Daily Lesson Plan

(DLP)

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

Topic	**Pollinators and Herbs**		
Weekly key words	Reproduction, modify, 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:
Assign each group a pollinator: bee, bat, bird, butterfly, moth, or fly. They can pick a name out of a hat or you can assign them.

Pass out the Pollinator Observation Data Sheets (1 per student). Students should take time to read the descriptions of all the flowers and look at the data before answering the questions. On the back, they will answer the following questions:
Who is your pollinator?
What number flower did your pollinator visit the most?
What are 3 flower traits that you think attract your pollinator?
> Let students know that they are beginning to construct explanations about what flower features attract their pollinator. Their explanations right now are only based on observations in the field, which is exactly how research scientists build their explanations. In the next step, they will receive more information about their pollinator to modify or strength their explanations.

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**

➢ **Write down different types of pollination:**

_____

_____

_____

_____

Jane Nearing	**Flower 1** • No scent • Sweet nectar at base of large, long tube-shaped flower • No place for bird to rest while feeding • Flower points down • Blooms during day	5	0	28	0	0	2
Wikipedia	**Flower 2** • Sweet, fragrant smell • Sturdy petal platform • Bulls-eye design in center of flower, visible only under UV light • Blooms during the day	0	0	0	65	0	30
Wikipedia	**Flower 3** • Large white tube-shaped flower • Sweet, fragrant smell • Blooms at night	7	11	0	0	25	0
Steve Cornish	**Flower 4** • Putrid odor, like rotting meat, carrion, dung, sap or blood • Flower is low to the ground • Flower blooms during the day	0	5	0	0	18	42

Flower Traits		Number of Pollinator Visits					
		Butterfly	Bat	Bird	Bee	Moth	Fly
	Flower 5 • No smell • Many small flowers • Brightly colored • Small, long tube-shaped flowers	55	0	0	14	3	0
	Flower 6 • Sturdy petal platform • Bulls-eye design in center of flower, visible only under UV light • Blooms during the day	0	0	0	44	0	8
	Flower 7 • Large white flower • Strong, musky smell • Blooms at night • Sturdy petal platform	0	19	0	6	12	0