



Discovery Tour Packet Fifth Grade Teacher's Guide

Welcome to Lauritzen Gardens!

We are providing this guide to assist you and your students in learning about nature and the various gardens within our 100-acre property. This guide includes suggested stops and activities in addition to general garden information.

Please note that you will likely not be able to visit all areas of the Garden during your visit.



Scan or click here
<https://www.youtube.com/watch?v=UlwypYakqx4> for a brief
introduction to Lauritzen Gardens.

GARDEN LOCATIONS

- 1 Dr. C.C. and Mabel L. Criss Memorial Foundation Parking Garden
- 2 Arrival Garden
- 3 Marjorie K. Daugherty Conservatory
- 4 Woodland Trail
- 5 Festival Garden
- 6 Woodland Waterfall
- 7 Hitchcock-Koultze Victorian Garden
- 8 English Perennial Border
- 9 Tree Peony Garden
- 10 Garden in the Glen
- 11 Arboretum and Oberman Bird Sanctuary
- 12 Model Railroad Garden
- 13 Robert H. Storz Family Rose Garden
- 14 Children's Garden
- 15 Herb Garden
- 16 Founders' Garden
- 17 Sunru Castle Gate and Mt. Fuji Replica
- 18 David and Pamela Gross Family Spring Flowering Walk
- 19 Song of the Lark Meadow
- 20 Garden of Memories
- 21 Kenrick Park

Lauritzen Gardens offers a 100-acre site, 20 garden spaces and a visitor and education center that includes a gift shop, horticulture library, classrooms, 5,000-square-foot floral display hall and rental facilities.

GARDEN ETIQUETTE

For the enjoyment of others and the protection of the gardens, we thank you for following these simple guidelines:

- View and smell the flowers, fruits, leaves and seeds, but please leave them for others to enjoy.
- Marvel at the trees, walls, sculptures and fountains, but please do not climb on them.
- Only food purchased from Lauritzen Gardens' cafe may be eaten in the designated areas. Food is not allowed to be eaten on the garden grounds.
- With the exception of service dogs, animals are prohibited.
- Lauritzen Gardens is not a park. No jogging or running. Recreational items such as frisbees, kites, bicycles, sleds, skateboards, scooters and roller blades are not allowed in the visitor and education center or anywhere within the garden.
- Smoking is not permitted in any building.



KEY

- PARKING
- CAFE (open 10 AM to 2 PM daily)
- RESTROOMS
- RESTROOMS (Seasonal)
- DRINKING FOUNTAIN
- ROADS

CONTACT US

(402) 346-4002

DONATIONS AND TRIBUTES | EXT. 224
 EDUCATION | EXT. 253 OR 212
 GENERAL INFORMATION | EXT. 201
 MEMBERSHIP | EXT. 214
 RENTAL FACILITIES | EXT. 261
 VOLUNTEERING | EXT. 263

www.lauritzengardens.org

You will enter the main Gardens through the Visitor and Education Center. It is recommended that you make brief stops at points that interest your group, but proceed to one of the highlighted gardens for your first activity.

If you are visiting with multiple groups, please consider beginning your tour farther out in the Gardens to avoid congestion.

Discovery tours do not include visiting the Conservatory, the Woodland Trail or the Visitor and Education Center

Nebraska State Standards covered in this packet:

SC.5.8.2.C Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

SC.5.13.4.B Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Iowa State Standards covered in this packet:

5-LS2-1

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS2-2

Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Pre- and Post-Field Trip Activities:

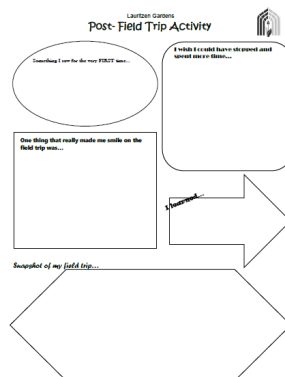


Pre-

- Briefly go over the field trip and expectations
- Have students fill out the sheet before leaving
- Discuss what they already know, want to learn, and any questions that have. Perhaps record them on an anchor chart.

