

The Meanest Flower that Blows!

Twenty activities correspond with the CD *The Meanest Flower That Blows!* included in the *What's In Your World?* booklet's inside back cover. Each audio play is designed to build on the one before it and set the stage for the one that follows. You can incorporate one play each day for four weeks at the beginning of your science lesson. There is one activity for each 2- to 3-minute play. Ten plays are about spotted knapweed and ten are about leafy spurge. Scripts can be printed from the CD inside the *National Invasive Species Library*.

Leafy Spurge Activities
Snap-Crackle-Pop. Seeds in Air, on
Water, on your Clothes.
Play Audio Track #1
(20 minutes)

Levels
Grades K-3

Subjects
Science, Language Arts

Skills
Comparing, Examining, Describing

Concepts
Structure and functions of living things;
interactions among technology, science and society

Objectives
Students will learn that plants have a variety of
mechanisms for reproduction.
Students will examine noxious weed seeds and
describe how they travel.

Materials (20 student class-size)
What's in Your World? CD audio track #1
(inside the back cover) - 1 per class
4 different seeds - 1 set per student or small group
white paper 8-1/2 x 11 inches - 1 per student

Time Considerations
Preparation - 2 hours
Activity - 20 minutes

Lesson Overview
• Seeds in the Air, on the Water, on your Clothes
(20 minutes)

Background

Snap-Crackle-Pop is one of several ways that seeds can spread where you live and recreate. Some seeds are light as a feather and can blow easily in the wind. Others have a waterproof coating that allow them to float down rivers to germinate along a stream or river bank years later. All sorts of living and non-living things help seeds spread to new landscapes. Seeds can travel on the water and wind, and they can attach to animal coats. And that's not all, you will find them on your sox, attached to the undercarriage of your automobile, and all sorts of other places.

SNAP-CRACKLE-POP LESSON DETAILS

STEP ONE. In late summer, early fall, collect seeds of thistle, houndstongue, toadflax, and spotted knapweed if they are available in your area. If they are not available, contact your county weed professional to locate seeds. You can use other seeds for this activity if noxious weed seeds are not available.

STEP TWO. Give students a white sheet of paper and place the 4 different seeds on their white paper. Ask the students-- *Are the seeds from noxious weeds or native plants?* Ask the students to describe the seeds' appearance and list why they think the seeds are either noxious weeds or native plants.

STEP THREE. Ask the students--*How do you think these seeds travel to new landscapes?* Next ask the students to make a list of the "methods of travel" they can think of next to each seed.

STEP FOUR. Then ask the students to discuss-- *What do you think the method of travel is for each seed to reach new landscapes?* Ask them to answer using the dispersal methods of fruits, on wind, as hitchhikers, on water, and by expulsion from seeds that burst on maturity which are investigated in Spotted Knapweed Activity *Seed Dispersal Investigation*.

Look around you and imagine the many different plants and their flowers with their individual seeds. Some are large. Some are small. Some are feathery, and some are sticky like velcro and grab hold of your sox or hitch rides on animals fur, some traveling many miles to new landscapes.

Look at the four different kinds of seeds and ask--
Does this seed float on water?
Will it cling to my clothing? What else about it?