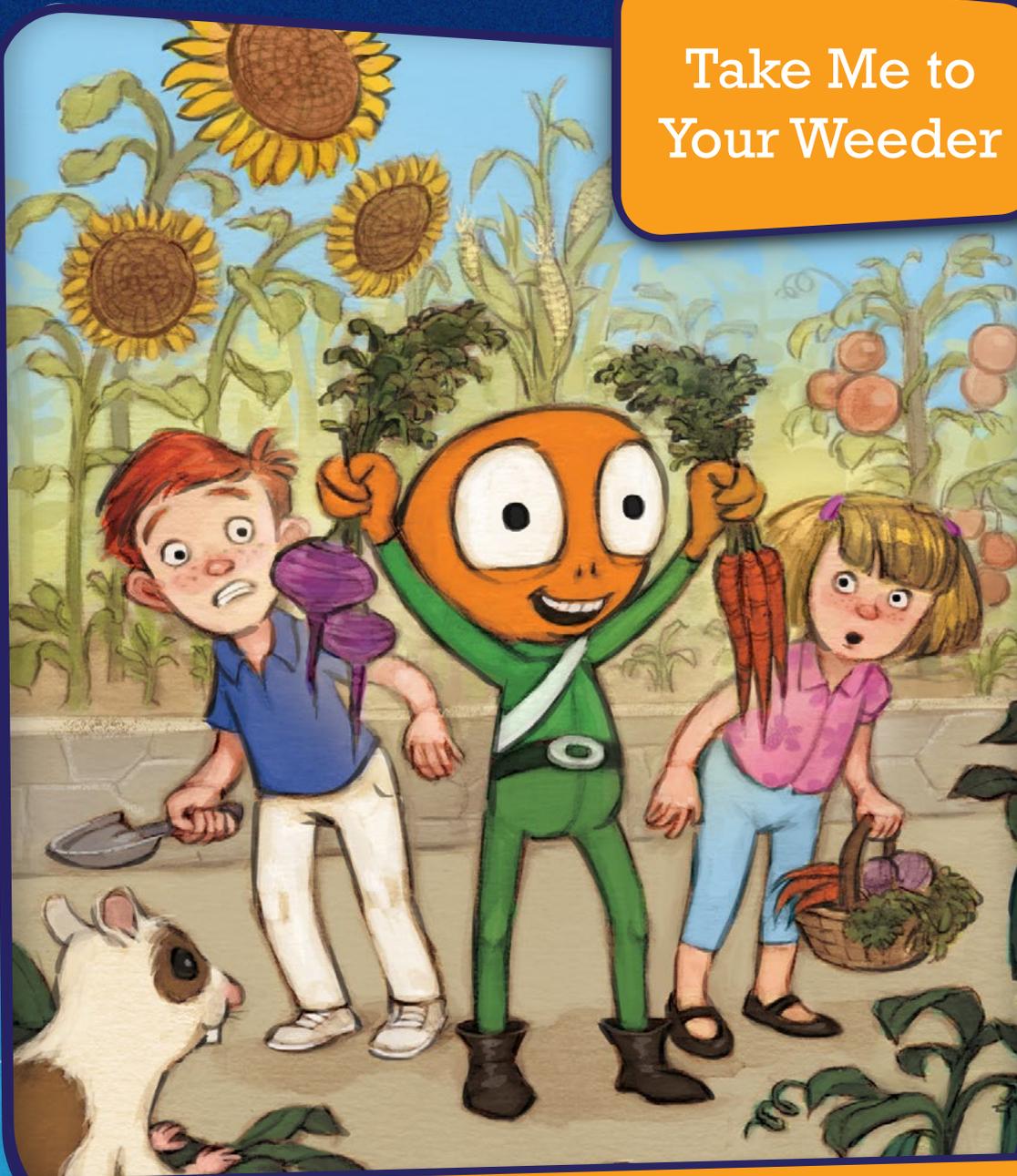


3 How to Be an  
**EARTHLING**



Take Me to  
Your Weeder



★ ★ Mission Guide ★ ★

# Take Me to Your Weeder

## Mission 1: How Does Your Garden Grow?



Dear classmates,

Spork knows nothing about Earth plants—especially the pinecone he tried to eat. I'm not an expert gardener myself, so I need your help to teach Spork about how plants grow.

