



Parts of a Plant Lesson Plan: Grade 1

Grade Level: **First Grade** | Duration: **Two days, 30 minutes per lesson**

Objective:

In this lesson plan, first graders use BrainPOP Jr. resources to learn about the parts of a plant including roots, stems, leaves, and flowers, and what each part does.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Jr. Parts of a Plant movie.
- 2. Think and Do:**
 - Word Play: Draw a representation of a domain-specific vocabulary word.
 - Draw About It: Draw how the parts of a plant work together.
- 3. Assess**
 - Take the Parts of a Plant quiz.

Preparation



- Preview the BrainPOP Jr. movie [Parts of a Plant](#) to plan for any adaptations.
- Read [Parts of a Plant Background Information](#)
- Create and schedule Day 1 assignment: [Parts of a Plant movie](#) and [Word Play](#)
- Create and schedule Day 2 assignment: [Parts of a Plant movie](#), [Draw About It](#), and [Easy Quiz](#)

Before the Lesson

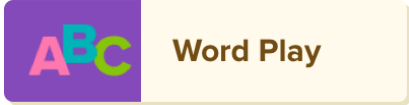
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

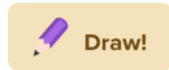
- *What are the different parts of the plant?*
- *Why are plants important?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>1. Watch Parts of a Plant. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p>TIP: Pause turns red to remind you to pause.</p> 	<ul style="list-style-type: none"> • Print the movie transcript and Annie’s Notebook for a grown-up to read aloud. • Have a student play Moby and “beep” in response to Annie. • Read aloud a grade-level sentence two times while tracking with your finger. Then track again, word-by-word as students repeat the words. Do this for three sentences. 	<ul style="list-style-type: none"> • Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on different plant parts. • Pause at two key points and prompt students to summarize. • Support students recall by having them draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> • Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. • Create a word wall with vocabulary and the drawing. • Pause at key points and ask discussion questions from Annie’s Notebook in home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open Word Play.</p>	<ul style="list-style-type: none"> • Print the “Draw” page for the word a student chooses. • Students draw the picture with markers or crayons and label the picture. 	<ul style="list-style-type: none"> • Model how to use the drawing tools. • Assign appropriately challenging words to individual students. • As a challenge, have students draw more than one word. 	<ul style="list-style-type: none"> • Say student’s selected Word Play word in their home language. Then say it in English. Have students repeat it in English. • Use the word in a sentence. Prompt students to say the word and repeat the sentence.



Students click one of the words and choose the “Draw” tab.

They draw a picture of the plant part and show what that part does.

When they finish, students click **Submit To Teacher** and/or print out.

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

DAY 2: Build Background (5 minutes)

Lesson Steps

Offline Modifications

Personalization

ELL/Language Development




3. Watch [Parts of a Plant](#) again.


Prompt students to find a fact or something new that they didn’t notice the first time.

- Students return to their drawings of **key concepts from the first viewing** and add new details.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; background-color: #fff9c4;"> <p style="margin: 0;">Draw About It</p> </div> </div> <p>4. Students open their Draw About It assignment. Or, if not using Assignment Builder, model how to open Draw About It.</p> <p>Students click the Start arrow to begin. When they finish their drawings, they click Submit To Teacher and/or print out their picture.</p>	<ul style="list-style-type: none"> Students draw the picture with markers or crayons and label the picture. 	<ul style="list-style-type: none"> Students speak their response and brainstorm what they will draw. Model how to use the drawing tools. Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> Before students draw, have them use their home language or English to discuss what they plan to draw. Use key vocabulary from the movie to prompt students as they draw. For example, prompt them to draw a stem or leaves.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; background-color: #fff9c4;"> <p style="margin: 0;">Easy Quiz</p> </div> </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the Easy Quiz.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click Submit to Teacher.</p>	<ul style="list-style-type: none"> Print the Easy Quiz. Read aloud the questions and answers. 	<ul style="list-style-type: none"> Hover over the questions and answers to hear them read aloud. Reduce the number of questions and/or possible answers (using the Quiz Mixer). Support recall by having students review drawings they made during the movie. 	<ul style="list-style-type: none"> Read aloud the quiz in students' home language. Highlight the key vocabulary in a printable version of the quiz.