

Hypothesize What's Inside

Explore to Explain - Lesson 3



For the Classroom:

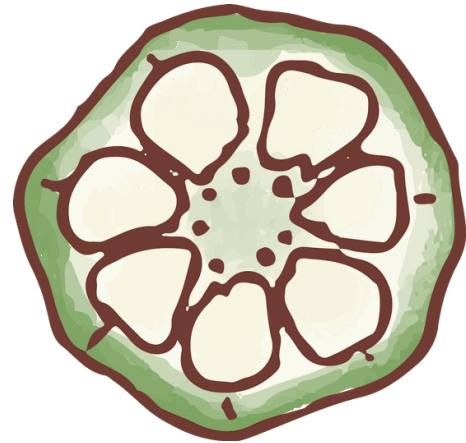
- Group structure - whole group or small group
- Location - at tables
- Approximate time - 15 minutes

Standards:

55L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.

Materials:

- “What Do Scientists Do?” list (created in Lesson 1)
- Journal or sheet of paper (1 per child)
- Colored pencils
- “[Okra Pod](#)” Poster
- “[Okra Insides](#)” Poster
- “[ABCDE of Scientific Drawings](#)” Poster
- Optional: Okra pods (1 per child), cutting board, knife



Procedures:

1. Engage:

- “I am going to show you a part of a plant that I love to eat.” Display “Okra Pod” poster or distribute one okra pod to each child.
- “We are going to be scientists and hypothesize - or make a guess using what you know.” Reference “What Do Scientists Do?” list (created in Lesson 1).

2. Explore:

- “First, in your journal, write ‘hypothesis’ and draw what do you think we will see on the inside when we cut it open? I’m not looking for the right answer, but instead a thoughtful answer!” Provide time for children to draw.
- Show “Okra Insides” poster or cut open each child’s okra pod. “Now, in your journal, write ‘actual’ and draw what you see. Does it remind you of anything you have seen before? Can you identify and label anything you see? Remember scientific drawings are: Accurate, Big, Colored, Detailed, Explained.” Display “ABCDE of Scientific Drawings” poster and provide time for children to draw.

3. Explain:

- “Pair with someone sitting next to you to share what you could identify and label inside of the okra.” Provide time for children to share.
- “You may have noticed that it is sticky inside. Okra is part of the Mallow family - like the plant root that makes sticky marshmallows!”
- “We have so much more to discover about okra!”

Lesson Created by Jenna Mobley for Georgia Organics