

Plant Defense Mechanisms

Interactive Lesson

PRINT and DIGITAL

Thorns

sharp and pointed structures
on stems or branches

- rigid
- keeps large herbivores from eating the plant
- Examples:
 - hawthorn
 - blackberry plants



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Compatible with Google Slides and PPT

Allelopathy

chemicals are released in surrounding soil to inhibit growth of other plants

- This reduces competition by other plants.

- Examples of plants that do this:

- sunflower
- sage
- bar
- rye



A key is also included!

Trichomes can serve as a physical barrier only.

True

False

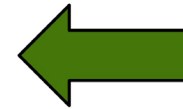
Drag and Drop

Drag the circle to the correct response.

Which of the following best describes mimicry in plants?

- Plants imitate the way other organisms defend themselves.
- Plants mimic the appearance of other organisms for protection.
- Plants release chemicals to attract pollinators.
- Plants camouflage themselves to blend with their environment.

Drag the arrow to the correct answer.



Sunflowers can release chemicals that inhibit the growth of other plants around them.

True

False

Type in the Text Box

In the text box below, in your own words, describe the difference between prickles and spines.

Type here.

Click [here](#) to learn more about plant defenses.

In the text box below, describe the most interesting thing you learned plant defense mechanisms.

Type here.

and more!

In the text boxes below, in the 1st Column, type in what you already KNOW about plant's defense mechanisms. In the 2nd column, type in what you WANT to learn about plant's defense mechanisms. The last column will be completed at the end of the lesson (what you've learned).

