



This activity is made possible through a partnership between ASU-Mountain Home's Teacher Education program and Friends of the North Fork & White Rivers.

Comparing Plants

Grade Level: K-2

Subject: Life Science

Objective and Frameworks: **1-LS3-1:** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Example: leaves from the same kind of plant are the same shape but can differ in size.]

Materials:

- Pencils
- Colored pencils
- Comparing plant worksheet
- Access to outdoors (plants)

Time: 45-60 minutes

Introduce and Demonstrate Skill/strategy/content:

"Hi everyone! Today we are going to be learning about traits and how plants are like their parents but not the same.

Define traits: "Traits are characteristics or features that make up a person or thing, for example, hair color, or eye color." Your parents have traits that could have been passed down to you, for example, eye color. Can you give me some examples of how you are like your parents but not the same?" Allow students to share their ideas and guide them as they do.

Describe Guided Practice:

Together we will look at different plants and how they are similar but not the same as another leaf from the same tree. Let's list the number of differences that we can find. Display a leaf and have students list its qualities. After class is done, display a second leaf from the same tree. Have students list traits and compare them to the first leaf shown.

Review/Independent Practice:

"With a partner, you will walk around and find plants or leaves and compare them to their "family" or plants that are the same. You will draw a picture of the two plants that you are comparing and then write details of what you have observed. The worksheet provides a space for you to draw a picture for plant 1, then plant 2, and then list the differences and similarities you saw." "We are going to go outside and walk around and see what we can find."

Formative Assessment: Class discussion – asking students about traits that they got from their parents will allow them to see if they are grasping the concept. Allowing students to guide class discussion by asking them to list the traits of plants 1 and 2 and then comparing traits also shows that they understand traits and differences.

Summative Assessment: Students will turn in their worksheets for a grade. It will not be graded on coloring skills but on completion. Student pairs will complete their own worksheet but will work together.

Modifications:

- If students are unable to go outside, have them use their Chrome books to find pictures and complete the worksheet.

Accommodations:

- Allow students more time to complete. Students can take the worksheet home and complete it where they feel they can find the most plants.
- Adjustment of the assessment: allowing for students to show the plants that they chose and describe the traits and then the differences and similarities.
- Adding visuals/charts into the lesson to display traits to help students refer to and develop a better understanding.

Worksheet:

Name _____Date _____

COMPARING PLANTS

What do you notice about plants and how they are alike but not exactly the same as their parents. Use drawings to help you!

PLANT 1 DRAWING	PLANT 2 DRAWING	COMPARISON DETAILS

