Extensions

K-2 Have seeds large seeds or transplants to plant. While the students are digging, have them observe what materials they see in the soil.

2-5 Talk more about photosynthesis and how it helped the plants grow. Also add the vitamin and minerals that are naturally accruing in the plant. Have the students participate in a harvest. To have the food brought to a food pantry or a meal put together by the class room

5-8 Do a cleanup activity and planting of cover crop. Focusing the attention on soil regrowth and the nutrients in the soil and how humans take a part in it.

**Objective**

To have the students understand the different stages of a plants life cycle

**Time**

45min

**Group size**

Whole class

**Materials**

Seeds, edible plants, flowering plants, dried seed heads,

**Number of chaperones**

2 – 5

**Standards**

5.3 Life Science

5.3.P.A.1

5.3.P.B.1

5.3.2.B.2

5.3.2.B.3

5.3.4.B.1

5.3.P.C.1

5.3.2.C.3

Procedure

1. Have to students sit around the table. Discuss what a seed is. Ask questions like, What is a seed? How do you think a seed turns into a plant? Talk about the different stages a plant goes through. Use the chalk board to illustrate the plant life cycle.
2. Show the students a few different seeds. Discuss what the seeds may turn into. Give clues along with asking questions: will this be a tall plant or small plant? Do we eat this kind of seed and or will be eating this plant? Reinforce what the seed needs to grow.
3. Take the students out into the field. Start the tour with a young plant. Ask the students: would we eat this plant? Why or why not? Point out how fragile a young plant is and ask, what do we need to do to help this plant grow?
4. Take the students to a more mature plant. If it is edible, talk about what nutrients this plant has to offer and again bring back the idea of what needed to happen for the plant to grow. Encourage the students to try the vegetable. Point out the texture, flavor and color. Talk what will happen if we take too much from the plant. How is the plant going to grow without any leaves?
5. Move on to a plant that is at its flower stage. Explain pollination, what a flowering plant does, and what comes from it. Talk about how the cycle will repeat with the new seed that has formed. Have the students smell and touch the flowers. Also, add companion planting and that certain flowers attract certain insects. Ask the students, what are their favorite flowers? How long do you think it took this plant to become a flower?
6. Wrap up by asking what the students learned? Did they have a favorite plant? What would they like to grow?

Life cycle

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