



# PLANTS & TREES

Plants and trees are essential when designing a golf course. This module will help students understand their importance to the course and its environment. They add beauty to the landscape and serve as obstacles for golfers playing the course, but they offer much more to the golf course environment than splendor. For example, trees protect the environment from erosion, help hold moisture in the soil, provide nutrients to animals, and provide shelter and shade on the golf course.

Plant types vary from region to region, this module will help students understand which plants and trees are indigenous to geographic regions as they explore their own backyards and home courses. Students will be asked to identify their state flower and tree as part of their learning activities.

Although millions of acres of forests are cut down each year, and golf courses help preserve plants and trees which produce the highest levels of oxygen levels on the planet. This process is called photosynthesis and will be explained through various diagrams and activities.

The next time you are on the course and your ball finds the woods, remember those woods not only provide challenges but help us breathe, so be careful with their leaves and roots.





# YOUR ENVIRONMENT

Plants and Trees are all around us, but did you know that every state has its own official tree and flower? This section is designed to help children understand the importance of plants and trees, and how they fit into the ecology of the golf course. Through different activities within this section such as identifying the state tree and flower, and fun activities with interesting definitions, your children will become more aware of the role trees and plants play on our golf courses.

- Activities:
- Vocabulary words (on instructor's page)
  - State tree and flower identification
  - Adopt a tree and keep a log of its growth
  - Word Search for all ages
  - On Course Adventure

Key words  
for this section:

***Bark***

***Berry***

***Blade***

***Blossom***

***Botany***

***Bush***

***Deciduous***

***Evergreen***

***Foliage***

***Leaf***

***Root***

***Stem***



**Objective/Lesson:** To identify plants and trees as well as learn their function on the golf course.

- Definitions:**
- Bark** - The tough outer covering of the woody stems and roots of trees, shrubs, and other woody plants.
  - Berry** - A small, juicy, many-seeded fruit.
  - Blade** - The expanded part of a leaf or petal.
  - Blossom** - A flower or cluster of flowers.
  - Botany** - The science or study of plants.
  - Bush** - A low shrub with many branches.
  - Deciduous** - A type of tree or bush that sheds foliage at a specific season or stage of growth.
  - Evergreen** - A type of tree or bush that has foliage that persists and remains green throughout the year.
  - Foliage** - Plant leaves, especially leaves on trees or bushes.
  - Leaf** - A flattened, lateral structure attached to a plant stem that functions as a principal organ of photosynthesis and transpiration in most plants.
  - Root** - The portion of a plant that is usually underground that lacks buds or leaves, and serves as support, draws minerals and water from the surrounding soil, and sometimes stores food.
  - Stem** - A slender stalk supporting or connecting another plant part, such as a leaf or flower.

**Materials:** Small pocket size notebook 3" x 5" (1 per child)  
Word search Handouts  
Pencils

- Directions:**
- A) As a group, discuss the definitions of the vocabulary words.
    1. Distribute the word search handout and pencils.
    2. Ask the children to complete the activity and then turn it in.
    3. Discussion of the handout is optional upon completion.
  - B) As a group, discuss what children are going to look for on nature walk or during their round.
    1. Distribute pencils and notebooks so they can record observations.
    2. Have them share what they saw on the course.

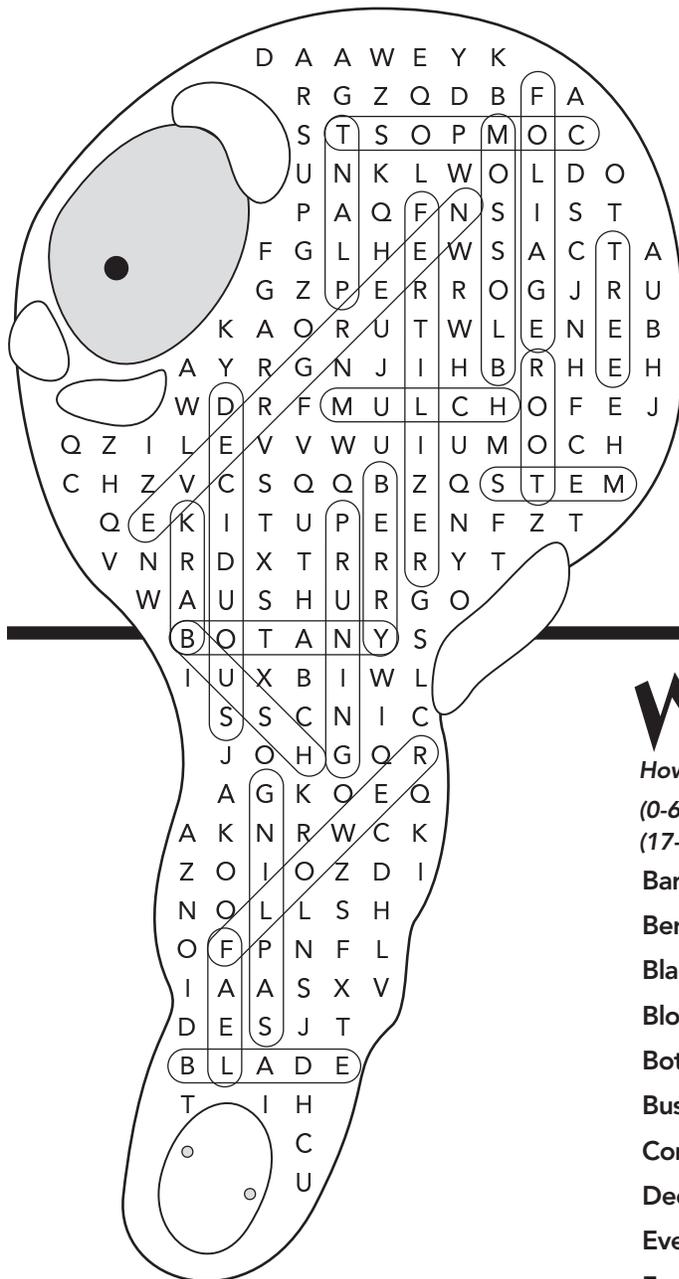
**Activity Time:** 20 minutes



YOUR ENVIRONMENT

ALL AGES





## WORD FIND

How many words can you find?

(0-6) Bogie; (7-12) Par; (13-16) Birdie;  
(17-19) Eagle; (20) Ace!

Bark	Flower
Berry	Foliage
Blade	Leaf
Blossom	Mulch
Botany	Plant
Bush	Pruning
Compost	Root
Deciduous	Sapling
Evergreen	Stem
Fertilizer	Tree