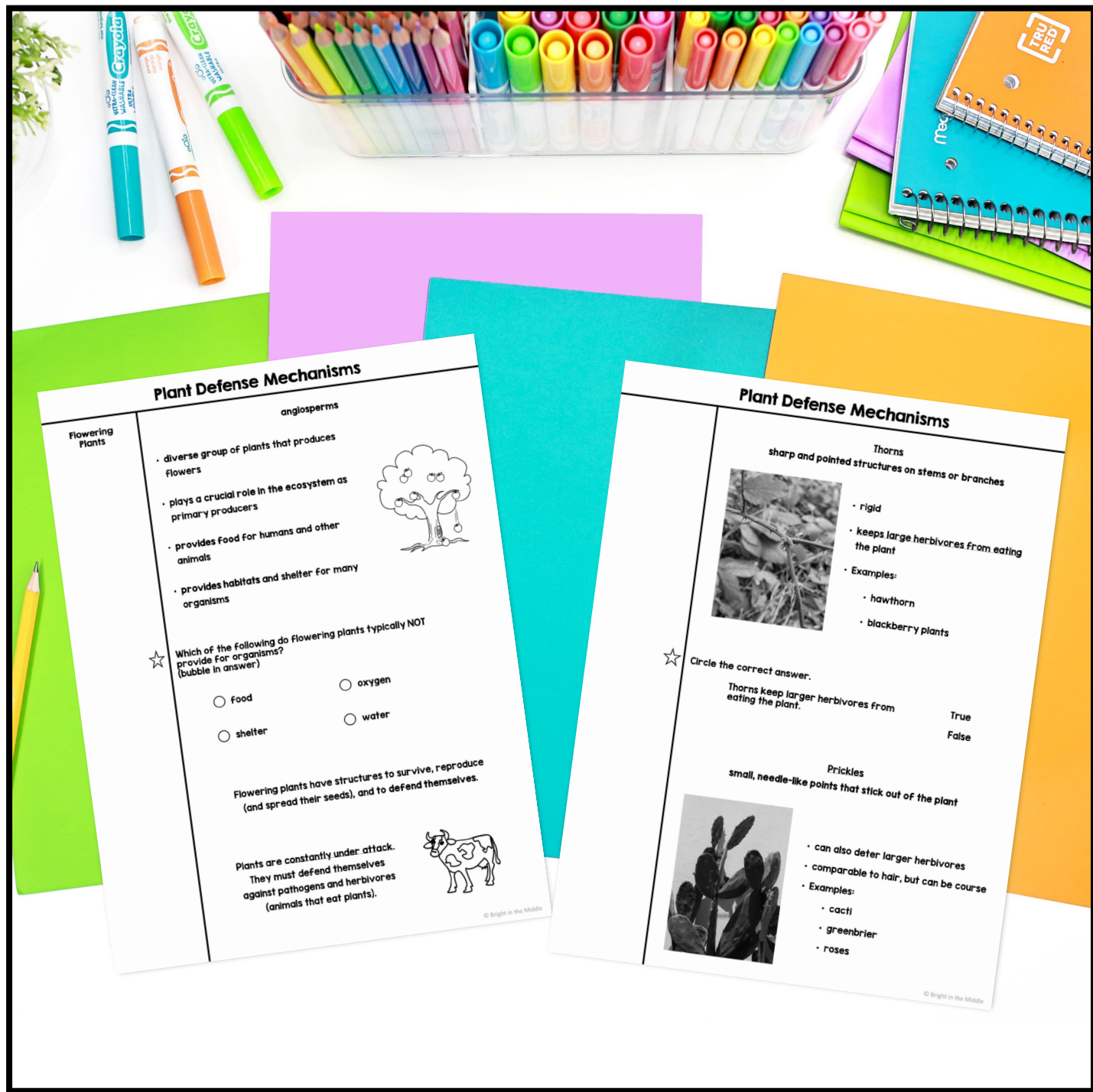
Last Slide

| K | W | L |
|--------------|--------------|---|
| • Type here. | • Type here. | |

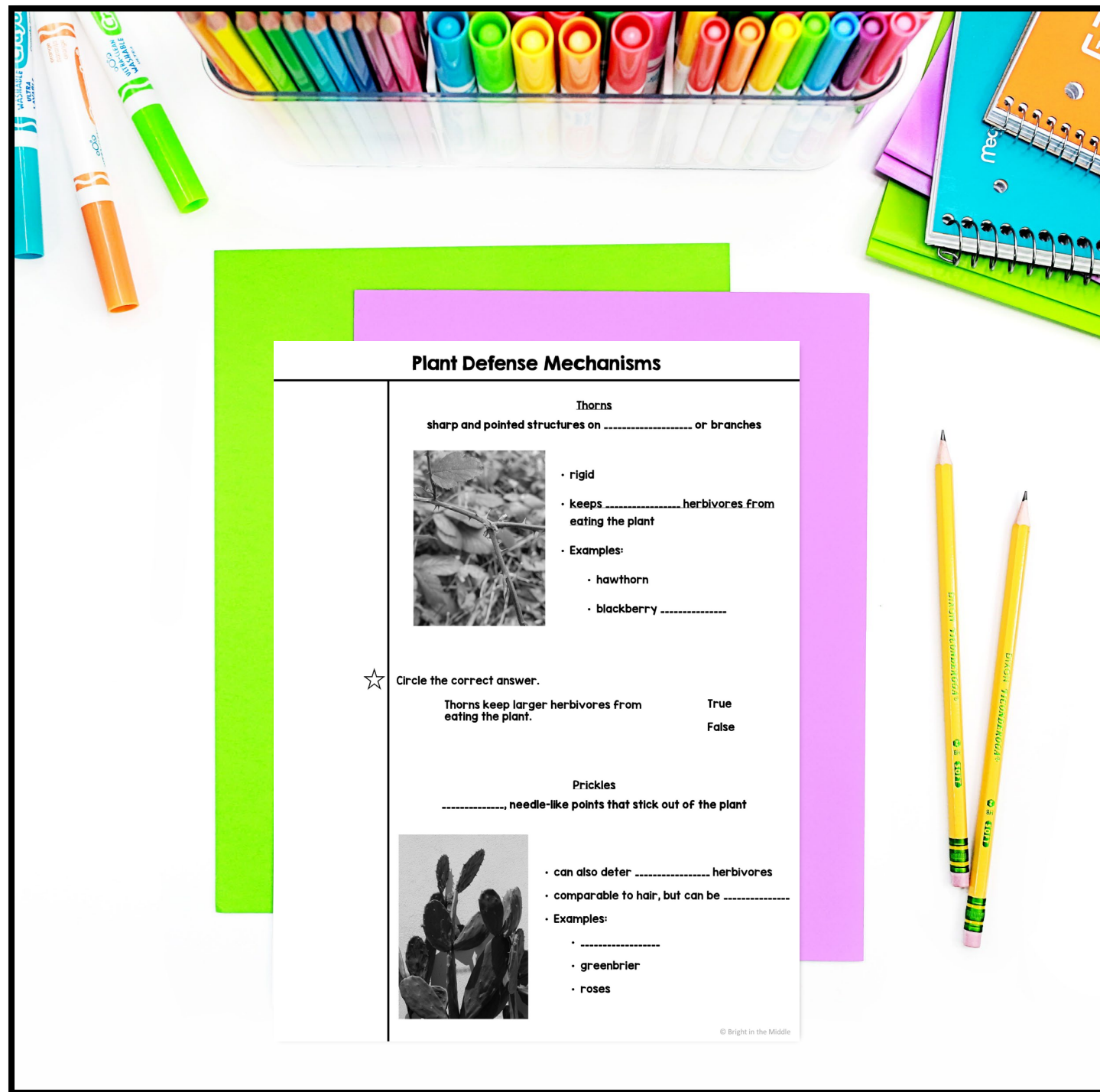
Drag the arrows to match these physical defense mechanisms with their definition.

