

Plan For Week 7 Science 6

Plan for the week of: May 25 -May 29 _____

At the end of the week you will know, understand, and/or be able to do the following:

I can locate the parts of a flower.

Why does this learning matter?

Seed dispersal contributes to biodiversity, which is essential for life.

The plan for the week :

- Monday: No school - memorial day
- Tuesday: Read the background information on page 1 and do the **Procedure: 1, 2, & 3** by collecting 1,2, or 3 different flowers. Fill in the *I Observe* section on the worksheet. Study the Structures of Plants and flower diagram chart.
- Wednesday: Complete the **Procedure: 4 & 5**
- Thursday: Answer the Questions/Assessment
- Friday: Come up with at least 5 'I wonder' questions. For example; I wonder if plants communicate (talk) to each other?
- Ways to demonstrate learning (pick what works best):
 1. Email pictures/video of finished product.
 2. Turn in sketches/drawings.

2 extension activities are in the gray 'Going Beyond' box

Who To Ask For Help and How To Reach Them

Ms. Davis, 6th & 7th Grade Science Teacher

Email: wdavis@fernridge.k12.or.us

Phone: (541) 972-3156

Tuesday

Parts of a Flower! Flower Dissection

Essential Question:

What are the parts of a flower and what are their functions?

At a Glance:

Learners observe and dissect a flower to discover its anatomy and the how each part contributes to its reproduction.

Getting Ready:

Collect three or more different types of flowers for learners to observe and dissect. Simple flowers with easily identifiable parts such as gladioli, carnations, lilies, pansies, daffodils, peas, tomatoes, and beans are good plants to use. Composites such as sunflowers and daises are more complex for young naturalists but help them understand the differences in flower structure. Both fresh flowers and those that are starting to lose their petals are excellent specimens for dissection.

Background information:

Many plants (angiosperms) contain flowers where the sex cells are contained for the plant's reproduction. The stamen is the male organ for reproduction and is composed of the anther and filament (or stalk). At its tip is the anther, the organ that produces the pollen. Pollen is composed of fine grains that contain the male sex cells. The pistil is the female organ; its parts include the stigma, style, and ovary. During pollination, male pollen lands on the stigma, germinates and the sperm cells travel down the style, and fertilize the eggs in the ovary.

The fertilized eggs develop into seeds. Sepals are the leaf-like parts under the petals. They are usually green and photosynthetic (able to produce food with the sun's energy). Petals can be all colors, shapes, and smells which serve to attract pollinators.

Procedure:

1. Divide the class into small groups. Each group has a plate or cup with three or more different flowers.
2. Learners begin by simply looking at the flowers and completing the *I Observe* section on their worksheet. See attached.
3. Introduce flower structure. Refer children to the flower diagram chart. Explain that each flower is unique with its own special beauty. While flowers are composed of the same

Location: classroom with tables for children to work in small groups

Objectives: Learners will

- 1) identify the different parts of a flower and understand their function.
- 2) understand the importance of pollen for plant reproduction.

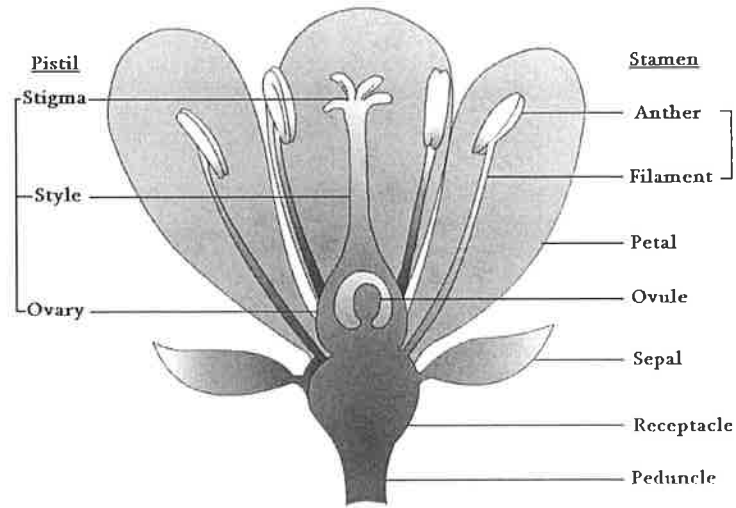
Skills: data collection, observation, asking questions, analysis, communication

Supplies:

- 3 or more different types of flowers
- cups with water to hold the flowers
- hand lenses
- ruler
- toothpicks to use as probes
- worksheet: I Observe, I Wonder

Subjects: science

Time: 30 minutes



Wednesday

parts, the flowers are arranged differently on different species. (Actually, some plant species have separate male and female flowers and an individual flower can be missing some parts.) Tell children that although all of them have the same parts-- nose, eyes, arms, legs, hair etc.-- they, too, are all unique.

4. Have learners choose a flower and sketch it on the *Parts of a Flower!* worksheet.
5. Next, learners take apart (dissect) their flower and record additional observations.



Fowler Drive Elementary

Questions/Assessment:

- Why are flowers important to the Pollination Department?
- What is the name of the male part of a flower?
- What is the female part called?
- What is pollen?
- What part of a flower such as a pecan swells to become the fruit and seeds?
- How would the world change if there were no flowers?
- How do you think your flower is pollinated?

Have learners identify the parts of the flower and label them on their sketch.

6. Finally, have learners develop a series of 'I wonder' questions. These questions can be used as the basis for developing inquiry investigations and science fair projects.

Going Beyond:

Transferring pollen by hand or brush


Procedure: This task demonstrates moving pollen from one flower to another (pollination). Have children carefully touch the anthers (the pollen-bearing parts at the top of the stamens) of a flower and see if any of the dust-like yellow pollen grains are visible on their fingers. Have them gently rub the grains from their fingers onto the stigma (the top of the flower part with the ovary) of another flower of the same species. It may be easier to have children do this with a paint brush or a Q Tip.

Goldenrod Parachute Math

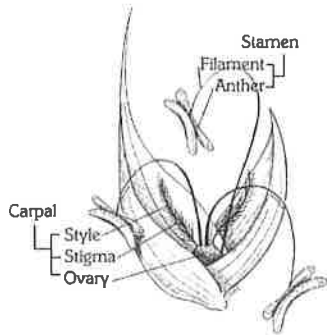
Supplies: several goldenrod plants with seed heads.

Procedure: Count the number of parachute-like seeds on one seed head. Count the number of seed heads on a spray, the number of sprays on a branch, and the number of fruiting branches on the plant. Multiply the number to find the estimate of the number of seeds produced by one plant. Repeat the process with several other plants to compute an average number per plant.

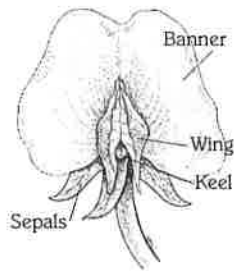
Parts of a Flower!

I Observe.....	I Wonder.....
<div data-bbox="191 409 755 955" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">Tape or draw your flower here.</div> <p data-bbox="267 966 641 1039">My Flower ↻</p>	 <p>The logo for the Garden Earth Naturalist Club features a stylized tree with a house-like shape in its canopy. The text "GARDEN EARTH NATURALIST CLUB" is arched over the top of the tree.</p>

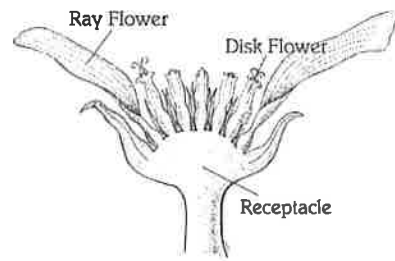
Structures of Plants



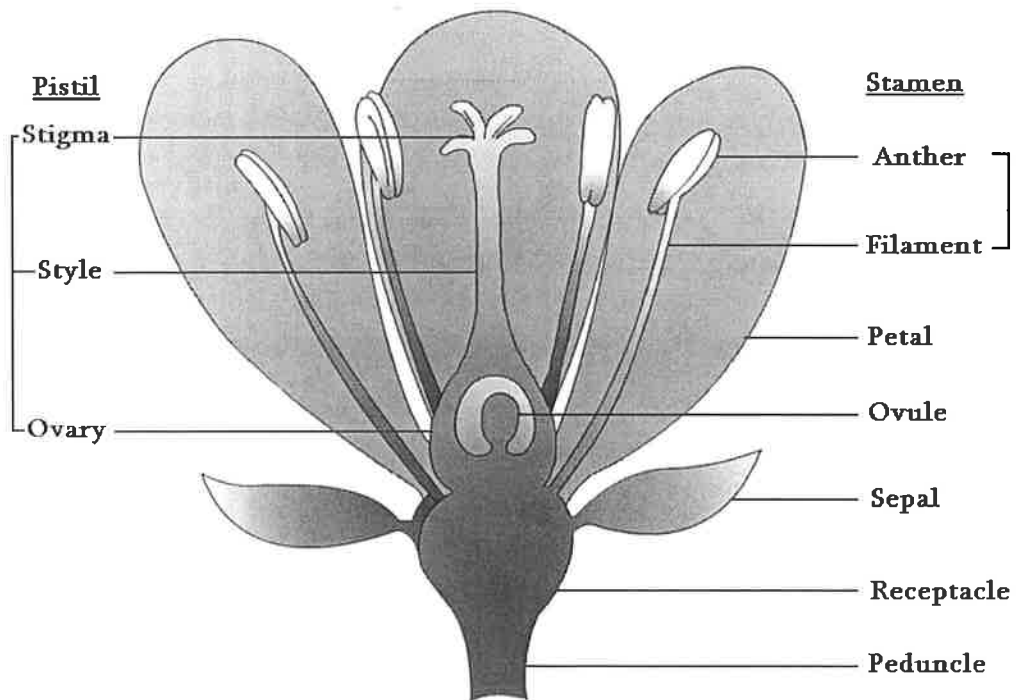
Grass



Legume



Composite



Plan For The Week Students Template

Plan for the week of: May 26th

No School on Monday May 25th (Memorial Day) Students do not have to journal or complete a current event for the day.

- For the rest of the year students will complete a Weekly Current Event Worksheet. The news stories can focus on local, national and world news. Current events do not have to focus on Covid-19, they can be about anything going on. If your child has anxiety, please focus on the positive stories. Feel free to discuss the news and help them with this assignment.
- Turn in the Weekly Current Event Worksheets every week.
- The Journals are now going to be extra credit. I received a few emails stating the assignments were causing extra stress on their families and that is the last thing we want. If you are looking for extra work for your child, please have them journal about their daily activities, major events, news items, or how they felt during these trying times. Once again students do not have to complete the journals, it will be considered extra credit.
- If you choose to do the Journals you can turn them in at the end of the school year (week of June 8th). The journals can be handwritten in spiral notebooks, written on paper (please staple), or typed out in a Google Doc or Word Doc and emailed to me. Please make sure to write down your first **and** last name on all assignments.
- My email is bdavis@fernridge.k12.or.us

At the end of the week you will know, understand, and/or be able to do the following:

- Understand and explain current events that are happening world wide.
- Create a primary source (journal) reflecting on issues or what you did on a given day. For example what did you do on a given day, how did you feel on a given day, or what major event happened on this day.

Why does this learning matter?

You'll be learning about current events and journaling what happened and how it made you feel during this time. You are living history and by journaling you are creating a primary source that people in the future can use to learn from.

The plan for the week :

- **Monday -- Friday**
- **No School on Monday May 25th (Memorial Day) Students do not have to complete a current event for the day or journal.**
Pick a news story from television, newspaper, magazine, or radio and explain why it is important. Using your Current event worksheet write a short response (one or two paragraphs) explaining what you learned, why it was important. Who, what, when, why, and how come statements work well when explaining the news stories.

Please turn in the Weekly Current Events Worksheet when you pick up your new packets. *Remember to write down your first and last name, period number, and my name (Mr. Davis) on the assignment.

Parents, it is okay to discuss the news with your kids and help them form the questions. The news stories do not have to be about Covid-19, it can be anything from local, national, and world news. If your kids have anxiety please focus on the positive news stories.

- Extra Credit Assignment: Create a journal or use a spiral notebook and journal what you did each day. What events happened on this day that were important to you, and how did it make you feel. You can journal about social isolation and how you're feeling, events you did during this time with you and your family, major news stories and how it's affecting you, and most importantly your feelings. In the future looking back and reading how all these events affected you can be powerful. Who knows your grandkids might interview you someday about these events, and you will be able to show them the primary documents that you created.

The journal entries can be as long as you want it to be, but remember the more detail you put in the better it will sound. Don't be afraid to go above and beyond and include lots of details. Years from now you will enjoy reflecting and reading your journals, the people who write more will have more to reflect on. You can also journal about how your family is doing, feel free to interview a family member and share their feelings and experiences. As a family you are all in this together and it might be nice to hear both yours and their voices in your journals.

If you struggle with writing, start small. Maybe begin with a paragraph or two, then work your way up to a half page, then a page. Have fun with this journal, it's about your feelings and experiences. There are no wrong answers.

The journals are extra credit and students do not have to complete them. This is extra credit, so have fun and create a primary document that you can look at in the future and remember what life was like when you were in the 6th grade.

Remember you are living through history.

Journals can be kept in spiral notebooks or typed out in Google Docs or Word Doc. The extra credit assignment can be turned in at the school during the week of June 8th or emailed to me. My email address is bdavis@fernridge.k12.or.us

Who To Ask For Help and How To Reach Them

Mr. Davis, 6th Grade Social Studies Teacher
Email: bdavis@fernridge.k12.or.us

Thursday

What is the topic?

What did you learn?

Friday

What is the topic?

What did you learn?