Lesson 6

PLANT EXPLORERS

TEACHER'S PREVIEW

Grade Level

2-3

Learning Outcomes

Science:

1. Demonstrate knowledge of how plants take in water, nutrients, and light.
2. Describe structures that enable different plants to survive in different environments.
3. Relate structures and behavior of organisms to their environments.

Environmental Message

All animals, including humans, depend on plants for their survival.

Important Vocabulary

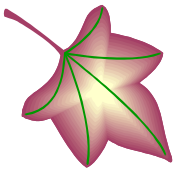
habitat	ecosystem	root
leaf	stem	flower
nutrient	organic	environment
habitat loss	adaptations	

Equipment and Material

Pictures and magazines to cut up

Teaching Aid: *Plant Parts*

1. INTRODUCTION
Meet a Plant!



A. Visit a wooded park or playground.

B. Divide class into pairs. Let one of the pair blindfold the other and lead their partner to a plant.

C. Encourage the blindfolded student to us all his/her senses to become acquainted with the plant.

D. Return to the starting place and remove the blindfold.

E. Let the student identify the plant they examined.

F. Ask the students to tell the class how they were able to recognize their plant.

G. Observe what happens to dead plants.

Adaptation Exploration

Illustrate with "Plant Parts" Teaching Aid.

- What do plants need to live? (Water, air, sunlight, soil.)
- Since they have no legs or hands, how do they get it? (Leaves use sunlight to make energy; roots carry nutrients and water from the soil; stems support leaves and flowers; flowers produce seeds for new plants.) Where do the nutrients in the soil come from? (Decomposed plants.)

A. On the chalkboard make a table with different habitats listed across the top: forest, meadow, desert, ocean.

B. Ask children to suggest some plants that would live in each habitat (forest - tree or fern, meadow - grass or wildflower, desert - cactus, ocean - seaweed).

- What would it be like for a plant living in each habitat?
- What are some words to describe each plant? (green, big, small leaves, fleshy, thorny, pretty).
- How do variations in the parts of plants help them to survive in their habitats? (large, deep green leaves help plants live where there's not much sun, small leaves limit exposure to heat or cold, thorns protect plants from herbivores, fleshy leaves and stems store water, colourful flowers attract pollinators like butterflies).

2. PRACTICE

A. Place pictures of plants from old magazines in a bag.

B. Ask children to draw out several pictures.

C. Ask children to describe and compare the pictures they chose.

D. Glue the pictures to a piece of construction paper.

E. Label the parts of the plant and suggest what habitat it might live in.

F. Point out the special adaptations that would help the plant survive in its habitat.

3. SHARING

Wild Plants!

A. Ask students to draw a picture of an imaginary plant that is adapted to a special environment, maybe another planet!

B. Label the adaptations to explain how it survives.

C. Let the students tell the class about their drawings.

D. Display the drawings.

4. ASSIGNMENT

A. Plants come in many shapes and sizes, but all share the same basic plan. Bring some vegetables to class and ask children to try to figure out if the part we eat is the root, stem, leaf, fruit, flower or seed.

B. Make a chart with the parts of the plant as headings.

C. List vegetables in the appropriate column.

Note: Celery is tricky! The crunchy part we eat is the leaf, not the stem.

5. CLOSURE

Discuss how plants interact with the environment. How do plants benefit people? Ask students to help list ways that a plant's environment can be changed by human activity.

6. EXTENSION ACTIVITIES

Visit Delta Recycling Society's Earthwise Garden. The *Plant Explorers* Ecotour is designed to complement this lesson.

7. SUPPORT DOCUMENTS

"Environment Kit" Delta Primary Div. available through Delta Media Library.

Environmental Awareness Lesson Jointly Developed by:
Delta Recycling Society and the Delta School District