

WithOnePlanet

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Investigate

Lesson 3
Teacher notes
Describing plants

Years 5 to 6

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INQuIRY     

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WithOnePlanet

Climate change education
An xpend Foundation initiative

Describing plants

Lesson 3: Teacher notes

This document provides the teacher with the details of the lesson.

At a glance

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

This lesson aims to provide students with some knowledge of plants and how we can describe them based on the shape of the plant (this is called the habit), the arrangement of flowers, leaves, fruits and seeds, and their characteristics.

There is also an extension activity, where students can create and use their own plant press.

For an assessment guide and key lesson objectives, refer to the Unit outline.

INQuIRY focus: Investigate

The *Investigate* phase (lessons 3–7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas and discuss their observations with each other and the class. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

Teacher background information

Recognising plants includes looking at the plant and describing what you see.

Plants are normally described by their features: habit, trunk, bark, roots, flowers, leaves, fruit, seeds. A subsection of these features (habit, flowers, leaves, fruits and seeds) is described in this lesson.

Equipment

For Activity 1

- > Describing plants, *Lesson 3 - Student worksheet*, Activity 1.

For Activity 2

- > Describing plants, *Lesson 3 - Student worksheet*, Activity 2
- > Camera or ipad to take photos of plants, or internet access to search for photos of plants
- > Card, pencils, textas to make posters
- > Scissors
- > Glue.

For the Extension activity

- > 6 x 30 cm long sticks
- > 8 x 21 cm short sticks
- > natural raffia (for tying sticks together)
- > 2 x A4 sheets of cardboard
- > sheets of A4 absorbent paper
- > 1m of cord (for tying the frames together).

Lesson steps – Main lesson

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

1. Together as a class, look at the different ways of describing plants as outlined in the information section of the *Lesson 3 – Student worksheet*.
2. Students to answer Question 1 and Question 2 in the *Student worksheet*.
3. Divide students into groups and assign each group one of three topics: habit, flowers or leaves. The topic of *habit* is less complex than the other two topics.
4. Ask each group to take photos related to their topic in the school grounds. An alternative is to ask students to find photos on the internet.
5. Guide students to pick their five best photos, and upload them into the Activity 2 worksheet.
6. Students describe the flowers, habit or leaves based on the information discussed at the beginning of the lesson.
7. Students share the information about their plant photos with the class.

Lesson steps – Extension activity

1. Follow the instructions in the *Lesson 3 – Student worksheet* to create a plant press.
2. Collect plant specimens together, or ask students to bring plant specimens from home for pressing.
3. Press the specimens using sheets of A4 absorbent paper or newspaper.
4. Watch the video of students in Timor Leste pressing flowers using the same technique.
5. Change the paper at least three times in the first week. You may need to change the paper more frequently if you are in a humid environment.