

Lesson Six: Plants

Plans and Procedures

Circle Time Questions

- Where did Waynabozho get his seeds from?
- Why did Waynabozho get sick?
- What kinds of things grow from seeds?
- What is a plant root?
- What do plants need to live and grow?
- What kinds of plants do you use for food?
- Where do plants grow?
- What happens to plants in the winter time?
- Can all plants be eaten?
- What color are most plants?



Mother Earth and Creation Mural

Using green construction paper, children will make a collage of plants (i.e. from pumpkin, corn, beans, squash, and other seeds) to add to the curriculum mural. Draw outlines of plants on the paper and let students glue the beans onto the outlined shapes. Different types of plants could include: corn, flowers, vegetables, trees, etc. When the children are done, line the collages around the bottom of the mural to represent the plant nations. If children have planted seed, place the plants on a table along the mural to represent Mother Earth. Ask a group of children to paint a ball or balloon yellow to represent the sun, to give light to the plants. Explain the importance of having sunlight for plants to grow and explain the importance of giving thanks to the sun for the life it provides.

Nature Walk

Take students to the park or an outdoor area with an abundance of plant life. Let them explore the different types of plants they see. The students could also draw these different plants as part of the mural.

The children could also do the following planting activity:

Materials: Lima beans or other seeds, paper towels, clear glass or jar, small clay planters. Children will plant their own seeds and care for them as they grow. The plants may be specific to the regional culture. Line the inside of the jar with a paper towel. Stuff in more paper towels to hold the paper towel around the inside of the glass. Wet the towels. Have children listen to, look at, and feel the beans. Place lima beans (which have been soaked in water overnight) between the towels and the glass so they are easy to see through the outside of the glass. Keep towels moist. In a few days, you should be able to see the

roots growing. Watch for the first roots (primary roots) and the branchlings (secondary roots). Help children transplant sprouted seeds into small clay planters. They will be responsible for caring for their plant throughout the school year. At the end of the school year the plant(s) can be taken home to be placed in the family garden. Encourage the students to enter whatever is grown in their gardens into the local fair garden contest. If space is available a class garden can be a year-long project with unlimited learning potential. Sacred plants such as sage and corn can be planted to provide children with the experience of caring for the plants and the patience of watching them grow. Children can take some plants home to care for and the family can transplant them into the family garden.

Music and Movement

After a brief discussion of how seeds grow into plants ask the children to imitate the process. Play soft soothing music in the background and show the children how to begin as a seed on the floor and slowly begin to grow to full size. Use descriptive words that will help the children perform their seed dance.

Vocabulary

Green	-	tozi	Forest	-	cannahmela k'el
Plant	-	wahpe	Six	-	sakpe
Sun	-	anpetu wi	Grow	-	icaga

NOTES FOR LESSON PLANNING: