Intro To Ag	
Date	Lesson
Monday 04/27/2026	Intro To Plant Science 6Plant Science Standards AFNR.HS.20.6.aClassify major components of the plant industry. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep • Guided Plant Notes • Slide presentation • Projector Objective 1 We will identify the 4 major components of the plant industry • Gain Interest & Attention: What are the first things that come to your mind when you think about plants? ▪ Where do we interact with plants in our everyday lives? ▪ What kind of jobs, products, and industries depend on plants? • Communicate Learning Objectives: The use of funneling to get to the student-friendly language of the objective • Implement the Learning Activity: Lecture and Discussion among students using PowerPoint for the introduction of the plant science unit. • Review & Reconnect to Learning Objective: We will list 4 components of the plant industry and where they might see this. This will be using think, pair, share. Strategies Direct InstructionConvergent Questioning (Funneling)

	Interactive InstructionThink-Pair-Share Direct InstructionLecture
Tuesday 04/28/2026	Parts of the plant and functions 6Plant Science Standards AFNR.HS.20.6.cIdentify the function of plant parts. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep • PowerPoint presentation • guided notes • Real plants • Identify the part worksheet Objective 1 We will identify the main parts of a plant • Gain Interest & Attention: Bell Ringer - Plant picture up on the projector, seeing their prior knowledge on plant parts ▪ What parts do you already recognize? ▪ Which parts are the most important? • Communicate Learning Objectives: - Learning objectives will be communicated through the use of guiding questions • Implement the Learning Activity: Direct instruction of roots, stems, leaves, flowers, and seeds(monocot vs. Dicot); students will then do a plant dissection in groups, finding those parts. They will use the GooseChase app to take pictures of the plant parts • Review & Reconnect to Learning Objective: The groups will turn in their plant dissection using goosechase

	Objective 2 We will explain the function of each part of the plant • Gain Interest & Attention: Using the activity that was just performed, use probing to see what the function may be for each part • Communicate Learning Objectives: Probing will be used to get to the learning objective • Implement the Learning Activity: Think-pair share about what plants need to survive, grow, and reproduce • Review & Reconnect to Learning Objective: Students will share their thoughts and more review and lesson will be taught the following day Strategies Direct InstructionProbing Interactive InstructionThink-Pair-Share Interactive InstructionBellringer Experiential LearningLabs Direct InstructionLecture
Wednesday 04/29/2026	NO CLASS - Block
Thursday 04/30/2026	Function of Plant parts 6Plant Science Standards AFNR.HS.20.6.cIdentify the function of plant parts.

AFNR.HS.20.6.dIdentify basic processes and role of photosynthesis, respiration, and transpiration.

AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems.

Materials & Prep

- guided notes
- powerpoint presentation
- plant functions chart

Objective 1

We will explain the function of each part of the plant

- Gain Interest & Attention: What would happen if a plant lost one of its parts
    - How would losing a part affect the plant
    - List some examples
- Communicate Learning Objectives: The learning objective is communicated through guided questions
- Implement the Learning Activity: Brief lecture on the function of plant parts, followed by a worksheet/chart that students will fill out together
- Review & Reconnect to Learning Objective: Exit Ticket - students will write each part's function along with photosynthesis, transpiration, etc.

Strategies

Direct InstructionLecture

Direct InstructionRevisiting

Direct InstructionProbing

Friday 05/01/2026	Plant Life Cycles 6Plant Science Standards AFNR.HS.20.6.bClassify plants according to life cycles. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep - Plant Process Quiz • Guided plant notes • Plant science presentation • real plants or plant pictures/diagrams • Life cycle cards Objective 1 We will classify plants according to their life cycles • Gain Interest & Attention: Why do farmers have to plant corn every year but not apple trees? • Communicate Learning Objectives: Learning objectives will be communicated by saying what we will be doing today • Implement the Learning Activity: Instruction on different life cycles. There will be an activity with plant life cycle cards, where we will classify annuals, biannually, and perennials. • Review & Reconnect to Learning Objective: We will classify what characteristics make up the different life cyles Strategies Direct InstructionLecture

