



Unit 1: Identification

Lesson Two: Weed Identification

Created: 01/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Identify common weeds found in the nursery/landscape industry.
2. Evaluate the cause and effect of weeds on nursery/landscape plants.
3. Discuss management strategies for nursery/landscape weeds.

TIME REQUIRED: 60 Minutes

RESOURCES:

1. University of California: Pest Management Program, <http://ipm.ucanr.edu/PMG/menu.weeds.html>
2. Clemson University Extension, <http://www.clemson.edu/extension/hgic/pests/weeds/hgic2321.html>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of "Weeds Poster Guidelines" for each student
2. A copy of "Weeds Notes Sheet" for each student
3. "Weeds" PowerPoint
4. Poster boards
5. Internet access for each student
6. Printer access
7. Glue/Tape
8. Markers
9. Nursery/Landscape Weed ID Quizlet, <https://quizlet.com/216059986/nurserylandscape-weed-id-flash-cards/>

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

NASDCTEC

- AGPB01.01 Produce and manage plants in both domesticated and natural environments using application of principles of anatomy and physiology to enhance plant production.
- AGPB01.03 Examine and apply fundamentals of production and harvesting when producing plants to demonstrate plant management and production techniques.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and

research.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Environmental Literacy
- Information Literacy
- Initiative and Self-direction
- Productivity and Accountability
- Think Creatively

LESSON PLAN:

1. *Introduction*

To introduce the idea of weeds, as a class create the definition of a weed. The true definition is *any wild plant growing where it is not supposed to*. An example would be a corn plant growing in a soybean field.

Today, we are going to learn about weeds that affect the nursery/landscape industry.

2. *Activity*

Option A

Have the students split into pairs. Assign each group a different weed to research from the list below. Have them create a poster covering the topics outlined on the "Nursery/Landscape Weeds Poster Guidelines" handout. This handout is also a rubric. Everything that is required for the poster is outlined on the handout.

Weeds:

Annual Bluegrass
Broadleaf Plantain
Buckhorn Plantain
Chickweed
Crabgrass
Dandelion
Henbit
Nutsedge
Oxalis
Purslane
Clovers

After each group has finished, hang the posters around the room and conduct a gallery walk for the class to learn about the other weeds. Ensure each student has a copy of the "Nursery/Landscape Weeds Notes Sheet" to record notes while on the gallery walk.

Option B

Each student will need a copy of the "Weeds Notes Sheet." Utilize slides 4 through 35 of the "Weeds" PowerPoint to lecture. After the lecture, have the students create a "Word Wall" feature for each weed covered in the lesson. Each page should include the following:

- Name of Weed
- Picture(s)
- Description

3. *Reflection*

Each student should answer the questions below on a piece of paper as an exit ticket.

- 3 things you learned from this lesson
- 2 questions you still have about the material covered in this lesson
- 1 thing you would like to know more about

4. *Leveling Up*

Students can practice weed identification by using the Quizlet available at this URL:
<https://quizlet.com/216059986/nurserylandscape-weed-id-flash-cards/>

