



Language Arts

Topics and ideas:

Descriptions

Celebrating Spring

Plantwatch Crossword Puzzle



DYNAMIC GRAPHICS

Descriptions

Concepts and skills developed through Plantwatch:

While engaged in the Plantwatch program, you could have students:

- Read the native legend of the prairie crocus “How the Prairie Anemone got its Fur Coat” (located on the web page <www.devonian.ualberta.ca/pwatch>). The class could also read other legends, and students could then write their own legends to explain natural phenomena.
- Write poetry about the plant or flower they are observing, or about its environment.
- Research information about uses of native plants by First Nations peoples, and write a paragraph or essay on the topic.
- Write exact descriptions of the habitats of their plants in order to help research scientists understand local growing conditions.
- Create, read and interpret non-prose forms of communicating information (e.g. graphs, maps, charts) related to Plantwatch data. (For example, students could write paragraphs to explain the information contained on a graph.)
- Report orally to other classes the purpose and results of their Plantwatch project.
- Write an account of the weather just prior to and during flowering. Both exact and figurative language could be encouraged.
- Suggestion: Photocopy the sketch of your chosen plant to make covers for student observations/projects.
- Use the following field observation sheet to record information on each plant, for each visit to the plants. The form is only a model; you may wish to use only the column headings and expand the space provided for sketches, for example.

example

| PLANT SPECIES | NUMBER or NAME | GROWTH STAGE | | FLOWER/LEAF SKETCHES | OTHER COMMENTS |
|---------------|----------------|----------------------------------|-------------------------|----------------------|----------------|
| | | Flowers | Leaves | | |
| Saskatoon | #4 | buds now have some white showing | just starting to unfurl | | |



plantw@tch observation sheet

| | |
|-----------|-------------------------|
| DATE: | OBSERVER'S NAME: |
| LOCATION: | DESCRIPTION OF HABITAT: |

| PLANT SPECIES | NUMBER or NAME | GROWTH STAGE Flowers Leaves | FLOWER/LEAF SKETCHES | OTHER COMMENTS |
|---------------|----------------|-----------------------------------|----------------------|----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



KIRK HAROLD

Celebrating Spring

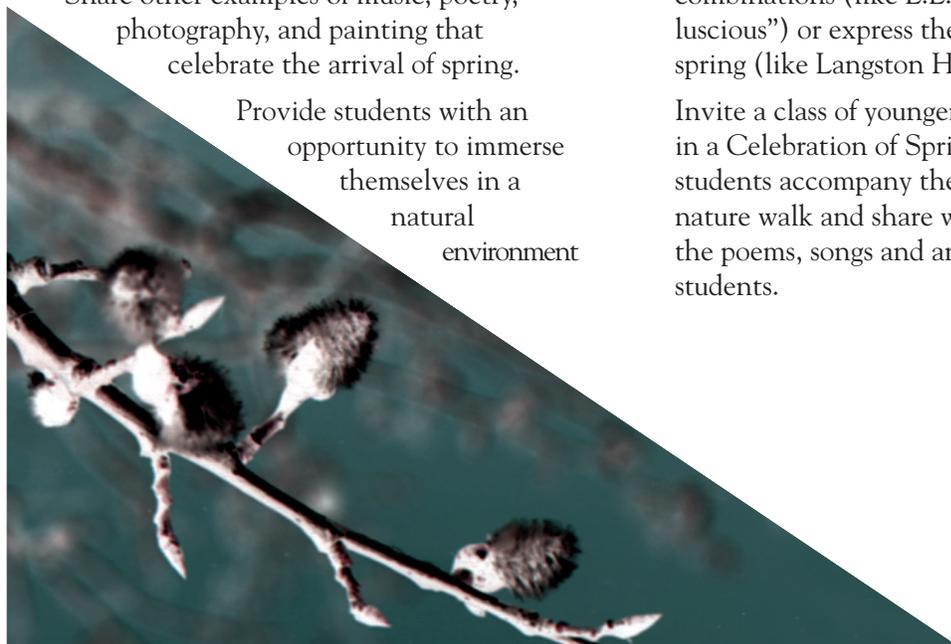
Concepts and skills developed through Plantwatch:

Engage the students with a recording of “Spring on the Prairies” from Connie Kaldor’s *Wood River* album. Read aloud the poems “In Just-Spring” by E.E. Cummings and “April Rain Song” by Langston Hughes.

