

Discover the many details and quirky characteristics of plants by using microscopes to look at them up close. We also discover the smell, sound and feel of different plant parts to differentiate between them.

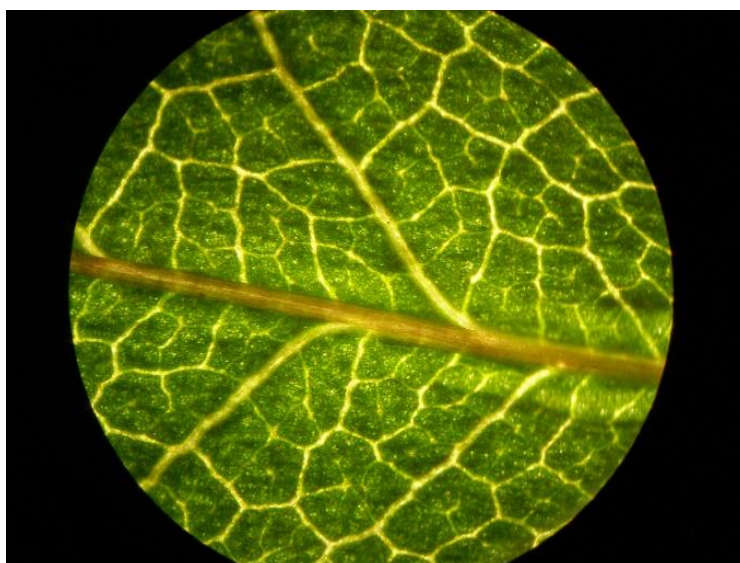
Learning Intention	Success Criteria
Students will be able to identify different plant parts by using a microscope. Students will be able to use sensory boxes to learn more about plant parts.	Students can identify 3 different plant parts using their features. Students can successfully focus and use a microscope to identify plant parts. Students can identify 3 different plant parts using sensory boxes.

#### Student Activity

We collect a range of different plant parts, such as leaves, twigs, flowers, etc. Students will choose one of these and look at it under a microscope. They will identify what it is based on its features (e.g. shape, colour). They will also use our sensory boxes to identify different plant parts without being able to see them, relying on their smell, texture and sound.

#### Learning Outcomes

<b>Cognitive</b>	Students will understand that different plant parts have different features. Students will identify which part it is based on their observations.
<b>Affective</b>	Students will be intrigued by the sensory boxes and enjoy the feel of the plant parts. Students will enjoy figuring out how to correctly use the microscope. Students will respect the frailty of some plant parts and respect how easy it is to damage them.
<b>Observational Skills</b>	Students will be able to use a microscope by focusing it and placing the object in the correct place. Students will use all of their senses but sight to identify plant parts, using sensory boxes.



#### La Trobe University's Outdoor Laboratory

Critical Thinking



Communication



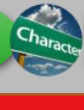
Collaboration



Creativity



Character



Citizenship



## Curriculum Links

### Year 3-4:

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([VCSSU057](#))

Different living things have different life cycles and depend on each other and the environment to survive ([VCSSU058](#))

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge ([VCSIS065](#))

Safely use appropriate materials, tools, equipment and technologies ([VCSIS067](#))

Compare results with predictions, suggesting possible reasons for findings ([VCSIS070](#))

Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language ([VCSIS072](#))

## Summary

Throughout this engaging activity, students will begin to understand the diversity of plants and their different parts. They will learn how to use a microscope, and how it can be used to identify, in this context, a range of different parts of plants. They will also use sensory boxes to learn how to identify plants when they cannot see what it is.

### A New Pedagogy Deep Learning (NPDL)

The LTWS incorporates the work of Michael Fullan and Maria Langworthy into their activities and support resources.

**Instructional Model** and incorporate a range of activities designed to develop 21<sup>st</sup> Century Learning Skills.

The **Plants Up Close** activity provides an authentic link to a pedagogy for Meaning-Oriented (Deep) learning. The ticks below provide an indication of the skills this activity is designed to develop.

### Support Materials

The LTWS have (and are) developing a range of support materials that provide additional resources for teachers to explore this NPDL framework.

Visit our Webpage – [www.latrobe.edu.au/wildlife](http://www.latrobe.edu.au/wildlife)

Keep in touch via the sanctuaries Blog, Facebook and Youtube pages to discover more about the sanctuary and the opportunities your students can explore.

<http://bit.ly/1TdbMnN>  
<http://on.fb.me/1WeQwfD>  
<http://bit.ly/1V4yMTL>



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