

Not All Weeds Are Ugly

(25 minutes)

STEP ONE. Begin the lesson with a discussion of weeds.

What are weeds?

Where do they come from?

What do they look like?

What are some examples of weeds?

STEP TWO. Next, ask the students to take out a pencil and their journals or a piece of scrap of paper. Tell the students to number the page from 1 to 10.

STEP THREE. Tell the students that you have pictures or examples of 10 different plants. Their task is to decide whether they think each plant is a weed or not. Tell them that you will show them the numbered picture or example of a plant and they will write weed or not a weed next to the number of the plant on their page.

STEP FOUR. Once the students have seen all the plant examples, show the students each plant again and ask whether they thought it was a weed or not a weed. Tell students the answer after each plant and at the end ask them--*which plants were weeds?* All of them!

Is this what they expected?

Are there any plants that you were surprised by?

Why or why not?

Are all weeds ugly?

What parts of the plants make them pretty or ugly?



Plant Parts Identification

(45 minutes)

STEP ONE. Begin by discussing the 6 plant parts (roots, stem, leaves, flower, fruit, seeds) and the function of each part.

STEP TWO. Set up stations, with a different plant (fake or alive) at each station.

STEP THREE. Show students the plant part tags and tell them that they will be working in pairs or small groups to identify the parts of the plants at each of the stations. They must work together to identify the parts correctly and attach the plant part tag to the corresponding part of the plant. Remind the students that all the parts of the plant may not be present. Also, tell the students that once they have attached the plant part tags to the plant, they will sketch the plant and label each of the plant parts they found on the plant. Students may use their hand lenses to observe the plant specimens closely. The students will rotate through each of the four stations.

STEP FOUR. Next, have the students read pages 13 and 14 in their *What's in Your World?* booklet. Once all the students have finished reading, have the students describe toadflax in their journals, with descriptions of the plant's parts and the two methods it uses to reproduce.

