

## Mixed Up Seeds

“I hate gardening”, LeTiffany grumbled as she fumbled through the tool shed, looking for her mom’s gardening tools. LeTiffany thought it wasn’t fair that she had to do chores over spring break just because she had free time. “Spring break is for watching TV and going out with my friends, not *gardening*,” she thought.

LeTiffany fumbled through the dark tool shed, not finding the gloves and tools her mom wanted her to find. As she reached to pull the string for the light, she felt her elbow bump into a box and heard it crashing to the floor. After flipping on the light, she realized she had spilled a box of plant seeds all over the floor! “Aww man!” she cried.

The seeds were all over the floor, and LeTiffany couldn’t tell the difference between the mess of herb, flower, and vegetable seeds. They just all looked the same to her.

“Honey!” LeTiffany’s mother called. “Did you find the seeds and the gardening tools?”

Scrambling to pick up all the seeds that had been strewn all over the floor, LeTiffany thought, “I’ve *got* to figure out what plants these seeds are for or else Mom’s going to ground me for the rest of Spring Break!”

**Mixed Up Seeds: Box Chart**

<p><u>Facts</u> (What we know right now)</p>	<p><u>Questions</u> (Based on current knowledge)</p>
<p><u>Hypotheses</u> (Based on facts and questions)</p>	<p><u>Learning Issues</u> (What we need to learn)</p>

## Mixed Up Seeds: Growth Report

Make a log and add observations each day about your plants' growth. When possible, make conclusions such as plant color, leaf shape, monocot or dicot, angiosperm or gymnosperm, taproot or fibrous root, and anything else that helps you conclude what unknown plant you have.

Day \_\_\_\_\_

Unknown #__	Observations	Conclusions	Sketch
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## **Mixed Up Seeds: Assignment**

**Now that you have all of your observations from the plant you've grown, research in the library or on the web to give your plant a name. Pick one of the following projects to do:**

1. Create a poster that includes the following: the name of your plant, a picture, classification (including Kingdom, Phylum, Class, Order, Family, Genus, Species in the correct order) and five interesting facts about it.
2. Create a rap or song to present to the class that has your plant's name, classification (including Kingdom, Phylum, Class, Order, Family, Genus, Species in the correct order) and five interesting facts.
3. Writing an ending to the story with LeTiffany, and be sure to include your plant's classification (including Kingdom, Phylum, Class, Order, Family, Genus, Species in the correct order) and five interesting facts about it within the storyline you create.

## Mixed Up Seeds: Grading Rubric

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
<b>Required Elements</b>	The poster/song/story includes all required elements as well as additional information.	All required elements are included in the poster/song/story.	All but 1 of the required elements are included in the poster/song/story.	Several required elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster/song/story and processes used to create the poster/song/story.	Student can accurately answer most questions related to facts in the poster/song/story and processes used to create the poster/song/story.	Student can accurately answer about 75% of questions related to facts in the poster/song/story and processes used to create the poster/song/story.	Student appears to have insufficient knowledge about the facts or processes used in the poster/song/story.

Self/Group Evaluation

Date \_\_\_\_\_

Your Name: \_\_\_\_\_ Group # \_\_\_\_\_

**Instructions:** Please circle the response with which you agree the most. This evaluation will only be read by your teacher and will **not** be shown to other students.

1. How would you rate your participation in group discussion and group work?

**5 Excellent                      4 Very Good                      3 Good                      2 Fair                      1 Poor**

2. How would you rate your effort in completing the case:

**5 Excellent                      4 Very Good                      3 Good                      2 Fair                      1 Poor**

3. Did you complete the assigned homework?                      **Yes**                      **No**

If no, explain why:

4. How well did you work with everyone in your group:

**5 Excellent                      4 Very Good                      3 Good                      2 Fair                      1 Poor**

5. Overall, how would you rate your performance in this case?

**5 Excellent                      4 Very Good                      3 Good                      2 Fair                      1 Poor**

6. Your total score \_\_\_\_\_

7. Rate each group member on a scale of 1-5

Group Member	Participation in group discussion	Completed Assigned Task	Worked well within group	Overall performance	Total Score