



ATLANTA
BOTANICAL
GARDEN

Gainesville

garden EXPLORER



Learning in
the Garden
Grades 3-5

Welcome to the
Atlanta Botanical Garden
Gainesville!

This packet contains **amazing**
activities and **brain-boggling** questions
to challenge your group in the Garden.

garden explorer

INSTRUCTIONS



Discover the amazing world of plants and how they all look different. Explore the Garden looking for various leaf, flower and seed shapes all while keeping an eye out for native wildlife. Available March – November

GEORGIA PERFORMANCE STANDARDS

S3CS1, S3CS5.b, S3L1.a, S3L1.b, S3L1.c
S4CS1, S4CS5.b, S4CS5.d, S4L1.a, S4L2.a
S5CS1, S5CS5.c, S5CS5.d, S5L1.b

Materials Needed (these will not be provided)

- Magnifying Lenses
- Crayons
- Native Trees of GA PDF
- Identification Squares
- Diversity Scavenger Hunts
- Life on the Forest Floor Worksheets and packet guide



GARDEN ETIQUETTE

1. Do not pick any leaves or flowers from a living plant. It is ok to pick up items and leaves from the ground, but please return them before exiting the Garden.
2. Please stay on the paths or on lawns. Walking off trail may harm growing plants.
3. Children must always be supervised by chaperones.
4. Have fun!

Learning in
the Garden
Grades 3-5

forest

INTRODUCTION

SUGGESTED LOCATION

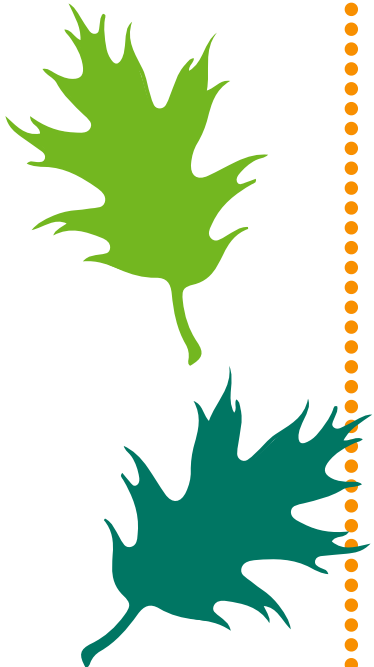
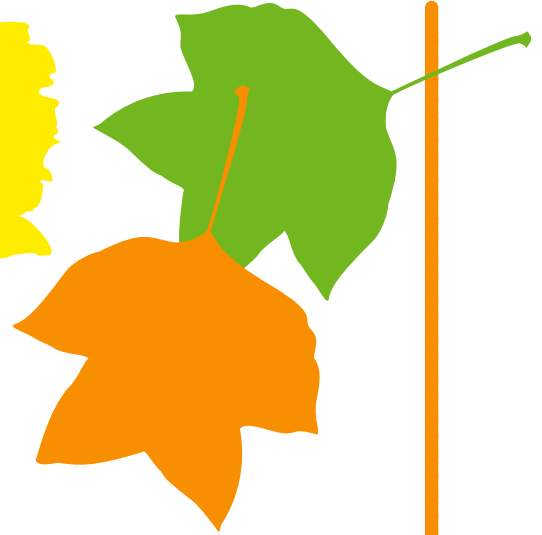
Woodland Promenade

ACTIVITY

Find a quiet place to read to your group (Event Lawn, Amphitheater or the Kay & Douglas Ivester Visitor Center patio).

Ask the students to share with you what they already know about a forest habitat.

- The Atlanta Botanical Garden Gainesville is in a Temperate Deciduous Forest. What do they see around them that signifies they are in a forest habitat?
- What kinds of animals might live in a Georgia forest?
- What kinds of plants grow in a forest?
- What are the four seasons in this area?
- What kinds of animals lived near the tree? How were the animals and the tree connected?
- Discuss the different seasons in Georgia. What happened to the tree during the different seasons? Why do you think it is beneficial for trees to shed its leaves in the fall?
- We are currently in a forest habitat, but we are also in a garden. How is this a garden space as well?



plant DIVERSITY



SUGGESTED LOCATION

Woodland Promenade and Stream Garden

MATERIALS

Native Trees of GA PDF

Crayons

Diversity Scavenger Hunt



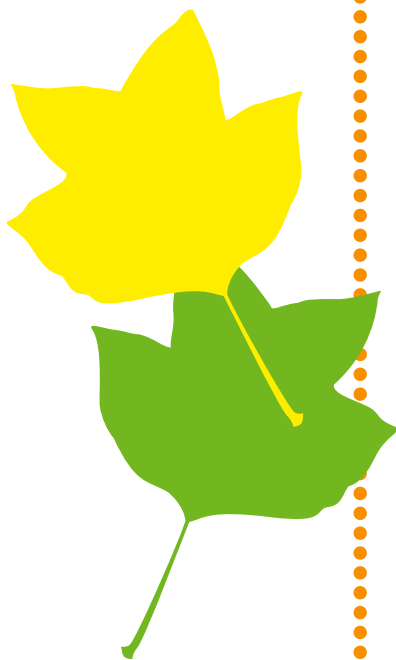
ACTIVITY

Pass out the **Diversity Scavenger Hunts** to the students and read through all the questions. As a group, walk through the Garden and fill out the scavenger hunt.