	Direct InstructionConvergent Questioning (Funneling)
Monday 05/04/2026	Plant Life Cycle 6Plant Science Standards AFNR.HS.20.6.bClassify plants according to life cycles. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep • Pictures/videos/real corn at different life stages • Powerpoint • guided notes • stations • worksheet Objective 1 We will classify plants according to their life cycles • Gain Interest & Attention: Reconnecting the life cycle we learned yesterday. • Communicate Learning Objectives: Learning objectives will be stated • Implement the Learning Activity: We will go over what each stage is, what to look for, and practice identifying those stages. We will have different stations in the lab to work together and stage corn. • Review & Reconnect to Learning Objective: Go over the stations and review the life cycles and stages of corn Strategies Direct InstructionDrill & Practice Direct InstructionRevisiting

Tuesday 05/05/2026	Asexual and Sexual Reproduction 6Plant Science Standards AFNR.HS.20.6.eDifferentiate between sexual and asexual propagation techniques. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep • powerpoint • flowers • guided notes • Flower map worksheet Objective 1 We will differentiate between sexual and asexual plant propagation methods • Gain Interest & Attention: Discussion on Seeds: ▪ 2 watermelons up front (seed and seedless) ▪ Question: If this watermelon is seedless, how do we get more of them? ▪ Short video on cross-pollination for seedless watermelons • Communicate Learning Objectives: State the objective of what we will be learning today • Implement the Learning Activity: Lecture on sexual and asexual reproduction, reproductive parts in flowers & function, and pollinators, lab dissection of flower parts, • Review & Reconnect to Learning Objective: Think, pair, share one male and one female part of a flower, and types of pollinators Strategies

	Interactive InstructionThink-Pair-Share Indirect InstructionInquiry Experiential LearningLabs Direct InstructionLecture
Wednesday 05/06/2026	NO CLASS - Block
Thursday 05/07/2026	The Clone Zone 6Plant Science Standards AFNR.HS.20.6.eDifferentiate between sexual and asexual propagation techniques. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Materials & Prep • paper bags • Corn seeds • A potato • seedless grape • Picture of different crops Objective 1 We will differentiate between sexual and asexual plant propagation methods • Gain Interest & Attention: The Mystery Bag ▪ Students have 2 minutes to look in the bag and write down if they think which is unique and which are clones

	▪ Explain that over 90% of the produce is made of clones, and tomorrow, that is what we will be doing ● Communicate Learning Objectives: Objective stated to students ● Implement the Learning Activity: Crop Scene Investigation (CSI) ▪ Pictures of the crop around the room (the cases). Students will move in pairs and determine ▪ Method: Does the farmer plant a seed or the "parent" crop ▪ The "Why": why would we do it this way? ▪ Direct instruction probing to go over what we are doing the next day ▪ ex if you are cutting a stem tomorrow, where should you cut? ● Review & Reconnect to Learning Objective: We will name one plant they saw today and how they will progagate it Objective 2 We will Identify examples of plants that are commonly propagated using sexual and asexual techniques Strategies Indirect InstructionCase Studies Direct InstructionProbing
Friday 05/08/2026	Propagation Lab 6Plant Science Standards AFNR.HS.20.6.eDifferentiate between sexual and asexual propagation techniques. AFNR.HS.20.6Summarize knowledge of plant anatomy and the functions of plant structures and processes to activities associated with plant systems. Objective 1

We will differentiate between sexual and asexual plant propagation methods

- Gain Interest & Attention: Question: If I plant a seed from this apple, I'll get a tree with sour crab apples. If I plant a piece of this potato, ill get the exact potato every time.
    - What method would I have to use to get an apple tree that doens't produce small crab apples
    - Why do farmers use the biological lottery for corn, but the "cheat code" for apples and potatoes
- Communicate Learning Objectives: State We will be doing different methods of propagation and differentiating between the propagation methods
- Implement the Learning Activity: the propagation lab
    - 4 Stations
        - 1: seeds of corn/soybeans
        - 2:Grafting roses
        - 3:stem cutting oregano
        - 4:Layering pothos
    - Students will go around to each station in groups and propagate the plants using popsickle stick to put their names next to the method
    - clean up
- Review & Reconnect to Learning Objective: we will write down which plants were genetic clones of their parents

Objective 2

We will Identify examples of plants that are commonly propagated using sexual and asexual techniques

Strategies

	Direct InstructionConvergent Questioning (Funneling) Experiential LearningService Learning Interactive InstructionThink & Write
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