



A Lesson on I Like Plants by Collin Cole

Grade Level: Grade 7

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: plants botany teaching personal story

Lesson Description: Here the students will read about a student becoming a college teacher and why he/sh did it. This will enhance the students vocabulary on certain scientific terms, and expand their general vocabulary.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

I Like Plants

by

Content: Even when I was extremely young, I always loved plants. When we walked to school, I would observe the different plants and come up with names for each of them. I would even draw pictures of them. When my teacher asked us to draw a picture of anything we liked, I always ended up illustrating different plants. I even drew them when we weren't supposed to be drawing. My teacher would scold me about drawing all over my notebooks. But my mother would smile about it. I think I see a scientist, she said.

When I got to high school, I registered for a course that was all about plants. Most students took the course in biology, but I decided to enroll in the course that focused on plants instead. Our class traveled to the park to identify various species. It was truly amazing to find that there were at least 27 different kinds of plants in our neighborhood park alone. In fact, there were about 12 different kinds of trees, also. Some were deciduous. We were there in the springtime, so they still had their leaves.

I discovered that weeds are not actually bad plants, but in reality are interlopers. They come from another environment, and somehow they get to the new environment. It could be that animals transport them. The animals might pick up the seeds on their fur and then carry them to the new habitat. After that, the seeds fall off and start to grow.

When I went to college, I knew that I wanted to study plants. I wanted a career in which I would be a plant scientist. I wanted to become a botanist. I took many courses in math, English, and history. While they were all good courses, it was the science courses I particularly enjoyed.

Now I teach at a college, and I teach students about plant life. My sister came to visit my class. She said, I knew you would do this. You always spent your free time with the plant books when I wanted to play. It was puzzling to me. But I see it was your destiny. Look at how interested the students are.

I use real plants and diagrams to explain how plants grow. I explain how fertilizers can help plants grow but also may destroy the balance of nature. I teach about helpful insects. One of the most helpful insects for plants is the ladybug. Ladybugs are small insects that eat aphids, and they can protect plants by eating the aphids that would normally destroy the plants' leaves. There are about 5,000 kinds of ladybugs. In winter the ladybug hibernates, but in spring it comes back out and starts to protect the plants again. Several states have named the ladybug their state insect.

My students say they like my classes. They come back to take more classes from me. They say that I inspire them. Some of my students have become scientists, too.

I continue learning more about plants and the animals that depend on them. I enjoy being a teacher because I am constantly learning new things. I learn from my research on the Internet as well as going to the park and studying the plants in my community.

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Some were deciduous. We were there in the springtime, so they still had their leaves.

WordPhraseTier: 2

Question: What does the word deciduous mean?

A: Their leaves stay on the tree in the winter.

B: Their leaves fall off in the winter.

C: Their leaves turn brown in the fall.

D: Their leaves Fall off in the fall.

Question: Which sentence uses the word deciduous correctly?

A: The trees were obviously deciduous, since they lost their leaves.

B: The trees deciduoused in the winter.

C: The trees may deciduous in the winter.

D: The deciduous trees lost their color in the fall.

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Q: 2 WordPhrase: But I see it was your destiny. **WordPhraseTier:** 2

Question: What is the meaning of the word "destiny"?

A: Something that was meant to happen in the future.

B: Something that will never happen.

C: Something that should happen in the future.

D: Something that did not happen in the past.

Question: What's the proper use of the word "destiny"?

A: I need to destiny, no matter what.

B: Join us Luke, it is your destiny.

C: I destinied all over your table.

D: Will Destiny come and play with us today?

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Q: 3 WordPhrase: I discovered that weeds are not actually bad plants, but in reality are interlopers. **WordPhraseTier:** 2

Question: What does interloper mean?

A: They came from somewhere else

B: They are from the area they are in

C: They are not in the specified area

D: They came from the same place

Question: How would you use interloper in a sentence?

A: I am an interloper on this area, I was born here.

B: That plant is an interloper, it was not from this area.

C: I am not an interloper, I moved here.

D: These plants are from this area, they are interlopers.

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Q: 4 WordPhrase: I wanted to become a botanist. **WordPhraseTier:** 3

Question: What is a botanist?

A: Someone that likes plants.

B: Someone that hates plants.

C: A scientist that studies plants.

D: A scientist that studies rocks.

Question: Pick the sentence that properly uses the word "botanist".

A: The study of insects is conducted by a botanist.

B: Botanists are scientists that focus on the study of rocks.

C: The study of animals is conducted by a botanist.

D: Botanists are scientists that focus on the study of plants.

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Task 2: Forum Discussion

Instructions: Discussion questions related to this lesson

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Task 3: Writing Activity

Instructions: You are to write and post here 500 words summary of the text.?

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