

3.2 "Teosinte" How Corny Is That?

Story Extension for This Lesson:

Identify ways in which plants are important to humans and other living things, taking different points of view into consideration for the students.

Grade: 3

Strand: Growth and Changes in Plants

Big Ideas:

- Plants have distinct characteristics. (Overall expectations 2 and 3)
- Plants are the primary source of food for humans. (Overall expectation 1)
- Plants are important to the planet. (Overall expectation 1)

Overall Expectations:

1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow
3. demonstrate an understanding that plants grow and change and have distinct characteristics

Specific Expectations:

- 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects
- 2.2 observe and compare the parts of a variety of plants
- 3.3 describe the changes that different plants undergo in their life cycles
- 3.7 describe the different ways in which plants are grown for food

Inquiry Skills:

Gathering Data, Comparing, Reflecting

Instructions:

Some of the foods we eat today have changed over time. Watch the following video to learn how corn developed:

- YouTube video: <https://www.YouTube.com/watch?v=mBuYUbmFXA>

Have students research a food we eat that has changed its appearance or changed where it came from over time. Students can present their research findings in any of the following ways: poster, presentation, website, teach a lesson, model, YouTube video, infographic, or simulation.

Materials List:

- research tools
- computer
- YouTube
- paper
- pencil
- infographic application/software (e.g. <https://piktochart.com/>)

Connections:

Showing the evolution and development of a common and essential plant like corn will show the students the importance of plants that have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats.

Subject Area:

Science, Math, Social Studies

Connects to:

Grade 3

Assessment Strategy:

Learning Process - Provide students with a copy of the Learning Process document. Students can read the “traits” that the Teacher will assess and fill in the white boxes to help them through the process. Teachers can use the gray boxes to provide written feedback and level of achievement for each step of the project.

Handouts/Assessments:

- "Teosinte"? That's Just Corny
- Learning Process Assessment

"Teosinte"? That's Just Corny

Many of the foods we eat today have changed over time.

Watch the video https://www.youtube.com/watch?v=mBuYUb_mFXA to learn how corn developed. Research about another food we eat that has changed its appearance or changed where they came from. Your project should have the following information:

- Original crop / New Crop
- Original place it grew / Where it grows now (map)
- Original size / New size
- When it was first used
- How it was changes
- Amount of food it makes now
- Who it feeds
- How it helps the rest of the planet

Present it in any of the following ways;

- Poster,
- Prezi Presentation,
- Website,
- Teach a lesson,
- YouTube video.
- Info-graphic
- Report

The Learning Process

Inquiry Process: Introduce – <i>What is the BIG idea?</i>	
Traits	
- Where should I look? - Draw and write ideas down - Works with groups to create a plan	- Main (“Big”) Ideas - Completed a meeting about Main (“Big”) Ideas
Step 1: The BIG Question	
Step 3: Meeting Notes	
Excellence = 4, Better = 3, Okay = 2, Needs work = 1	
Level:	
Inquiry Process: Search – <i>Developing Questions, Searching for Information and Answers</i>	
Traits	
- Listens, talks, views, and reads - Uses the Q-chart	- Works with teams - Completed a meeting to improve questions
<i>Guiding Questions (One (1) guiding questions from each column and each row.)</i>	
<i>Write out the completed questions in full. (You may change these or add to them during the process.)</i>	
Who	
What	
Where	
When	
How	
Why	
Step 3: Meeting Notes	
Excellence = 4, Better = 3, Okay = 2, Needs work = 1	
Level:	
Inquiry Process: Outline – <i>Intensify research, Synthesize Information, Connect Knowledge</i>	
Traits	
Engages in deeper reading and researching: Books, articles, and websites.	

- Checks sources, are they truthful
- **Joins information**
- Cooperates
- Use appropriate technology
- Completed a meeting with teacher about notes

Step 3: Conference Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1

Inquiry Process: **“Ta Da!”** – *Sharing Learning*

Traits

- Completed a meeting
- Demonstrates their thinking
- **Teaching others**
- Reflects upon **the learning process**
- Works well and sharing with teams to complete project

Step 3: Conference Notes

Level:

Excellence = 4, Better = 3, Okay = 2, Needs work = 1