

Oregon



Agriculture in the  
Classroom Foundation

**Developed By:**

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## Summer Ag Institute Lesson Plans

**Title of Lesson:** Grass is Just Grass—Or Is It?

**Academic Subject:** Interdisciplinary—Science, Reading, Geography, Math

**Theme:** Variations in types of grass and grass seed grown in Oregon

**Grade Level:** K

### **CIM/CAM Standards:**

1. Science—1) Describe how related plants have similar characteristics. 2) Recognize characteristics that are similar and different between organisms.
2. Reading—1) Retell, summarize or identify sequence of events. 2) Identify cause and effect relationships and make simple predictions.
3. Geography—View simple maps to locate places.
4. Math—Order first through tenth in numeric form.

### **Learner Objective: (The student will)**

1. Increase vocabulary and concept awareness of vocabulary words.
2. Begin scientific observation discrimination, description, cause-effect relationship, order of events, growing from seed.
3. Learn basic geographic concepts: State of Oregon and Willamette Valley

### **Vocabulary:**

- |                       |                      |                                 |
|-----------------------|----------------------|---------------------------------|
| 1. grass              | 6. similar           | 11. “in order” (1st, 2nd, etc.) |
| 2. tall fescue        | 7. different         | 12. cause                       |
| 3. rye forage         | 8. Willamette Valley | 13. effect                      |
| 4. creeping bentgrass | 9. State of Oregon   | 14. seed                        |
| 5. describe           | 10. farmer           | 15. soil                        |

**Anticipatory Set:** Take the students outside to view the grass. “Describe what you see. Is it all the same? Are there any differences between some grass and other grass? What do you think causes those differences? (There will probably be differences of color, height, presence of weeds, dry and barren, etc—These are the effects. \*Could anything else cause differences in grass?”

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## **Instructional Outline (Teaching Content)**

### **Initial Presentation:**

1. Introduce vocabulary: grass, describe, similar, different, cause, effect.
2. Talk about what grass needs to grow and introduce vocabulary: soil, seed, water, sunlight.
3. Talk about tall fescue, rye forage, & creeping bentgrass as different types of grass, growing from different seeds.
4. Talk about what plants need to grow: soil, water, air, sunlight (cause)
5. Ask, “How long will it take to have grass? (effect)

### **When seedlings begin to appear:**

6. Introduce vocabulary: State of Oregon, Willamette Valley, farmer.
7. We are going to check on our grass. Review vocabulary: fescue, rye forage.

Closure with numerical ordering of events.

## **Strategies**

### **(What to do, explain or have students do)**

1. Students seated in classroom. Discuss grass—describe it Discuss similar/different w/balls, crayons.
2. Discuss cause/effect of objects falling.
3. Students at outdoor planting area: Set up soil in planters.
4. Look at different grass seed types.
5. Plant a couple of planters with each type of grass seed (tall fescue, rye forage, and creeping bentgrass).
6. Water the seeds and place in air and sunlight.
7. Wait: “Now we begin our time of waiting for seeds to grow and the grass to appear. What do we need to do while we’re waiting? (Continue to water and have in air and sunlight). Supervise watering at noon recess.
8. Students seated in classroom. Show globe—Oregon, Willamette Valley. Show larger, flat map of Oregon and Willamette Valley. Talk about farmers—some farmers grow grass and grass seed.
9. Students to outdoor planting area to see our grass: “Describe what you see. How are the plants similar/different? What was the cause of this growth? (Seed, soil, water, air, sunlight). What is the effect? (grass). Point to and name the different kinds of grass and describe how they are different. Closure may need to be at a later time.