



Pollination

Grade Level: K-1st

Time: 30 –45minutes

Materials: The Reason for a Flower by Ruth Heller or The Magic School Bus Plants Seeds by Joanne Cole, construction paper, scissors, *Flower Model Plus*, flower(s), bee replica or finger puppet.

Introduction

This activity introduces the concept of pollination utilizing three different teaching methods :

1) Auditory 2) Visual and 3) Movement.

Activity

Model

Assemble the *Flower Plus Model* prior to class. Explain the process of pollination using a bee finger puppet or other pollinator. Physically demonstrate how the bee first is attracted to the petals and smell of the flower looking for nectar. Once the insect is on the flower it rubs pollen onto its body. The bee then flies onto the next flower. (Fly away and onto the model again) Again the bee lands on the flower and its body rubs the pollen off onto the flower which eventually (show orange line leading to the ovary) fertilizes the egg in the ovary. For more detailed information refer to: *Model Plus Flowers Teachers Notes* located inside the Model Plus box.

Reading

These books both introduce the topic of pollination.

Kindergarten: The Reason for a Flower by Ruth Heller

1st Grade: The Magic School Bus Plants Seeds by Joanne Cole

Waggle Dance

Look at the activity sheet entitled, “Dancers”. Cut out the footprints ahead of the class for Kindergarteners and then tape them to the floor to save time and student confusion. The activity sheet says to use a candy bar but I prefer to use either a real or paper flower to maintain a consistent message. Demonstrate how to follow the dance pattern and the voracity of the waggle in comparison to the flowers relative location. I used another student to bring the flower closer which made the dancer wiggle and waggle faster and then bring the flower farther away to have the dancer really exaggerate the s-l-o-w dance. Have students take turns doing the dance and holding the flower.

*First Graders should break up into groups and trace their own feet on construction paper, cut out their patterns, and with adult help tape the waggle pattern to the floor. To spice up the activity have each group make up their own waggle dance. Each group will later present their waggle dance to the class. If breaking into groups be sure to supply one flower per group.



Conclusion

Students should have a firm grasp on the following concepts:

1. How insects pollinate flowers
2. Why insects pollinate flowers
3. How the flowers benefit from the pollinators
4. How bees communicate to each other