

<b>Georgia Standard of Excellence (GSE)</b>	<ul style="list-style-type: none"> <li>• S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.</li> <li>• S2L1.c. Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants.</li> </ul>
<b>Learning Target(s)</b> Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g. 'I can' statements for students).	<p>The learning target for this activity is to show students a representation of how some seeds disperse through exploding. It's a hand on activity that engages the student to learn. This activity is aligned with the S2L1.c. GSE.</p>
<b>Materials</b> What resources will be needed to engage students? Be as precise as possible	<p>For this activity, the students will need the following materials: a balloon, funnel, seeds, sharp pencil, tarp of some sort, and a measuring tape or ruler.</p>
<b>Oxbow @ Home Project</b> Describe your project. Include the steps and directions that students and/or parents would need to follow	<p>For this activity, I have named it "<u>Boom. Bang. Seeds.</u>" The students will use a balloon and seeds to represent what happens with seeds that disperse through explosion. With help from their parent or legal guardian, they will create the "pod" by filling the balloon with seed and blowing it up with air. After it's blown up, they will pop it with the sharp pencil over the tarp or sheet. After it "explodes" they will measure the distance of how far the seeds spread. While they are going through the steps to create the "pod," they will answer the question that correspond with the activity.</p>

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Boom, Bang, SEEDs!!

## Materials Needed:

- ☀ Balloon
- ☀ Funnel
- ☀ Small Seeds
- ☀ Sharp Pencil
- ☀ Tarp or sheet
- ☀ Measuring Tape or Ruler



Seeds can move in different ways. The most exciting ways that a seed disperse is by exploding!! These plants have special pods to launch their seeds away. A pod is a part of the plant that holds its seeds. They build up pressure inside, like a balloon when being blown up, and then explode its seeds in every which way. This helps the seeds to find a new location to grow.

## **Activity Instructions:**

**For this activity, you are going to create a plant that has a pod, the balloon, that explodes to release its seeds.**

1. Take your funnel and attached it to your balloon. It is best if you stretch out the balloon to attach it properly. Ask your parent/ guardian if you need extra help.
2. Once attached, slowly pour in the seeds.
3. Detach the funnel, blow the balloon up, and tie the balloon. Notice what is happening to the balloon during this process.
4. Lay down your tarp or sheet. Over the tarp or sheet, pop the balloon with your sharp pencil and watch the seeds explode out!

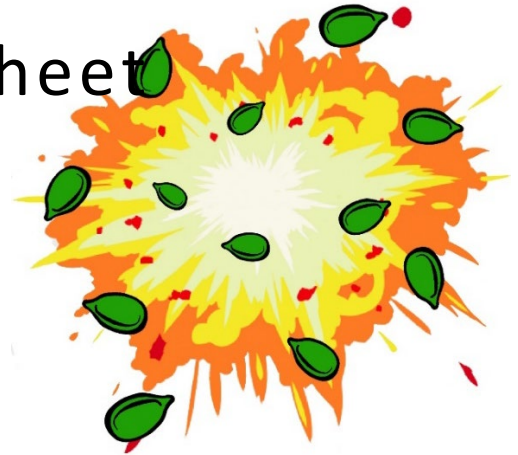
5. Fill out the worksheet as you go through the activity.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Boom, Bang, SEEDS!!

## Activity Worksheet



**Answer these questions with the activity.**

1. What does the balloon represent?
2. What is happening when you blow up the balloon?
3. Use your measuring tool. How far did your seeds spread?
4. Did any seeds get off the tarp or sheet?
5. Draw out what the seeds looked like on the tarp?



## **ANSWER KEY FOR PARENT**

# Boom, Bang, SEEDS!! Activity Worksheet

Answer these questions with the activity.

