

4 How Plants Grow

Objectives

- investigate growth cycles of plants
- make a growth cycle poster

Materials

- photocopies of pages 19 and 20, one of each per pupil
- up to 4 photocopies of the resource sheet (page 21), cut into information cards
- coloured pencils
- scissors
- glue
- seeds from a variety of plants

Language

- flower* /'flaʊwə/, *fruit* /'fru:t/, *leaf* /'li:f/, *leaves* /'li:vz/, *roots* /'ru:ts/, *seed* /'si:d/, *stem* /'stem/
- What's this? It's a (flower). What are these? They're (seeds). Look, this is the (seed). These are the (leaves).*

Getting started

Bring in some seeds and draw a daisy plant on the board to introduce the target vocabulary: *flower, leaf, leaves, roots, seed, stem*. Ask a pupil to come to the front of the class and point to a part of the daisy plant. The pupil asks: *What's this?* or *What are these?* Her classmates reply: *It's a (flower).* or *They're (seeds).* Continue the activity asking different pupils to come to the board.

Project

1 Read and put in order.

Give each pupil a photocopy of page 19. Pupils cut out the pictures and glue them onto the growth cycle chart in the correct order.

Answers: Seed falls on the soil. → Roots begin to grow. → Stem and leaves grow. → Flowers appear. → Fruit or seeds form.

2 Choose and find out about a plant.

Pupils choose a fruit or vegetable from the pictures. Take the information cards from the resource sheet on page 21 and put them up around the classroom. Pupils find the information which relates to the plant they have chosen and draw and label the flower, the leaf and the seeds and/or fruit.

Alternative idea

Pupils find information on how the plant grows in reference books and/or websites. They draw and label the flower, the leaf and the seed and/or fruit.

3 Draw the growth cycle of a plant.

Give each pupil a photocopy of page 20. Using the information they have found out, the pupils draw the growth cycle of their chosen plant.

Pupils describe the growth cycle to their classmates using basic structures, e.g. *Look, this is a daisy seed. Now roots grow.*

Alternative idea

Make a series of growth cycle posters to display on the wall. Pupils work in groups of four or five. Each pupil in the group illustrates one of the stages of the cycle.

Follow-up activities

- Discuss with pupils what plants need to grow well (water, sunshine and in most cases, soil).
- Place one or two beans on some damp cotton wool in a sealed plastic bag. Place the bag in sunlight. Within six or seven days, the beans should start to sprout. Pupils record the growth process in their notebooks.

Weblinks

http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow_fs.shtml.

Information on looking after plants.

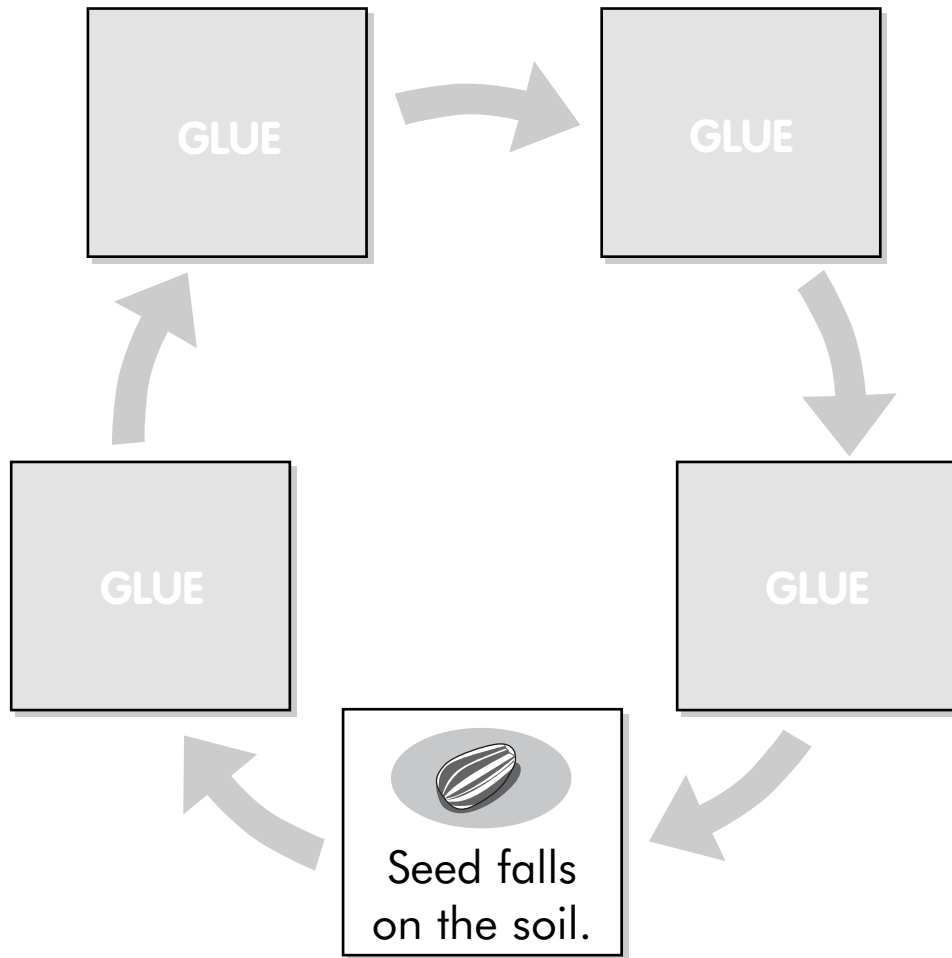
<http://www.uen.org/activities>.


