

Start with Seeds!

1. Question & Research Task

Seeds are the beginning! Look at the diagram to review the parts of a seed.

Click on the picture for a [video about seeds](#) through DiscoveryEd.

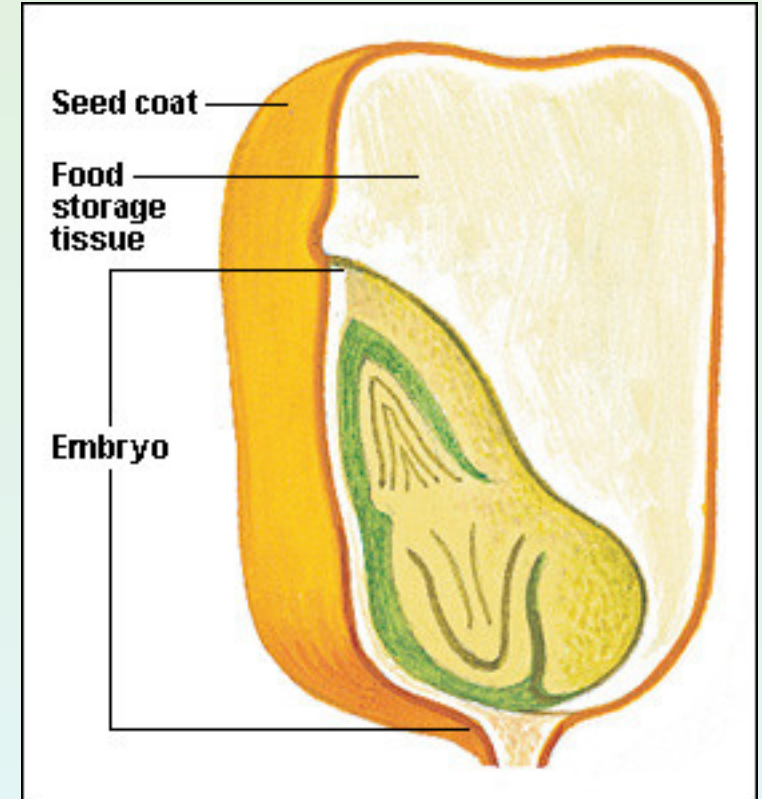


Image Source: [Discovery Education](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do plants depend on animals to disperse their seeds?

2. Information Sources

When plants spread their seeds, it's called **Seed Dispersal**.



How do seeds travel?

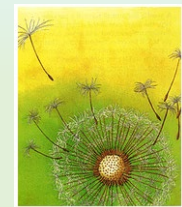
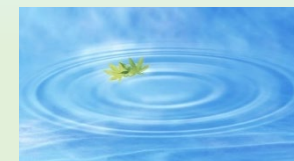
Seeds are spread in many ways. Some are carried on the wind or by water. Sometimes a seed reaches the ground when fruit falls off the tree and breaks open. Other times, birds or other animals eat the fruit, and the seed passes through the animal's body and ends up on the ground (from World Book Kids Online).



[Read more about seed dispersal.](#)



Image Sources: [Discovery Education](#) (above), World Book Online (lower left), Microsoft Office (lower right)



3. Student Activity

Fill in [the table](#) with the information you gathered from the resources in Slide 2.

Take this [online quiz](#) to see what you remember!



4. Assessment Activity

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)

How do plants depend on animals to disperse their seeds?

Think about our question - How do plants depend on animals to disperse their seeds?

Squirrels and birds are two animals that disperse seeds. What would happen if the squirrels or birds were gone? **How would that affect the plants?**

Choose one of these assessment activities:

1. Complete this Birds and Squirrels [Google Doc](#).
2. Use [Voice Thread](#) or Schoology to record your answer.



Image Sources by subscription ClipArt.com

5. Enrichment Activities

Seeds are all around you! Try this experiment to discover what kinds of seeds are around your neighborhood. [Sock Seeds](#)



Image Source: [PBS Learning Media](#)

Be a seed detective! Collect some different seeds from different areas—your own backyard, a forest, by the water. Test to find the dispersal method.

Dispersal method:	Test:
Wind-borne	Drop seed near a fan. Does it blow or fall?
Sticks to animals	Place seed on a terry cloth towel. Does it stick?
Eaten by animals	Watch the plant where the seeds are found to see whether any animals eat the seeds.
Floaters	Drop the seed in water. Does it float?

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[Next Generation Science Standards](#)

- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2. 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.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

1	2	3	4	5	6
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Grade 2 Science

Time Frame: 1-2 class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Stop video on slide 1 at 1:06

Last updated: July 2023 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035 or use this [form](#)

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