









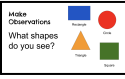





UTK Unit 1 We Are Scientists!

Lesson 11

 Phenomenon: Scientists make and record observations.	 Question to Investigate: How can we make a realistic drawing?	 Lesson Objective: Students observe and draw plants to mimic what scientists do.
<div style="text-align: center;">  Success Criteria: I can draw realistic plants.  </div>		

Launch	
	<p>Let's sing our song <i>Everything Grows</i> by Raffi to get ready for our thinking about science.</p>
	<p>Scientists, we have a new science song to sing. It is an adaptation of an old song that you may recognize. Let's remember our Essential Question: What do Scientists do as we listen to the song. Introduce the unit song: Are You Living? by Laura Purdie Salas.</p> <p>Choose a format to introduce the song: Version 1: Are You Living? Sung by Theresa Punzalan (Start at 1:17) Version 2: Are You Living? Sung by Audio Reader (Start at 1:13, End at 4:00) Version 3: Are You Living? Sung by Male with Instrumentals</p>
	<p>Scientists, today our question to investigate is: How can we make a realistic drawing? Turn and talk to a partner, how can we make a realistic drawing?</p>
Explore	
	<p>Scientist, let's check on how our Nature Shadow boxes are doing. What do you think? Are they dry? What kind of materials make up most of our art project? (Expected student response: plants or plant parts)</p>
	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Bring up potted plants or show a resource slide with four different plants.</p> </div> <p>What do you notice or wonder about these pictures? Allow time for students to respond. Plants come in all shapes and sizes. We are going to investigate plants to find out: How can we make realistic drawings?</p>
	<p>There are several potted plants around the room. Observe and talk about the plant at your table with your fellow scientists. Take turns describing your plant, ask each other, "What shapes do you see?"</p>
	<p>Pass out Plant Drawing journal page. Here is a recording sheet. Do your best to draw your plant on your journal page. Your drawing is a way scientists record their work so observe</p>

	<i>the colors and shapes with your eyes and try to draw them as they exist.</i>
	<i>What do Scientists do? Today we observed plants and used shapes and lines to draw realistic plants. Scientists record their observations so they can share them with others.</i>
Reflect	
	<p>Ask students to leave their papers at their table and come to the carpet. Select a couple of students' drawings that look like the real plant to share with the class. Ask students to guess which plant was drawn and invite them to share why they think that.</p> <p><i>Now, look at your own drawings, in what ways does your drawing look like a real plant?</i> Students return to their desks briefly to discuss how their drawings look like the real plant.</p> <p>Call the students back to the carpet and collect their drawings. Select a couple of more to show to the class. <i>How does ____'s drawing look like the real plant.</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Note: Throughout the K-5 STEAM curriculum, students practice giving kind, helpful, and specific feedback to their peers. This reflection will help students start developing kind feedback.</p> </div>