

## Module 1 ~ Silent Invaders (MS)

### **WHAT Am I?**

#### Freshwater Plants Jigsaw Puzzle (Step 4)



**Directions:** Teacher (or group leader) will read the plant **descriptions only** (NOT the name of the plant). Using the freshly assembled Freshwater Plants Jigsaw Puzzle for reference, students will attempt to guess the plant. Students can ask questions about each plant; teachers only answer with “yes” or “no.”

#### **Plant Descriptions** (for teacher or group leader to read aloud)

1. I can grow in a variety of habitats, including dry land, but I am usually found in or near water. I may form sprawling mats over the water or along shorelines. A beetle often eats my leaves. I have a small white flower. **(answer: alligator weed)**
2. I am one of the most common native plants found in wetland and aquatic habitats. I have long, brown cylindrical flower spikes and provide protective covers and nesting habitat for many animals. **(answer: cattail)**
3. I am a submersed plant. I am free-floating. My fan-shaped leaves resemble a raccoon's tail. They look feathery because each leaf is divided into many narrow segments. I provide excellent habitat for fish. **(answer: coontail)**
4. I am an emersed plant. My large leaves and conspicuous flowers make it easy to find me in the wild. I grow commonly in swamps, ditches, lakes, and stream margins. My flowers are extended on thick stalks that are often a foot or more above the leaves. The flowers have three petals. **(answer: duck potato)**
5. I am a submersed plant that is non-native to Florida. I can grow in low-light conditions, so it's easy for me to crowd out all of the native plants and take over a lake. This makes me an invasive plant. My stems are slender and branched, and grow up to 25 feet long. My leaves grow in whorls around the stem. **(answer: hydrilla)**
6. I am a floating plant. I often jam rivers and lakes with uncounted thousands of tons of floating plant matter. I vary in size from a few inches to over three feet tall. My leaves are rounded and leathery, attached to spongy and sometimes inflated stalks. The plant has dark feathery roots. **(answer: water hyacinth)**
7. I am a large sedge. I am categorized as an emersed plant because my roots are stuck firmly in the bottom sediments and the rest of me sticks out above the water's surface. My leaves are long, narrow and serrated. I am the dominant plant of the Everglades. I provide food and shelter to water birds and other animals. I grow from 4 to 10 feet tall. **(answer: saw grass)**
8. I am a native submersed plant commonly found in still or fast-flowing waters. My leaves are only one inch wide and can be several feet long. Snails love to eat the algae that live on my leaves. I provide excellent fish habitat. **(answer: tape grass)**
9. I am an emersed plant. I am not native to Florida; I was imported from the Pacific Islands. I occur in and out of water. My leaves are medium to large-size and shaped like an arrowhead. The leaves can grow up to two feet in length. They are dark, velvety green and water repellent. **(answer: wild taro)**
10. I have floating leaves. My leaves are nearly circular. They are notched to the center. My leaves arise on stalks from long rhizomes in the mud. My flowers are colorful. **(answer: yellow water lily)**

## Module 1 ~ Silent Invaders (MS)

### WHAT Am I?

#### Freshwater Plants Jigsaw Puzzle (Step 4)



### Next Generation Sunshine State Standards

**Note:** Standards listed in *italics* are touched on briefly and can be more fully developed by the teacher.

#### 6<sup>th</sup> Grade

LA.6.1.7.3: Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.6.2.2.2: Use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order.

LA.6.5.2.1: Listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details).

#### 7<sup>th</sup> Grade

LA.7.1.7.3: Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.7.2.2.2: Use information from the text to state the main idea and/or provide relevant details.

LA.7.5.2.1: Use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.

#### 8<sup>th</sup> Grade

LA.8.1.7.3: Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.8.2.2.2: Synthesize and use information from the text to state the main idea or provide relevant details.

LA.8.5.2.1: Demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing.

LA.8.5.2.2: Use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.

### Common Core State Standards

**Note:** Standards listed in *italics* are touched on briefly and can be fully developed by the teacher

#### 6<sup>th</sup> Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.6.1	LACC.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.4	LACC.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.7	LACC.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<i>RI.6.10</i>	<i>LACC.6.RI.4.10</i>	<i>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>
SL.6.1	LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<i>SL.6.2</i>	<i>LACC.6.SL.1.2</i>	<i>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</i>
L.6.4	LACC.6.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4b	LACC.6.L.3.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.6	LACC.6.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Florida Invasive Plant Education Initiative • <http://plants.ifas.ufl.edu/education>

A Collaboration of the UF/IFAS Center for Aquatic and Invasive Plants  
and the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section

Written by C & E © 2007 University of Florida – Updated 1/2012

Module 1 ~ Silent Invaders (MS)

**WHAT Am I?**

Freshwater Plants Jigsaw Puzzle (Step 4)

7<sup>th</sup> Grade



Common Core Code	FL Common Core Code	Common Core Standard
RI.7.1	LACC.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.4	LACC.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<i>RI.7.10</i>	<i>LACC.7.RI.4.10</i>	<i>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>
SL.7.1	LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.7.4	LACC.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4b	LACC.7.L.3.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.6	LACC.7.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8<sup>th</sup> Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.8.1	LACC.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.4	LACC.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<i>RI.8.10</i>	<i>LACC.8.RI.4.10</i>	<i>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</i>
SL.8.1	LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.8.4	LACC.8.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4b	LACC.8.L.3.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.8.6	LACC.8.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

