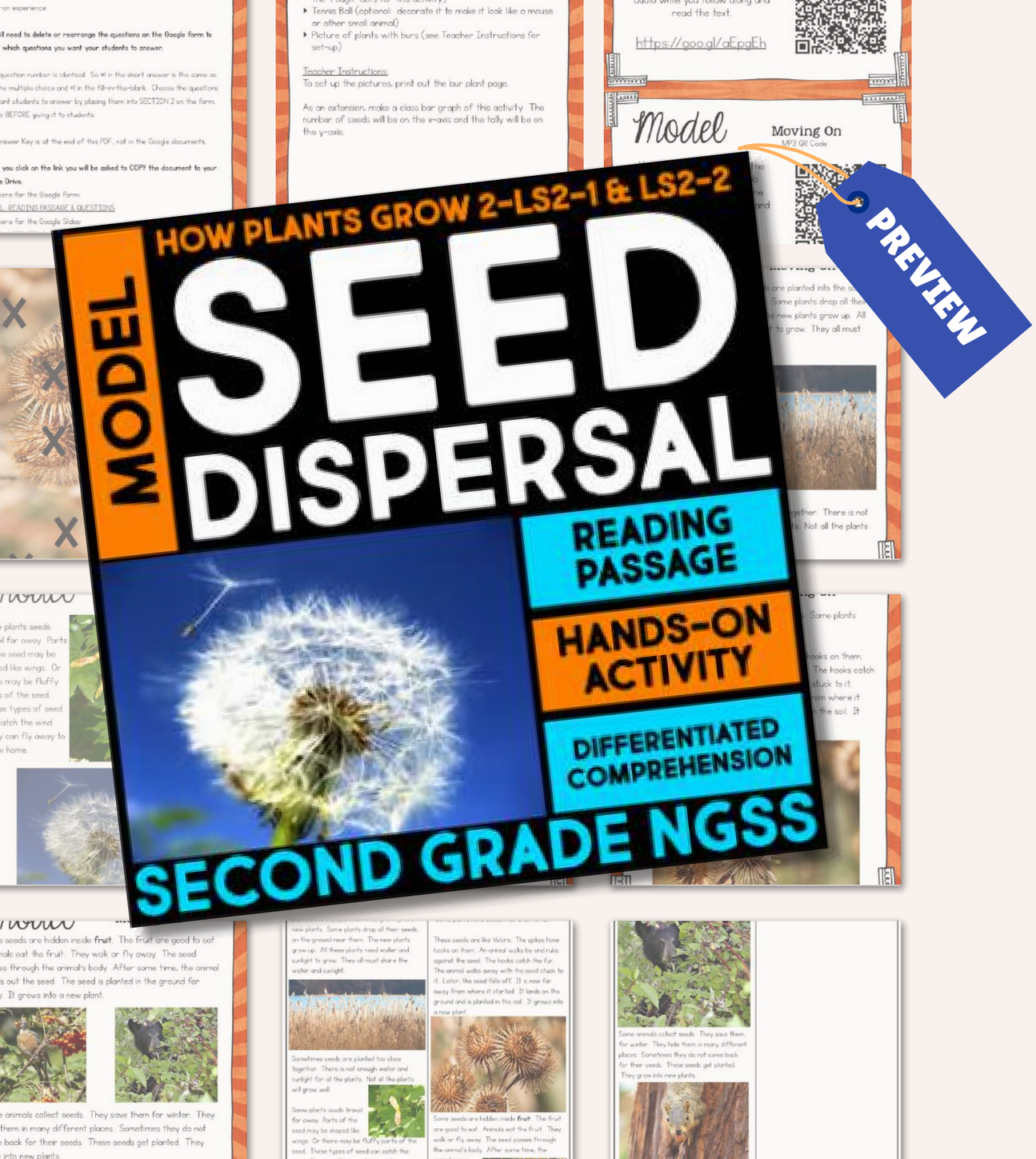



## Stick, Toss, Learn!

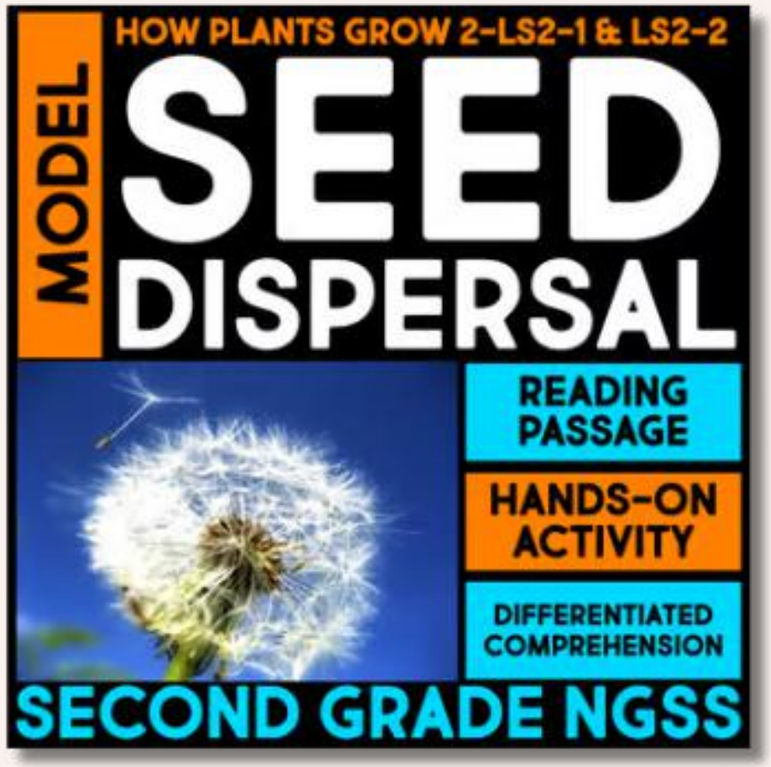
2ND GRADE

# MODEL SEED DISPERSAL

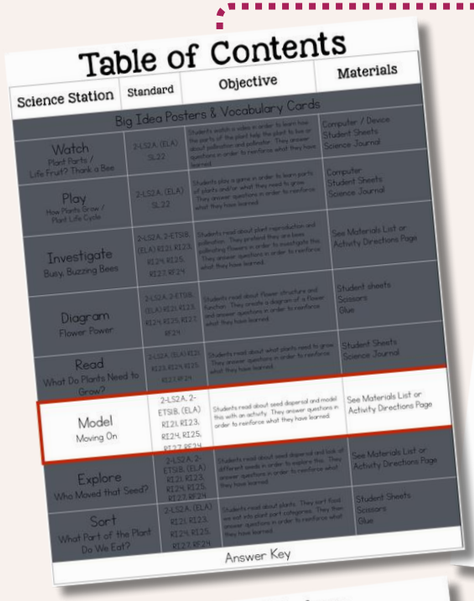
## Activity Plant Reproduction 2nd Grade Science Passage Lab

KEEP SCROLLING TO SEE WHAT'S INSIDE!

# ACTIVITY OVERVIEW

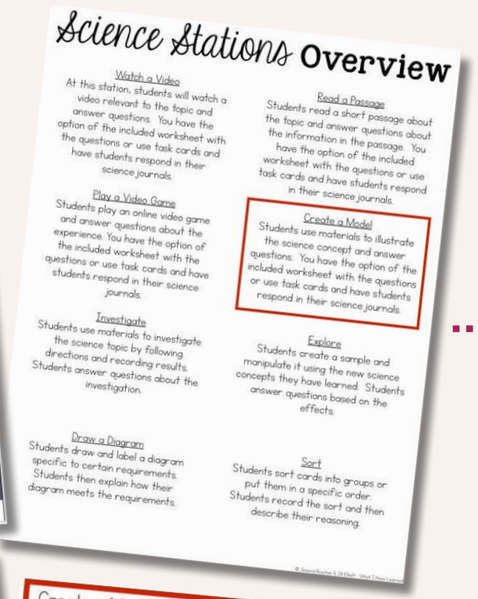



- Your students will **read a passage**.
- Students will **model how seeds move**.
- Then, lastly, they will **answer differentiated questions**.