- thorns → modified leaves that are stiff and sharp
- prickles → fine, hair like-structures that deter smaller herbivores
- spines → small, needle-like points that stick out of the plant
- trichomes → sharp and pointed structures on stems or branches
- waxy leaves → microscopic needle-shaped crystals that cause damage to the inside of organism's mouths
- raphides → slippery coating on leaves

A paper version is also included with interactive activities embedded.



**Guided
Cornell
notes are
included as
well!**



Plant Defense Mechanisms

Thorns

sharp and pointed structures on or branches



- rigid
- keeps herbivores from eating the plant
- Examples:
 - hawthorn
 - blackberry

☆ Circle the correct answer.

Thorns keep larger herbivores from eating the plant.

True
False

Prickles

....., needle-like points that stick out of the plant



- can also deter herbivores
- comparable to hair, but can be
- Examples:
 -
 - greenbrier
 - roses

Ways to Use Digital Interactive Lessons

Science digital interactive lessons are a great way to teach or review science content with your students for many reasons.

They are fun. They are engaging. Another reason, which I think is the most important, is that they help decrease the cognitive load. The way that digital interactive lessons are set up is first, a little bit of content, and then practice with that content, and repeat the process.

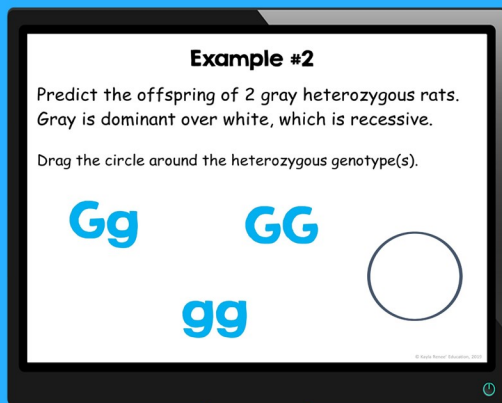
Students can digest small chunks of information a little at a time, apply that information, and then learn more! This will help keep their attention.

So, now, what are some ways that you can use them in your middle school science classroom?



Individual Learning

One way that interactive lessons can be used in the classroom is just for individual learning. These are digital lessons, so students can pull up the lesson on their computer, either via Google Classroom, Microsoft Teams, PowerPoint, or whatever you use in your classroom.



Students read through the lessons themselves and **work through the practice** at their own pace.

The benefits of doing this are that students can work at their own pace and you, as the teacher, can walk around the classroom as they are learning to answer any questions that they have. In addition, you can see what that particular student is learning. As you walk around the room and view their work, you can use it as a formative assessment to see if they are understanding the material.

You can also bump it up a notch. Since students will be working using the computer, you can embed related YouTube videos in the lesson for extra enrichment!

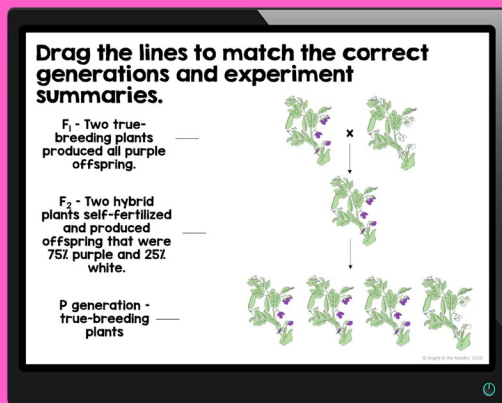
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INTERACTIVE
Lessons
for

INDIVIDUAL LEARNING



Distance Learning

Digital interactive science lessons are a great tool to use for individual learning at a distance for the middle school science classroom.



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DISTANCE LEARNING

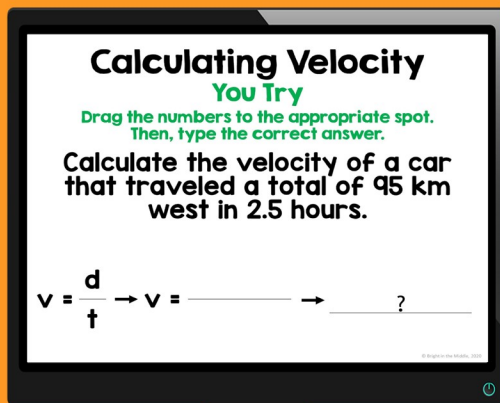
Students can read through the material, and after digesting chunks at a time, they can apply the information with embedded practice slides.

After completing the lessons, students can submit their work to their teacher.



Small Groups/ Partners

This works similarly to having students working as individuals except that students have the opportunity to work with one another. I think that this an awesome approach to differentiated learning in the classroom.