NAME: _____

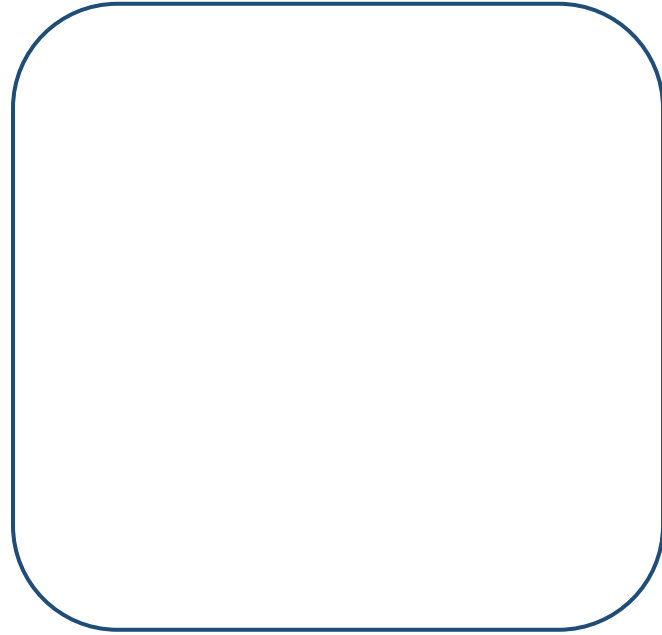
Weeds Notes Sheet

DIRECTIONS

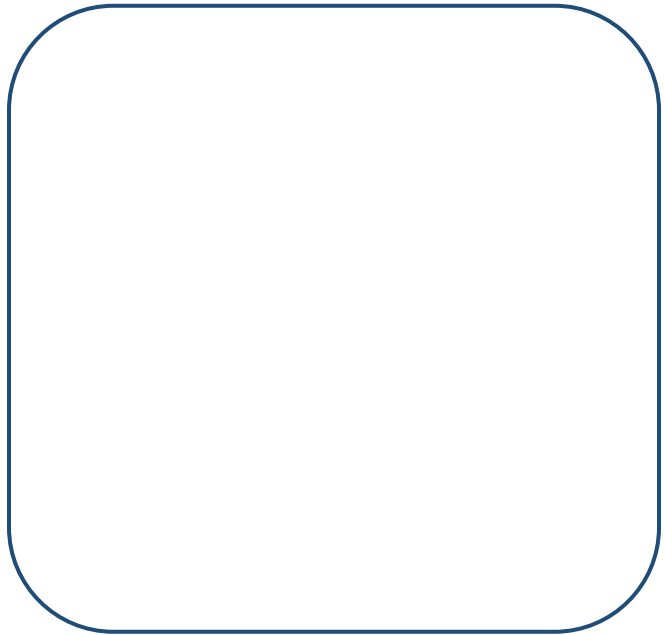
While learning about the different weeds within the nursery/landscape industry, use this notes sheet to record what you've learned.