Table of Contents

| Science Station | Standard | Objective | Materials |
|---|---|---|---|
| Big Idea Posters & Vocabulary Cards | | | |
| Watch Plant Parts / Life Fruit? Thank a Bee | 2-LS2-A, (ELA) SL.2.2 | Students watch a video in order to learn how the parts of the plant help the plant to live or about pollination and pollinator. They answer questions in order to reinforce what they have learned. | Computer / Device Student Sheets Science Journal |
| Play How Plants Grow / Plant Life Cycle | 2-LS2-A, (ELA) SL.2.2 | Students play a game in order to learn parts of plants and/or what they need to grow. They answer questions in order to reinforce what they have learned. | Computer Student Sheets Science Journal |
| Investigate Busy, Buzzing Bees | 2-LS2-A, 2-ETS1-B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RF.2.7, RF.2.4 | Students read about plant reproduction and pollination. They pretend they are bees collecting flowers in order to investigate this. They answer questions in order to reinforce what they have learned. | See Materials List or Activity Directions Page |
| Diagram Flower Power | 2-LS2-A, 2-ETS1-B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4 | Students read about flower structure and function. They create a diagram of a flower and answer questions in order to reinforce what they have learned. | Student sheets Scissors Glue |
| Read What Do Plants Need to Grow? | 2-LS2-A, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4 | Students read about what plants need to grow. They answer questions in order to reinforce what they have learned. | Student Sheets Science Journal |
| Model Moving On | 2-LS2-A, 2-ETS1-B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4 | Students read about seed dispersal and model this with an activity. They answer questions in order to reinforce what they have learned. | See Materials List or Activity Directions Page |
| Explore Who Moved that Seed? | 2-LS2-A, 2-ETS1-B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4 | Students read about seed dispersal and look at different seeds in order to explore this. They answer questions in order to reinforce what they have learned. | See Materials List or Activity Directions Page |
| Sort What Part of the Plant Do We Eat? | 2-LS2-A, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RF.2.4 | Students read about plants. They sort food into the plant part categories. They then answer questions in order to reinforce what they have learned. | Student Sheets Scissors Glue |

Answer Key


Science Stations Overview

Watch a Video
At this station, students will watch a video relevant to the topic and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Play a Video Game
Students play an online video game and answer questions about the experience. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Investigate
Students use materials to investigate the science topic by following directions and recording results. Students answer questions about the investigation.

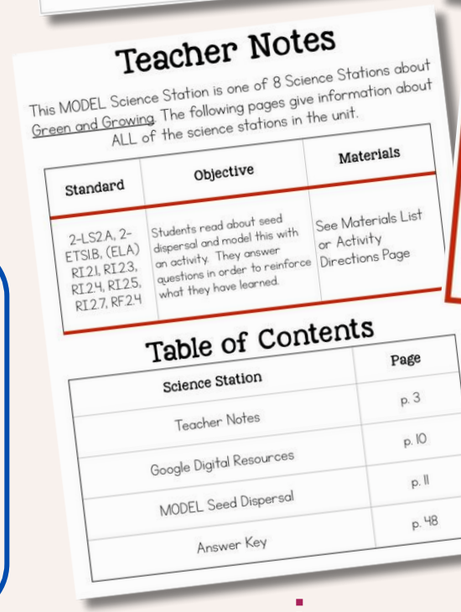
Draw a Diagram
Students draw and label a diagram specific to certain requirements. Students then explain how their diagram meets the requirements.

Read a Passage
Students read a short passage about the topic and answer questions about the information in the passage. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Create a Model
Students use materials to illustrate the science concept and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Explore
Students create a sample and manipulate it using the new science concepts they have learned. Students answer questions based on the effects.

Sort
Students sort cards into groups or put them in a specific order. Students record the sort and then describe their reasoning.

