

Flower Power

Lesson Plan



(**Note:** This lesson plan can be used with any *Natural Inquirer* or *Invest-gator* article.)

Time Needed

One class period

Materials Needed

- Article
- Copy of block graphic for each student or group (This graphic may be projected on the white board)
- Pencils (one for each student)
- Block graphic organizer (One per student group if doing group work)

Methods

Students may work individually or in groups. If students are working in groups, create six groups.

Project the block graphic on the white board or draw it on the blackboard. Give students a copy of the article and the block graphic organizer.

Assign each student or student group to one of the following article sections:

- Thinking About Science
- Thinking About the Environment
- Introduction
- Methods
- Findings
- Discussion

(If you have time, student groups could do more than one section or all of the sections.)

For each article section, use the block graphic organizer to complete the following using proper sentence structure, grammar, and punctuation:

- **Identify:** Read the section. Identify and write the main idea of the section using one sentence.

- **Go:** Go over any words or sentences that are hard to understand. Use the glossary or a dictionary to look up unfamiliar words. Write difficult or unfamiliar words in the block.
- **Object:** Name two objects, things, or actions the section introduces, describes, or discusses.
- **Ask:** Write one question you have about the section using a complete sentence.
- **Sketch:** Draw something related to this section.
- **Know:** Write one sentence describing something you know from past experience about the topic being discussed in the section.
- **Note:** Make a note of any photos, illustrations, maps, or charts in the section. Write the figure number and a short description for up to two of them. If an illustration is not given, have students imagine and describe two appropriate photos, illustrations, maps, or charts for the section.
- **Observe:** What additional information did you learn from the photos, illustrations, maps, or charts? Write what you learned using a sentence for up to two illustrations, photos, maps, or charts. If students have imagined their own illustrations, have them write what additional information their illustrations would provide.
- **Think:** Think ahead. What do you think will come next in the text? Write this down using a complete sentence. For the "Discussion" section, ask students to develop and write a new research question to further the scientists' research.
- **Explain:** Write up to three sentences to explain what you know about the article so far.

Block Graphic



Block Graphic Organizer

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After the block graphic organizers are completed, have each group share in the proper article order (i.e., start with “Thinking About Science, Thinking About the Environment, Introduction, etc.). If you have time between group presentations, have the students work as a class to do the “Reflection Questions” where given in the text. Post the graphic organizers. The graphic organizers may be assessed using the rubric in the section below.

	Poor 1	Fair 2	Good/Satisfactory 3	Exemplary 4	Score
Identify, Go, Object	Partially read, did not write down main idea, did not identify two objects.	Partially read, identified main idea but did not write down in a coherent sentence, identified only one object.	Read, identified main idea, only one object identified.	Read, identified main idea and wrote down in a formal sentence, identified two objects.	
Ask, Sketch, Know	Did not complete one question, sketch or sentence.	Partial completion of question, sketch, or sentence.	Completed question, sketch, and sentence but without proper structure, grammar, and punctuation.	Completed question, sketch and sentence with proper structure, grammar, and punctuation.	
Note, Observe	Made little if any note of figures, did not have observations or complete sentences.	Noted figures but without captions, observations without complete sentences.	Noted figures; mostly completed figure numbers and captions; made observations with complete sentences but without proper structure, grammar, and punctuation.	Noted figures with figure numbers and captions; made observations written in complete sentences with proper structure, grammar, and punctuation.	
Think/Explain	Did not complete think ahead or explain sentences.	Completed think ahead or explain sentences but not both.	Completed both think ahead and explain sentences but did not use proper structure, grammar, and punctuation.	Completed both think ahead and explain sentences with proper structure, grammar, and punctuation.	
Share	Did not have adequate information to share.	Only had two out of the four areas listed above to share.	Shared three out of four areas listed above to share.	Shared something from all four areas listed above.	