



## Life Cycle of a Plant Lesson Plan

Created for use in your classroom before seeing *Just Ask* at The Coterie

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based on curriculum created by Amanda Kibler and Maria Katsadourous

### Literature Standards:

Use observations to describe patterns of what plants and animals (including humans) need to survive

### Materials Included:

- Plant Related Riddles- Appendix A

### Student Objectives:

Students will able to:

1. Students will be able to articulate and physicalize the life cycle of a plant
2. Students will be able to utilize their voice, body, and imagination in becoming an object that is different from themselves

### Assessments:

- Draw to Recall- Using paper and a writing utensil, draw out the four steps that make up the life cycle of a plant. Encourage students to think about their own movements they created.

### Lesson:

#### *Introduction*

*What Am I? (5-7 minutes):* Challenge students to uncover the topic of today's lesson by solving one (or more) of the riddles included in appendix A. Each riddle relates to today's topic of plants.

Once students have discovered that today's lesson will revolve around plants, facilitator should share with students that today we will be focusing specifically on the life cycle of a plant. Just like a human or animal, a plant will go through a series of changes before it becomes fully grown.

*"Today we will be using our voices, bodies, and imaginations to identify the life cycle of a plant. This will prepare us for the upcoming production of Just Ask we will be attending at The Coterie."*

#### *Building Activities*

- *10 Seconds to Make: (10-15 minutes):* Facilitator should ask students to cover the space of the classroom. Share with students that you will call out the name of an object, and they will have 10 seconds to use their bodies

to become that object. Facilitator should count aloud from 10 to 0. Once facilitator reaches 0, students should be frozen in their image. Encourage students to utilize their entire bodies, think creatively, and to use their imaginations.

- *Teacher Note: This activity invites students to work independently, in small groups, and as a whole group; however, facilitator may choose to modify activity to meet the needs of the students.*

As individuals, use your body to create a:

- A sun
- A caterpillar
- A carrot

With a partner, use your bodies to create:

- A ladybug
- A bean
- Grass

In groups of 4, use your bodies to create:

- A flower
- A watering can

As a whole group, let's use our bodies to create:

- A garden

- *Post Activity Reflection (5 minutes):* *What was it like using your body to create these pictures? Was it difficult? How so?*
- *Life Cycle Movement (20-25 minutes):* Facilitator will ask students to form a standing circle (if space does not allow for this, students may stand beside their desks). Share the following poem and corresponding pictures (located within Appendix B) with students. Share with students that this poem and these pictures represent the life cycle of a plant. Facilitator should share Picture #1 with students. *What is this?* Facilitator should provide students with the opportunity to reveal that Picture #1 is a seed. *This is how a plant begins its life, as a seed.* Ask that students use their bodies to become a seed. Encourage students to think about the previous activity (*10 Seconds to Make*) and the dynamic ways their bodies were used throughout. Facilitator should then share Picture #2 (located within Appendix A). Facilitator should ask students what they notice about the seed in this picture and wait for their responses. Share with students that from a seed a tiny bud emerges. That bud is what will go on to become a plant. *What types of things might be important in helping a seed move from being a seed to a sprout?* Provide students the opportunity to answer (air, water, sunshine, temperature).

Ask that students show how their bodies would change if they were to transform their seed into a sprout. Once the new plant sprouts, roots grow down into the soil (share Picture #3). *What are roots? What might a root do for a plant? Roots hold the plant in the ground and keep it upright. They also take water and food from the soil.*

Ask that students use their bodies to showcase the ways in which a sprout might lay its roots down. As the roots grow and push the stem of a plant up and a stem grows. From there more leaves (possibly even flowers or blossoms) form on the plant. Ask that students then move into becoming a fully-grown plant (share Picture #4).

Read the poem aloud again, asking that students perform their designated movements as the facilitator switches each picture.

### *Wrap-up*

- *Draw To Recall (10 minutes)*: Ask that students make their way to their desk. Using paper and a writing utensil, draw out the four steps that make up the life cycle of a plant. Encourage students to think about their own movements they created.

# Appendix A

## Plant Related Riddles

*I am green  
People step on me  
I get wet  
What am I?  
(Answer: Grass)*

*I have thorns on my stem  
My petals can be many colors  
I smell very pretty  
What am I?  
(Answer: Rose)*

*I'm sometimes big  
And sometimes small  
In the autumn  
You see me fall  
What am I?  
(Answer: Leaf)*

*I'm yellow but I'm not a banana  
I can be over ten feet tall but I'm not a giraffe  
I have seeds but I'm not a lemon  
I'm a plant but I'm not a rose  
What am I?  
(Answer: Sunflower)*

*I'm green but I'm not a bottle of Sprite  
I have leaves but I'm not a tree  
I'm a symbol of Ireland but I'm not a harp  
I'm seen on St. Patrick's Day but I'm not a leprechaun  
What am I?  
(Answer: Four leaf clover)*

*I can be blown but I'm not a bubble  
I drop but I'm not a tear  
I come in different shapes but I'm not a snowflake  
I come in different colors but I'm not a crayon  
I come from a tree but I am not an apple  
What am I?  
(Answer: Leaf)*

## Appendix B

A plant will grow from a tiny seed (Reference: Picture #1)

Some water and sun is all you need

First the roots grown underground (Reference: Picture #2)

They swallow up minerals from all around

Then come stems, some tall, some stout (Reference: Picture #3)

And next the branches spread about.

Leaves grow in all shapes and sizes

Watch this new life as it arises (Reference: Picture #4)

New seeds travel to and fro,

By wind and water, on the go

And the cycle keeps on going,

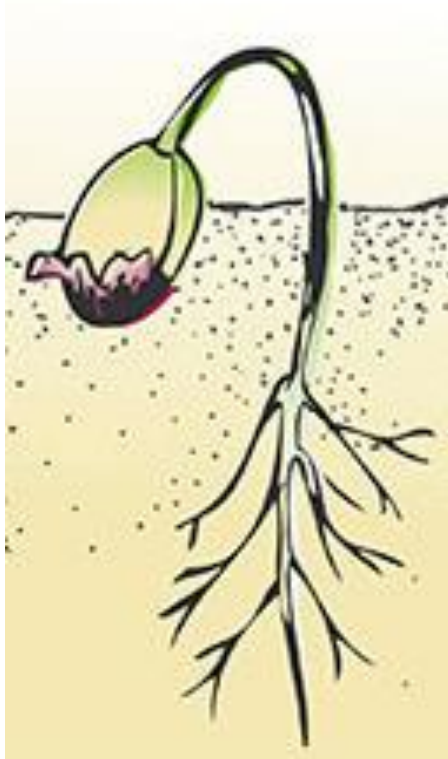
Soon new stems and leaves are showing.

## Appendix C

1)



2)



3) 4)

