

The life cycle of a flowering plant

Topic

plants, life cycles

Aims

- To provide a simple explanation of the life cycle of flowering plants
- To present a topic related to the seasons of spring (seeds are planted) and autumn (new seeds form and fall to the ground), and to World Wildlife Day (3 March)
- To use the present simple to describe facts
- To develop listening, speaking and labelling skills
- To provide learners with an opportunity to label a diagram and draw their own flower

Age/level

Primary
CEFR level A1–A2

Time

50–60 minutes

Materials

1. worksheet A for lower levels (one per learner)
2. worksheet B for higher levels (one per learner)
3. answer key (one copy for the teacher)
4. video: <http://www.viddler.com/v/792eec19>
5. pencils and colour pens, pencils or crayons
6. extension activities:
 - a. *Nature* flashcards: <https://learnenglishkids.britishcouncil.org/en/flashcards/nature-flashcards>
 - b. *Plants* word game: <https://learnenglishkids.britishcouncil.org/en/word-games/plants>
 - c. *Spring* colouring: <https://learnenglishkids.britishcouncil.org/en/colouring/spring>
 - d. *The lucky seed* story: <https://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed>

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. After watching the video and completing the worksheet, extend the topic using activities from the LearnEnglish Kids website.

Procedure

1. Warmer (3–5 mins)	<ul style="list-style-type: none"> • Introduce the topic by asking learners what season it is and what they know about it (e.g. spring: green, rain, new plants, seeds, flowers, warmer weather; autumn: orange and brown, seeds, nuts, berries, falling leaves, colder weather). • Elicit that we plant seeds in spring, and in autumn we can see seeds, nuts and berries on plants once the flowers have died. • With older learners, write <i>life cycle</i> 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.
2. Video (15–20 mins)	<ul style="list-style-type: none"> • Give each learner a copy of worksheet A or B, depending on their level. • If you're using worksheet A, say each word to the left and right of the picture and ask learners to repeat them. • If you're using worksheet B, learners read and say 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. Watch the video once through. • Learners turn their worksheet over and complete the diagram using the words provided, before watching the video again to check their answers. You may need to pause the video for younger learners to complete the task. • 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. • Learners watch the video again to complete the gap fill on the worksheet.
3. Comprehension checking (5–10 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. • Check learners' understanding by asking a few comprehension questions, for example: <ul style="list-style-type: none"> <i>What are seeds?</i> <i>What do they need to grow?</i> <i>What do roots do?</i> <i>What is a bud?</i> <i>Where is the new seed found in a flowering plant?</i> • Check their answers to the gap-fill exercise (see answer key).
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. • Lower-level learners describe their flowers to the class or their partner, e.g. <i>My flower's small. It's red and purple.</i> • Higher-level learners take turns explaining the stages of the life cycle of a flowering plant with a partner.
5. Extension (10–15 mins)	<ul style="list-style-type: none"> • With younger learners, revise and extend the topic using some activities from the LearnEnglish Kids website:

	<ul style="list-style-type: none"> ○ <i>Nature</i> flashcards (print for learners to match pictures and words): https://learnenglishkids.britishcouncil.org/en/flashcards/nature-flashcards ○ <i>Plants</i> word game: https://learnenglishkids.britishcouncil.org/en/word-games/plants ○ <i>Spring</i> colouring picture to print: https://learnenglishkids.britishcouncil.org/en/colouring/spring ● Older learners will enjoy the story of <i>The lucky seed</i>. Ask learners to tick the words they hear on their worksheet as they watch: seed, soil, sun, rain, roots, leaf. After the story, ask them how the seed in the story is different from the one in the video (it grows into a tree): https://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed
Further activities	<ul style="list-style-type: none"> ● Plant seeds in class. Each learner brings a yoghurt pot (set this for homework). 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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