

3.15 Introducing life cycles

Topic: Plants

Subtopic: Life cycles

Activity type/skill: Orientation

Literacy focus: Vocabulary

Objective

- Provide orientation to the subtopic.
- Make links to prior knowledge.
- Link to the science curriculum.
- Introduce technical vocabulary.
- Present target vocabulary in context

What you need

- Student worksheet (see next page)
- [Audio track 3.15a](#)
- [Audio track 3.15b](#)

What to do

1. Look at the first page of the student worksheet. Talk about the flowers to draw out students' existing knowledge of flower parts and find out what they already know.
2. Play track 3.15a (Track 4 for this topic). Have students listen, look at the pictures and read the descriptions.
3. Draw a buttercup on the board. Have students work together to label the parts and talk about their function.
4. Look at the second page of the student worksheet. Talk about flower life cycles with the group, drawing out existing knowledge.
5. Play track 3.15b (Track 5 for this topic). Have students listen, look at the pictures and read the descriptions.
6. Go outside and look at two or three simple flowers in the school grounds. Talk about the parts of each plant and the parts of the flower. Have each student bring in a simple flower that is not a daisy, dandelion or sunflower.
7. Look at the third page of the student worksheet. Have students read you the instructions aloud while you follow them on the board for a flower you have collected. Help students read and follow the instructions on the worksheet to draw and label the parts of their own flower.

Extending the activity

- Try some of the activities at www.theteacherscorner.net/thematicunits/plants.htm or <http://tqjunior.thinkquest.org/3715>.



Flowers

Plants have

- roots
- a stem
- leaves

and most plants have **flowers**.

A flower starts as a bud. A **bud** is a developing flower, protected by **sepals**.

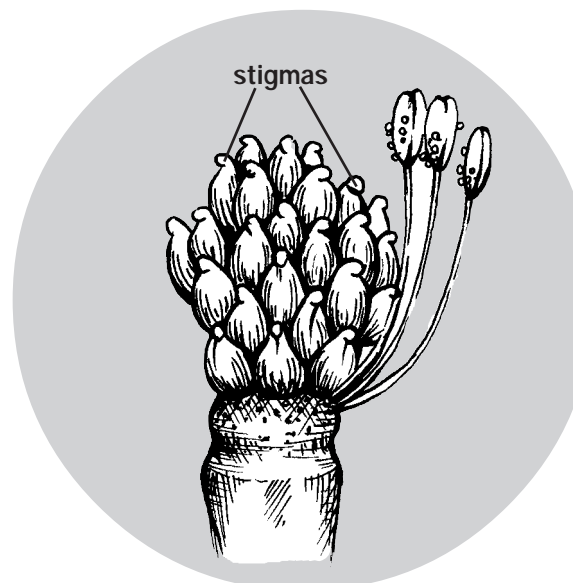
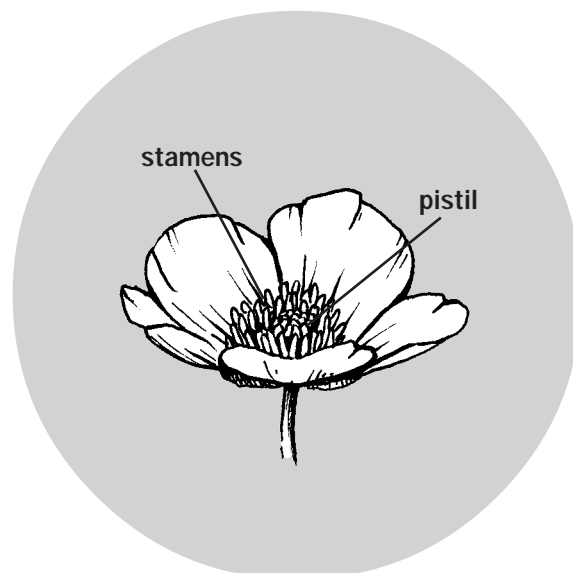
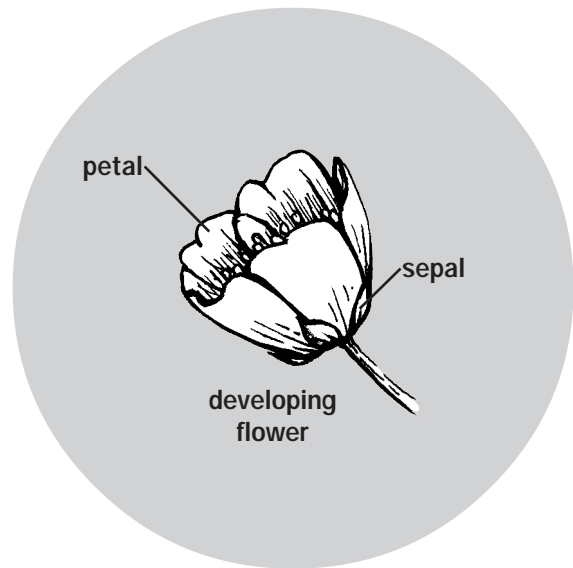
As the **petals** grow, the sepals are pushed apart. Petals are usually brightly coloured.

The green part in the centre is called a **pistil**. The pistil is a kind of seed box.

Around it are **stamens**. The tops of the stamens hold yellow dust called **pollen**.

Each part of the pistil has a sticky top. This is called a **stigma**.

There is a tiny embryo inside each part of the pistil. It will grow into a seed.





The life cycle of a flowering plant



An adult plant grows flowers. Bees and other insects move pollen from the stamens of other flowers onto the pistil. The pollen **fertilises** the pistil. A seed is formed.



The plant drops its seeds. Each seed contains an **embryo** (the part that will grow to become a new plant) and the food the embryo will use while it grows.

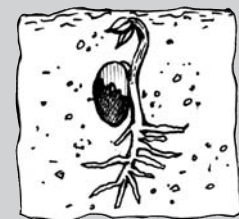
If the seedling gets enough water, sunlight and nutrients, it grows into an adult plant with many leaves.



The young plant uses the stored food in the seed to grow its two first leaves called seed leaves. Then more leaves grow. A plant needs leaves to make food.



When there is enough warmth, water and nutrients, the embryo starts to grow. Then the seed germinates. The roots push downwards into the soil. The stem starts to grow upwards.



Activity fifteen

Start by finding a flower.

Write its name on the line.

Draw the plant in the box.

Label its parts.

Spell each name carefully.

Finish your picture by colouring it.