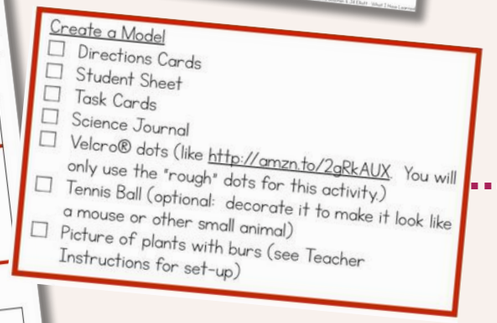

Teacher Notes

This MODEL Science Station is one of 8 Science Stations about Green and Growing. The following pages give information about ALL of the science stations in the unit.

| Standard | Objective | Materials |
|---|---|---|
| 2-LS2-A, 2-ETS1-B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4 | Students read about seed dispersal and model this with an activity. They answer questions in order to reinforce what they have learned. | See Materials List or Activity Directions Page |

Table of Contents

| Science Station | Page |
|---|---|
| Teacher Notes | p. 3 |
| Google Digital Resources | p. 10 |
| MODEL Seed Dispersal | p. 11 |
| Answer Key | p. 48 |


Create a Model

- ☐ Directions Cards
- ☐ Student Sheet
- ☐ Task Cards
- ☐ Science Journal
- ☐ Velcro® dots (like http://amzn.to/2gRkAUX. You will only use the "rough" dots for this activity.)
- ☐ Tennis Ball (optional: decorate it to make it look like a mouse or other small animal)
- ☐ Picture of plants with burs (see Teacher Instructions for set-up)

