

Hypothesize the Size

Explore to Explain - Lesson 4



For the Classroom:

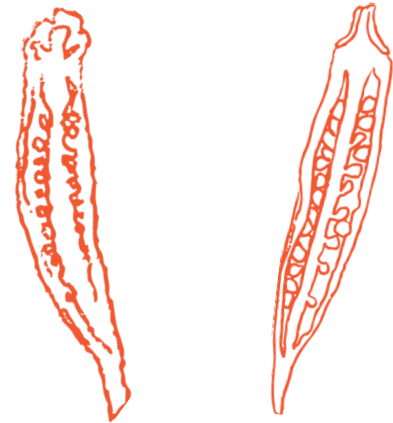
- Group structure - whole group or small group
- Location - at tables
- Approximate time - 15 minutes

Standards:

- CCSS.MATH.CONTENT.2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.
- S5L1. 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
- [“Mallow Family”](#) Poster
- Optional: Okra pods (1 per child), cutting board, knife



Procedures:

1. Engage:

- a. “I am going to show you a part of a plant that I love to eat.” Show “Okra Pod” poster and “Okra Insides” poster or distribute one cut okra pod to each child.
- b. “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:

- a. “First, draw in your journal, what do you think the flower of an okra plant would look like? I’m not looking for the right answer, but instead a thoughtful answer!”
- b. “I will share one thing I know that may be a clue. Okra is in the same family as hibiscus, roselle, and hollyhock so their flowers may look similar.” Show “Mallow Family” poster. Provide time for children to draw.
- c. “Now, draw in your journal, what do you think the rest of the plant looks like? Does it grow up, down, or around? On a tree, bush, vine? Can you draw and label the rest of the plant parts? Roots, stems, leaves? How big do you think each part will be?” Provide time for children to draw.

3. Explain:

- a. “Pair with someone sitting next to you to share what you think the different plant parts look like.” Provide time for children to share.
- b. “We are going to grow okra together so we can find out!”

Lesson Created by Jenna Mobley for Georgia Organics