

**Title:** Theme Unit: Plants

## **Learning Intention/Description of Learning Activity:**

We have completed a three-week unit on Plants. Teaching children about plants is crucial for fostering environmental awareness, promoting healthy living, and developing important life skills. By learning about plants, children gain a deeper understanding of their role in the ecosystem, the food chain, and even the production of essential resources like oxygen and materials. Plants are foundational to ecosystems, providing habitats and food for countless organisms. Learning about plants helps children grasp the interconnectedness of living things and the importance of biodiversity. Observing the life cycle of plants from seed to maturity helps children understand the processes of growth, reproduction, and decay, fostering a sense of wonder about the natural world. Plants play a vital role in regulating the climate by absorbing carbon dioxide and releasing oxygen. Understanding this connection helps children grasp the importance of protecting plant life in the fight against climate change.

During this unit the students learned about the parts of a plant and their functions, as well as specific information about seeds (different kinds, how they travel), information about flowers (parts, how they become pollinated) and trees where we explored how to tell how old they are, what materials they make and how we use them.

Children who learn about plants at a young age can have an enhanced level of curiosity which can help them to explore their surroundings further. When children begin to learn about the world around them, they understand what they will need to do to grow and make the most out of the world they live in. Students were required to follow along completing art activities, hands on work as well as journaling about their learning.

## **Teacher Comments/Feedback:**

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through experiment videos.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task

at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is no data in which to assess HIM/HER currently.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

## **Next steps:**

Continue to encourage an interest in learning about new topics or more about a topic already discussed such as plants and the specifics of plants such as seeds, trees, flowers and food from

plants. Visit your local library or go on a walk in the forest. Purchase and talk about seeds and plant a garden, grow some potatoes or something small like a potted bean plant. Gardening provides hands-on experience with the natural world, teaching children about the impact of human actions on the environment and encouraging them to become responsible stewards of nature.

## Student Self Reflection:

### Proficiency Scale

Emerging	Developing	Proficient	Extending
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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