



# ROOTS, STEMS, LEAVES: LESSON 8

## PLANT PARTS REPORT

Teacher

**SUBJECTS:** English Language Arts, Science

**SKILLS:** Identifying plant parts

### MATERIALS

- Discovery Journal pages 11-17

## COMMON CORE STATE STANDARDS (CCSS)

### ENGLISH LANGUAGE ARTS

- SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### SCIENCE (OHIO LEARNING STANDARDS)

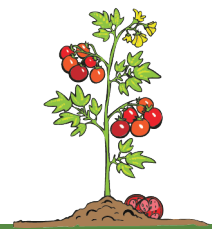
- 3.LS.3** Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

### ESSENTIAL QUESTIONS

1. How can I present information I have learned?
2. How are organisms alike and different?

### I CAN STATEMENTS (LEARNING OBJECTIVES)

1. I can report findings to others.
2. I can identify unique traits of living organisms.



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## LINKS

- **Slug Science Journey Homepage** <https://www.miamicountyparks.com/node/1257>
- **Roots, Stems, Leaves Video** <https://vimeo.com/videobranch/review/415273115/2e49421561>

## ACTIVITY

Through the use of a guided template, students will be able to complete a report on a plant of their choice. The student can present their report orally to the class or remotely.

## EVIDENCE OF ACTIVITY

Students will complete the report sheet on pages 11-17 of the Discovery Journal and give a presentation to the class if required.