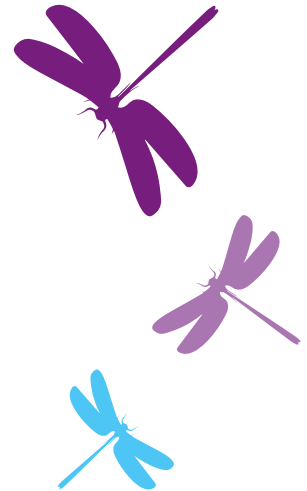
If you find an interesting tree or leaf, use the Tree ID guide and try to identify the tree by looking up the **leaf shape**.

Afterwards discuss with the students how the plants looked different. How were the leaves different? What kinds of shapes did they see? What are some differences they noticed between the bark on the trees? How did the flowers look different?

What was the most challenging thing to find on their scavenger hunt? Why?



life on the FOREST FLOOR



SUGGESTED LOCATION

Sourwood or Holly Ridge Trail

MATERIALS

Magnifying lenses

Crayons

Life on the Forest Floor Worksheet)

ACTIVITY

Break your students into groups of 3. Give each group a magnifying lens.

Instruct the students to find a spot to sit

Give the students 5 minutes to make a list of what they find in their area.

They should include plant, animal and non-living items in their list.

Encourage the students to be specific – if they find leaves, are they all from the same kind of plant

or are they from different plants? What color is the ant?

Additionally, encourage them to draw pictures of the leaves or animals that they find.

Afterwards, discuss what they saw. What was the most interesting thing they found? How many different things did they find in that small space? Did they find any insects or animals? What were those animals doing when they found them? Which group found the most diversity in their investigation square?

The forest floor is an excellent place to notice decomposition (the breakdown of plant and animal life into soil). Did the students see any signs of decomposition in their investigation?



life on the FOREST FLOOR



Make a list below of all living and non-living things you find in your environment. Be as detailed as possible.

Living

Non-living (ever)

by _____

wildlife SPOTTING

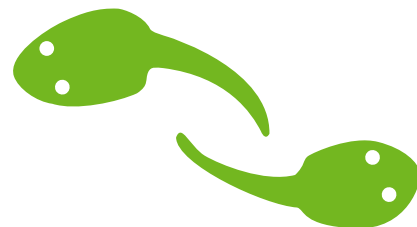
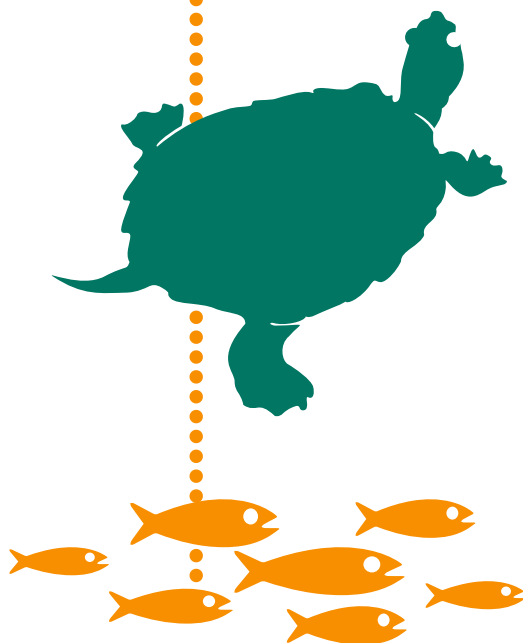
SUGGESTED LOCATION

Forest Pond

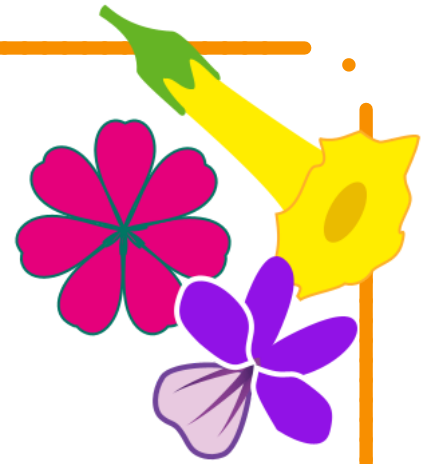
MATERIALS

None

Look for wildlife in the **Forest Pond!** The pond outside the **Kay & Douglas Ivester Visitor Center** is full of native wildlife. Can you see a turtle, frog, tadpole or a dragonfly? Do any of these animals have special adaptations that help them survive during the different seasons? What do you think happens to the frogs in the wintertime?



diversity SCAVENGER HUNT



Find a fungus (mushroom) and draw it below.



Find three different flower shapes. Draw them below.

| | | |
|--|--|--|
| | | |
|--|--|--|

diversity SCAVENGER HUNT



Find five different shaped leaves and draw each leaf here. If you think they are from a tree, use the Tree ID PDF and try to identify them.

A large, empty rectangular box with a green border, intended for drawing a leaf.A large, empty rectangular box with a green border, intended for drawing a leaf.A large, empty rectangular box with a green border, intended for drawing a leaf.A large, empty rectangular box with a green border, intended for drawing a leaf.A large, empty rectangular box with a green border, intended for drawing a leaf.

diversity

SCAVENGER HUNT



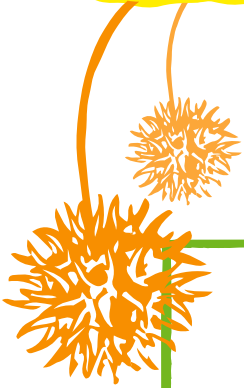
List at least five different kinds of animals and insects you encounter. Put a star next to any animal that is camouflaged.



diversity SCAVENGER HUNT



Find two different bark textures. Draw them below.



Find three different fruits/seeds and draw them below.