Table of Contents

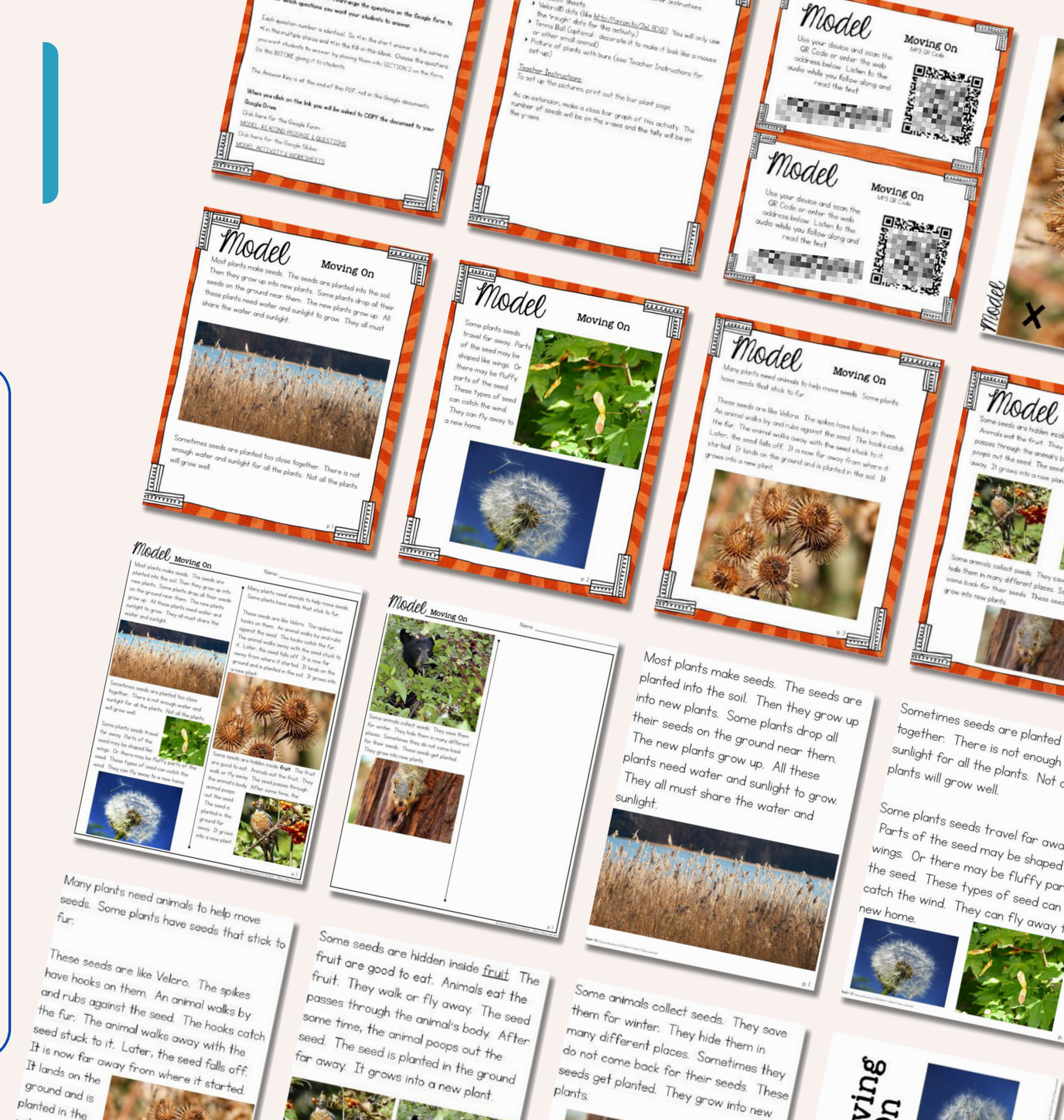
Science Station Overview

Materials Checklist

Table of Contents / Teacher's Notes

# WHAT'S INCLUDED
# MODEL SCIENCE STATION

- Teacher Notes
- Student Text in four formats
- Student Instructions
- MP3 Audio Read-Aloud
- Activity Sheets for observation
- Differentiated Questions
- Answer Key
- Google Form™
- Google Slides™



# MODEL: READING PASSAGE




# READING PASSAGE IN FOUR FORMATS

Model

Moving On

You are going to help move a seed far away. This will help the seed grow with enough sunlight and water.

1. The ball is an animal.
   The velcro dots are seeds.
2. Draw the animal in your Acti
3. The animal will now move thr
   Slowly roll the ball through t
4. Count how many seeds the
   Record this number on your
5. Draw the animal on the A

Model

Moving On

Name: _____

Activity Sheet

**Before going through the field**

Draw your animal:

**After going through the field**

How many seeds did you pick up? _____

Draw your animal:

Model

Moving On

Name: _____

Cut & Paste

Cut out the animals and glue them in the correct column to tell whether they are a pollinator or help move seeds.

| Pollinator | Move Seeds |
| --- | --- |
| | |





# ENGAGING ACTIVITY & WORKSHEETS

# DIFFERENTIATED QUESTIONS













**SHORT ANSWER**

**FILL-IN-THE BLANK**

**TASK CARDS:**
**SHORT ANSWER & MULTIPLE CHOICE**

sunlight

animal's fur

wind

sunlight

gather

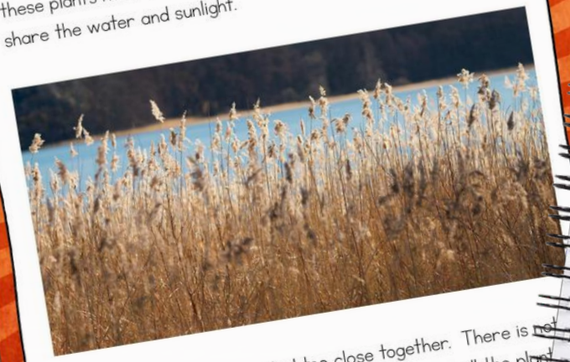
Sometimes seeds are planted close together in the ground. This means that there might not be enough water and _____ for them to grow well.

Some seeds are moved far away. Now they can grow in a place with plenty of _____ and water.

## Model

**Moving On**

Most plants make seeds. The seeds are planted into the soil. Then they grow up into new plants. Some plants drop all their seeds on the ground near them. The new plants grow up. All these plants need water and sunlight to grow. They all must share the water and sunlight.



Sometimes seeds are planted too close together. There is not enough water and sunlight for all the plants. Not all the plants will grow well.

## Model

**Moving On**

Name: _____

1. Sometimes many seeds are planted close together in the ground. Why is this a problem?
When seeds are planted in the ground close together, there might not be enough water and sunlight for the plants to grow well.

2. What is a way animals help move seeds?
Choose one: Animals help move seeds by having the seeds catch on their fur, being in fruit that gets eaten and then pooped out, and squirrels moving seeds and then forgetting about them.

3. How does this seed get moved?



This seed is moved when it catches on

4. If a seed has fluff, how does it move away?
A seed with fluff gets moved by catching the wind

5. Why is it helpful for seeds to
When seeds are moved awa
water for it to grow.

## #3 Model

**Moving On**

How does this seed get moved?

a. It catches on the wind.
b. It gets eaten inside a fruit.
c. It catches on an animal's fur.
d. It gets carried away by



## Model

**Moving On**

Sometimes many seeds are planted close together in the ground. Why is this a problem?

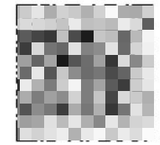
#1

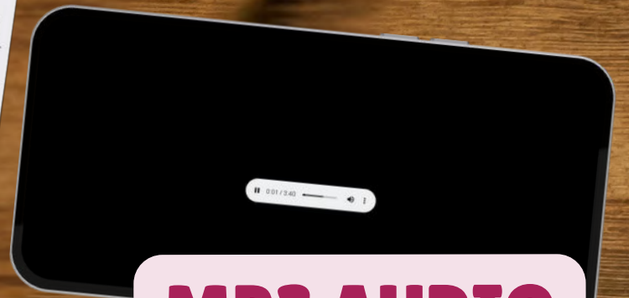
## Model

**Moving On**

MP3 QR Code

Use your device and scan the QR Code or enter the web address below. Listen to the audio while you follow along and read the text.

