



# PLANTS AND VEGETATION



## Programme Three

### TEACHER INSTRUCTION ACTIVITY 3

## Plant Count

To find out what plants live in your park, you will need to spend some time examining a small area of the park very closely with an instrument called a quadrat. A quadrat is a square wooden/steel frame that you place on the ground to look at the plants living within the square. It is usually a half metre squared. It is a tool used to measure the amount of plants or vegetation in an area.

Use a Collins Wildflower I.D. Field Guide to help you. Available in your local Library.

#### You will need:

- Pencil and your nature diary
- A half metre square frame or quadrat
- Hand lens or magnifying glass
- Camera (if available)
- Collins Wildflower I.D. Field Guide

#### What to do:

1. Divide the students into groups of 5 or 6 depending on class size. Give each group the chance to throw the quadrat 3 times and record their findings in each area where the quadrat lands. This is called random sampling.
2. Use what they learned in previous worksheets about plant identification with the aid of a guide book to identify the plants you find in the quadrat or square frame.
3. Make drawings or take pictures of the plants you cannot identify.
4. On the worksheet, the students can record their findings.
5. They will be asked about counting plants and how abundant certain plants are by the amount of times they occur in each throw.
6. Back in class, make a check list of plants found in the park you visited. Organise a class discussion on the plants you have discovered, considering the time of year, and the type of area you studied. For example, was it shaded by trees or out in the open? Was the ground soggy or dry? Were they planted there by somebody or did they grow naturally?

#### Seasons Guideline:

Autumn: leaves falling from the trees.

Getting colder in temperature

Winter: Very Cold, very little growth in plants, trees bare of leaves

Spring: Flowers beginning to blossom, leaves growing on trees, getting warmer, animals re-emerge with lots of energy

Summer: warm weather, plants in full bloom, animals busy foraging for food

#### Curriculum Links:

SESE Skills and concept development: questioning, observing, estimating and measuring, analysing, recording and communicating. Strand: Natural environments, the local natural environment. Living things, plants and animals life.



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### ACTIVITY WORKSHEET 3

Student Name: \_\_\_\_\_

## Plant Count

### Student Instructions:

Following your teacher's instructions, please record your findings in the table below for your teams three throws of the quadrat.

Site 1	Site 2	Site 3

1. What season is it and how can you tell? \_\_\_\_\_
2. What type of plant have you seen the most in each site? \_\_\_\_\_
3. Would you say it is abundant (lots of them) or scarce (very few of them).  
(Circle the word the describes what you see)
4. Observing your surroundings in the Park, do you see any wildlife such as flying insects e.g. butterflies or hoverflies. Describe what you see.  
\_\_\_\_\_  
\_\_\_\_\_
5. Observing your surroundings in the Park, has their been any other activity, e.g. has the grass been mown or plants eaten. Describe what you see.  
\_\_\_\_\_  
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