



Teacher Toolkit

Activity: Investigating the Life Cycle of a Plant

Presented by: Civic Garden Center of Greater Cincinnati

Grade Level(s) 2nd-3rd grade

Activity Description

Learn about the life cycle of a plant with fun activities: investigating plants in the garden, a game and even acting out the lifecycle of a plant!



Ohio Standards Met

- Science, Grade 2: Interactions within habitats
- Science, Grade 3: Behavior, growth and changes
- Math, Grade 2: Add and subtract within 20
- Math, Grade 3: Reason with shapes and their attributes

Instructions

- Introduction
 - Review the parts of a plant – especially flowers.
 - Ask students to use their senses to describe fruits and flowers.
 - Break into three groups for each of the three stations (or do each station as a whole class).
- Station 1- Observe: Flower Dissection
 - Have students share observations about flower characteristics.
 - Explain the role of flowers in a plant lifecycle and use a diagram to show the parts of a flower.
 - In partners, have students use scissors to dissect the flower and categorize the different parts on the 'Exploring Flowers' worksheet.
 - Use magnifying glasses to observe the different parts of the flower.

Thanks to Greater Cincinnati Environmental Educators (GCEE) for collecting activities for the Teacher Toolkit



Instructions (continued)

- Station 2- Explore: Lifecycles
 - Go over the life cycle of a plant.
 - Act out each of the stages of the plant life cycle.
 - First, there is a planted seed (body in a ball).
 - Second is germination (stick out one leg).
 - Next, roots and stems grow (stretch out straight arms down at sides).
 - Leaves grow (ball hands into fists at sides).
 - Flowers grow (spread out fingers).
 - Sometimes these flowers grow fruit (make circle with thumb and forefinger).
 - You can find seeds in flowers and fruit (spirit fingers).
 - Seeds are then dispersed (return to ball shape) and everything starts all over again!
 - If there is time- walk around the garden and try to identify the plants in the various stages.
- Station 3- Garden: Plant ID and Weeding
 - Choose some spring plant varieties planted in the garden.
 - Show examples of the chosen seeds as plants. (Look at them as other points in their life cycle in pictures if possible).
 - Find these sprouts or grown plants in the garden and remove the weeds that may be growing around them.

Materials Needed

- Station 1
 - Flowers
 - Scissors
 - Magnifying glass (if possible)
 - Tape or Glue
 - 'Exploring Flowers' worksheets (see next page)
- Station 3
 - ID images of spring plants with accompanying seeds (of plants in garden)

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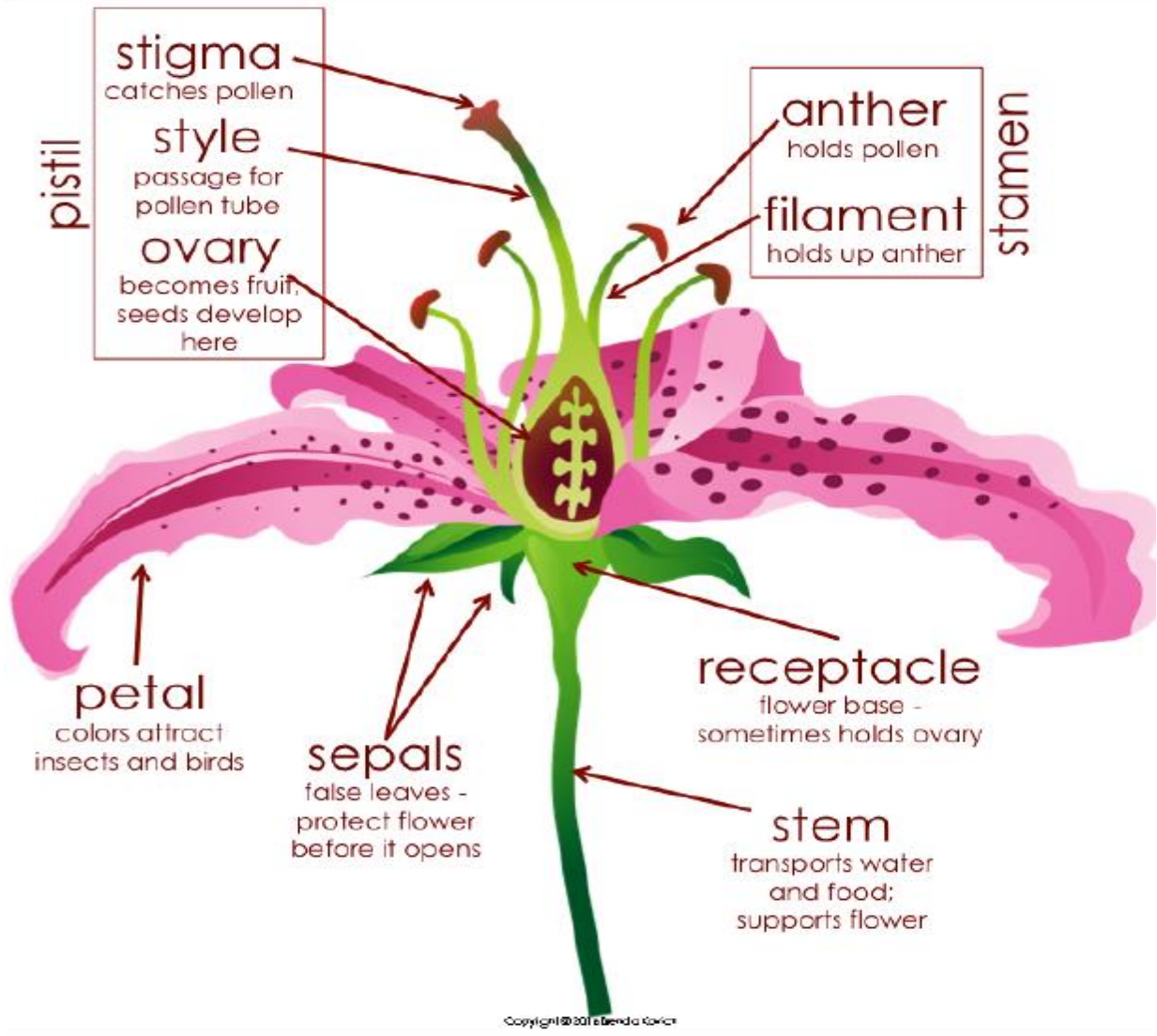
Flower Dissection

Exploring

FLOWERS

For seeds to develop, pollen must land on the stigma. Then a pollen tube forms and stretches down into the ovary. A seed is formed.

A few plants can be pollinated by wind, but most require help. Insects, bats, and birds are pollinators. Pollen sticks to their bodies as they drink nectar from the flower, and the pollen drops off as they travel from flower to flower.



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Exploring FLOWERS

Name _____

Dissect the flower. Draw, count, and measure each part.

	Draw & label parts.	Count and record number.	Measure and record length.
petals			
stamen			
pistil			

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