

3.24 Revising flowering plants

Topic: Plants

Subtopic: Life cycles

Activity type/skill: Text organisation

Literacy focus: Listening

Genre: Information reports

Objective

- Recall the components of the life cycle of a flowering plant and its associated vocabulary.
- Recognise and capitalise on prior knowledge of the subject.

What you need

- Student worksheet (see next page)

What to do

1. Without looking at the illustration on the student worksheet, work with the students to construct a life cycle of a flowering plant on the board. Give credit for prior knowledge.
2. Compare that life cycle with the one on the worksheet. What is in one that is not in the other? Should more stages be added to the life cycle in the worksheet?
3. Working as a group, get the students to dictate the life cycle as a series of statements for you to write on the board. For example:
 - The seed lies in the ground.
 - When there is enough warmth, water and nutrients it begins to grow.
4. Emphasise that, in a cycle, although speakers choose to begin (usually with the seed germinating) and end at one place (usually when the seeds are dispersed), it is possible to begin and end at any point in the cycle, and there is usually some indication that the process will continue like 'and so on'.
5. Rub out the blackboard version and dictate the sentences for students to write in the box at the bottom of the worksheet.

Extending the activity

- Use websites or books to explore more plant life cycles.

Activity twenty-four

focus on listening

