

Name:

Grade:

School:

Date:

WithOnePlanet

- > Module 2:
Culture
- > Level:
Years 5 to 6
- > INQuIRY:
Introduce
- > Lesson 1:
Thinking about plants
- > Student worksheets



Introduce

Lesson 1

Student worksheet

Thinking about plants

Years 5 to 6

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INQuIRY



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WithOnePlanet

Climate change education
An xpend Foundation initiative

Thinking about plants

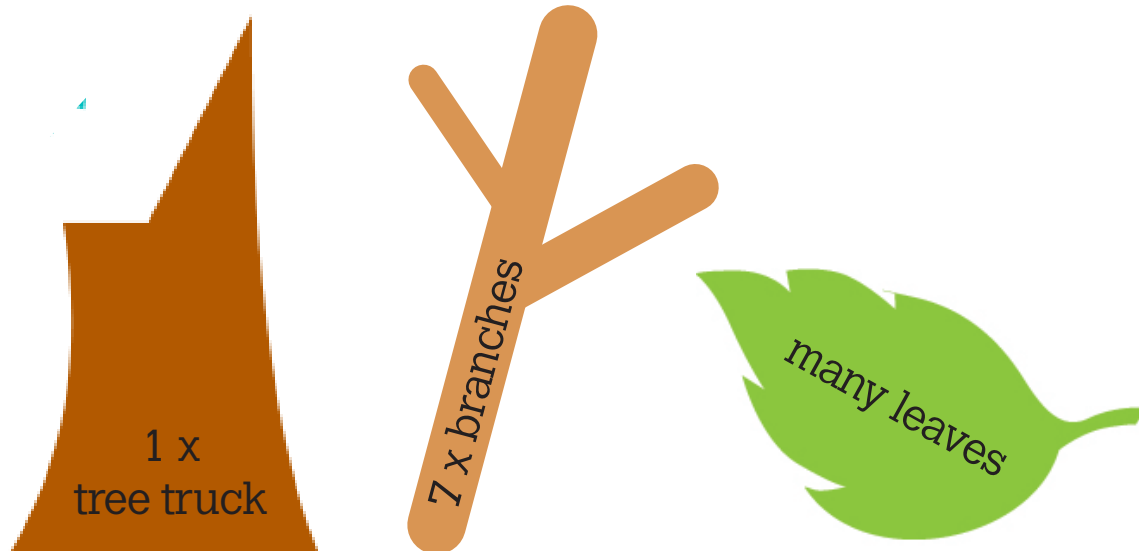
Lesson 1: – Student worksheets

Activity 1: The 'sorting tree'

In this activity you are going to create a sorting tree, which you can use to sort ideas and concepts about trees and plants. Your teacher will give you a trunk, some branches and some leaves. You need to create your tree by adding your branches to the trunk, and then adding leaves to the branches.

Each branch will have part of a sentence written on it, and each of the leaves will have a word or picture on it. In your group, you need to sort the leaves so they are on an appropriate branch. Different groups might come up with different ways of sorting the leaves and branches. Your teacher will also give you some empty leaves and branches so you can write your own word or sentence, or draw your own picture.

Use the workspace on the next page to create your sorting tree. You will need to cut out 1 tree truck, 7 branches and many leaves that your teacher will give you.

