



Grasses1

Aims: Name features of plants (and humans).

Recognise similarities and differences between plants (and humans)

KEYSTAGE 1: Science 2: 3b, 4a, 4b, 5a

Begin either indoors or outdoors by looking at the similarities and differences between two children. For example:

The Same

Both girls

Both humans

Both wearing school uniform

Both have noses

Different

One has blue eyes, one has brown eyes

One has long hair, one short hair

One has trousers, one a skirt

One is taller than the other

Do remember to be sensitive in both your choice of children and in the features you discuss.

Now transfer this activity to the comparison of a grass and a non-grass (flower). As it is important to choose a grass with a flowering head, this is a seasonal activity, which should be done between May and July. Now compare the two plants, looking for similarities and differences.

The Same

Both plants

Both have green leaves

Both have flowers

Both have pollen

Different

One has a colourful flower, the flower of the other is green.

One is tall and slender, the other is short and bushy

One flower is sweet scented, the other is not

One flower has lots of leaves, the other only has a few

Grass pollen can cause hay fever so it may be wise to warn parents that you will be doing this activity so that sufferers can come prepared.



Grasses 1

Choose a grass and a non-grass (flower) and draw them both. Label the leaf, stem, flower and root (if you can see it).

Grass

Non grass

Compare the two (look very closely) and note things which are the same and things which are different.

Things which are the same

Things which are different



Grasses 2+3

Aims: Identify similarities and differences between plants.

Keystage 1: Science 2: 3b, 4b, 5a | **English 3:** 1d, 1e, 9b

Grasses 2

Use hand-lenses to look closely at different grasses and to notice differences and similarities. Use the sheet with pictures of Yorkshire Fog, Quaking Grass, Cats Tail/ Fox Tail and False Oat Grass. See if you can find any of these grasses but also use the sheet to illustrate how these grasses got their names.

Yorkshire Fog - lots of this grass with its fine bushy heads looks like fog

Quaking Grass - shakes in the wind

Cats Tail / Fox Tail - the flower head looks like an animal's tail

False Oat Grass - The flower head looks like that of oats

Grasses 3

Then ask the children to pick one grass to study closely. Use the word bank below to help to describe your grass.

Grasses Word Bank

Shaky

Wavy

Slim

Busky

Delicate

Feathery

Tall

Slender

Thin

Green

Brown

Pale

Make up a name for your grass

There are lots of other grasses which have descriptive names - Wavy Hair Grass, Hare's Tail, Beard Grass and Totter Grass. Give the children a list of plant names, ask them to choose a name and make up a short story about how it got its name.

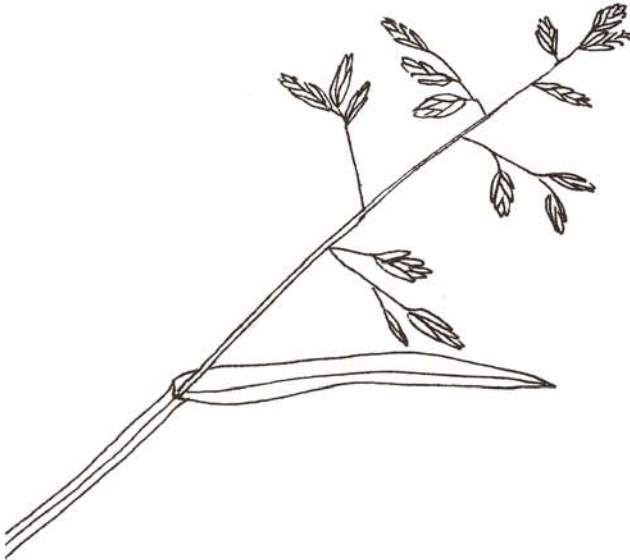
Crops

Back in class try growing some wheat and explain that this is a grass which we eat (for example in bread). Other grasses we eat are oats (porridge), barley (beer, fruit juices) and rice. These grasses all have much larger seed heads than the wild ones you have been looking at. All drinks are made from plant materials - fruit barley water, beer, wine, orange juice, tea, coffee, etc.



Grasses 2

How many of these grasses can you find?



Annual Meadow Grass



Rye Grass



Cats Tail or Fox Tail



False Oat Grass

Label the flower, leaf and stem of each of the four grasses.



Grasses 3

Draw a grass head in detail

Circle words which describe your grass:

Tall

Bumpy

Smooth

Slender

Wavy

Thick

Bushy

Thin

Now think of three words of your own:

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Make up a name for your grass

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