YOUR ENVIRONMENT

ALL AGES

## MOON COURSE

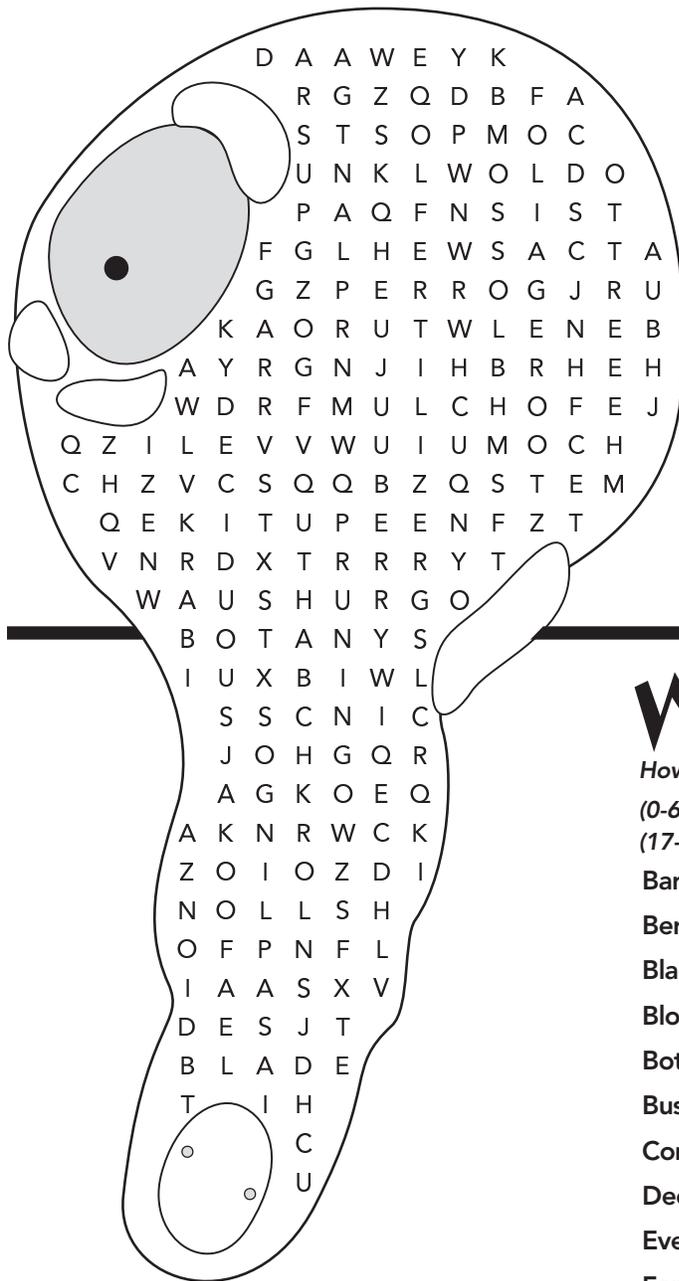
ADVENTURE

### TAKE A WALK

- 1 Before your walk, start a nature notebook, then record what you observe on the course.
- 2 Take "themed" walks. On one walk you can look for things that are smaller than your golf bag. On another, look for things that are a certain color. Or come up with your own themed walk. Write down your observations, make drawings or take pictures.
- 3 Discuss the importance of plants and trees on the golf course. What kind of trees do you see on the golf course? How do they affect how you play?



2



## WORD FIND

How many words can you find?

(0-6) Bogie; (7-12) Par; (13-16) Birdie;  
(17-19) Eagle; (20) Ace!

- |            |         |
|------------|---------|
| Bark       | Flower  |
| Berry      | Foliage |
| Blade      | Leaf    |
| Blossom    | Mulch   |
| Botany     | Plant   |
| Bush       | Pruning |
| Compost    | Root    |
| Deciduous  | Sapling |
| Evergreen  | Stem    |
| Fertilizer | Tree    |



YOUR ENVIRONMENT

ALL AGES

3

## MOON COURSE

ADVENTURE

### TAKE A WALK

- 1 Before your walk, start a nature notebook, then record what you observe on the course.
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- 3 Discuss the importance of plants and trees on the golf course. What kind of trees do you see on the golf course? How do they affect how you play?



# IDENTIFY YOUR STATE TREE & FLOWER

As you look around your environment, would you be able to identify the official state tree and flower?

This exercise will help you identify and learn your state tree and flower. Not all flowers are selected because they represent the natural flora of the state, but they are chosen because of their beauty and importance.

The following websites may be used for additional information: [www.50states.com](http://www.50states.com) or [www.usna.usda.gov](http://www.usna.usda.gov).

How many complete sets of state tree & flower can you name?

(0-3) Bogie; (4-7) Par; (8-12) Birdie; (13-20) Eagle; (20+) Ace!

STATE	TREE	FLOWER	STATE	TREE	FLOWER
01 Alabama	longleaf pine	camelia	30 New Jersey	northern red oak	violet
02 Alaska	sitka spruce	forget-me-not	31 New Mexico	pinyon	yucca
03 Arizona	palo verde	saguaro cactus blossom	32 New York	sugar maple	rose
04 Arkansas	lobolly pine	apple blossom	33 North Carolina	longleaf pine	american dogwood
05 California	california redwood	california poppy	34 North Dakota	american elm	wild prairie rose
06 Colorado	colorado blue spruce	rocky mountain columbine	35 Ohio	buckeye	scarlet carnation
07 Connecticut	white oak	mountain laurel	36 Oklahoma	redbud	mistletoe
08 Delaware	american holly	peach blossom	37 Oregon	douglas fir	oregon grape
09 Florida	sabal palm	orange blossom	38 Pennsylvania	eastern hemlock	mountain laurel
10 Georgia	live oak	cherokee rose	39 Rhode Island	red maple	violet
11 Hawaii	kukui or candlenut	pua aloalo	40 South Carolina	palmetto	yellow jessamine
12 Idaho	western white pine	syringa mock orange	41 South Dakota	black hills spruce	pasque flower
13 Illinois	white oak	purple violet	42 Tennessee	tulip poplar	iris
14 Indiana	tulip tree	peony	43 Texas	pecan	texas bluebonnet
15 Iowa	oak	wild prairie rose	44 Utah	blue spruce	sego lily
16 Kansas	cottonwood	sunflower	45 Vermont	sugar maple	red clover
17 Kentucky	tulip poplar	goldenrod	46 Virginia	flowering dogwood	flowering dogwood
18 Louisiana	bald cypress	magnolia	47 Washington	western hemlock	coast rhododendron
19 Maine	eastern white pine	white pine cone and tassel	48 West Virginia	sugar maple	rhododendron
20 Maryland	white oak	black-eyed Susan	49 Wisconsin	sugar maple	wood violet
21 Massachusetts	american elm	mayflower	50 Wyoming	plains cottonwood	Indian paintbrush
22 Michigan	eastern white pine	apple blossom			
23 Minnesota	red pine	pink and white ladyslipper			
24 Mississippi	magnolia	magnolia			
25 Missouri	flowering dogwood	hawthorn			
26 Montana	ponderosa pine	bitterroot			
27 Nebraska	cottonwood	goldenrod			
28 Nevada	singleleaf pinyon	sagebrush			
29 New Hampshire	white birch	purple lilac			



