

METHODS OF SEED DISPERSAL (2nd Grade)

ALABAMA COURSE OF STUDY STANDARD (Science)

- ⇒ 6.) Design and construct models to simulate how animals disperse seeds or pollinate plants (e.g., animals brushing fur against seed pods and seeds falling off in other areas, birds and bees extracting nectar from flowers and transferring pollen from one plant to another).

DESCRIPTION

- ⇒ Farmer Alan and Farmer Kelly discover how seeds travel, or move, to different places around the farm. With the help of The Pollinator, they identify four methods of seed dispersal.

OBJECTIVES

Students will be able to:

- ⇒ Define and identify the four main methods of seed dispersal: mechanical, wind, animal, and water.
- ⇒ Create a model of a seed to demonstrate one of the main methods of seed dispersal.

MATERIALS NEEDED

- ⇒ [METHODS OF SEED DISPERSAL](#) (YouTube Link)

FOLLOW-UP DISCUSSION

After viewing the video, ask students the following questions:

- ⇒ What is seed dispersal?
- ⇒ Why is it important for plants to be able to disperse their seeds?
- ⇒ Which method does a dandelion use to disperse its seeds?
- ⇒ What seed dispersal method could a pine tree, growing near a river, use to disperse its seeds (inside a pinecone)?
- ⇒ How do animals help disperse seeds?



FOLLOW-UP ACTIVITIES

1. **Create A Seed Model:** Have students work in small groups (or with a partner) to design a seed using whatever materials you have on hand (pipe cleaners, modeling clay, paper clips, paper, cardboard, aluminum foil, rubber bands, tape, etc).
 - Assign each group a seed dispersal method (mechanical, wind, animal, water).
 - Challenge them to build a seed and show the class how it gets dispersed away from its parent plant.
2. **Sock Activity:** Allow students to pretend to be animals with woolly feet and legs that help disperse seeds.
 - Move to a nearby area of long grass and/or weeds.
 - Have students place a sock over one of their shoes and walk through the area. Direct students to areas where seeds are abundant.
 - Gather or photograph a few of these plants to investigate back in the classroom as well.
 - After 3-4 minutes of walking through this area, have students remove their sock and return to the classroom.
 - Allow students to examine their socks for seeds. Use hand lenses to see how the seeds are attached to the socks.
 - Using the plants that were gathered or photographed, see if students can identify which parent plant each of their seeds came from.