Select: *Activities* and *Science* and scroll down to find lesson plans on plants.





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① Read and put in order.



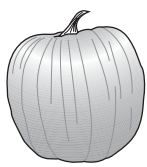
 Flowers appear.

 Roots begin to grow.

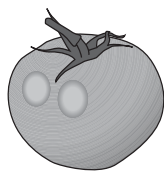
 Fruit or seeds form.

 Stem and leaves grow.

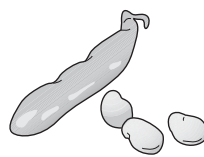
② Choose and find out about a plant.



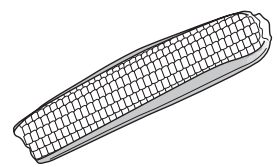
pumpkin



tomato



bean



sweetcorn

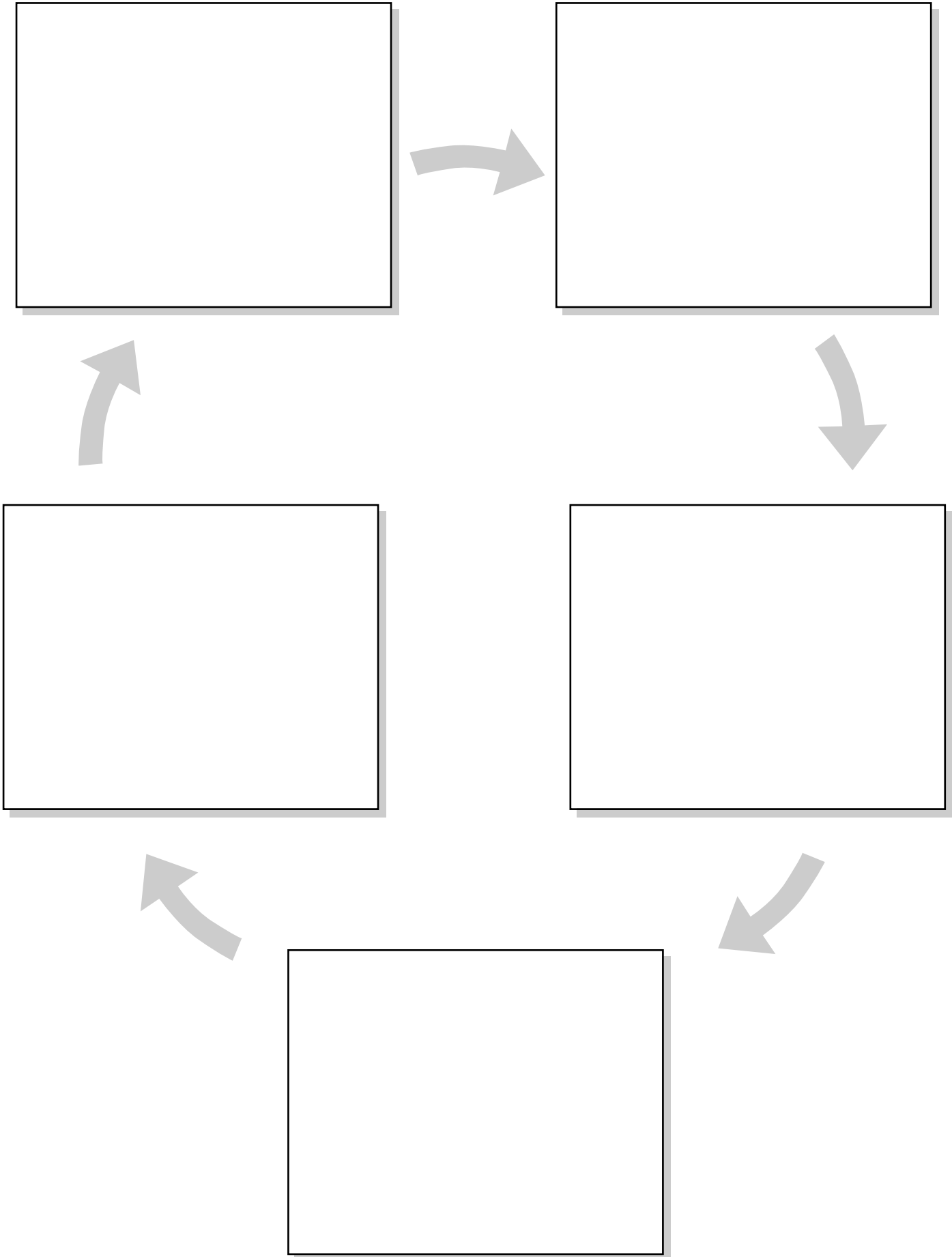
My plant:

This is the flower.

This is the leaf.

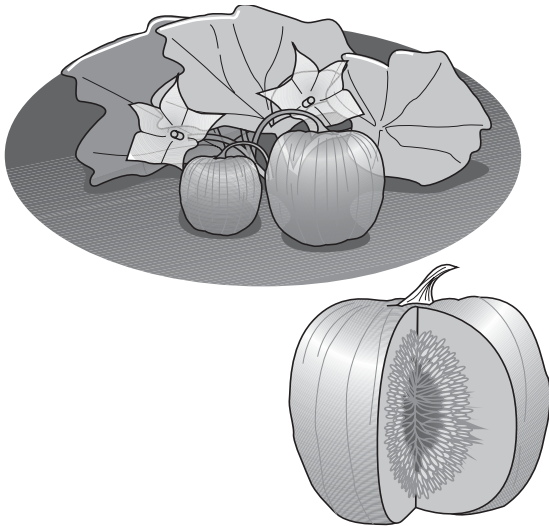
These are the seeds.

③ Draw the growth cycle of a plant.



4 Resource sheet

Information card 1



Pumpkin seeds need light, water and soil to grow. The orange fruit can grow very large.

Information card 2



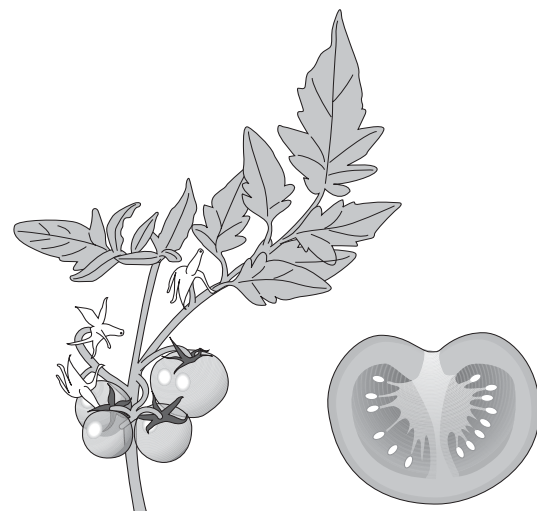
Beans are seeds with hard coats. They need water and sun to grow.

Information card 3



The sweetcorn seed needs soil, sun and water to grow. Popcorn is made from the seeds.

Information card 4



A tomato has a lot of seeds. The seeds need soil, light and water to grow.

