

Strand: Life Science

Theme: Plant Life Cycles

Purpose for Reading: To develop understandings of the life cycles of plants.

Comprehension Strategies: Determining importance, recognizing chronological and sequential order.

Vocabulary

Dictionary Words: pollen, roots, seeds, shoot

Vocabulary Words: bird, body, leaf, nutrients, stem, sunflowers

High-Frequency Words: away, do, down, from, get, has, have, little, make, new, now, of, out, some, take, that, their, them, they, too, what, when, will, with

Before Reading

- Read the title and invite the students to talk about the cover photo. Ask them what the words *spring plants* might mean. *What happens to plants in spring?* Encourage inferences. Tell students that spring is a time that many plants and animals begin their life cycles. Ask students what they know about life cycles. *What do you know that has a life cycle?* Tell students that plants also have a life cycle.
- Read the title page together and invite students to discuss what is happening. Prompt the discussion by asking students about the ways new plants can grow. Tell them that as the wind blows this plant it is blowing the seeds away. *What do you think might happen to some of these seeds?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe what is happening in each photo.

Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and describe what they see happening. Read the caption and discuss what nutrients are. Tell students that nutrients are the food that the seed needs to grow. Without water and nutrients, this new plant could not grow.
- Pages 6–7: Ask students to describe what has happened to the seed. Have them compare the changes to the photo on the previous page. Clarify the things a plant needs to grow: water, nutrients, air and light.
- Pages 8–9: Invite students to read the labels and caption. Discuss the parts of the plant. Ask students if they know what pollen is. Explain that pollen is a fine powder that helps flowers to make seeds. Ask students why it would be good for flowers to have sweet-smelling pollen. *What would it attract to the plant? Why is it good if insects and birds come to the flowers and move the pollen?*
- Pages 10–11: Invite students to look at the photo and discuss the caption. *Is it helpful that the bee takes pollen away from the flower? Why?*
- Pages 12–13: Invite students to look at the photos and discuss the captions. Have students talk about what might happen as the seeds fall in new places.
- Pages 14–15: Invite students to read the diagram title on page 15. Have them describe what this page is about. Discuss the life cycle of a plant.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and locate the important information. Prompt with questions such as, *What are the things all plants need to grow? What part of the seed grows into the soil? What part of the plant grows towards the light? What is the role of pollen? How do insects, birds, and the wind help the life cycle?*
- Support students to consolidate the sequence in the life cycle. Prompt with questions such as, *What is the first stage in the life cycle of a plant? What happens next? What next? What happens last?*
- Draw a diagram on the board to show the life cycle of a plant. Have students give one sentence about each stage. Write the sentences on the diagram: *Seed: The seed grows – The seed grows roots – The seed grows a shoot – The shoot becomes the stem – Flowers grow on the stem – The bees spread the pollen to other flowers – These flowers make seeds – The wind blows the seeds to a new place – A new seed grows.*

Vocabulary and Word Recognition

- Have students find the word *again* on page 14. Write the word on the board and ask students to

clap the syllables. Have students think of sentences with *again* in them. Write them on the board. Ask students to write the word *again*, checking it for accuracy. Have them write it five times, saying it as they write it.

Oral Language

- Have students walk through the book with a partner. Have them talk about what is happening in each photo and what stage of the life cycle is occurring.

Writing

- Have students write one sentence about the role of bees in the life cycle and one sentence about the role of the wind in the life cycle.

Creative Extension Activities

- Grow sprouts in the classroom and have students keep a journal of the growth each day.
- Collect magnifying glasses, paper, and pencils and take students on a walk to examine flowers. Have them sketch flowers and label the parts.

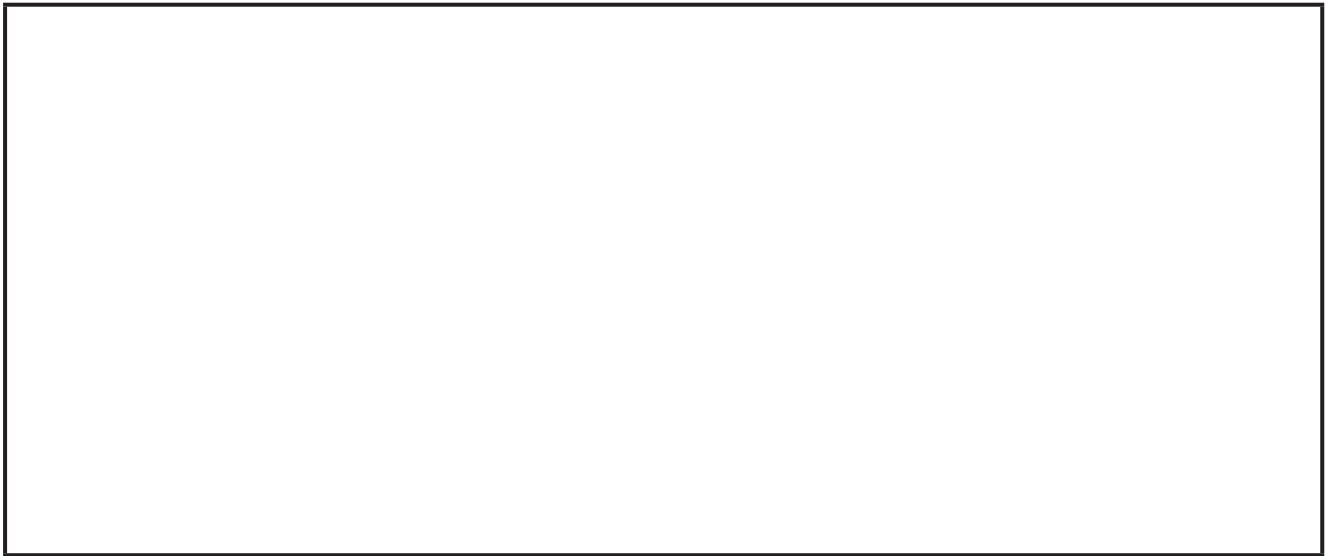
Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Read and draw.

The flower's pollen sticks to the bee's body.



The wind blows the seeds from the plant.



Name: _____

Put the stages of the life cycle in order.

The seed grows roots and a shoot.

A seed is in the ground.

The bee carries pollen to other flowers.

Flowers make seeds.

Wind carries seeds to new places.

1. _____

2. _____

3. _____

4. _____

5. _____