

BIOLOGY OF PLANTS

PLANTS AND LIFE ON EARTH Activities

WAYS YOU USE PLANTS

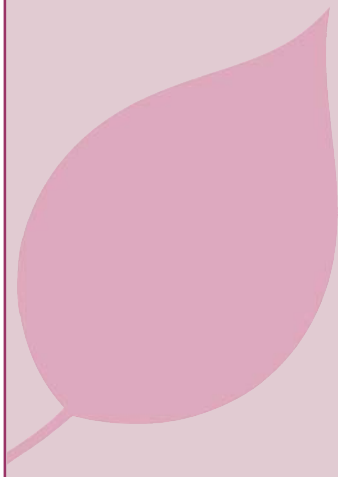
Students recall their own uses of plants for one full day. Students discuss the ways each of them uses plants.

Materials:

1. Paper
2. Pencils
3. Chart Paper and Marker

Procedure:

1. Ask students how they have used plants in the past day. Have them each make a chart with two columns. In one column they will list plant products they used. In the second column they will list the plants those products come from.
2. Use the students' own lists to develop a class list on chart paper. Add a third column to the class list showing which part of the plant is used for each plant product. Keep the class list for "A Day Without Plants" activity.



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THE PLANTS WE USE

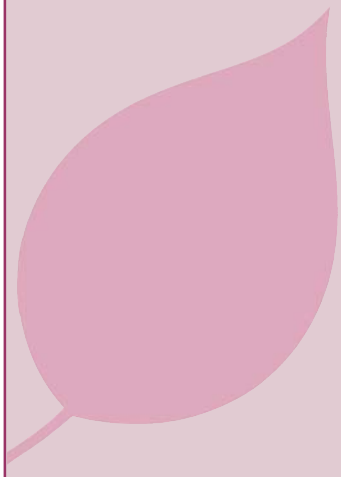
Students identify plant products which are used at home, at school, and in their community. Students match products to their plant sources and assemble a booklet about the plants they use.

Materials:

1. Magazines or drawing materials
2. Pencils or crayons
3. Construction paper
4. Staples or brass fasteners

Procedure:

1. Review the categories of uses for plants introduced on this website. Ask students whether they use plants any of these ways at school or at home.
2. Assign students to find or draw pictures of plant products which are used in homes, schools, and our community. (Remind them that coupons and sales flyers often have pictures of plant products.)
3. Have students create their own booklets on the many uses and roles of plants in their community.



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A DAY WITHOUT PLANTS

Students consider the many ways they depend upon plants. Students write a story or article about the way their lives would be changed if all plants suddenly vanished.

Materials:

1. Class chart from “Ways You Use Plants” activity
2. Pencils
3. Paper

Procedure:

1. Brainstorm with students what would happen if all plants suddenly vanished. What would affect them most? How long would it take until their lunch habits would have to change? Would any of the games they play change? What would happen first.
2. Give students 5 minutes to jot down notes about the day the plants disappear. Tell them they need not worry about spelling or grammar at this point, just write. Have them share their ideas with a partner.
3. Finally, have students write their own article or story about the day the plants disappear.

