Description: Students use the leaf rubbing they made in Leaf Discovery Drawing as a 'clue', along with their new awareness of leaf characteristics, to find the plant from which the leaf originated. They use an observation form to record plant characteristic information. Students may conduct further research about their plant.

Objectives:
• Student’s document and research native plants through art and writing about the plants in the habitat area.
• Students understand how plants are named.

Print Materials:
• Master: ‘Plant Observation Worksheet’

Kit Materials:
• Foam core clipboards: 1 per student
• ‘Starflower Plant ID’ cards for habitat type

Teacher supplied:
• Pencils: 1 per student
• Copies: ‘Plant Observation Worksheet’: 1 per student
• Leaf rubbings from the Leaf Discovery Drawing activity
• Native plant field guides

Vocabulary

Common name: the best known non-scientific name for a plant in a given region or community; this name will vary from region to region

Scientific name: the international name, based on Latin, assigned to a plant, categorized using the principles of taxonomy

Washington State EALRs
Science 1.1 Use properties to identify, describe, and categorize; and use characteristics to categorize living things.
2.1 Develop abilities necessary to do scientific inquiry.
2.3 Practice the principles of scientific inquiry.

Communication 1.1, 1.2 Focus attention, listen and observe to gain and interpret information.

Seattle School District Standards
Science 1.1, 1.3 Objects can be described in terms of their composition and their physical properties.
2.2 Describing things as correctly as possible is important in science and allows people to compare with one another what they see.

Before Activity: Complete Leaf Discover Drawing activity making sure each student has a plant rubbing of a plant they can find and study in the habitat area. Complete Leaf Discovery Walk I activity to familiarize students with the ‘Plant Observation Sheet’. Determine boundaries for students within the habitat area and mark if necessary with rocks or flags, etc.

Activity
• Gather students near the portion of the habitat area from which the leaves were gathered for the Leaf Discovery Drawing. Say, “Now that we have had a chance to look at some different characteristics of plants (Leaf Discovery Walk I) it’s time to find the plants that our leaf rubbings came from. What are some of the characteristics we looked for on our Leaf Discovery Walk I? (shape, texture, edges, veins) How can you use your leaf rubbing from the Leaf Discovery Drawing activity to find the plant that it came from? What things are helpful to look for?”
• Demonstrate ‘finding’ a plant using a leaf rubbing, and filling out the plant observation sheet. Then, using the ‘Starflower Plant ID’ cards or field guides, identify the plant and find its common name. Tell students, “The common name is the non-scientific name that most people in a community or region call the plant (the word ‘common’ is the base word for community). That name may be different in different communities and regions. There are usually interesting stories or facts about why a plant has its common name. The imaginary name you gave your plant is like a common name.”
• Pass out to each student their leaf rubbing, a ‘Plant Observation Sheet’, clipboard, and pencil. Place ‘Starflower Plant ID’ cards and field guides in a central location for students to access.
• Ask students to look for their plant within the boundaries that you designate. Say, “Once you find your plant, use the ‘Plant Observation Sheet’ and ‘Starflower Plant ID’ cards to find its common name. Write this name on the last line of your ‘Plant Observation Sheet’.”
• Allow students the time needed to locate their plant, and fill out their form. Assist students as needed to identify their plant using ID cards or field guides. If unable to identify the plant name save the leaf rubbing to use for an ‘expert’ to help identify later, in the meantime use the student name for the plant.
• Gather the class and share their findings. Ask, “What did you learn about your plant?” (form, name, other facts) “What did you learn about its name? Was it similar to the name you gave your plant?”
• Divide students into pairs or working groups (e.g., students with the same plants) and ask students to introduce their plant to another student or group. Walk through the habitat and look for the same plants in other locations.