YOUR

ENVIRONMENT

ALL AGES



# IDENTIFY YOUR STATE TREE & FLOWER



YOUR

ENVIRONMENT

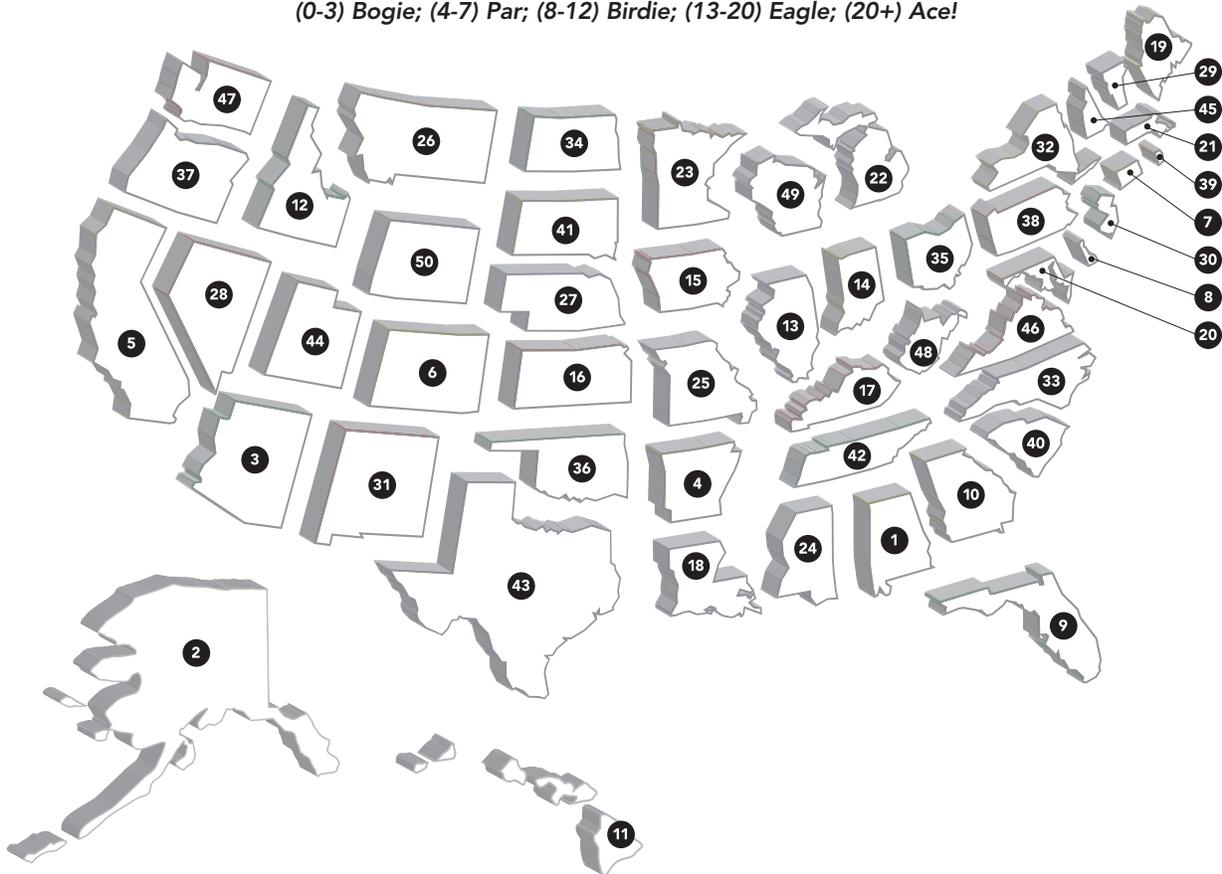
ALL AGES

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- |   |  |  |
|---|--|--|
| 1. longleaf pine; camelia                         | 18. bald cypress; magnolia                         | 35. buckeye; scarlet carnation           |
| 2. sitka spruce; forget-me-not                    | 19. eastern white pine; white pine cone and tassel | 36. redbud; mistletoe                    |
| 3. palo verde; saguaro cactus blossom             | 20. white oak; black-eyed susan                    | 37. douglas fir; oregon grape            |
| 4. lobolly pine; apple blossom                    | 21. american elm; mayflower                        | 38. eastern hemlock; mountain laurel     |
| 5. california redwood; california poppy           | 22. eastern white pine; apple blossom              | 39. red maple; violet                    |
| 6. colorado blue spruce; rocky mountain columbine | 23. red pine; pink and white ladyslipper           | 40. palmetto; yellow jessamine           |
| 7. white oak; mountain laurel                     | 24. magnolia; magnolia                             | 41. black hills spruce; pasque flower    |
| 8. american holly; peach blossom                  | 25. flowering dogwood; hawthorn                    | 42. tulip poplar; iris                   |
| 9. sabal palm; orange blossom                     | 26. ponderosa pine; bitterroot                     | 43. pecan; texas bluebonnet              |
| 10. live oak; cherokee rose                       | 27. cottonwood; goldenrod                          | 44. blue spruce; sego lily               |
| 11. kukui or candlenut; pua aloalo                | 28. singleleaf pinyon; sagebrush                   | 45. sugar maple; red clover              |
| 12. western white pine; syringa mock orange       | 29. white birch; purple lilac                      | 46. flowering dogwood; flowering dogwood |
| 13. white oak; purple violet                      | 30. northern red oak; violet                       | 47. western hemlock; coast rhododendron  |
| 14. tulip tree; peony                             | 31. pinyon; yucca                                  | 48. sugar maple; rhododendron            |
| 15. oak; wild prairie rose                        | 32. sugar maple; rose                              | 49. sugar maple; wood violet             |
| 16. cottonwood; sunflower                         | 33. longleaf pine; american dogwood                | 50. plains cottonwood; Indian paintbrush |
| 17. tulip poplar; goldenrod                       | 34. american elm; wild prairie rose                |  |

# IDENTIFY YOUR STATE TREE & FLOWER



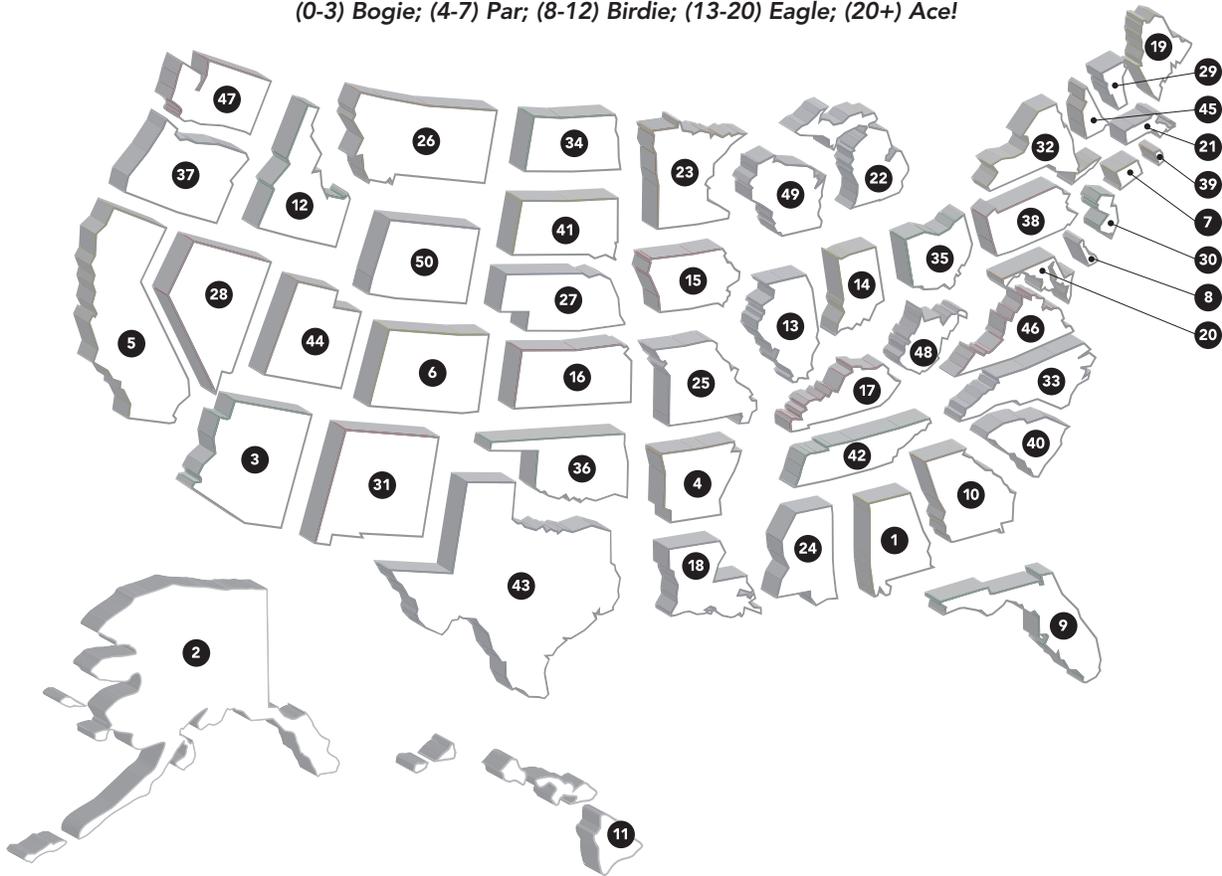
**YOUR ENVIRONMENT ALL AGES**

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**Objective/Lesson:** To help the understanding of the importance of trees in the environment.

