



Parks as Classrooms—Power of Pollinators, Grade Bands K-2

Grade Level: Lower Elementary

State Standard: Ecosystems 2-LS LS2-3

Learning Objectives:

Students will learn how plants depend on their surroundings and animals to meet their needs (such as pollination and seed dispersal)

Vocabulary

Pollinator

Adaptation

Habitat



Activity 1—Flowers: Up Close and Personal

Gather flowers from your yard or nearby natural area. In order to produce fruits with seeds, a plant must first be pollinated. Flowers have so many cool parts and adaptations to attract pollinators. Shake the flower over a black piece of construction paper, and with a hand lens look closely at the color and shape of your flower's pollen.

Write down your answers to two questions: 1) What do you observe about the flower? Describe it in detail.

2) What do you wonder about the flower? What kind of pollinator do you think it would attract?

Side trip: Next time you are at a grocery or garden store with your parents, pay attention to the flowers on display and think about possible pollinators.



Activity 2—What's the Buzz?

Nature detectives, collect a 1 Liter plastic bottle and follow the instructions from your teacher on how to create an invertebrate trap. Have fun filling in nectar guides and adding a little color, and then attract the pollinators with that sweet nectar. Go back in a day or two and find out which pollinators visited.

Things YOU can do to support pollinators:

- Create a pollinator garden—learn more about native plants, and plant some seeds in your classroom
- Make a bee hotel and install it on school grounds

Side Trip: On the Cape, many of our public libraries have small pollinator gardens, and sometimes schedule programs to learn about them.