Weed Name: _____

Physical description

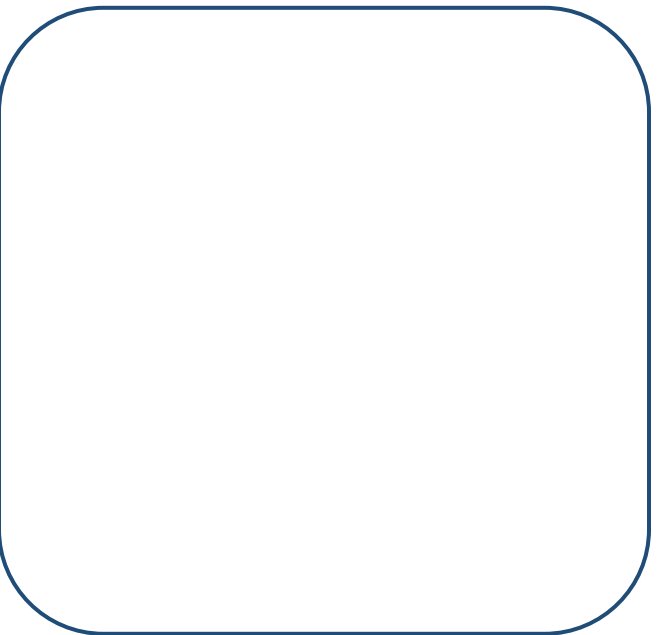


Management

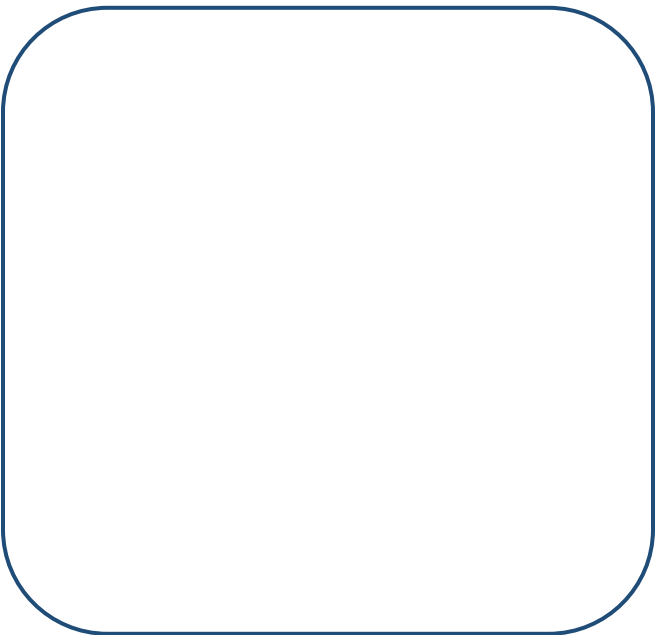


Weed Name: _____

Physical description



Management



Weed Name: _____

Physical description

Management

Weed Name: _____

Physical description

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Weed Name: _____

Physical description

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Weed Name: _____

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Weed Name: _____

Physical description

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Weed Name: _____

Physical description

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Weed Name: _____

Physical description

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Weed Name: _____

Physical description

Management

Weeds Poster Guidelines

Aligned to the following standards:

FFA.CS-M, FFA.CS-N; AG-NR2; AG-PL2; AGPB01.01; AGPB01.03; CCSS.RI.9-10.1; CCSS.SL.9-10.4; CCSS.WHST.9-10.2; CCSS.WHST.9-10.2a; CCSS.WHST.9-10.4; CCSS.WHST.9-10.8; CCSS.WHST.9-10.9; CRP.02, CRP.04: CRP.06: CRP.07

DIRECTIONS

Use the following guidelines to create a poster on the assigned Nursery/Landscape weed.

Overall Description

5	4-3	2-1	0	Score
Has three or more facts that give a background of the weed	Has three facts that give a background of the weed	Has one or two facts that give a background of the weed	Has no facts giving a background of the weed	/5
Describes where and when the weed grows	Somewhat describes where and when the weed grows	Poorly describes where and when the weed grows	Facts are unrelated to weed	
Reliable sources back up the facts given	Reliable sources back up the facts given	Sources seem unreliable	Has no sources or sources are unreliable	

Physical Description

10-9	8-6	5-3	2-0	
Has three or more different physical characteristics listed that properly describe the weed	Has three different physical characteristics listed that properly describe the weed	Has two to three different physical characteristics listed that properly describe the weed	Has one or no physical description that describes the weed	/10
Descriptions are detailed and clearly portray what the weed looks like	Descriptions are somewhat vague when portraying the weed	Descriptions are vague and unclear what the weed looks like	Descriptions are vague and unclear what the weed looks like	
Reliable sources back up the descriptions	Reliable sources to back up the descriptions	Sources are unreliable to back up the descriptions	Has no sources or sources are unreliable to back up descriptions	

Photographs

5	4-3	2-1	0	
Has three or more photographs of the assigned weed	Has three photographs of the assigned weed	Has one or two photographs of the assigned weed	Has no photos of the assigned weed	/5
Each picture highlights different aspects of the weed	Pictures somewhat highlight different aspects of the weed	Pictures are very similar and do not show different aspects of the weed		
Provides sources for all the photos	Provides sources for all the photos	Provides sources for some of the photos		

Management Practices

10-9	8-6	5-3	2-0	
Has three or more management practices listed	Has three management practices listed	Has one or two management practices listed	Has one or no management practices listed	/10
Has both cultural and chemical practices listed	Has both cultural and chemical practices listed	Has either cultural or chemical practices listed, not both	Has either cultural or chemical practices listed, not both	
Clear instructions on what steps should be taken in certain situations	Instructions are somewhat unclear or vague on what steps should be taken	Instructions are very unclear and vague on what steps should be taken	Instructions are incoherent and not related to what steps should be taken in certain situations	
Reliable sources back up the practices	Reliable sources back up the practices	Sources are somewhat unreliable	No sources or sources are unreliable	