**Narrative:** This activity will show the importance of trees in the environment, how they produce oxygen, and provide shade and shelter for animals and other plants. A tree's roots also protect the environment from erosion and help to hold moisture in the soil, along with adding beauty to the landscape.

Decide if you want to plant a new tree or "Adopt a Tree".

**Definitions:** *Sapling* – A young tree; one that normally is not more than 3-4 feet tall and no more than 4 inches in diameter.

*Pruning* – Trimming or cutting off undesired twigs, branches, or roots from a tree, plant, or bush.

*Mulch* – Materials such as pine straw, wood chips, bark, and leaves that are loosely spread on the soil surface to reduce the loss of water (evaporation) or soil (erosion) and deters weed growth.

*Compost* – A mixture of decaying organic matter rich in nutrients and minerals used for fertilizer; humus.

**Materials:** A measuring tape  
A notebook to record observations over a period of time  
A pen or pencil  
A shovel

- Directions:**
1. Take a walk and make note of the different kinds of trees you have on the golf course.
  2. Decide what kind of tree you will be planting or adopting.
  3. Record the date when the tree was planted.
  4. Measure how tall the tree is at the time of planting.  
Measure the circumference of the trunk 6" from the ground.
  5. Describe the tree as it grows. Make note of any changes.
  6. Keep a record of fertilization.
  7. Keep a record of temperature and rainfall.
  8. Predict how tall the tree will be after one year.

**How to Plant A New Tree:** Dig a hole about twice as wide as the root ball on the tree. If the ball of the tree is wrapped in burlap it is OK to leave the burlap on, just make sure that you cut any twine that might be wrapped around the trunk. If the tree is in a pot or other container, remove it before placing it in the hole. The top of the root ball should be slightly higher than the surrounding ground surface. Make sure the tree is straight and fill in the hole with the dirt you removed pressing it down gently with your foot. Place bark mulch around the base of the tree to cover the entire area of the hole. This will help hold in moisture. Water the tree thoroughly and then water it any time the soil begins to dry out.

**Activity Time:** 30-45 minutes (on-going monitoring of the health and growth of your tree)

- Post Discussion Questions:**
1. What kinds of trees did you find on your walk?
  2. If you planted a new tree, describe the planting process.
  3. If you adopted a tree, tell about how you chose it and what type it is?
  4. How tall do you think your tree will be after one year?
  5. How long do you think your tree will live?



YOUR

ENVIRONMENT

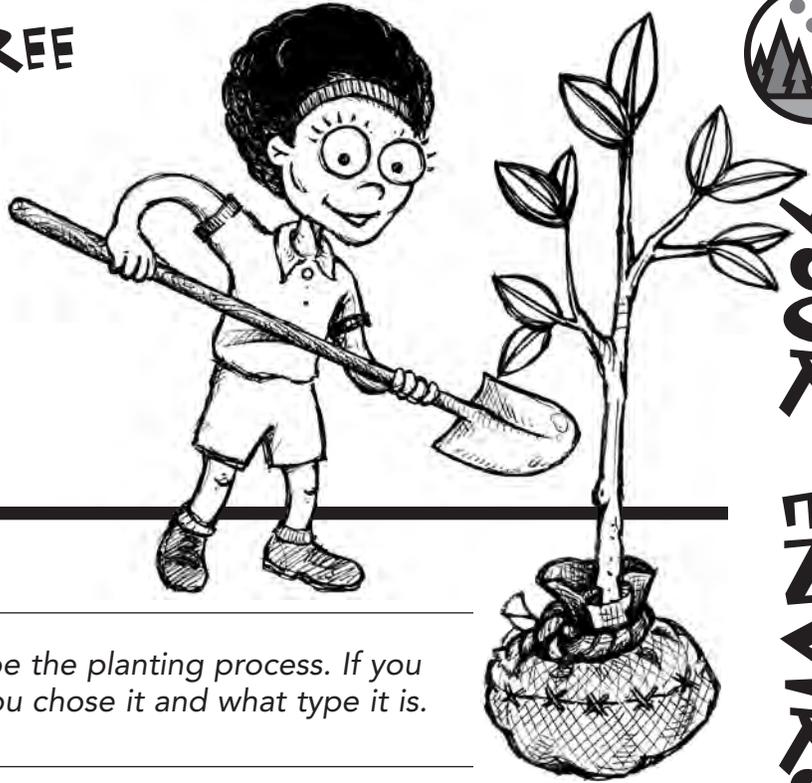
ALL AGES





# ADOPT-A-TREE

There's an old saying that landscapers use,  
"Plant it low, watch it grow.  
Plant it high, watch it die!"



**YOUR ENVIRONMENT**

**ALL AGES**

What kinds of trees did you find?

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If you planted a new tree, describe the planting process. If you adopted a tree, tell about how you chose it and what type it is.

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DATE/TIME	TEMPERATURE	PRECIPITATION	FERTILIZATION	TREE HEIGHT	TREE CIRCUMFERENCE

How tall do you think your tree will be after one year?

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How long do you think your tree will live?

