

# WRITING PROMPT

6

## EXPERIMENTS WITH PLANTS

### Prompt

After reading *The Magic School Bus – Inside a Beehive* and “Speedy Bee and the Brassica Morning,” your assignment is to imagine yourself as a bee. Describe what your day would be like. Write a story appropriate for elementary age children. Include the following components:

- 4 important bee parts and their purpose
- 4 parts of the flower important to pollination
- steps of the pollination process

Note to Teachers: Have students illustrate story and make it into a book to share with elementary age children.

### Word Walls

fertilization  
anther  
thorax  
ovary  
pollination  
stigma  
pistil  
nectar  
head  
abdomen  
stamen  
style

#### Writing Standards

- E2a – Report Writing
- E2b – Response to Literature
- E2c – Narrative Account
- E2d – Narrative Procedure

#### Science Standards

- S1 Physical Sciences Concepts
- S2 Life Sciences Concepts
- S3 Earth and Space Sciences Concepts
- S7 Scientific Communication

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*Choose an object in nature, for example, a plant, a tree, a rock or an insect. Spend 3 to 5 minutes observing the object. List all observations. (Size, color, texture, shape, smell, etc.) Use your list to write a poem.*

Note to Teachers:

Pre-Teaching Activities: Introduce poetry, metaphors, and simile.

Share a sample and write a class poem before students work on individual poem. Use the format attached.

### Word Walls

*temperature*

*bud*

*leaf*

*stem*

*petal*

*nectar*

*flower*

*light*

*water*

*space*

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## Sample Poem:

The bark of the tree is rough.  
I could scratch my back on it the way cows do.  
The leaves of the tree are like a green roof.  
I could make my house in it.  
The tree stays in the same place all the time.  
I could never be so still.  
The tree is taller than all the houses.  
If I climbed tot he top I could see for miles.  
When I pull off a leaf it doesn't make a sound.  
I wonder if the tree feels anything.

## Format:

Line one – Something you observed about the object  
Line two – Relate the observation to yourself  
Line three – A second observation about the object  
Line four – Relate this observation to yourself  
Line five – A third observation about the object  
Line six – Relate this observation to yourself  
Line seven – A fourth observation about the object  
Line eight – Relate this observation to yourself  
Line nine – A final observation about the object  
Line ten – An “I wonder” question about the object

# QUICK WRITES

GRADE 6

## Experiments with Plants

**Lesson No.**

- 1 *Explain what you know about conducting an experiment.*
- 2 *Explain the importance of the control group.*
- 3 *Make a prediction on your groups chosen variable. Write about what you think will happen with your plants.*
- 4 *Describe what you did today (planting day) to a friend. Tell step by step how you planted your seeds.*
- 5 *Describe how you thinned, or transplanted your plants.*
- 6 *List all that you learned about your bee from today's observation.*
- 7 *Write about what would happen if there were no birds or bees to pollinate.*
- 8 *Compare your weakest plant to the healthiest plant in your group.*
- 9 *Which data, quantitative or qualitative, provided you with the most useful information? Explain why.*
- 10 *Write about how you feel about the "recordkeeping" aspect of scientific research.*

QUICK WRITES – EXPERIMENTS WITH PLANTS

**11**      *Rate yourself from 1- 10 (10 being the best), on your presentation. Explain why you made your choice and how you could improve.*

**12**      *Tell me what you know about germination..*

**13**      *Tell me what you learned about germination.*

**14**      *Which type of tropism do you think has the most “force”? Explain why you think this.*

**15**      *Explain how you can learn from a failed experiment.*

# WORD WALL

## Experiments with Plants

controlled science experiments	style	fertilization	tropism
variables	stem	queen	phototropism
controls	root hairs	drones	geotropism
fair test	root	worker	chemotropism
cool light	space	head	thigmotropism
white light	pollination	thorax	cross-pollinate
fluorescent light	temperature	abdomen	pollen vector
continuous light	water	nectar	crop
fertilizer pellets	control plants	honey stomach	germination
cross pollination	experimental plants	antenna	cotyledon
stigma	seed leaves (cotyledons)	eyes	dormant
pistil	true leaves	legs	pollen
anther	flower buds	wings	leaf
petal	seed pod	label	bud
stamen	potting mix	water mat	ovary
pollen grains	overcrowding	flower	