Your friend,  
Newton

### TASK:

Create a flip book to explain how plants grow. Your book should include the following information:

1. A seed is planted in the dirt.
2. The roots grow beneath the ground.
3. The seedling grows out of the ground.
4. The stem grows taller.
5. Leaves grow on the stem.
6. Flowers grow and make seeds.
7. Seeds are scattered.

### FOCUS QUESTIONS:

- 1 What does a plant need to grow?

---



---



---

- 2 What could prevent a plant from growing?

---



---



---

- 3 Why is the life of a plant referred to as a life cycle?

---



---



---

### SUGGESTED SUPPLIES:

- construction paper
- scissors
- ruler
- markers
- crayons
- stapler

**3-LS1-1.** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**4-LS1-1.** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

# Take Me to Your Weeder

## Mission 2: Growing a Winner



Dear Classmates,

Our class is in charge of the bean plants. I wonder if there's anything we can do to help them grow better so that I can feed them to Jo Jo. Can you do an experiment to help us figure out what conditions are better for plants?

Your friend,  
Jack

### TASK:

Fill four plastic cups with potting soil and then place three seeds in each cup just below the surface of the dirt.

**CUP 1:** Water the seeds and place the cup in a sunny spot.

**CUP 2:** Water the seeds but place the cup in a shady spot.

**CUP 3:** Do not water the seeds and place the cup in a shady spot.

**CUP 4:** Do not water the seeds and place the cup in a sunny spot.

Record growth over time for a month. Create a bar graph to show the growth of each plant.

### FOCUS QUESTIONS:

1 At the beginning of the experiment: Predict how each plant will grow.

---



---



---



---

2 At the end of the experiment: How did the results of the experiment compare to your prediction?

---



---



---



---

### SUGGESTED SUPPLIES:

- plastic cups
- potting soil
- seeds
- graph paper
- crayons
- ruler

**2-LS2-1.** Plan and conduct an investigation to determine if plants need sunlight and water to grow.

**3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment.

**3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water.

# Take Me to Your Weeder

## Mission 3: Class Pet



Dear classmates,

Jack said that a hamster is a boring class pet. But Spork doesn't think so—and he has a pet flarg! If your class could have a pet, what pet would you want to have?

Your friend,  
Grace

### TASK:

Prepare a speech to persuade your class to choose the pet you would like. Include at least three reasons that your animal would be a good class pet.

Once you have written your speech, make sure to practice it before presenting it to the class.

After all the speeches have been given, take a vote. Which class pet received the most votes?

### FOCUS QUESTIONS:

1 What animal would you want as a class pet?

---



---



---

2 What are three reasons the animal you chose would make a good class pet?

---



---



---

3 What type of space and care would your animal require?

---



---



---

### SUGGESTED SUPPLIES:

- computer with internet access

and/or

- resource books about animals

#### CCSS.ELA-LITERACY.CCRA.SL.4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.

#### CCSS.ELA-LITERACY.CCRA.W.2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

# Take Me to Your Weeder

## Mission 4: Library Bingo



Dear class,  
Thank you for your help cleaning up the library! I'll bet you didn't know our library had that many books. And I'll bet there were many you want to read!

Your teacher,  
Mrs. Buckle

### TASK:

Look at the Book BINGO card on the next page. For each type of book you read, write the title of the book in the BINGO square. Your goal is to get three in a row on the card.

### FOCUS QUESTIONS:

1 Which book that you read would you recommend to a classmate? Why?

---

---

---

---

---

---

---

2 Which type of book did you enjoy reading the most? Why?

---

---

---

---

---

---

---

**CCSS.ELA-LITERACY.CCRA.R.10.**  
Read and comprehend complex literary and informational texts independently and proficiently.

# Take Me to Your Weeder

## Book Bingo

CHAPTER BOOK	HISTORY BOOK	NONFICTION BOOK
DICTIONARY/ ENCYCLOPEDIA	PICTURE BOOK	SCIENCE BOOK
HOW-TO BOOK	POETRY BOOK	BIOGRAPHY