

Kinder Plant Collection Activity

Created by: Annette Campau	Time Required: Day One -- 20 minutes. Day Two -- 30 minutes.
Subject: Science	Grade Level: Kindergarten (applicable for 1 st & 2 nd graders)

Overview	Kindergarten children will learn different types of plants.
Goal(s) & Objective(s)	<p>Students will learn:</p> <ol style="list-style-type: none"> 1- About plants and be able to categorize them as grass, grass-like, woody or a forb. 2- How to press plants 3- The importance of protecting the rangeland plants and clearly defining the benefits to us, animals and to the environment.
Materials	<ol style="list-style-type: none"> 1. Pictures of plants and weeds depicting types of plants 2. Silk plants 3. Real plants 4. Paper bags-nominal price 5. Clipper for teacher –Approx.\$5.00 or under 6. Paper for plant press 7. Old books to press them under
Teaching Activities: Instructional Approaches/Strategies	<p>Introduction: Discuss weeds, beneficial plants, vegetables, and flowers- Ask how plants are different from animals? Are plants alive?</p> <p>Procedures: Day One</p> <ol style="list-style-type: none"> 1. Describe the characteristics of a plant, using information from your adopted science curriculum and information from the IRRC website. Describe plants in the categories of grass or grass like, forbs, and woody. (Because kindergarten children have a limited vocabulary it would be beneficial to give them a clue word to remember the word forb like leafy to help them identify and learn what forbs are.) 2. Show real and fake plants that demonstrate each type of plant. Have the children verbalize which category each plant is in. 3. After whole group discussion, give students examples of plants and have students in small groups identify the plants by type. Ask what characteristics make them that type. Ex: What part makes this a grass? Why do you think this is a forb?

	<p>Day Two</p> <ol style="list-style-type: none"> 1. Review types of plants with students. Do a quick review of pictures and plants. 2. Explain to students that the class will be going on a walk to look at plants. Discuss rules for the walk. 3. Have students find two grasses or grass-like plants, two forbs, and a woody plant. Upon return to the classroom we will press the plants they have found to keep. Distribute paper bags to put plants in. 4. Assist the students in finding plants on the walk. 5. Return to the classroom. Students will show the plants they found and will have classmates help to identify them. Place names on paper and allow them to place plants between paper and cover with books to press them. <p>Closure:</p> <ol style="list-style-type: none"> 1. Discuss what happened on the walk. What is their favorite plant and why. What did they learn and what is one thing they can teach their parents or siblings about plants. 2. Take plants home from press in a couple of days so they can show their family.
<p>Assessment:</p>	<p>Students should have collected 1 good plant sample that is not a blade of grass.</p>

Background:

Weeds should be clearly defined using the definition given by Chris Call of Utah State University in his presentation. The definitions are as follows:

Weed- Plant growing where it is not wanted.

Noxious Weed- a plant species that is not indigenous to a specific area and has negative impacts on crops, native plant communities, livestock, wildlife, waterways or human health.

Make certain to put these definitions into language that a five-year-old can understand.

Kindergarten children need to have concrete examples as they are learning a new concept. They learn well if they can have “hands on” experiences. If they can manipulate and touch real items they seem to grasp new ideas easier. Instructions and directions need to be concise, precise and direct. Close supervision needs to be given as they are picking their plants because frequently things still go into their mouths.