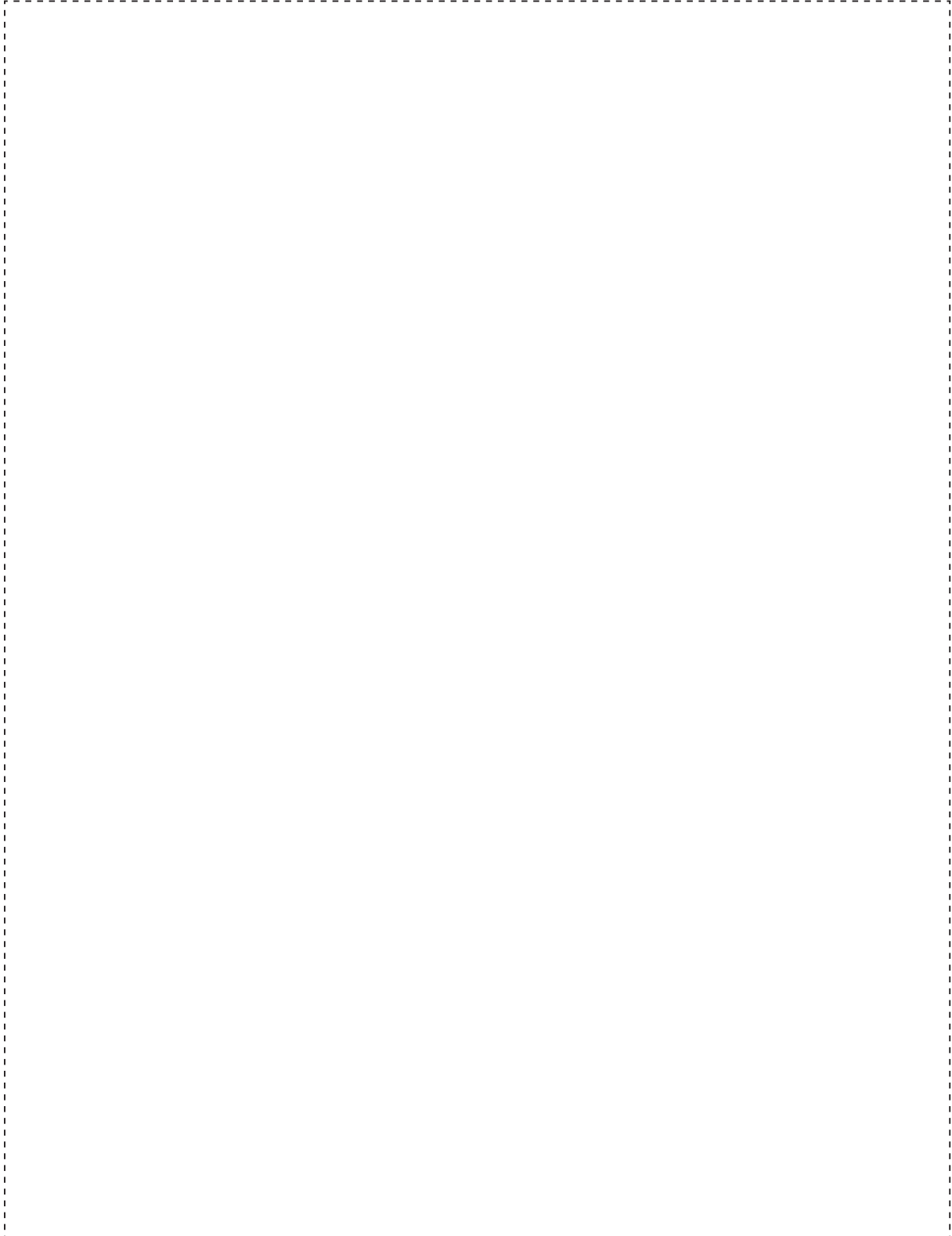


Source:

Graphics produced by WithOnePlanet 2015

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Our sorting tree – group name:



Activity 2: Note taking

Instructions

You will be watching three videos about plants. For each video you will need to complete the following as the video is playing:

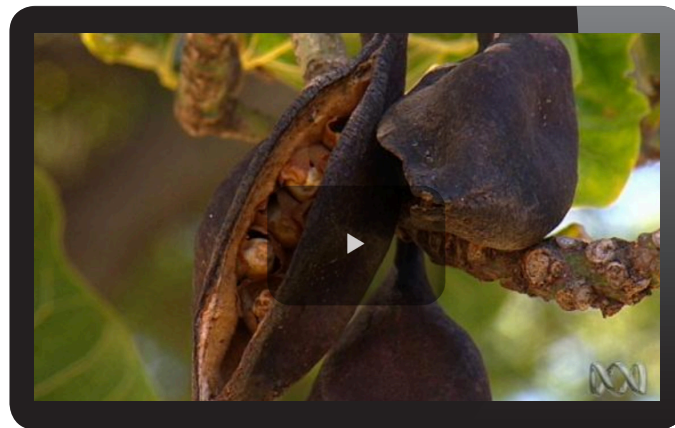
- > Take notes in the 'Notes' section of the Note taking grid provided.

Complete the following once the video has finished:

- > Use the 'Summaries' section to summarise your notes into key points.
- > Use the 'My thoughts' section to add any other thoughts, ideas or opinions you had about the video.



1: Tasty bush tucker – <http://splash.abc.net.au/media/-/m/30798/understanding-bush-foods>

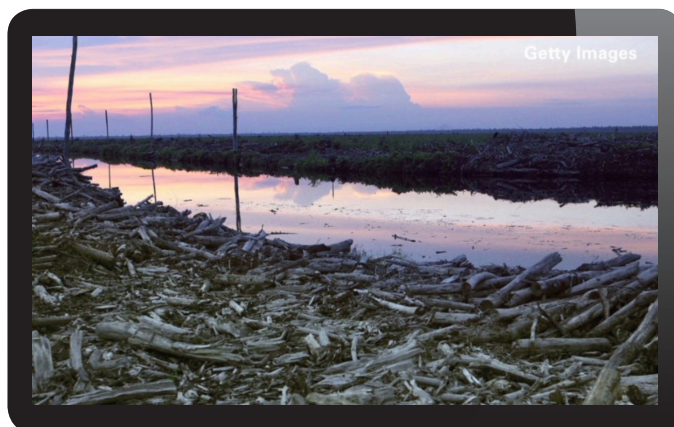


2: Landcare Kids – Students learning to rehabilitate the land near their school, <http://www.abc.net.au/btn/story/s4076181.htm>





3: CNN Explains, Deforestation – <<http://edition.cnn.com/video/data/2.0/video/world/2013/09/12/bts-orig-eitm-deforestation-cousteau.cnn.html>>



Sources:

ABC Gardening Australia, *Tasty bush tucker*, [Online Video] 18 December 2010, viewed 7 April 2016, <<http://splash.abc.net.au/home#!/media/30798/understanding-bush-foods>>
 ABC Behind the news, *Landcare Kids*, [Online video], 2 September 2014, viewed 7 April 2016, <<http://www.abc.net.au/btn/story/s4076181.htm>>

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Summaries

My thoughts



<<http://www.abc.net.au/btn/story/s4076181.htm>>

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

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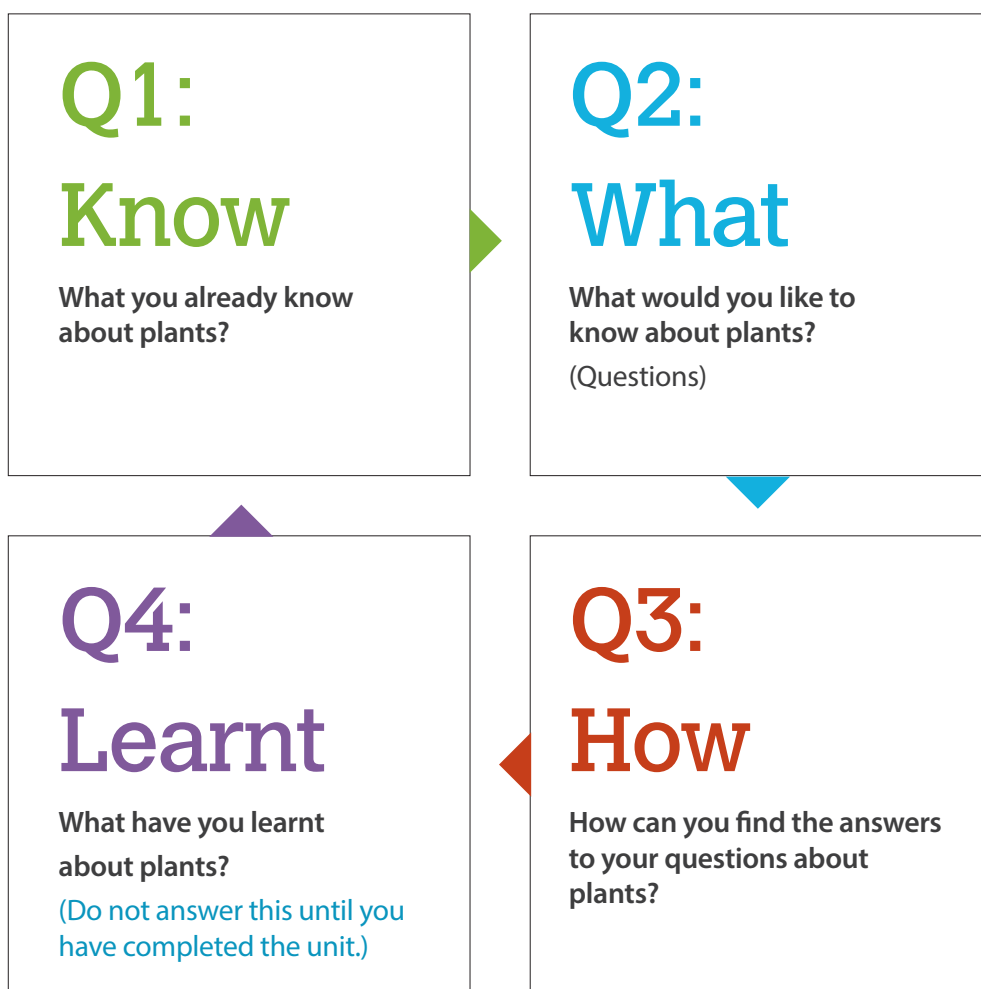
Activity 3: Plants KWHL

Instructions

After you have watched the three videos on plants, complete the first three steps of this KWHL chart to help you work out:

1. **What you already know about plants.** You can write your thoughts and ideas down as words or sentences, or use pictures or diagrams here.
2. **What you would like to know about plants.** You can write this in question form.
3. **How you think you can find out the answers to your questions.** You can write this in dot point or list form.

Leave section 4 (What have you learnt about plants?) until you have completed the unit.



Complete your own KWHL chart

Q1. Know

What do you already know about plants?

Q2. What

What would you like to know about plants?

Q4. Learnt

What have you learnt about plants?
(Do not answer this until you have completed the unit.)

Q3. How

How can you find the answers to your questions about plants?

Activity 4: Discussion

Instructions

Look at what you have produced for the *Sorting tree* activity and the *KWHL* activity. Establish groups of 6–8 people each and try to have people in your group that you haven't worked with for the other activities.

In your group, discuss what you understand about plants from your *Sorting tree* and *KWHL* activity. Make sure everyone in the group gets a chance to say what they think.

Everyone learns and understands things differently. We can learn a lot from listening to our friends! In the sheet below, write down some interesting things that you have heard from your friends in this discussion that helped you learn something, or think about something, in a different way.

Interesting thing:

Why it is interesting:

Reasoning that was different from mine:

How it made me think differently:
