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# Quick & Easy Habitat Education Activities Seeds of All Kinds Hunt

Developed by Heidi Bohan/ Starflower Foundation

Third Grade 3-4

30-40 Minutes

Outdoors: Ideally spring- early winter

<p><b>Description:</b> Students go into the habitat area and use a scavenger hunt form to locate seeds based on their characteristics. The habitat area is set up in advance to help lead students to a variety of seeds that match these characteristics. This activity is designed to follow the <i>Seeds of All Kinds Sort</i> activity which introduces students to a variety of seed characteristics.</p>	<p><b>Vocabulary</b>  <b>Seed:</b> a fertilized part of a flowering plant that can produce a new plant  <b>Characteristic:</b> a distinguishing trait or property, something that identifies a thing</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students use reading and observation skills to locate seeds that match descriptions on a form.</li> <li>• Students observe and describe many different characteristics of seeds</li> </ul>	<p><b>Washington State EALRs</b>  <b>Science 1.1 Properties:</b> Understand how characteristics are used to categorize life in living systems. <b>1.1.6</b> Understand characteristics of living organisms. Identify observable characteristics of living organisms.  <b>1.2 Structures:</b> Understand how components describe living systems.  <b>2.1.1</b> Ask questions about organisms based on observations of the natural world. Recognize the question being answered in an investigation.  <b>Reading 1.1</b> Use word recognition and meaning to read and comprehend text.  <b>1.2</b> Build vocabulary through reading.  <b>Communication 1.1</b> Focus attention. <b>1.2</b> Listen and observe to gain and interpret information.</p> <p style="text-align: center;"><b>Science Kit: Plant Growth &amp; Development</b></p>
<p><b>Print Materials:</b></p> <ul style="list-style-type: none"> <li>• ‘How-to-do Activity: Suggested Plants’</li> <li>• Master: ‘Seed Scavenger Hunt’</li> </ul> <p><b>Kit Materials:</b></p> <ul style="list-style-type: none"> <li>• Foam core clipboards: 1 per student</li> </ul> <p><b>Teacher supplied:</b></p> <ul style="list-style-type: none"> <li>• Labels copied, cut and prepared for hanging (see ‘How-to-do Activity’)</li> <li>• Copies of ‘Seed Scavenger Hunt’: 1 per student</li> <li>• Student journals and pencil: 1 per student</li> </ul>	

<p><b>Before activity:</b> Go to habitat area and locate plants that have seeds on them (see ‘How-to-do Activity’ for details). Label at least 6-10 seed bearing plants with their name or a number.</p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Bring students to the habitat area and gather in outdoor classroom or gathering area.</li> <li>• Ask students to make seasonal observations. Notice seeds on the plants. State that, “Seeds are present during all seasons, but are more common in summer and fall.” Note the time of year and make observations about how many seeds can be seen.</li> <li>• Tell students they will be doing a scavenger hunt to find seeds. State that many plants have labels attached to them and that this indicates they have seeds. Other plants may have seeds as well.</li> <li>• Pass out clipboards and ‘Seed Scavenger Hunt’ student worksheets.</li> <li>• “We will look for seeds that match the clues that are listed on the worksheet. These ‘clues’ are called characteristics and help to describe a seed. All of the plants that have labels on them have seeds. There may be other plants that have seeds that don’t have labels. Look to see if they are the same as the plants with labels.”</li> <li>• Say, “Once you find a plant with a label, look at the seeds. On your worksheet look for a clue that matches your seed. Then, write down the name of the plant in the space next to the clue. Some seeds may match several characteristic descriptions and it is okay to write down a plant name in more than one description. If you find a plant with seeds that doesn’t have a label, look around for one just like it that does. If there isn’t one, create an imaginary name and remember where the plant is to show others later.</li> <li>• Begin scavenger hunt. Assist students in locating plants and matching their seeds to the appropriate descriptions. After about 10 minutes, ask students to finish filling out their form.</li> <li>• Go through the habitat as a group and share results. If students did not find a plant to match a description discuss why. If seeds are not present discuss why (e.g., nuts and berries may only last a short while before wildlife eat them; cones occur on conifers which may not be present in your habitat or may not be mature enough to be producing them, or it may be the wrong season). What might be a plant whose seed matches that description, even if it is not present in the habitat?</li> <li>• Student journal: Find and draw a picture of a pod, cone, berry, etc. Write an expository description about its characteristics such as color, shape, texture, type. Label where the actual seed is located in the seedpod, cluster, catkin, berry, cone, nut or samara.</li> </ul>
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