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Presented by



6

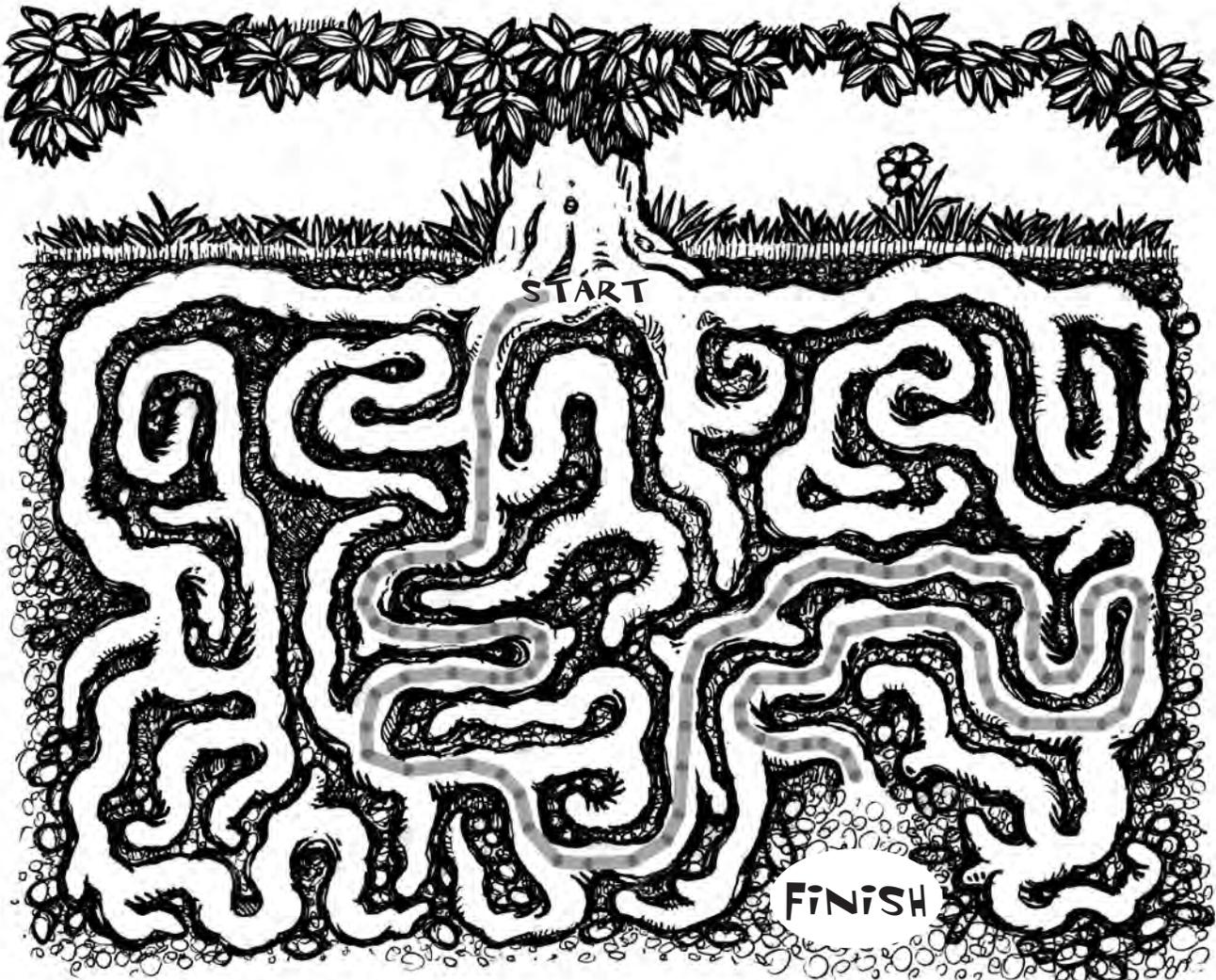
# WELL ROOTED

Roots spread far and wide. See if you can find the finish without getting lost!



YOUR ENVIRONMENT

INSTRUCTOR



## WHAT'S SHE SAYING?

Use the secret code translator below to find out!



ILLGH KILERWV Z ULFMWZGRLM  
 ROOTS PROVIDE A FOUNDATION  
 ULI GIVVH GSV LM GSV XLFIHV.  
 FOR THE TREES ON THE COURSE

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
M	L	K	J	I	H	G	F	E	D	C	B	A

ALL AGES



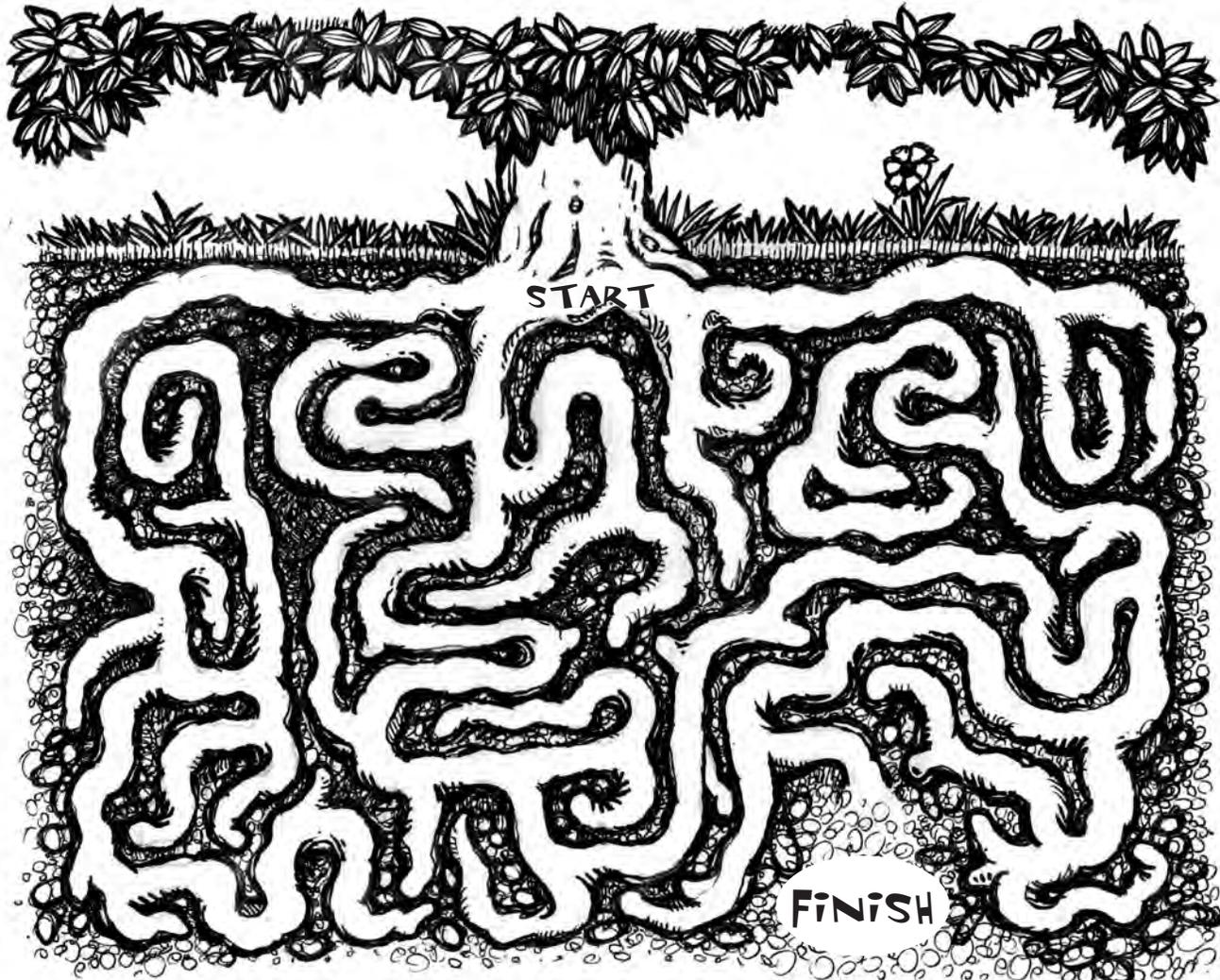
6

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YOUR ENVIRONMENT



ALL AGES

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A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
M	L	K	J	I	H	G	F	E	D	C	B	A





# PHOTOSYNTHESIS

Everyone has seen plants in their yard, or in nature but do you know how important they are to the ecosystem? Every creature on earth depends on plants to some degree. Green plants are the only organism in the natural world that produces their own food through a process called photosynthesis. Next time you are on the golf course, look around and notice the numerous plants lining each hole. Plant types will vary from region to region but their importance to nature remains the same. Through a series of activities, definitions, and a fresh air adventure, your children will understand the important role plants play in everyday life.

## Activities

- Vocabulary words
- Photosynthesis diagram
- Coloring diagram for 6-8 year olds
- Identify and define diagram for 9-12 year olds
- Word finds for 6-8 and 9-12 year olds
- Fresh air adventure

Key words  
for this section:

***Photosynthesis***

***Chlorophyll***

***Carbon dioxide***

***Oxygen***

***Soil***

***Transpiration***



**Objective/Lesson:** To identify photosynthesis and how it works (use narrative and diagram).

This lesson will provide an understanding of photosynthesis and how plants produce food.

**Narrative:** The narrative explains the process and importance of photosynthesis. Students will learn that without plants, there is no oxygen and that golf courses help preserve the oxygen supply.

**Definitions:** *Photosynthesis* – The process by which organisms absorb energy from sunlight and use it to produce sugar, which is then used to provide energy to the organism.

*Chlorophyll* – A green substance which gives leaves their color. Chlorophyll absorbs energy from sunlight which a plant uses to make food.

*Carbon dioxide* – A heavy odorless, colorless gas formed during respiration and by the decomposition of organic substances; absorbed from the air by plants in photosynthesis.

