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## Audubon Classroom Program – NY

### **Before the Audubon presenter comes:**

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

### **When the Audubon presenter is in your class:**

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline and making connections between our lesson and other things that your students are doing.

### **After the Audubon presenter leaves:**

Please keep the learning going. There is a post-visit activity, along with other ways to continue to explore this topic.

There is a teacher survey at <http://auduboncnc.org/classroomevaluation> that you can complete to tell us how we are doing and what we can do to better suit your needs.

## Seeds n' Such

### Curriculum Integration Guide

#### Pre-visit activities

- Make a list of plants.
- Have each student use construction paper to make a plant with the different parts.
- Talk about life cycles in general, that things start out as babies and get older. As they do that, sometimes they change.
- Ask them to name types of seeds.
- Ask them to collect some seeds to bring in and share.

#### Extending the learning

- Use the post visit activity to reinforce the concepts taught by the Audubon naturalist.
- Take small bags of seeds and have students sort them – by color, shape, if they have wings, type of covering, how many seeds are inside, size, texture, etc.
- Go outside on a seed hunt.
- Grow seeds on the windowsill.
- Dissect fruits and vegetables to see seeds inside them, eat the fruit as a snack, sort the fruit into groups (one big seed, many little seeds, seeds on the inside, seeds on the outside, etc.).

#### Books

- *A Seed is Sleepy* by Dianna Hutts Aston and Sylvia Long. This book teaches readers about a variety of plants and how their seeds are moved.
- *Seeds* by Ken Robbins. This book teaches readers how seeds grow, and how they vary in shape, size, and dispersal patterns.

#### New York State Science Learning Standards

**LS2.A-** Interdependent Relationships in Ecosystems - Animals depend on plants or other animals for food. Plants depend on water, light and air to grow. Some plants depend on animals for pollination and for dispersal of seeds from one location to another.

This program also addresses 2-LS2-1 and 2-LS2-2.

#### Objective of the program

Students will grasp the basic concepts of a plant life cycle and photosynthesis. They will learn that seeds turn into plants. Students will learn that there are different ways that plants disperse seeds, and that animals play a large role in moving seeds.

## Seeds n' Such

### Post-visit Activity

Today you learned all about how animals disperse or move **seeds**. Complete this activity to remind yourself what you learned.

Draw a line to match the seed to how it is dispersed, or how it finds a growing place. One is done for you.



Berry



Burdock



Sunflower



Apple



Acorn



Sticking to Fur or Feathers



Storing and Forgetting



Eating and Pooping






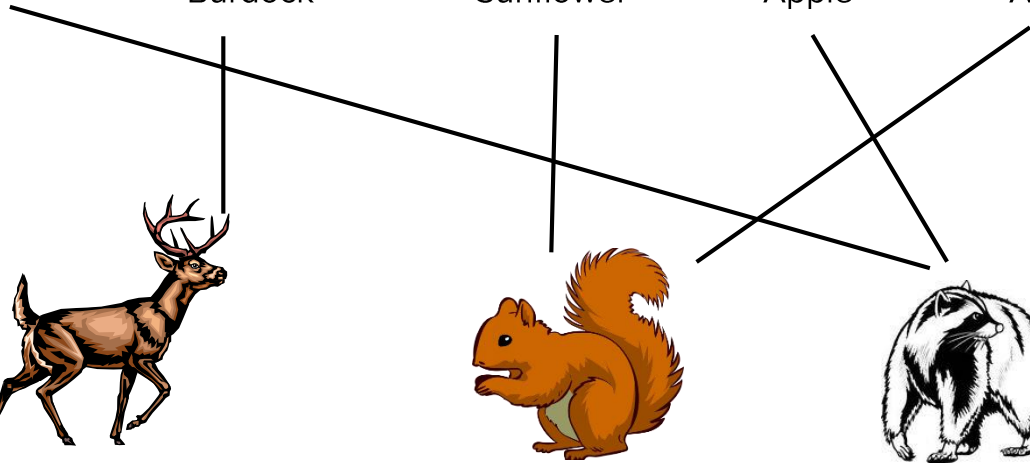



On the back, design a seed that could be moved by an animal. Give it a way to travel so it can find a place to grow — hooks, hard shell or sweet and tasty fruit.

## Seeds n' Such

### Post-visit Activity Answer Key

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Sticking to Fur or Feathers		Storing and Forgetting	Eating and Pooping	

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