Welcome Back!

- Please sign in and grab a name tag (on your table)
- Grab handouts near the sign in sheet!

Today’s plant parts flowers and fruits!
List the flowers and fruits that you eat on each chart.
Goals for the Day

- Continue to construct an understanding of plant structures and functions
- Explore diversity in plant structures with a focus on flowers
- Experience a learning sequence within the framework of integrating science, math and ELA
Welcome Back!

Seed Observations

• Please check on your seeds. What do you notice?
• What has changed?
• What are you wondering?
• How can you keep track of what happens every day?
• Please record your observations and thoughts in your journal.

Today’s plant parts flowers and fruits!
List the flowers and fruits that you eat on each chart.
Beyond Ecophobia article

• Based on your own experience, and what you read in the article, reflect in your journal on one of the following:
  • How does imaginative play affect young children’s relationship to science and the natural world?
  • How can engagement with the natural/urban environment promote connections between science and language development?
  • Discuss your thoughts with your table group.
But We’re Not in Vermont!

• How does Bri bring science and the natural world into the daily life of her classroom in Brooklyn?
• How are Bri’s experiences relevant to the students that you teach?
• What did you have for dinner last night? (Or, describe a favorite meal, if you prefer!) Make a sketch of your dinner plate.

• What plant parts do you think went into your dinner?
Plant Parts

• Sort the items into plant part groups on your white board:

  • Fruits
  • Flowers
  • Stems
  • Leaves
  • Roots
  • Seeds
Edible Academy

- We will spend rest of the morning at the Edible Academy.
- The room will be locked
- Please bring your journal with you, and something to write with.
- We will go directly to lunch after our visit.

Hat ✧ Sunscreen ✧ Water
Label all of the plant parts that went into the meal you drew earlier.

Hamburger
beef – from a cow that ate grass **leaves**
bun – wheat from the **seeds** of wheat plants
yeast – a fungus that eats the sugars in wheat flour or sugars from the **stems** of sugar cane or the **roots** of beets

**lettuce leaves**
Lunch
Flower Observation

- Observe your flower and sketch it.
- Discuss similarities and differences with a partner.
Flower Dissection

- Dissect your flower.
- Sort the pieces into piles that are alike.
Flower Diagram

- Use the diagram to label the parts of the flower
Autobiography of a flower

- Autobiography - Story of a person’s life told from his or her perspective
- What do we need to tell the story of this flower’s “life”?
Plant Life Cycle

- Draw a plant life cycle
- Find a partner
- Discuss similarities and differences in your drawings
Read Aloud

• Record new ideas about the life cycle of a plant
• Be sure to record any new questions!
Autobiography of a flower

• You will complete an autobiography of a flower with your group.
• You will randomly choose a voice (poet, musician, and scientist)
• You will present to the class!
Tomorrow’s Schedule

• Plants and People
• Tour of temperate forest and tropical forest
• Farmer’s market
• Curriculum development
• Be prepared to take everything home!