**PROGRAM NAME:** Meet the Pollinators  **GRADE:** 2nd

**PROGRAM TOPIC:** Pollination  **TIME:** 60 minutes

**NGSS STANDARDS & GOALS:**

**2-LS-2** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants

**2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats

**LEARNING ACTIVITIES:**

1. On a nature walk or in the outdoor classroom, observe and sketch flowers and nearby animals (including insects) in science notebooks
2. Record student questions on an “I wonder” chart
3. Dissect lilies, introduce key vocabulary – petals, pollen, nectar, seed, pollinator; add labels to sketches
4. Examine photos of pollinators and flowers in other habitats. Add to the “I wonder” chart questions about flowers, seeds, and pollen
5. Using recycled items, design and construct flowers and pollinators that would be attracted to them

**KEY QUESTIONS:**

Why do animals, especially insects, like flowers?

How do plants depend on animals?

How do animals depend on plants?

How does the structure (the shape) of plants encourage pollination?

**JOURNAL PROMPT ASSESSMENT:**

Draw a picture modeling pollination. Include the following labels: flower, pollen, seed, pollinator.

**CONTRIBUTION TO STORYLINE:**

Bees, beetles, and other insects are often observed near flowers in the outdoor classroom. We wondered if insects wanted something in the flower. When we dissected the flower, we saw nectar and pollen which bees use to make honey. While gathering pollen, the bees move the pollen to other flowers, which allows seeds to develop. We examined photos of pollinators and flowers in the different habitats. Flowers were designed to attract particular pollinators.

**MATERIALS NEEDED:**

* Science notebooks, clipboards, pencils
* Chart paper labeled “I wonder”
* Lilies, magnifying glasses, stereoscope
* Photos of pollinators and flowers
* Recycled items – paper tubes, yogurt containers, lids, pipe cleaners, straws, etc.