

The Life Cycle of a Flowering Plant

Topic

plants, life cycles

Learning outcomes

- Learners label a diagram showing the key elements of the life cycle of a flowering plant (e.g. seed, soil)
- Learners name the key elements of the life cycle of a flowering plant (e.g. seed, soil)
- Some learners describe a flower using simple language
- Some learners describe the life cycle of a flowering plant in simple terms using the simple present tense

Age and level

5-8, 9-12 (A1)

Time

45-50 minutes

Materials

- Worksheet A for lower levels (one per learner)
- Worksheet B for higher levels (one per learner)
- Answer key (one copy for the teacher)
- Video: <http://www.viddler.com/v/792eec19>
- Pencils and coloured pencils or crayons

Introduction

In this lesson learners watch a short video about the life cycle of a flowering plant and complete an accompanying worksheet. They label a diagram, then draw and colour their own flower to complete the worksheet. They describe their flower or the life cycle of a flowering plant.

The lesson has worksheets and options for higher and lower-level learners. Teachers can use the same worksheet with the whole class or use differentiated worksheets for mixed level groups.

Procedure

<p>1. Warmer (5 mins)</p>	<ul style="list-style-type: none"> • Option 1: With lower-level learners, write 'seed' on the board and tell or ask learners what it means. Ask them to say a few things they know about seeds e.g. What are they? Where / when do we plant them? Explain that they will learn about the life cycle of flowering plants in this lesson. • Option 2: With higher-level learners, write 'life cycle' on the board and ask them what it means. Learners may give information about butterflies, frogs, birds and plants. Explain that a life cycle describes how living things start life, grow and reproduce so that a new life can begin. Explain that they will learn about the life cycle of flowering plants in this lesson. <p>Note: You may prefer or need to use learners' first / home language at this stage. The aim is to introduce the topic, and to make sure that all learners understand what the lesson will be about.</p>
<p>2. Video (15–20 mins)</p>	<ul style="list-style-type: none"> • Give each learner a copy of worksheet A or B, depending on their level. • Option 1 (Worksheet A): If the whole class is using worksheet A, say each word to the left and right of the picture and ask learners to repeat them. • Option 2 (Worksheet B): If the whole class is using worksheet B, learners read and say words 1-10 in exercise A: seed, soil, sun, air, rain, roots, stem, leaves, bud, flower. Correct problems with pronunciation. • Option 3 (Both worksheets): If some of your learners are using worksheet A and some are using worksheet B, ask learners using worksheet A to say words 1-10 in exercise A: seed, soil, sun, air, rain, roots, stem, leaves, bud, flower. Correct problems with pronunciation. All learners repeat the words. • Depending on your learners, ask them to complete any part of the diagram that they know or think they know before watching the video. • Ask learners to turn their worksheets face down and put their pencils on their desks. Play the video: https://www.viddler.com/v/792eec19. Learners watch. • Learners turn their worksheet over. They write numbers 2-10 next to the relevant parts of the diagram, as in the example.

	<ul style="list-style-type: none"> • Play the video again. This time, learners check their answers. You may need to pause the video for lower-level learners to complete the task and check the answers. • Ask learners what's missing from the picture (a flower). Ask them to draw a flower to complete the diagram (it doesn't have to be the same as the one on the video) in pencil only for the moment. They should draw a new seed inside the flower. They can label this 'new seed'. • Learners watch the video again to complete the gap fill on the worksheet. Learners using Worksheet A complete the gaps in exercise B, and learners using Worksheet B complete the gaps in exercise C.
3. Comprehension checking (10 mins)	<ul style="list-style-type: none"> • Show learners a completed and labelled diagram (use the answer key or copy it on the board) so they can check their own answers. Note that number 11 represents a new seed. • Check learners' understanding by asking a few comprehension questions, for example: <ul style="list-style-type: none"> What are seeds? What do they need to grow? What do roots do? What is a bud? Where is the new seed found in a flowering plant? • Check their answers to the gap-fill exercise (see answer key). <p>Note: You may need to use learners' first / home language to check comprehension. These concepts may be difficult for learners to express in English.</p>
4. Drawing and speaking (10-15 mins)	<ul style="list-style-type: none"> • Learners complete and colour the drawings of their flowers, making them as fanciful as they like. • Option 1: Lower-level learners describe their flowers to the class or their partner, e.g. My flower's small. It's red and purple. • Option 2: Higher-level learners take turns explaining the stages of the life cycle of a flowering plant with a partner.
Further activities	<ul style="list-style-type: none"> • Plant seeds in class. Each learner brings a yoghurt pot to class. Bring soil and radish seeds (they grow very quickly) to class. Learners fill the pots with soil, plant 5–10 seeds and put a little water in the pots. Put them on a windowsill and within a few days your plants will begin to grow!

- Bring a selection of seeds in packets to class so that learners can see the variety of sizes, shapes and colours seeds come in.
- Learn about bugs and insects, talking about the role of insects in pollinating flowers to help them produce seeds.

Contributed by

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