Invite your students to help create a Celebration of Spring that recognizes and incorporates images and experiences from their local environment. Introduce them to seasonal celebrations of various cultures by encouraging them to research their own, or others’ cultural traditions.

Share other examples of music, poetry, photography, and painting that celebrate the arrival of spring.

Provide students with an opportunity to immerse themselves in a natural environment



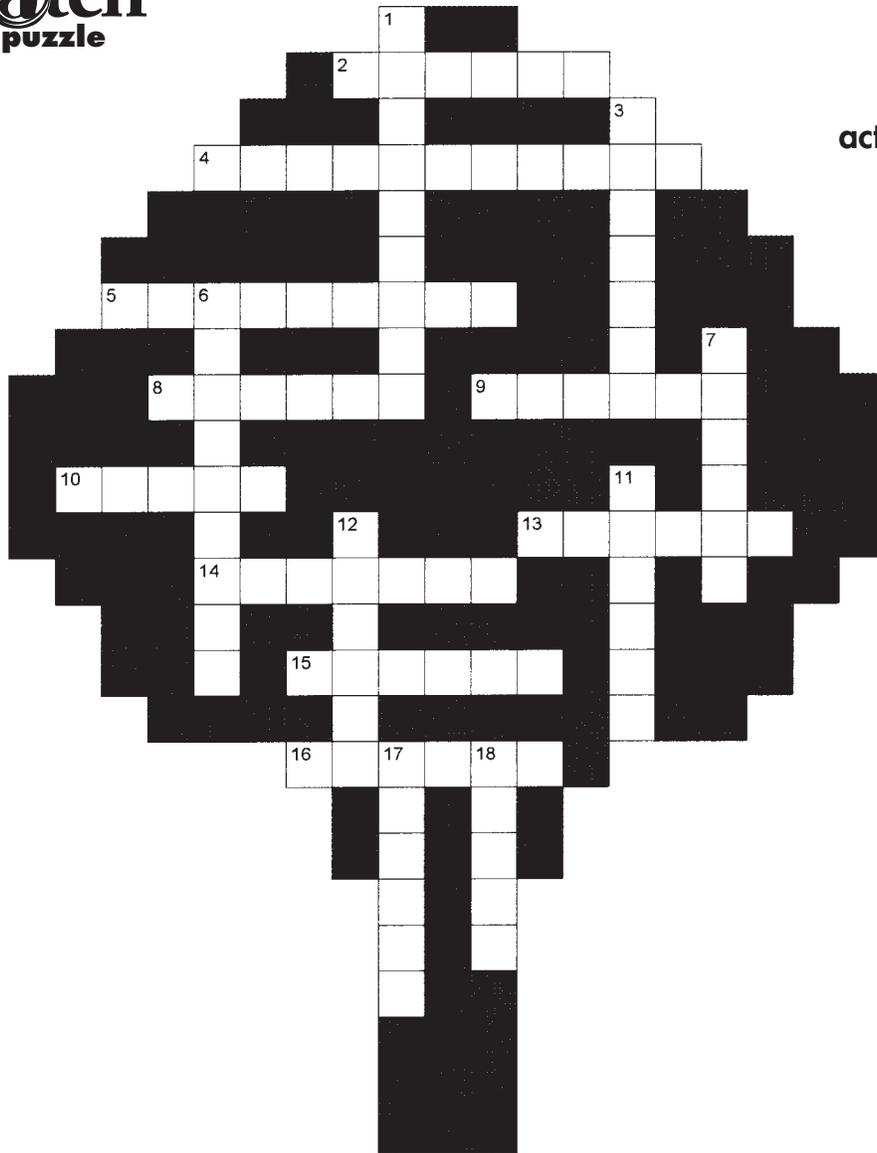
TREVOR LANTZ

and observe the sights, sounds and smells around them. Ask them to describe the land, the air, the water and the sun. Encourage them to pay close attention to the colours and shapes of plants. Give them quiet time to reflect and record their observations, thoughts and feelings in a personal journal.

Encourage students to create their own poems, songs, photographs or artwork based on the signs of spring that they have observed in their natural environment.

Encourage them to create their own word combinations (like E.E. Cummings’ “mud-luscious”) or express their feelings about signs of spring (like Langston Hughes’ “I love the rain.”)

Invite a class of younger students to participate in a Celebration of Spring, by having your students accompany them on a “spring flower” nature walk and share with the younger students the poems, songs and artwork created by your students.



