

# Plants in our Daily Lives

**Overview** Students will examine their surroundings for items and determine whether each item was derived from plants in some way.

**Standards** (NYS): Science: 4.6, 4.7

**Objectives** To discover the role plants play in our daily lives

**Time** 15 minutes

**Materials**

- paper
- pencil/pen
- large newsprint (if graphing)
- markers (if graphing)

**Instructions**

1. Working in pairs, ask students to write down 30 items in their immediate surroundings (this can include clothing and anything in the room, or if outside, whatever they can see.)
2. Have students create two columns next to their list, one entitled “Plants”, and one entitled, “No Plants.”
3. Ask students to assign each item to one of the columns; if plants or any plant part was used in the manufacture or use of any of the items, a check goes in the “Plants” column. If not, then students check “No plants.”
4. **Optional:** Tally group totals for both columns and create a bar graph with the whole group’s data
5. Come together as a group. What did students find? Which column had more checks? Were the results surprising? Why or why not?
6. Were there any items that students could not figure out? Were there any items that were put into both columns by different students? Discuss, and determine as a group to which column these items belong. If the group is unsure, ask for a volunteer to research this, and report back to the group next meeting.



# Plants in our Daily Lives



Item	Plants Check this column if item comes from plants	No Plants Check this item if item does not come from plants
<i>example: wooden chair</i>	Yes	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
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12.		
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19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
TOTAL		