

Name Those Grasses and Plants!!!

Lesson Plans by:
Sheri Horsfall and Pam Swanson

Grade Levels 1-3

Subject: Science and vocabulary

Montana K-12 Science Content Standards:

Content Standard 1- Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate and communicate results and reasonable conclusions of scientific investigations.

Content Standard 2 – Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.

Content Standard 3 – Student, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment

Content Standard 4 – Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.

Content Standard 5 – Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

Content Standard 6 – Students understand historical developments in science and technology.

Goals:

1. Students will learn what a range is and the names of the four categories grasses are placed. (decreasers, increasers, invaders and poisonous plants).
2. Students will gain knowledge of names for the common plants grown on the Grant-Kohrs Ranch.

Objectives:

1. The students will go on a field trip to the Grant-Kohrs Ranch and tour the Upland Dry Grasslands, Irrigated Fields and riparian flood plain for a hands on experience with plant life growing on the range.

2. The students will further their knowledge of names of plant life by playing a matching game with names and pictures from decreaseers, increaseers, invaders and poisonous plants.

A. The students will be divided into the four groups. When it is their turn, they will pick a picture and match it with its correct name. Each time the student is correct they will receive a point. Play until all the pictures are turned over. The student with the most points will be the winner. Switch groups so the each student has the experience of identifying pictures and names from each of the four categories of grasses.

* If a picture is identified incorrectly return it to the bottom of the pile.

Vocabulary:

Range: Range is an area of land covered by grasses and forage plants that are suitable to grazing rather than cultivation.

Pastureland: Land which has predominately introduced grasses. The field is irrigated to supplement natural rainfall.

Decreasers: The green group of plants which are most desirable for livestock (cattle, horses, and sheep).

Increaseers: The yellow group of plants. These are shorter and are not preferred by livestock.

Invaders: The red group of plants. These plants are not native to the range. They have Invaded the areas from elsewhere when both decreaseers and increaseers have been heavily grazed.

Poisonous Plants: Forbs that are toxic to cattle horses and sheep.

Rhizomatous: grasses in which plants are connected underground by rhizomes.(stems)
This forms a sod. The roots are shallow and run parallel to ground
Level

Bunch Grass: Any grass that grows in clumps or tufts. May, rather than forming a sod or mat, and does not spread by rhizomes. As perennial plants they live more than one season. With long roots that may reach two meters into the soil, bunch grasses can find water where other plants wither.

Recognize Vocabulary Activity:

Students will fill in the blanks with the correct term from the box.. Then find the words and circle them in the attached word search puzzle.

Range	Decreasers	Invaders	Rhizomatous
Pastureland	Increasesers	Poisonous Plants	Bunch Grass

1. The yellow group of plants. These are shorter and are not preferred by livestock.

2. The green group of plants which are most desirable for livestock.

3. The red group of plants. These plants are not native to the range.

4. Forbs that are toxic to cattle, sheep and horses. _____
5. Any grass that grows in clumps or tufts. My, rather than forming a sod or mat, and does not spread by rhizomes. _____
6. Land which has predominately introduced grasses. _____
7. An area of land covered by grasses and forage plants that are suitable to grazing rather than cultivation. _____
8. Grasses in which plants are connected underground by rhizomes (stems) which forms a sod.

Vocabulary

R M V I E Y B S D S Q M S Q S
H F W M V D R L R U C D Q T F
I W Z Z P B V I D E E X N F T
Z G M W Z J Y J Y C D A G C K
O M Z I Z K O Q R Z L A U L E
M C L T U V Q E C P Z V V H N
A R A N G E A Y S M Z R A N U
T R H P A S T U R E L A N D I
O L G K E V O Z N G N S H H R
U T M R G N F E I O S B O C Q
S Q S Z O S R E S A E R C N I
M C W S A N O U R M S R X U X
E K I P K H D G A I B U V B Y
G O G P R O E Q H J V M P F J
P Y E B I V N G E Y I O L E D

BUNCH
INCREASERS
POISONOUSPLANTS

DECREASERS
INVADERS
RANGE

GRASS
PASTURELAND
RHIZOMATOUS

Activity Pictures:

Decreasers:



Rough Fescue



June Grass

Increasesers:



Blue Grama



Needle and Thread

Invaders:



Cheat Grass



Rabbit Brush

Poisonous Plants:



Loco Weed



Low Larkspur

Websites:

<http://www.montanakids.com/>

<http://www.google.com/search?hl=en&q=Loco+weed&btnG=Google+Search>

<http://www.google.com/search?hl=en&q=rough+fescue&btnG=Search>

<http://www.google.com/search?hl=en&q=blue+grama&btnG=Search>