Across

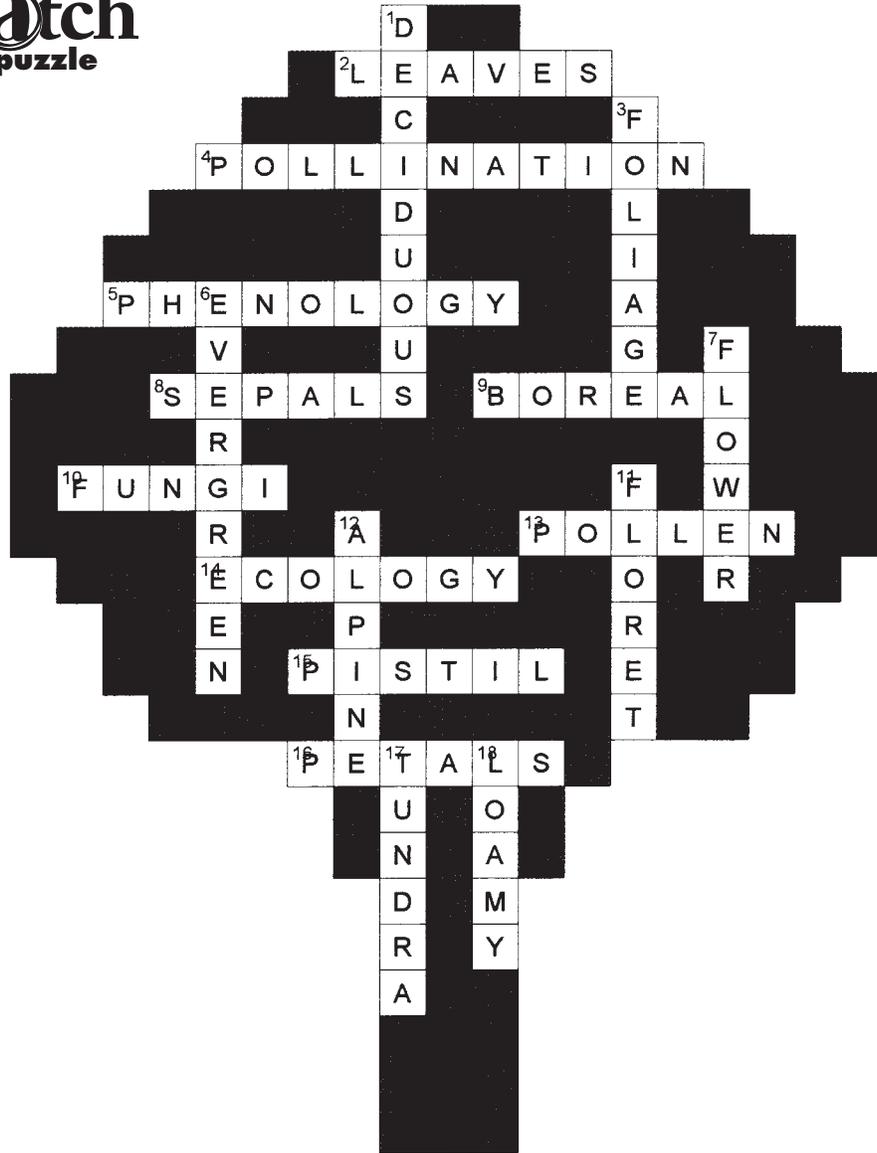
- 2. The green, usually flat parts of a plant that often fall off in autumn
- 4. Process by which pollen is transferred from male to female parts of a flower
- 5. Study of the seasonal timing of changes in plants and animals
- 8. Modified, petal-like leaves found below the petals in a flower (often green and leaf-like)
- 9. The forested region that covers much of Canada's north
- 10. A group of organisms that feed on organic matter (includes mushrooms)
- 13. Powdery contents in a flower
- 14. The science of the relationship between organisms to their environment
- 15. All the female flower parts (includes stigma, style and ovary)
- 16. Modified leaves; usually brightly coloured flower parts

Down

- 1. Trees or shrubs that shed their leaves each year
- 3. Another word for "leaves"
- 6. Plants whose leaves remain green throughout the winter
- 7. The part of a plant with colourful petals (also called a bloom)
- 11. An individual flower in a cluster
- 12. High mountain regions, above the tree line
- 17. Treeless arctic region
- 18. Soil that has equal parts of sand, silt and clay



answers



Across

- 2. The green, usually flat parts of a plant that often fall off in autumn
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