*Oxygen* – A nonmetallic element that is normally a colorless, odorless, tasteless, nonflammable, diatomic gas.

*Soil* – The top layer of the Earth's soil.

*Transpiration* – The emission of water vapor from the leaves of plants.

**Materials:** Photosynthesis handouts (provided)  
color pencils

**Directions:** As a group, discuss the definitions of the vocabulary words.  
1. Distribute photosynthesis diagram and color pencils or crayons.  
Ask each child to label and color each element of the photosynthesis process.

**Activity Time:** 30 minutes



# PHOTOSYNTHESIS

ALL AGES



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# PHOTOSYNTHESIS NARRATIVE

*Photosynthesis is the first step in the food chain which connects all living things. How many times have you eaten carrots, rice, or potatoes? Plants produce food and store it in their stems, roots, seeds, or fruit. They receive the energy from the sun and convert this light energy into sugar with the help of water extracted from the ground. We benefit from the energy and food that these plants produce. Plants also consume the carbon dioxide that is in the air (animals exhale) and emit oxygen, an essential part of life for us. Forests have been considered the “lungs of the earth” because of the oxygen inhaled by animals and the exhaling of the carbon dioxide. Millions of acres of forest are cut down each year for farming and golf courses are one way to help preserve these “lungs of the earth”. The following diagram will help students explore the photosynthesis cycle and help them understand the importance of plants.*



# 7

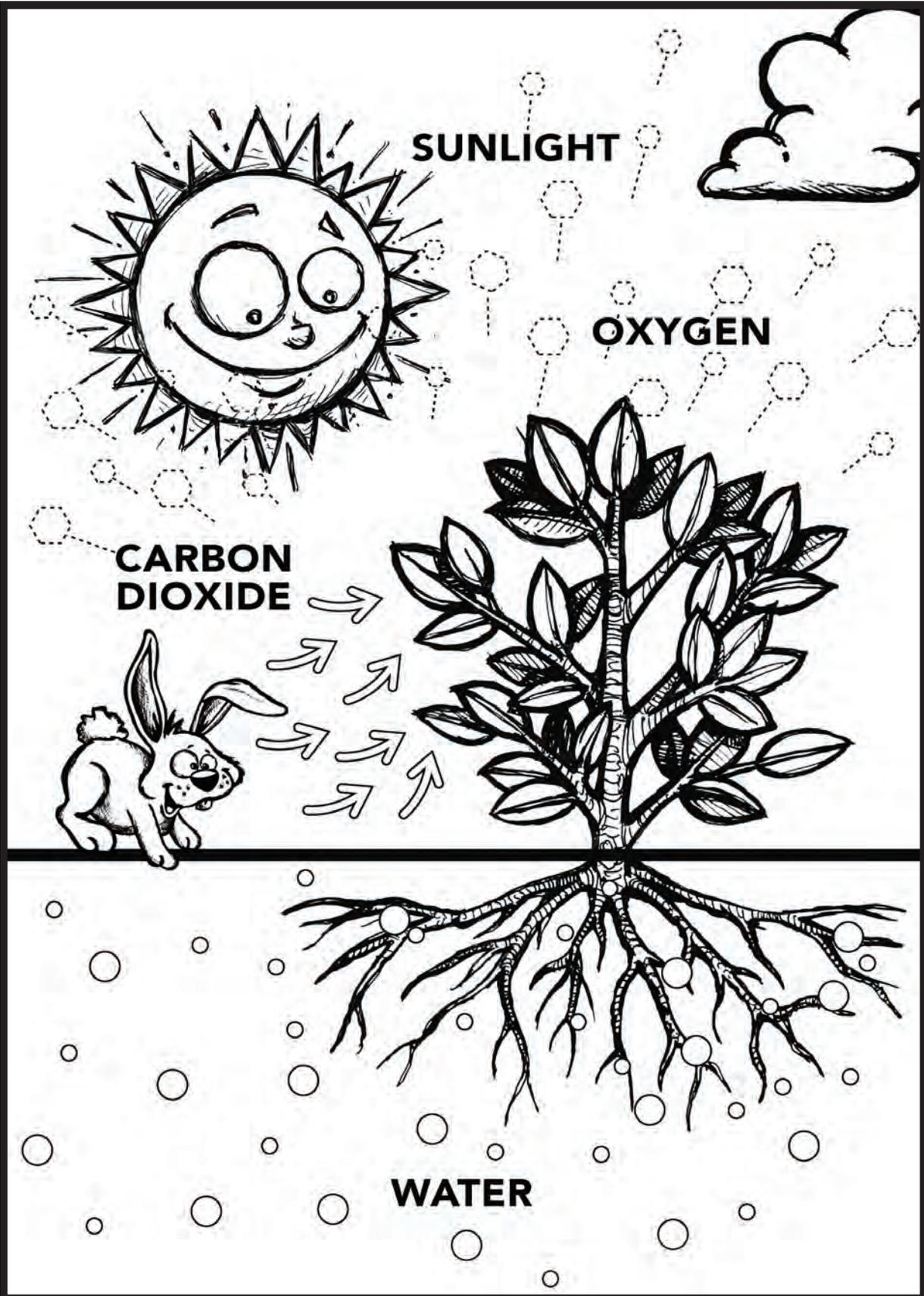
# PHOTOSYNTHESIS COLORING

It's time to color the photosynthesis handout. Remember the definitions you learned.



# PHOTOSYNTHESIS

AGES 6-8



# 7 PHOTOSYNTHESIS IDENTIFICATION

Identify the photosynthesis process by using the definitions you learned.