Calculating Velocity
You Try
Drag the numbers to the appropriate spot.
Then, type the correct answer.
Calculate the velocity of a car
that traveled a total of 95 km
west in 2.5 hours.

$$v = \frac{d}{t} \rightarrow v = \text{---} \rightarrow \text{---} ?$$


In small groups, or in partners, students are able to read the lesson together, discuss each practice slide, and apply the information together.

I prefer this method in many ways because I believe in the power of cooperative learning. As a teacher, you still have the opportunity to walk around and help the individual students as needed, but students also have each other for support.

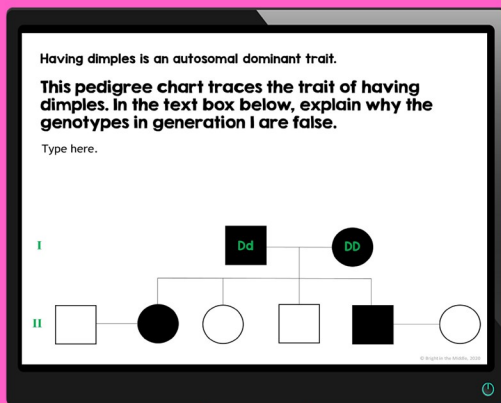
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**SMALL GROUPS/
PARTNERS**



Direct Instruction

As mentioned, digital interactive lessons are set up as a lesson with embedded practice to help decrease the cognitive load. If teachers choose to, they can pull up the lesson and teach it to their students and still take pieces of content and digest them bit by bit.



For example, when teaching about **pedigree charts**, the teacher can first discuss what a square and a circle represent in a pedigree chart.

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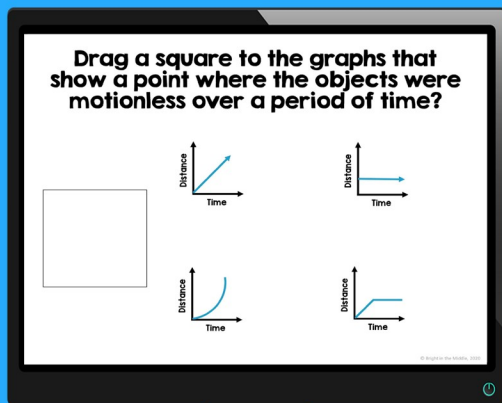
DIRECT INSTRUCTION

After students digest this material, the teacher can ask students to discuss how they will remember this information and then apply the information in practice.



Science Centers

Digital interactive science lessons can be used in one of two ways for science centers. First, science centers on a particular topic. For example, say you are teaching distance-time graphs, and you are ready for students to complete science centers on this topic. You can have a center for a [digital interactive lesson](#) (make groups in Google Classroom, or another platform), [task cards](#), [story match](#), and a reading passage.



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SCIENCE CENTERS

Another way that you can use interactive science lessons for science centers is only using digital interactive lessons. Time to review for a [genetics](#) test? You can have stations set up where students will move around the room.

They can work through individual lessons such as Gregor Mendel and an Introduction to Genetics, Asexual and Sexual Reproduction, Mitosis and the Cell Cycle, Meiosis, Punnett Squares, Pedigree Charts, and Variation of Traits and Genetics Disorders. This route may take more than one day. It just depends on how long your classes are and how much time you can devote to review. I personally like the first approach to using digital interactive lessons as a science center.



For ELL Students

With technology, there are so many awesome opportunities for students that do not speak English as their primary language to learn science content in schools that speak predominantly English. That goes vice versa as well. If you are trying to learn in any language you are unfamiliar with, technology is here to help!



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ELL STUDENTS

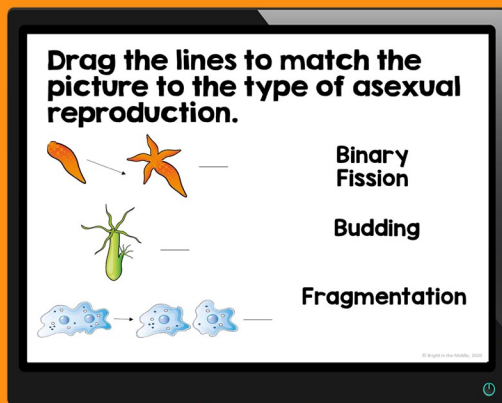
There are many options that students can use to learn science material. As a teacher that only speaks English, you can imagine how difficult it is to teach a student that speaks another language. I'm sure there are other teachers out there with the same dilemma.

With technology, I have been able to give my students the science lesson and have them use Google translate in order to understand what the lesson is saying. Now, I'm working on creating digital science lessons in Spanish, so that one step is taken out.



Enrichment/ Tutoring

I know that many schools set up a time during the day just for enrichment/tutoring.



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**ENRICHMENT/
TUTORING**

Many schools only set up this time for reading/math, but some do science too! Especially those that test in science. Interactive lessons are a great way to review standards-based science material and practice!