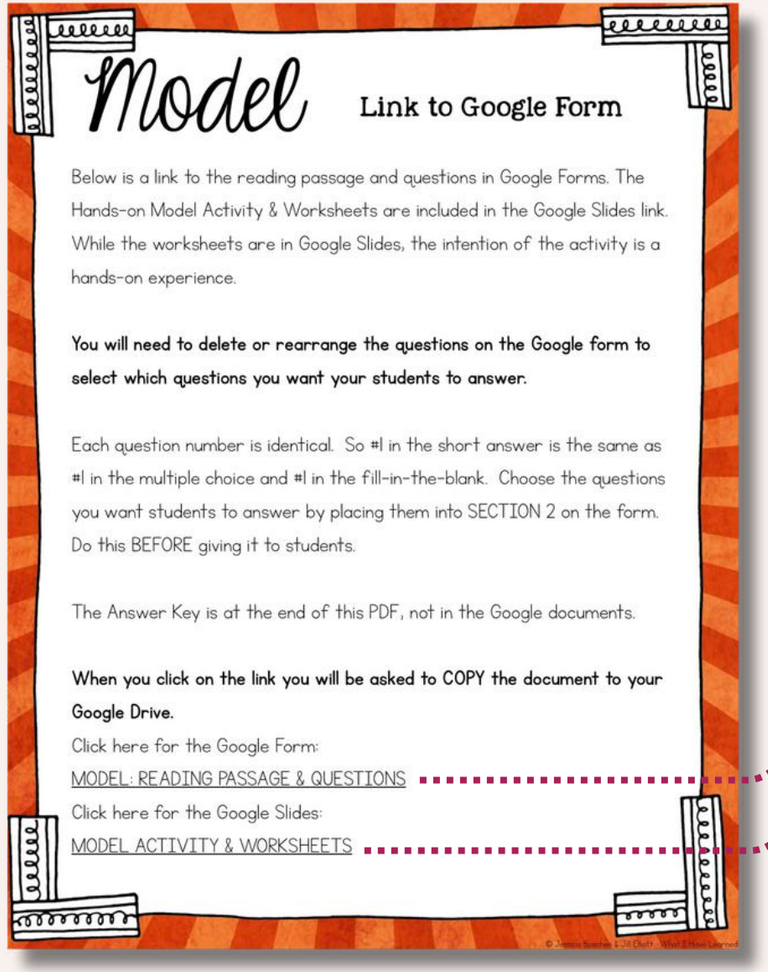


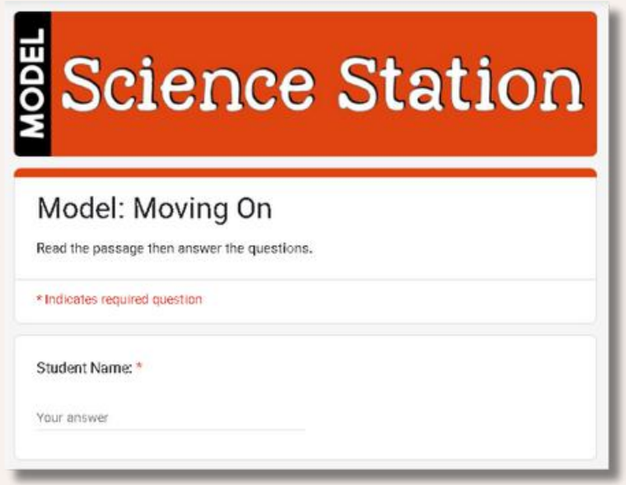


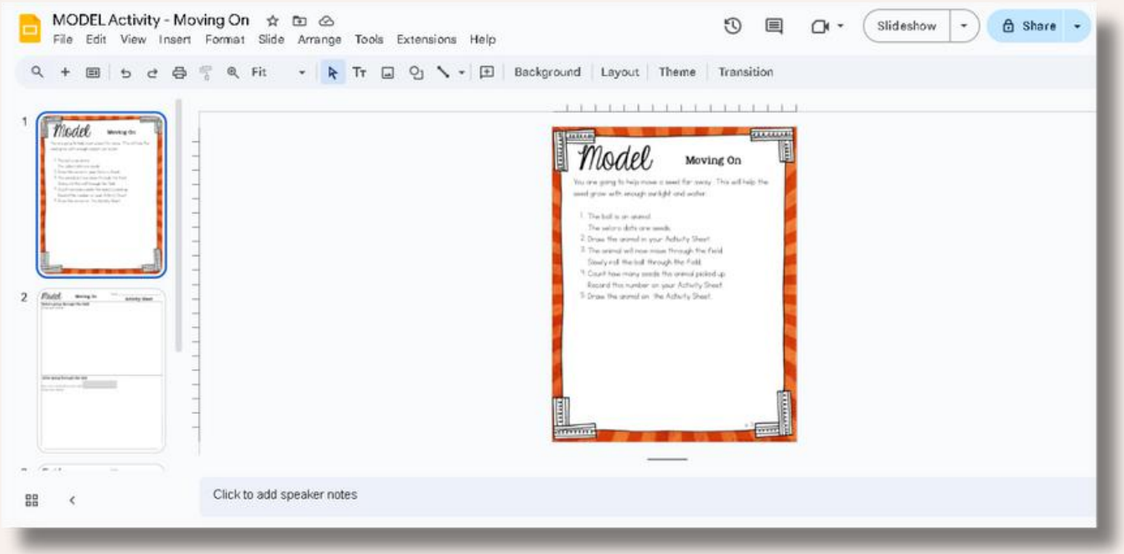
**MP3 AUDIO**

**POCKET CHART CARDS**

# DIGITAL VERSIONS




## DIGITAL VERSIONS

- ✔ Google Sheet with Activity & Directions
- ✔ Google Form with Reading & Questions

**Answer keys provided**

# YOU WILL LOVE THIS BECAUSE



## Hands-On Learning

Students physically model how seeds travel, helping them grasp complex science processes in a way that’s visual, tactile, and memorable.



## Aligned with NGSS

These lesson plans aren’t just random; they’re laser-focused on Next Generation Science Standards. No more curriculum guesswork!



## Print & Digital Flexibility

Google Slides, Forms, and printable worksheets make it easy to assign in centers, whole group, or independent practice.

# TEACHERS LOVE IT!

*This was a very good resource to use for this unit and standard. My students loved it.*

**Mollie J.**



*My kindergarten students loved learning about how plants disperse seeds as part of the life cycle of the plant - great pics and model!*

**Susan B.**



My passion is making learning accessible to all students.
I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections.
I love figuring out the small components that build up to the big ideas and helping students see it all.



teach MATH | teach SCIENCE | teach READING | teach WRITING

# What I have LEARNED