



## A Lesson on Plants and Places by Brianna Raiford

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour 30 minutes

**Lesson Keywords:** plants, climate, environment, flowers, science, reading, writing, fourth grade

**Lesson Description:** This lesson is made for a fourth grade class. Through analysis of the story students can make their own inferences. Using context clues students can learn new words. It includes many tier three words and promotes higher level thinking.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-Literacy.RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.4.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and

information.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.2e: Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CCSS.ELA-Literacy.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-Literacy.L.4.1d: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CCSS.ELA-Literacy.L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-Literacy.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.3a: Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CCSS.ELA-Literacy.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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## 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.

### Plants and Places

by

**Content:** Plants live in many different environments. Some live in the ocean. Some live in the desert. Plants are very important. Every environment needs plants. Animals need them. Many herbivores eat them. Many animals use them to make homes. Some animals make nests in plants. If there were no plants in those environments, the animals would be homeless.

When you see a plant you can tell a lot about its environment. If the plant has big leaves and flowers, that tells you where it lives. It lives in a warm environment. That plant needs warm sunny days to grow. It needs water, too. So that environment will be wet. Those are part of the climate. Climate is what the weather is all year. It is how warm or cold the place is in winter, spring, summer, and fall. Wind is part of climate, too.

Each state has a state flower. That state flower is a clue to the climate of that state. The state flower of Illinois is the violet. That is a small plant. It has little flowers. What is the climate of Illinois? We have hot summers. We have long cold winters. Plants start to grow here in spring. In summer most Illinois plants grow bigger. Then in fall they lose their flowers. Illinois is a Midwestern state. The magnolia could not live in a Midwestern state. It needs a different climate. If you look at the state flowers of Midwestern states you will see they have small flowers. The violet also is the state flower of Wisconsin.

Some states have really unique state flowers. You won't find their flowers in other states. The cactus is the state flower of Arizona. That is a state in the southwestern United States. The Saguaro Cactus lives in the desert. A desert is a climate that has less than 10 inches of rain or snow all year. Arizona has a dry, hot climate. The cactus can live there. It has adapted to that hot, dry climate. Birds live there, too. Some birds live in the Saguaro cactus. They make holes in the side of the cactus. The Saguaro cactus cannot live in Illinois or Florida. It fits the hot dry desert climate. Desert plants and animals exemplify how to adapt to a hot dry climate. They do not just survive. They thrive.

The magnolia is a plant that grows in a warm rainy climate. It has very big flowers. The artist Martin Heade painted pictures of magnolias when he lived in Florida. He thought they were beautiful flowers. People think his paintings are beautiful. You will find magnolias in Florida and other states of the Southeast United States. You will see them in Mississippi. In fact, the magnolia is the state flower of Mississippi. It is the state flower of Louisiana, too.

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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:** Climate **WordPhraseTier:** 3

**Question:** The author says "That state flower is a clue to the climate of that state." What does "climate" mean?

- A:** The process plants use to make food
- B:** A green color that allows plants to provide energy for life
- C:** A living organism that has roots and grows from a seed
- D:** The whether conditions in different areas

**Question:** Which of the following sentences uses the word "climate" correctly?

- A:** Plants can grown in many different climates.
  - B:** Too much climate can kill a plant.
  - C:** Climate is my favorite color.
  - D:** My friends and I love climate.
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**Q: 2 WordPhrase:** Desert **WordPhraseTier:** 3

**Question:** The author tells us that "Some [plants] live in the desert." What does the word "desert" mean in this sentence?

- A:** To leave
- B:** Barren land
- C:** Jungle
- D:** Ocean

**Question:** Which of the following sentences uses the word "desert" correctly?

- A:** The desert was cold and icy.
  - B:** My favorite desert is ice cream.
  - C:** Do not desert me.
  - D:** A cactus can live in the hot desert.
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**Q: 3 WordPhrase:** Herbivore **WordPhraseTier:** 3

**Question:** The author says "Many herbivores eat them." What is the meaning of "herbivore"?

- A:** An animal that can see in the dark
- B:** An animal that only eats plants
- C:** Animals that live in the ocean
- D:** An animal that only eats meat

**Question:** Which one of the sentence below uses the word "herbivore" correctly?

- A:** My vegetable eating bunny is an herbivore.
  - B:** Herbivore is my favorite place to go
  - C:** My meat eating dog is an herbivore.
  - D:** I like playing herbivore.
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**Q: 4 WordPhrase:** Thrive **WordPhraseTier:** 3

**Question:** The author says "They don't just grow, they thrive." What is the meaning of "thrive" in this sentence?

- A:** To be bad at something
- B:** To be afraid of something
- C:** To like something
- D:** To be successful at something

**Question:** Which sentence below uses "thrive" properly?

- A:** I thrive scary movies, they scare me.
  - B:** I thrive in school, I get good grades!
  - C:** I thrive my new shoes, they are really cool.
  - D:** I thrive at baseball, I cannot seem to hold the bat correctly.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

### 1 - "Every environment needs plants."

What are some of the things in the article that plants are used for? What are some other uses for plants?

### 2 - "Plants live in many different environments. Some live in the ocean."

Compare and contrast the uses of plants in the ocean versus the ones on land. (Hint: Think about the different animals that use each plant)

### 3 - In this story we discussed climate...

Climate changes throughout the year during winter, spring, summer, and fall. Explain how this might change the way the plants grow in each season.

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Task 3: Writing Activity

**Instructions:** You are to write and post here an essay on what Florida's climate is like and how it effects the plants that grow here. Make sure to provide specific examples of the plants that grow in Florida. What do they look like? Are they large or small? What helps plants grow in Florida? What does not help plants grow in Florida? (Minimum 300 words)

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