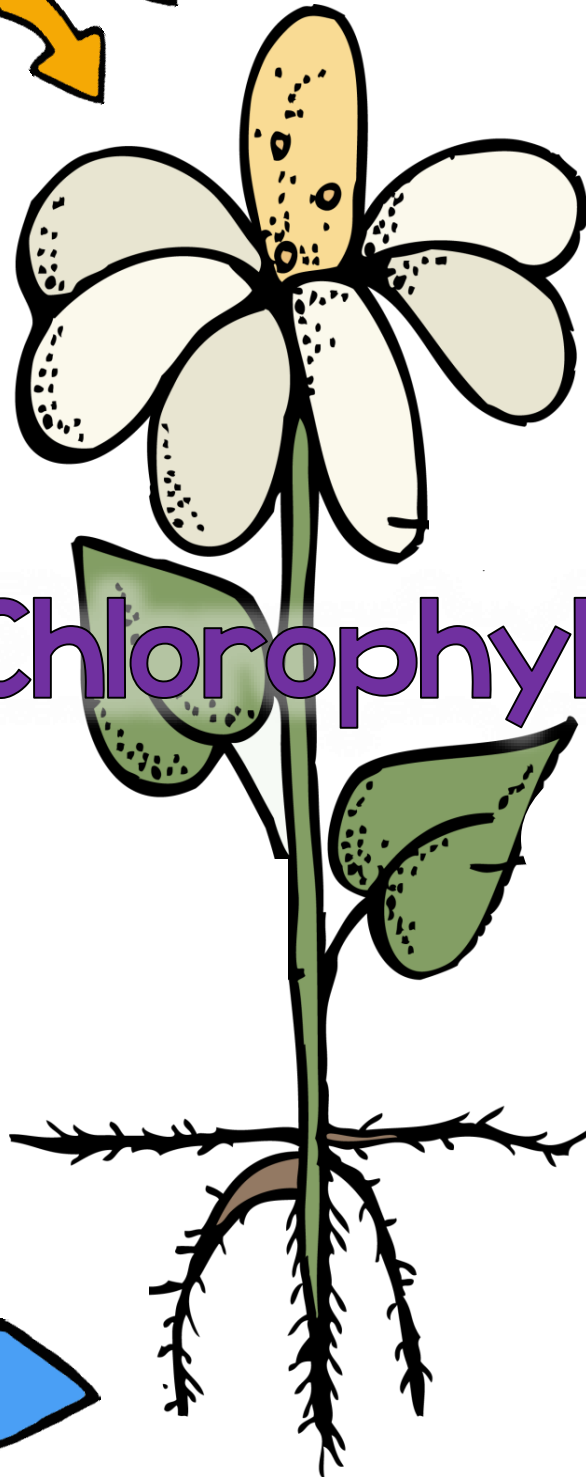
Chlorophyll



Water is
absorbed

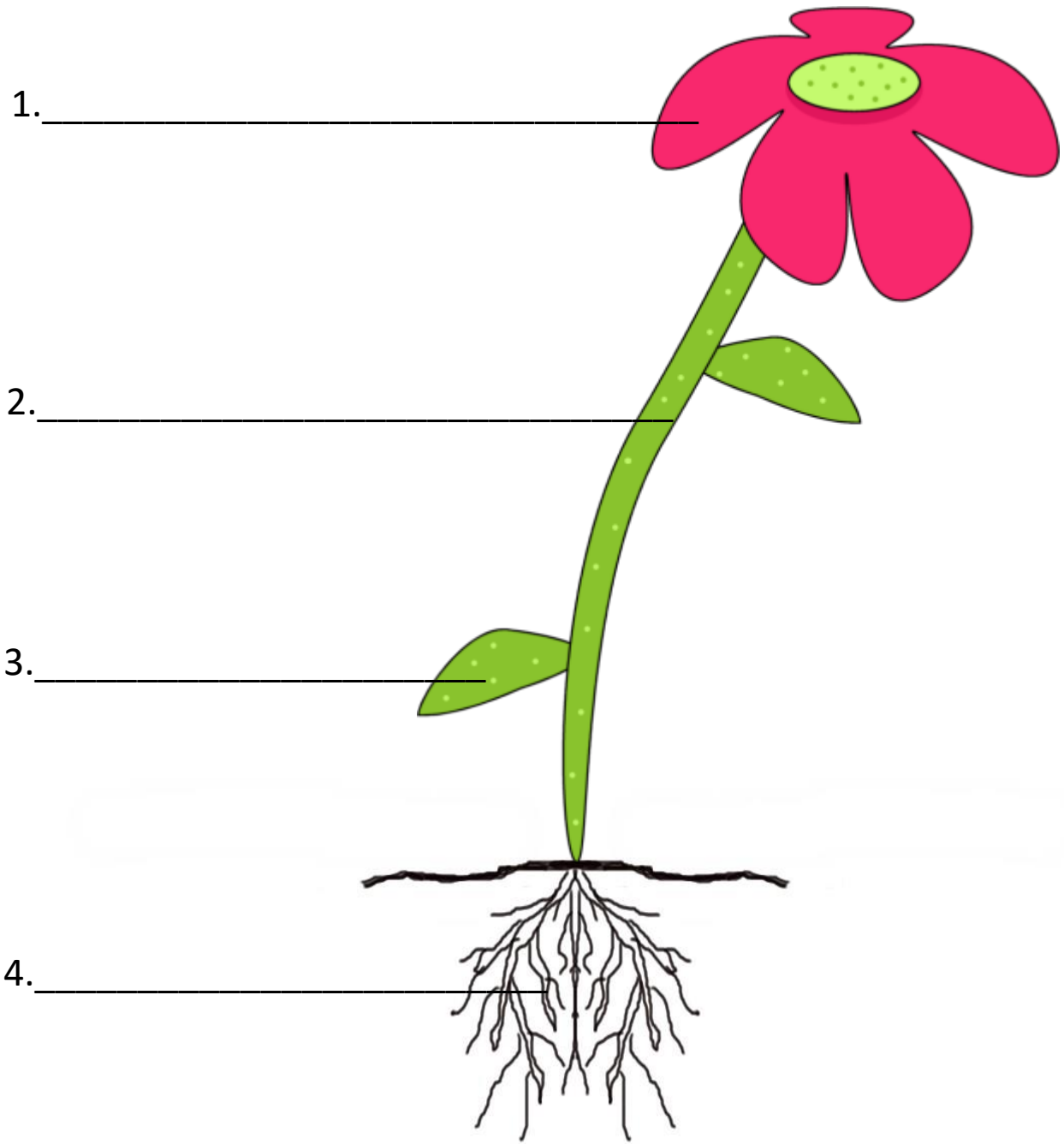


Glucose
is formed



Name: _____

Label the parts of the plant.



roots

leaf

stem

flower

Name: _____

Word Bank:
sprout
flower
plant
seed

Plant Life Cycle