1. What does the balloon represent?

**The balloon represents the pod that the plant holds its seeds in before it disperses them by exploding.**

2. What is happening when you blow up the balloon?

**It is building up tension, like the pod does before the seeds disperse out.**

3. Use your measuring tool. How far did your seeds spread?

**Answers will vary**

4. Did any seeds get off the tarp or sheet?

**Answers will vary. Yes or No.**

5. Draw out what the seeds looked like on the tarp?

**Answers will vary. Have your child draw out what they see on and around the tarp.**



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<b>Learning Target(s)</b> Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g. 'I can' statements for students).	<p><b>The learning target for this activity is to get the student to think about how each seed moves to become a new plant.</b></p> <p><b>This activity is aligned with the S2L1.c. in GSE.</b></p>
<b>Materials</b> What resources will be needed to engage students? Be as precise as possible	<p><b>For this activity, no material is needed except for a pencil to answer the questions.</b></p>
<b>Oxbow @ Home Project</b> Describe your project. Include the steps and directions that students and/or parents would need to follow	<p><b>For this activity, I have named it "<u>A Seedy Situation</u>." In this activity, the student must name the five ways that a seed can move. Then, they use those answers for the second part of the worksheet. The second part is kind of like the "Who am I?" riddle, but instead it's "How do I move?" riddle. The student must look at the pictures and read their descriptions to figure out how the seed moves from the parent plant to their new location.</b></p>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# A Seedy Situation!

Seeds help plants to reproduce. In order to so, they need to move from the plant to a new place to grow. Seeds can move, or disperse in many ways!

Seeds can spread from the original plant by 5 ways.  
What are the ways that a can disperse from a plant?

1. \_\_\_\_\_

2. \_\_\_\_\_

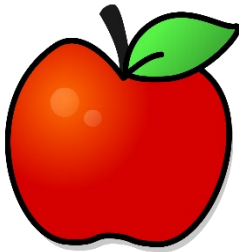
3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **HOW DO I MOVE?**

Look at the pictures and read about each seed. Try to find out how each seed moves from the plant to their new location.



I am an apple. I grow in a tree and I contain seeds.  
Sometimes I get too heavy for my home in the tree!

**How do I move?**



I am a coconut. I live in a tree that is typically near the ocean. I am hollowed on the inside which allows me to float.

**How do I move?**



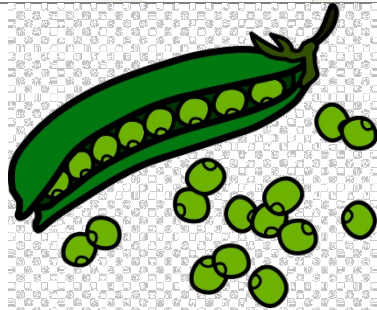
I am a dandelion. I am small and light. My seeds look like tiny umbrellas.

**How do I move?**



We are berries. We can be very tasty and a yummy sack for some.

**How do I move?**



I am a pea pod. Inside I carry my seeds. They grow and grow until I can't contain them any longer!

**How do I move?**

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## ANSWER KEY FOR PARENT

# A Seedy Situation

What are the ways that a can disperse from a plant?

1. **Water**
2. **Animals**
3. **Gravity**
4. **Wind**
5. **Exploding**

### HOW DO I MOVE?

Look at the pictures and read about each seed. Try to find out how each seed moves from the plant to their new location.



I am an apple. I grow in a tree and I contain seeds. Sometimes I get too heavy for my home in the tree!

**Gravity**

**How do I move?**



I am a coconut. I live in a tree that is typically near the ocean. I am hallowed on the inside which allows me to float.

**Water**

**How do I move?**



I am a dandelion. I am small and light. My seeds look like tiny umbrellas.

**Wind**

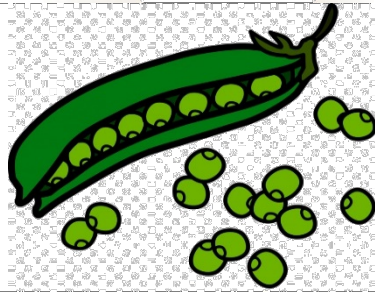
**How do I move?**



We are berries. We can be very tasty and a yummy sack for some.

**Animals**

**How do I move?**



I am a pea pod. Inside I carry my seeds. They grow and grow until I can't contain them any longer!

**Exploding**

**How do I move?**

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