Post-

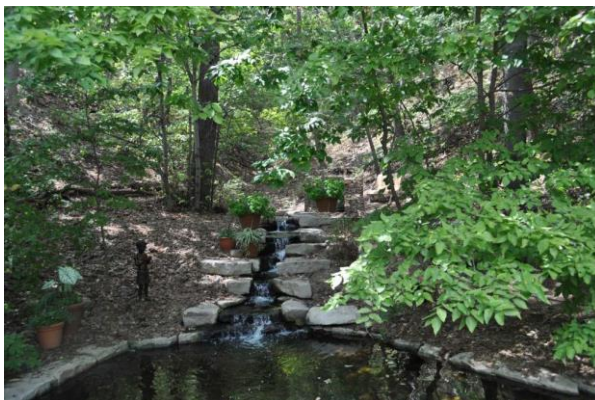
- Have students reflect on their field trip by completing the activity sheet.
- Discuss as a group



Suggested Garden Locations and Items of Interest

Woodland Waterfall (#6)

- ❖ Notice the animal burrows in the Loess Hill soil to the left of the pathway just prior to the waterfall
- ❖ Take the opportunity to identify the effects of erosion above the waterfall, across the road and down the hill



Victorian Garden (#7)

- ❖ Formal garden designed with lots of textures and shapes
- ❖ Middle rectangular beds are planted with annuals (plants that live only one year)
- ❖ Perimeter beds are perennial plants (plants that return year after year)



References and Notes

To view a video about erosion scan here:



Erosion and Soil

To view a video about annual and perennial flowers scan here:



Annual and Perennial Flowers

- ❖ Statues and architectural elements in this garden were salvaged from historical buildings in Omaha and Council Bluffs and demonstrate how we 're-use' and 'recycle' in our garden

Parts of a Plant Activity
in Student Handout

The Victorian Garden and the Perennial Border Garden (just to the north) are filled with many varieties of flowering plants. This is a great opportunity to discuss with students the different parts of a flower, what is needed for plant growth and plant life cycles.

Have students complete the activity on page 1 of the Student Handout.

Laurean Gardens
Parts of a Plant

There are 3 main parts to a plant and they help it to grow, get food, and live. Spores are the "babies" of the plant and are sent out to new locations and to a new life. Spores are how seeds and animals get into the area. They get into the plant in seeds. After the root starts to grow and move into the soil, the plant needs water. There are special cells called guard cells and stomata that do the work of moving the water and nutrients. When water and nutrients go to the leaves and stem, the leaves do their job, the photosynthesis and produce oxygen to give the plant. Leaves are the most important. Leaves are where water and minerals are converted (changed) into food for the plant. This is done in a process called photosynthesis.

What Do You Know About Plants?
Fill in the Blank

| | | |
|--------|-------|--------|
| leaves | stem | roots |
| sun | water | flower |

To grow, a plant needs _____ and _____.

The _____ on the plant helps to make seeds and fruit.

The _____ absorb the water and hold the plant in the soil.

The _____ use the sun and air to make food for the plant.



Robin Video and Song



Cardinal Video and Song



Goldfinch Video and Song

Arboretum (#11)

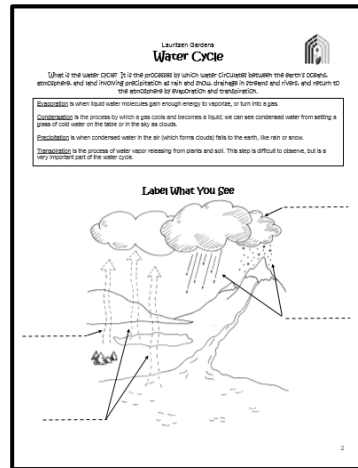
- ❖ 'Arboretum' means garden for trees
- ❖ Bronze sculpture of Sandhill crane; Sandhill cranes are migratory birds that gather along Nebraska's Platte River every spring to rest before traveling north to Canada
- ❖ The Arboretum also serves as a bird sanctuary; look for [cardinals](#), [chickadees](#), [robins](#), and [goldfinches](#).
- ❖ Continue following the path to the left to discover the Marsh Pond.



