

## Photo Description



This image shows a thorny branch growing from a tree trunk. The sharp, pointy spikes stick out from the branch in all directions. These special sharp parts on the plant are called thorns, and they help protect the plant from animals that might want to eat it.

## Scientific Phenomena

Anchoring Phenomenon: Why do some plants have sharp thorns or spikes?

Plants cannot run away from animals that want to eat them, so they have developed protective features over many, many years. Thorns are a plant adaptation—a special body part that helps a plant survive. The sharp points hurt animals' mouths, so the animals learn to leave the plant alone and eat something else instead. This is an example of how plants change and develop features that help them stay healthy and grow.

## Core Science Concepts

- \* **Adaptation:** A special feature or behavior that helps a living thing survive in its environment. Thorns protect plants from being eaten.
- \* **Plant Defense:** Plants use thorns, spines, and prickles as weapons against animals. These sharp parts keep herbivores away from leaves and stems.
- \* **Structure and Function:** The shape and sharpness of thorns are directly connected to their job—protecting the plant. A sharp point is harder to eat than a smooth leaf.
- \* **Diversity in Plants:** Different plants have different adaptations. Some plants have thorns, some have bitter tastes, and some have thick, waxy skin.

### Pedagogical Tip:

When introducing thorns to First Graders, avoid letting students touch real thorny plants. Instead, use safe alternatives: show pictures, use plastic or foam spikes, or let students feel the difference between a smooth stick and a bumpy one. This keeps learning engaging while maintaining a safe classroom environment. Ask "What do you notice?" before explaining—this activates their observation skills.

### UDL Suggestions:

**Multiple Means of Representation:** Provide images, real objects (plastic spikes), and a picture book showing different thorny plants. Some students learn better by seeing, others by touching safe materials. **Multiple Means of Action and Expression:** Let students draw their own thorny plant, build one with craft materials, or act out being an animal that decides NOT to eat a thorny plant. This appeals to kinesthetic and creative learners.

### Discussion Questions

1. Why do you think this plant has sharp thorns instead of smooth leaves? (Bloom's: Understand | DOK: 1)
2. What animals might stay away from a thorny plant? How do you know? (Bloom's: Apply | DOK: 2)
3. If this thorny plant lived in a place with no animals to eat it, would it still need thorns? Why or why not? (Bloom's: Analyze | DOK: 3)
4. Can you think of other things in nature (besides plants) that have sharp points to protect themselves? (Bloom's: Analyze | DOK: 2)

### Extension Activities

1. Thorny Plant Hunt: Take students on a safe, supervised nature walk around your school grounds. Point out different plants with thorns, spines, or prickles (roses, hawthorn, holly). Have students draw or photograph (with a tablet) what they see without touching. Discuss: "Why does this plant need protection?"
2. Build-a-Thorn Craft: Provide foam, pipe cleaners, or clay. Have students create their own "thorny plant" by attaching spiky materials to a paper or craft stick plant. Encourage them to explain to a partner why their plant needs thorns.
3. Predator and Prey Role-Play: Act out a simple scenario where some students are "animals looking for food" and others are "thorny plants." When an animal approaches, the plant says "Ouch! I have thorns!" The animal must find something else to eat. Discuss how this helps plants survive.

### NGSS Connections

Performance Expectation:

K-LS1-1: Use observations to describe patterns of what plants need to grow.

Disciplinary Core Ideas:

- \* K-LS1.C—Organization for matter and energy flow in organisms
- \* 1-LS1.A—Structure and function (plants have parts that help them survive)

Crosscutting Concepts:

- \* Structure and Function—The shape of a thorn relates to what it does
- \* Patterns—Many plants show the pattern of having protective features

### Science Vocabulary

- \* Adaptation: A special body part or behavior that helps a living thing survive and stay healthy.
- \* Thorns: Sharp, pointy spikes that grow on some plants to protect them from animals.
- \* Defense: A way to protect yourself from something that might hurt you. Plants use thorns as a defense.
- \* Herbivore: An animal that only eats plants (like deer, rabbits, or caterpillars).
- \* Survive: To stay alive and healthy by getting what you need.

### External Resources

Children's Books:

The Reason for a Flower\* by Ruth Heller (explains plant structures and functions beautifully)

What Do Plants Need?\* by Kathryn Smith (simple, First Grade—appropriate introduction to plant needs and survival)

Plants Can't Sit Still\* by Rebecca Hirsch (showcases amazing plant adaptations including thorns)

YouTube Videos:

\* "Plant Adaptations for Kids" by Homeschool Pop (3:15 minutes; clearly explains how plants adapt to survive, including thorns and spines) — [https://www.youtube.com/watch?v=pF\\_0r9e\\_3wg](https://www.youtube.com/watch?v=pF_0r9e_3wg)

\* "Why Do Plants Have Thorns?" by National Geographic Kids (2:45 minutes; age-appropriate explanation with real plant examples) — [https://www.youtube.com/watch?v=bXGu5uF\\_8ng](https://www.youtube.com/watch?v=bXGu5uF_8ng)

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Teacher Note: This lesson builds foundational understanding of adaptation and plant survival. First Graders are beginning to observe and describe nature, so emphasize observation skills and safe exploration throughout all activities.