

## WILDLIFE DEFENDERS

### LESSON 2 How Do Seeds Travel?

**Big Question (write on board): Do seeds travel?**

NGSS standards: SEP Planning and carrying out investigations, DCI: Plants depend on animals for pollination or to move their seeds around. (2-LS2-2), CCC: Structure and function.

IN CLASS PREP – Write name, Sonoma Ecology Center, and agenda on the board. Prepare seed stations by putting each seed type, felt squares, and hand lenses on plates. One seed type per station.

MATERIALS –Student packets (they should have), book: “Who Will Plant a Tree”, collection of 3 different seed types, felt squares, hands lenses

#### **PART 1: Review (5 minutes)**

- What is an oak woodland?
- Life cycle of an oak tree?
- What did you see in your oak parts exploration?

#### **PART 2: Intro to Seed Dispersal (15 minutes)**

- Ask students, “what do plants need to survive?” Draw them on the board as things are mentioned (sun, rain, etc.) Draw an oak tree and an acorn dropping underneath the oak tree. Pose the question “will this acorn have all the things it needs to live?” They will say no because it will be in the shade. Ask “so will the acorn need to travel to get to a better place to grow?”
- Read aloud book: “Who Will Plant a Tree”
- Ask for volunteers to say the different ways seeds traveled in the story. Write them on the board (wind, water, animals, human)
- Explain the seed dispersal investigation. Could say “Scientists, you will be solving the mystery of how the seed in front of you travels.” Read over the investigation sheet in packet together. Demonstrate how to use the felt square asking how they could use it to test if a seed sticks to fur. Ask how could they test if a seed travels by wind (blow on it, drop it). Explain how there are three stations and they will visit them all. Divide the class into three groups and tell them which station to start at. One seed type per station, laid out on multiple plates to ensure there is enough space for everyone.

#### **PART 3: Seed Dispersal Investigation (25 minutes)**

Have students make observations using lenses and cotton balls and record them. Circulate to the different groups.

- Have students create explanations of how that seed is dispersed, and what features/structures it has that help it do this—they will then record their findings

- Give about 5-7 minutes at each seed, gather their attention, and then have them rotate until they've gone through all 3 stations.
- Bring the class together and have a few students share their findings with the class
- Ask "did we answer our big question, do seeds travel?"