Water Cycle Activity in Student Handout

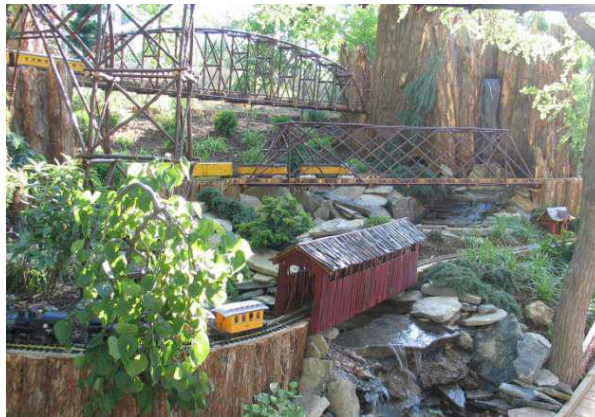
At either the Arboretum pond or marsh, students may explore the water habitats and discuss the water cycle

Have students complete the Water Cycle activity on page 2 of the Student Handout.



Model Railroad Garden (#12)

- ❖ Showcases several G-scale model trains
- ❖ Buildings are replicas of historically and culturally significant Omaha buildings
- ❖ Buildings, bridges and trestles are constructed using all natural materials (seedpods, twigs, pinecones, bark, bamboo, etc.)



Model trains and building replicas are on display May – October.

Children's Garden (#14)

- ❖ This garden, when in season, contains many different features for the senses
 - 'Smell' garden features both lemon balm and mint
 - 'Taste' garden contains nasturtium, chocolate mint, chives, stevia, basil (Genovese and lemon) and cherry tomato
 - 'Touch' garden features sensitive plant, lamb's ear, fennel, junkus and daylilies

❖ While discovering the softness of the lamb's ear plant in the 'Touch' garden, discuss how plants use their external parts to help them survive and grow where they live. The lamb's ear's fuzzy leaves deflect wind, thereby reducing water loss from the plant. These same fuzzy leaves help to channel water. Lamb's ear also has light-colored leaves which reflect the sun's rays and help to modify temperatures.



❖ Take a few minutes to notice the garden sculptures (dragon, water feature, wooden benches, etc.)

❖ This is a good opportunity to discuss with students recycling, repurposing and re-using

- Composting: There are 2 bins where garden waste is placed to breakdown into compost; compost is later used to fertilize plants in the garden
- Repurposing: The dragon sculpture was created from used farm equipment parts
- The wood mulch pathways are made from downed or damaged trees that have been chipped

You may find more information about composting here:



Identify Producers, Consumers, Decomposers Activity in Student Handout

Discover the two composting bins and discuss the types of garden waste that are observed. Introduce how composting is an inexpensive and effective way to both reduce household and garden waste and save dwindling landfill space. Composting also converts waste into something useful: compost added to topsoil can improve the soil's structure and overall chemistry, increase beneficial microbial activity, and enhance the soil's ability to retain moisture.

Lauritzen Gardens
Can You Identify Producers, Consumers and Decomposers?

In an ecosystem living organisms are not grouped by how they get food or energy. There are three main groups that each have different roles. Each group depends on each other and could not survive if one group were removed.

Producers: Plants are called producers because they produce or make their own food.

Consumers: Animals are called consumers because they "consume" or eat plants or other animals.

Decomposers: Decomposers break down dead plants and animals and get their nutrition from them while doing so.

| | | | | |
|-----------|-------|------------------|---------|-------|
| Berries | Acorn | Millipede | Owl | Ant |
| Hawk | Grass | Mushroom (Fungi) | Frog | Mouse |
| Earthworm | Tree | Slug | Raccoon | Fly |

| Producers | Consumers | Decomposers |
|-----------|-----------|-------------|
| | | |

This is a good opportunity to discuss ecosystems and producers, consumers and decomposers. Have students complete the 'Can You Identify Producers, Consumers and Decomposers' activity on page 3 of the Student Handouts.

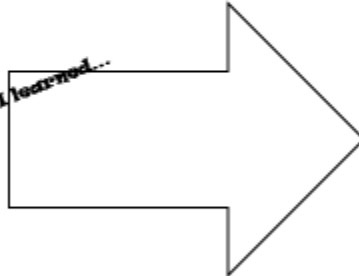
Lauritzen Gardens
Post-Field Trip Activity



Something I saw for the very **FIRST** time...

I wish I could have stopped and spent more time...

One thing that really made me smile on the field trip was...



Snapshot of my field trip...

Thank you for visiting Lauritzen Gardens!

Restroom facilities and drinking fountains are located in the southwest corner of the Visitor and Education Center.