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Meet My Plant

Developed by Heidi Bohan/ Starflower Foundation

Second Grade

45-60 Minutes

Outdoors/Indoors

<p>Description: Students create a journal entry about a plant they observe and study in the habitat area. The journal entry includes a drawing, a rubbing, imaginary name, real name and interesting information about the plant (e.g., wildlife uses, size, plant type, ethnobotany, etc.) This activity can serve as a basis for numerous extension activities to deepen student knowledge about plants in the habitat area.</p>	<p>Vocabulary <i>Expert: One with the special skill or knowledge representing mastery of a particular subject</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students use the knowledge and skills gained in the last several activities to become an ‘expert’ on one plant. • Student use journaling as a way to further their learning about a plant by combining writing, reading, art and math skills. • Students understand that a plant has many different characteristics and habitat values. 	<p>Washington State EALRs Communication: The student communicates ideas clearly and effectively. 2.1 Communicate clearly to a range of audiences for different purposes. 2.2 Develop content and ideas. 2.3 Use effective delivery</p> <p>Seattle School District Standards</p>
<p>Print Materials:</p> <ul style="list-style-type: none"> • Master: ‘Meet My Plant Worksheets’; ‘Meet My Plant Journaling Instructions’ <p>Kit Materials:</p> <ul style="list-style-type: none"> • ‘Starflower Plant ID’ cards for habitat type • Foam core clipboards: 1 per student <p>Teacher supplied:</p> <ul style="list-style-type: none"> • Copies of ‘Meet My Plant Worksheets’ OR ‘Meet My Plant Journaling Instructions’ for students using science journals: 1 per student • Pencils: 1 per student • Native plant field guides 	<p>Writing 1.1 The student writes clearly and effectively; chooses topics from personal experience; writes multiple sentences on a single topic including some details. 2.2 Writes for different purposes. 2.3 Writes in a variety of forms.</p> <p>Reading 1.1 Uses word recognition and word meaning skills to read and comprehend text. 1.2 Builds vocabulary through reading. 1.5 Uses features of non-fiction text (title, page, index, directions). 2.2 Expands comprehension by interpreting information and ideas.</p>

<p>Before Activity: Choose between having students analyze a plant in the habitat area as they fill out the ‘Meet My Plant Worksheets’ or write in student journals following the ‘Meet My Plant Journaling Instructions’ (this latter choice is provided for those teachers who are emphasizing the use of science journals in their curriculum).</p> <p>Activity</p> <ul style="list-style-type: none"> • Bring students to a habitat area. Tell students that today they will find their own plant that they will get to know. Tell students that they will do this by quietly observing their plant using their senses, and the skills and knowledge they’ve gained in past activities. • Review plant characteristics to observe: deciduous or evergreen, leaf shape, leaf edges, leaf texture, plant form, wildlife uses. • Review ways to record observations: drawings, rubbings, writing, filling out observation forms. • Tell students they will be selecting a plant, being careful not to hurt other plants or people in the process. Then they will sit quietly and observe their plant for several minutes, looking at the plant characteristics, wildlife that may be using their plant, nearby plants, the sunlight, shade, rain or other weather. Finally, they will begin to fill out a journal entry (forms or science journals). • Pass out ‘Meet My Plant Worksheets’ or ‘Meet My Plant Journaling Instructions’ to students • Assist students in appropriately selecting a plant to study. • Use field guides or other resources to help students complete the worksheets. <p>Extension: This activity invites extensions in a variety of ways based on curriculum focus and resources:</p> <ul style="list-style-type: none"> • Return several times through the seasons and continue to journal about the plant noting changes in the leaves, growth, wildlife uses, weather, nearby plants. Students practice expository writing, scientific observations, reinforce past knowledge. • Students share their plants with each other as they move in groups through a series of ‘plant stations’ staffed by student ‘experts’. They practice communication skills as each station introduces ‘My Plant’ to other students. Students with the same plants could share a ‘plant station’. • Create a written report, booklet, poster, interpretive sign or other expository document to teach others about the plant. Conduct further research about their plant using a variety of sources. • Present findings to the project community group, school or Seattle Parks Department.