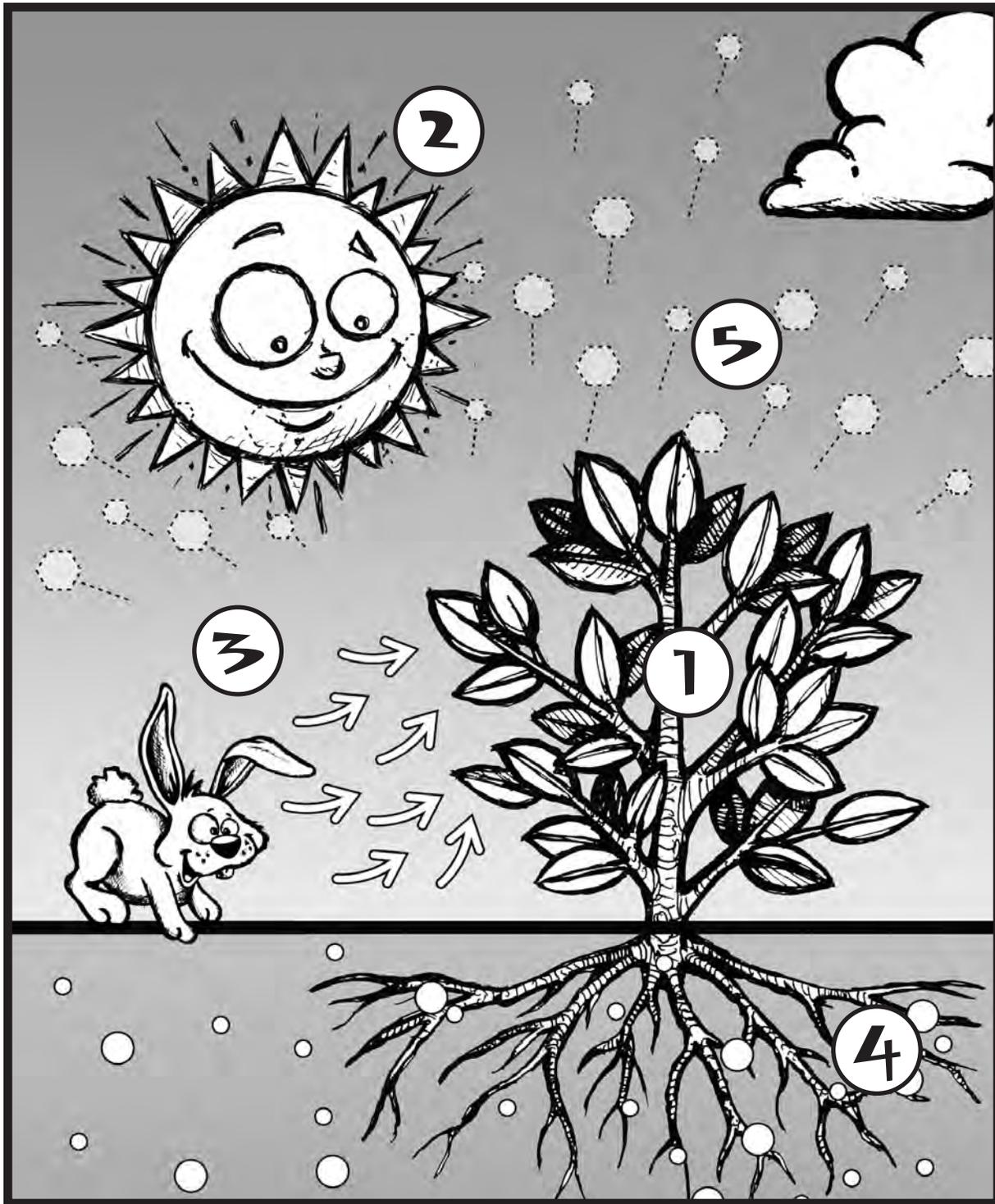


PHOTOSYNTHESIS

AGES 9-12



3.3.5



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**Objective/Lesson:** To understand plants need sunlight, water and carbon dioxide to grow.

**Materials:** Photosynthesis diagram  
Crayons  
Two geranium plants  
Foil  
Petroleum jelly (Vaseline)  
Water

**Directions:** As a group, review the definitions of the vocabulary words.

1. Distribute the word search handout. Ask the children to complete the activity and then turn it in.
2. Discussion of the handout is optional upon completion.
3. Completely cover one leaf of the geranium with Vaseline so that no surface of that leaf remains uncovered
4. On the same plant, cover another leaf completely with foil so that no light can get to the leaf. Be careful that you do not crush the leaf. Make sure that at least two leaves on the plant are not disturbed.
5. Sufficiently water the plant with the vaseline and foil and set both plants in a sunny location for observation later in the week. DO NOT WATER the other plant.
6. Predict what will happen to the leaf covered in Vaseline. Predict what will happen to the one covered in foil. What do you think will happen to the plant that you will not water?
7. After 4 or 5 days, remove the aluminum foil. Make observations about these leaves and the plant that received no water.

**Activity Time:** 30-45 minutes / Begin the experiment at the beginning of the week (make sure the plants are placed in a warm sunny place where the water can be regulated)  
30 minutes for observations later in the week

**Post Discussion Questions:** Why were the leaves covered with foil affected? If left covered, what do you think would happen?  
Why did the leaves covered with Vaseline become affected? What was the purpose of the Vaseline?  
Why did the other plant begin to be affected?  
How accurate were your predictions?

**Background:** The leaves that are covered by foil will lose their greenish coloration and die if left covered long enough. This indicates that light is required for photosynthesis to occur. Leaves of the same plant that are not covered with anything will continue to grow and remain healthy.

The leaves that are coated with Vaseline should die. The Vaseline prevents carbon dioxide from passing from the atmosphere into the leaf. Carbon dioxide is necessary in order for plants to carry on photosynthesis.

The plant that received no water will begin to wither and will eventually die due to the lack of water.



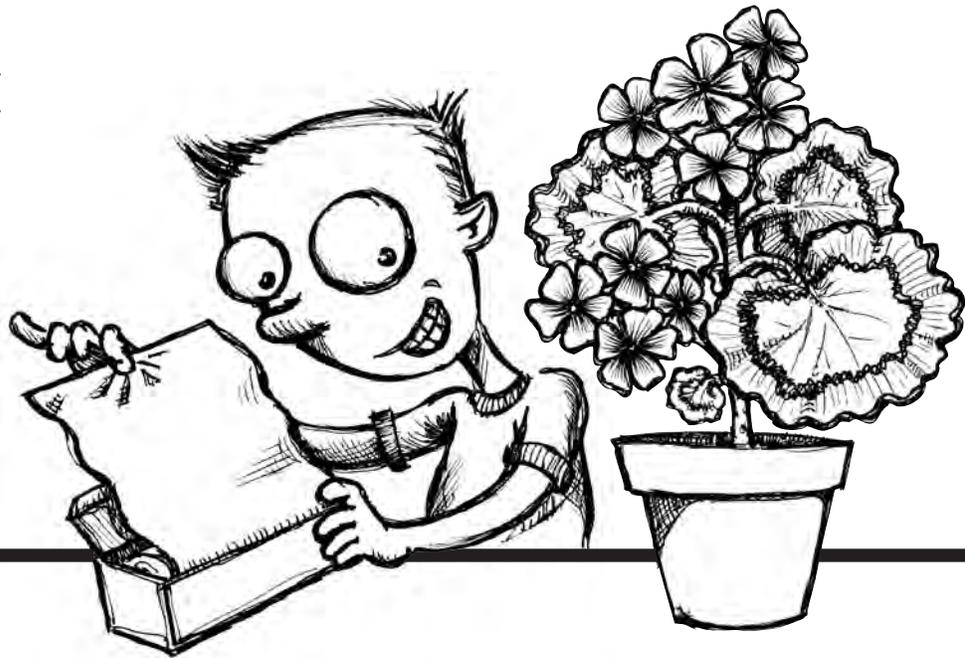
# PHOTOSYNTHESIS

ALL AGES



The experiment shows what a plant needs to survive.

Without light, water and carbon dioxide, plants can't grow.



**Vocabulary:** Photosynthesis \_\_\_\_\_

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 \_\_\_\_\_  
 \_\_\_\_\_

Chlorophyll \_\_\_\_\_

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Carbon Dioxide \_\_\_\_\_

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Oxygen \_\_\_\_\_

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Transpiration \_\_\_\_\_

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**What is "Photosynthesis?":**

The process by which plants, with the aid of chlorophyll, convert water and carbon dioxide into carbohydrates (food) using sunlight as the source of energy.

**What are we learning today?:**

We are learning what happens to plants when they do not get the things they need for photosynthesis to occur.



