



Why I Like Plants by Jessica Johnson

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 45 minutes

Lesson Keywords: Reading, writing, making inferences, Why I Like Plants

Lesson Description: For this lesson, the main goal is to examine how students are applying what they've learned in reading and writing over the year. Through the vocabulary, discussion forum and the writing activity, students can form inferences based on what the author has written. By rereading and focusing on difficult sections, students can figure out difficult words and grasp an understanding as to what the author is stating about his reason for liking plants. By figuring this out and going over the lesson module, students will learn how to become more independent readers while learning new information on our environment and plants.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RI.3.6: Distinguish their own point of view from that of the author of a text.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.2b: Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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 very young, I always loved plants. When we walked to school, I would look at the different plants. I would make up names for them. I would draw pictures of them. When my teacher asked us to draw a picture of anything we liked, I always drew pictures of plants.

When I got to high school, I took a course that was all about plants. Most students took the course in biology. But I took the course on plants. We went into the park to identify different species. It was amazing. I found out that there were at least 27 different kinds of plants in our neighborhood park. There were also about 12 different kinds of trees. Some were deciduous. We were there in spring, so they had their leaves.

I learned that weeds are not really bad plants. They are interlopers. They come from another environment. Somehow they get to the new environment. It could be that animals bring them. The animals might pick up the seeds on their fur and carry them to the new habitat. Then they fall off and start to grow.

When I went to college, I knew that I wanted to study plants. I wanted to be a plant scientist. I wanted to be a botanist. I took classes in math, English, and history. They were good classes. But it was the science classes I loved.

Now I teach at a college. I teach about plant life. I explain how fertilizers can help plants grow but also can 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. They can protect plants by eating the aphids that would eat the plants' leaves. There are about 5,000 kinds of ladybugs. In winter the ladybug hibernates. Then in spring it comes back out and starts to protect the plants again. Several states have named the ladybug their state insect. I teach students ways to help the environment like that.

I teach about ecology, too. I teach how important decisions are. I explain that if you introduce a non-native herbivore into an environment it can cause problems. For example, in Australia long ago people brought rabbits. The rabbits ate so many plants that they caused a problem. This invasive species ate plants that other animals depended on. The rabbits even killed trees. They ate the bark off the trees, and the trees died. Some people think that Australia's desert has expanded significantly because of the introduction of the rabbits. They say it is a very big problem. If they had understood ecology, they might not have brought those rabbits. I hope my students take what they learn and make good choices for the environment.

I keep learning more about plants and the animals that depend on them, and I teach students what I learn. I learn from my research on the Internet now as well as going to the park and studying the plants in my community. I share what I learn when I teach, and I write books that help people learn about nature.

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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: identify **WordPhraseTier:** 2

Question: We went to the park to identify different species. What does the word "Identify" mean in this sentence?

- A: Label
- B: Collect
- C: Check out
- D: Make a mistake

Question: Which one of the sentences below uses the word "identify" correctly?

- A: Ms. Johnson identifies in front of the classroom.
- B: You better identify all your food before lunch is over!
- C: Jordan will identify his homework later when he gets some.
- D: Can you identify the different book genres?

Q: 2 WordPhrase: Invasive **WordPhraseTier:** 2

Question: The author describes rabbits to be an invasive species because they eat all the plants. What does invasive mean?

- A: Reserved
- B: pleasant
- C: Unwelcome
- D: Large

Question: Which one of the sentences below uses the word invasive correctly?

- A: You are always invasive in our home.
- B: Shay is invasive to a birthday party next weekend.
- C: Mr. Jon announced there were going to be invasive amounts of pizza.
- D: The weeds are becoming invasive in the garden.

Q: 3 WordPhrase: Hibernate **WordPhraseTier:** 3

Question: In the winter the ladybug hibernates. Then in the spring it comes back and starts to protect the plants again. What does hibernate mean?

- A: huddle together
- B: Leaves location
- C: Sleeps through the winter
- D: Changes

Question: Which one of the sentences below uses the word hibernate correctly?

- A: My cat hibernates after the dog scared him.
- B: Birds like to hibernate in groups to keep warm.
- C: Mr. Brad told the class to hibernate before going to recess.
- D: Bears usually hibernate in caves till spring.

Q: 4 WordPhrase: Herbivore **WordPhraseTier:** 2

Question: I explain that if you introduce a non-native herbivore into an environment it can cause problems. What does herbivore mean in this sentence?

- A: Animal who only eats plants
- B: Animal who eats both meat and plants
- C: Animal who only eats meat
- D: Animal who only eats only fruit

Question: Which one of the sentences below uses the word herbivore correctly?

- A: Dogs eat a mix of meats and plants which makes them herbivores.
- B: Deers are considered herbivores because they eat leaves.
- C: People who eat only veggies are called herbivores.
- D: Fish in the ocean eat algae so they are herbivores.

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 - Class field trip to the park

In high school, the author took a plant class. What did the class discover when they took a trip to the neighborhood park? What difference would it make if it was a different season?

2 - Weeds as interlopers

I learned that weeds are not really bad plants. They are interlopers. What do interlopers do in our environment and how do they travel to new habitats?

3 - What is the difference between ecology and botany

What is the difference between ecology and botany in science? What are some examples of how they play a role in our environment?

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Task 3: Writing Activity

Instructions: in 2-3 sentences, describe how plants are important in our enviroment. Explain what you learned from the authors point of view?with examples.?

Please submit your assignment using the textbox below.

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