

From little things, big things grow

This lesson sequence supports teachers to facilitate science learning for students who are at home. The resource is developed in a way that acknowledges the different models of home-supported learning that schools are adopting. It acknowledges that parents are supporters of learning led by teacher expertise.

This learning sequence offers flexibility

- Teachers can edit to cater for student literacy levels, and for family resources
- Teachers can use the PowerPoint to
 - facilitate lessons in real-time, or
 - record a voice-over for students to access at a time that suits them, or
 - send the PowerPoint to parents to guide the learning at home.
- Deliver to students by uploading, emailing or print and post

Materials suggested in the unit:

Common household items: Paper, pencils, marker, celery, food colouring

Uncommon household items: popsticks (at least 8), seedlings (at least 2), potting mix, small pots

Assessment:

Lesson	Formative assessment embedded in each lesson	Curriculum Links
1	Students draw the plants they find. They answer: What do you think plants need to help them to grow?	Lessons 1-5 address: Foundation ACSSU002 AC SIS014, AC SIS011 AC SIS233, AC SIS012 AC SHE013 Year 1 ACSSU017 AC SIS024, AC SIS025, AC SIS026, AC SIS027 AC SHE021 & AC SHE022 General Capabilities <ul style="list-style-type: none">• Literacy• Numeracy• Critical and creative thinking
2	Students predict what would happen if plants received too much sunlight or water, or not enough sunlight or water. Students use informal units to measure seedlings.	
3	Students make annotated drawing to show their understanding of parts of plants. Students use informal units to measure seedlings.	
4	Students draw how they think the water travels through a plant. Students use informal units to measure seedlings.	
5	Students make claims about what plants need based on the measurements they have taken in previous weeks. Students graph their measurements.	

5E model of guided inquiry

This lesson sequence follows the first three phases of the 5E model – **Engage** (Lesson 1), **Explore** (Lessons 2-4), **Explain** (Lesson 5).

Informed by formative assessment of students' work samples, teachers are guided to design and facilitate the next two phases, **Elaborate** and **Evaluate**, in the following ways:

Elaborate

Students apply what they have learned about plants e.g.

- make a list of their own 'needs' compared to their 'wants'
- conduct a survey among friends and family members with pets, to find out what animals need to grow and stay healthy
- compare the basic needs of plants and animals

Evaluate

Students re-represent their understanding of plants and animal needs, and reflect on their learning journey. e.g.

- create a collage of a plant and its parts
- create care tags for the family's plants to communicate plant needs
- construct a virtual garden using ICT