**PHOTOSYNTHESIS**

ALL AGES



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9

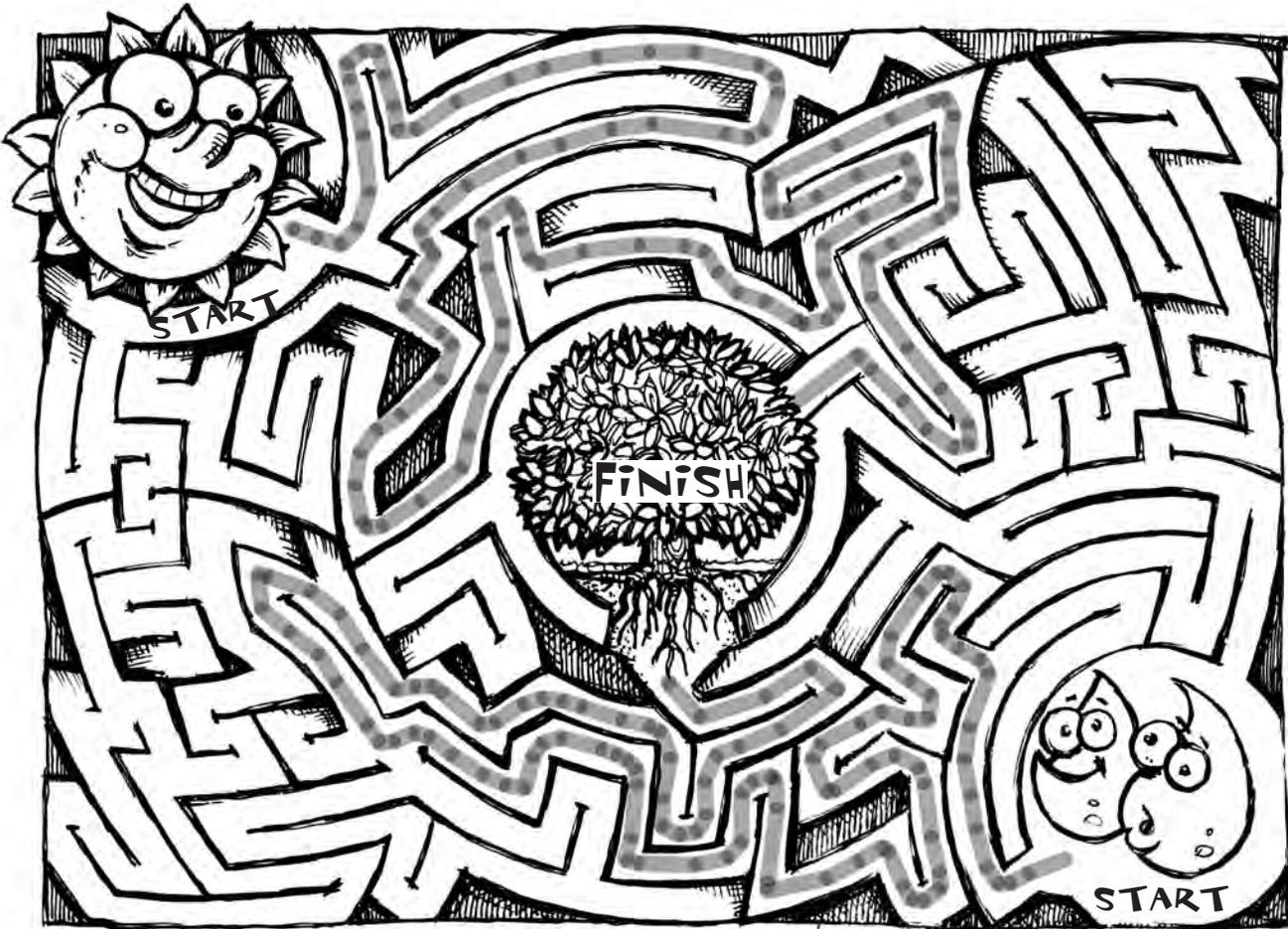
# THE TREE NEEDS HELP!



PHOTOSYNTHESIS ALL AGES

You have two tasks to solve. The plant needs sunshine and water. First, start with the sun and see if you can help it find its way to the tree. Then, help the water find the tree. Water and sunshine are only two of the things that a plant needs to make food. Do you know what else it needs? (CARBON DIOXIDE & MINERALS)

INSTRUCTOR



## WORD JUMBLE

After discussing the words below, distribute to students

See if you can match the words with the scrambled ones in the other column!

CARBON DIOXIDE	SILO
SOIL	YOEXNG
OXYGEN	PHOHLROCLYL
TRANSPIRATION	NOBARC ODDIEXI
PHOTOSYNTHESIS	STOOTSENPHISHY
CHLOROPHYLL	SIPRATTONRAIN



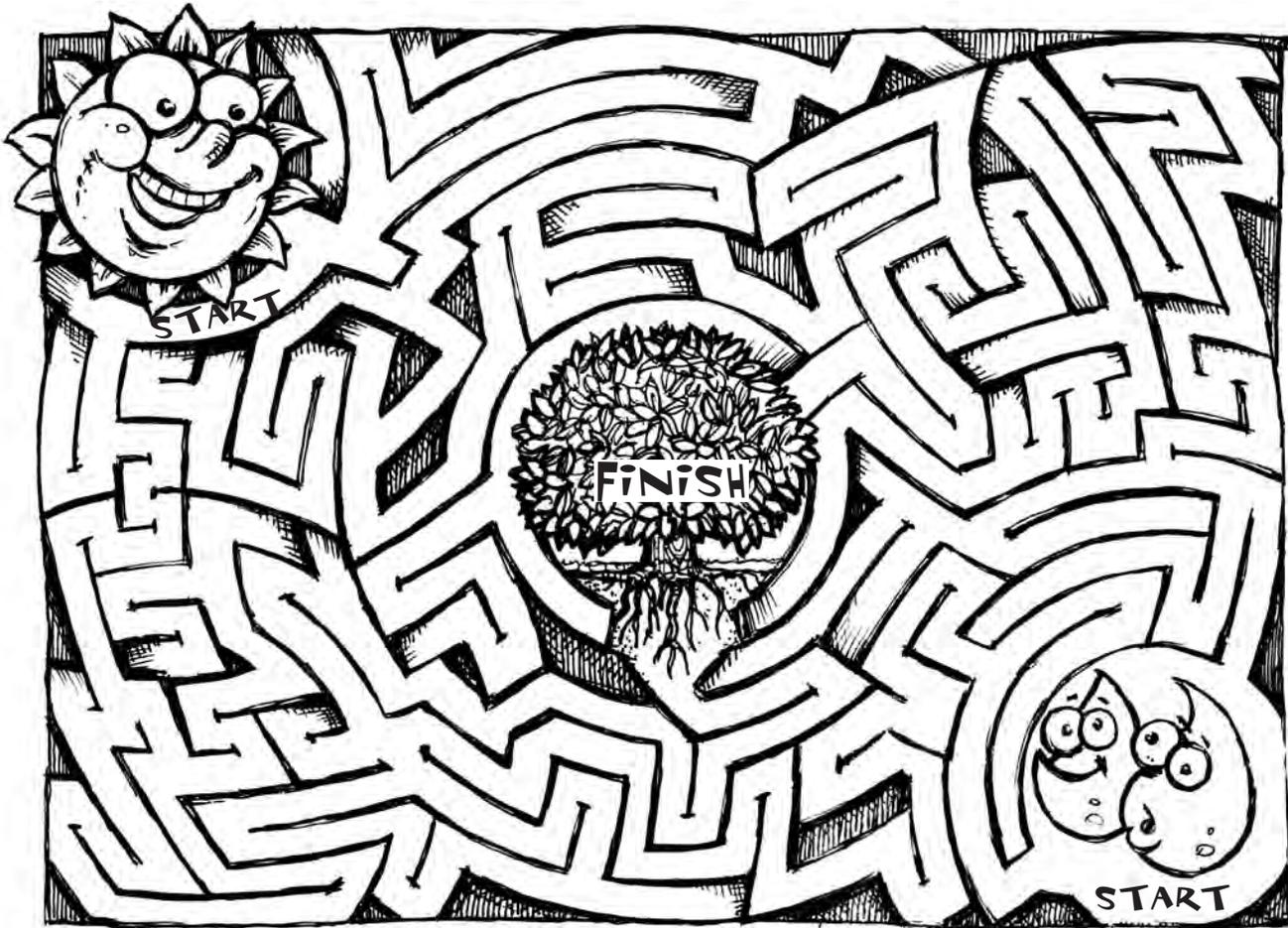
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