Daily Lesson Plan

(DLP)

Topic: Pollinators and Herbs		Day: 1
Grade: 2-3	Lesson Name: Pollinators and Herbs	Time :(60 Mins.)

Topic	**Pollinators and Herbs**		
Weekly key words	Pollinators, self-pollination, cross-pollination, , etc.		
Seating plan	☐ Individual	☐ Pairs	Group of 4
Skill development	■ Reading ☐ Reflection ☐ Other (Specify)	■ Writing ☐ Illustration	■ Discussion ☐ Presentation ☐ Collaboration ☐ Observation ☐Research

Objectives: ➢ **The students will be able to:**	➢ Learn about pollinators and pollination
Teaching Resources:	➢ Flower Diagram (1 or 2 per group) ➢ Pollinator Profile cards (1 or 2 sets for class) ➢ Pollinator Data sheet (1 per student) ➢ Constructing Explanations sheet (1 per student) ➢ Imaginary Garden cards (optional – 1 or 2 sets for class) ➢ Imaginary Garden answer key (optional - 1 for teacher) ➢ Imaginary Garden flower tags (optional – 1 or 2 sets for class) ➢ Real flowers (optional, but we recommend lilies, irises, daffodils, tulips, gladiolas, poppies, or other large flowers with distinguishable parts) ➢

Teaching Learning Strategies

Introduction: Oral Discussion: Ask students questions such as: "What are your favorite flowers?" "Why do plants have flowers?" "Are plants trying to win a beauty contest?" *Flowers are for reproduction - flowers have their traits to attract pollinators.* "Do you think all flowers are trying to attract the same pollinators?" "Why are there so many different types of flowers?" *Different flowers attract different pollinators.*

Methodology:

Activity:
Hand out 1 or 2 <u>Flower Diagrams</u> per group. Flowers have both male and female parts. Pollination is achieved when the pollen from the male part, the stamen, is transferred to the female part, the stigma. This can happen between the male and female parts of one flower (self-pollination) or between separate flowers of the same species (cross-pollination). Flowers can't do it themselves. What in the natural world can help move the pollen? *Animals, wind, or water!*
Pass out flowers for students to investigate. Have them peel the petals back to look for the different parts. Can they find all of the parts on the Flower Diagram? *Teacher tip: Skip this step if you have students prone to pollen allergies!*

Why do pollinators (e.g. birds, insects, bats) visit flowers? Most feed on the nectar of a flower. The nectaries are usually located deep in the middle of a flower so that pollinators have to first brush against the anthers, and then the stigma to get to the nectar. Some pollinators, like bees, need pollen in addition to nectar. Some pollinating insects (e.g. some flies) are attracted to flowers by scent but gain no reward when they visit. The insects try to leave quickly but the flowers may have traps to slow the insects down.

It may be useful to ask a few students to role-play the pollination process. You may also ask students to "hand-pollinate" the real flowers.

Wrap up (5mins.): Wind up the lesson by asking the students to share their findings.
Home Assessment:
Revise the work done
Worksheet
Lesson Evaluation:
- Teacher was able to accomplish all aspects of the lesson well☐
- Teacher was not able to ……. do warm up activity☐,
- develop lesson plan well☐,

- do the learning activity☐,
- do wrap up☐,
- accomplish lesson objective☐,
- manage time well☐,
- manage class well ☐

Worksheet Day

Name: _____   **Class:** _____

Topic: Pollinators and Herbs   **Subject**: **Science**

Part One: Pollinator Observations

1. Who is your pollinator? _____

2. What number flower did your pollinator visit the most? _____

3. What are 3 flower traits that you think attract your pollinator? Use this sentence starter:

"_____ are attracted to flowers that are…"
   (pollinator)

1. _____

2. _____

3. _____