

Project FOCUS  
Best Lessons  
FIRST GRADE

**Title of Lesson: Flower Cycle**

**Theme: Life Sciences**

**Unit Number: 3      Unit Title: Basic needs of plants**

**Performance Standard(s) Covered (enter code):**

**S1L1**

**Students will investigate the characteristics and basic needs of plants**

- 1. Water**
- 2. Air**
- 3. Light**
- 4. Nutrition**

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions**
- Uses numbers to quantify**
- Works in a group**
- Uses tools to measure and view**
- Looks at how parts of things are needed**
- Describes and compares using physical attributes**
- Observes using senses**
- Draws and describes observations**

**Content (key terms and topics covered):**

**This lesson is to teach the plant cycle to the students by incorporating all of the basic needs of a plant. It also causes the students to think of what they have learned in the past about seasons to put the correct steps in order. Through this lesson, the students will learn what is essential for plants to survive, and the plant cycle. Identify the basic needs of a plant: Air, Water, Light, and Nutrition.**

**Learning Activity (description in steps)**

**Abstract (limit 100 characters): A flower is created with the flower cycle located inside of the flower**

**Details:**

**Step One: I precut the paper plates into flower shapes and the green construction paper into leaves and stems to save time.**

**Step Two: Email to your teacher the document with the flower cycle steps (link below) or print out and make enough copies for your students on your own.**

**Step Three: Pass out the precut paper plates, green construction paper stems and leaves, and the pieces of paper with the random flower cycle steps to the students.**

**Step Four: Have the students cut out the flower cycle steps and glue in the correct order in the center of the paper plate flower**

**Step Five: Glue the green stem and leaves on the flower**

**Step Six: If there is enough time, color the flower**

**Step Seven: Have the students label the flower parts and also number the order of the cycle in the middle of the flower. (This will help the students to see the cycle better; many children do not fully understand the concept of a cycle or arrows yet.**

**Materials Needed (type and quantity):** [Click here to enter text.](#)

**Paper Plates (thin enough to cut through)**

**Green Construction paper**

**Yellow Construction paper (I just cut the outside of the plates to look like flowers and had the students color the plate like petals)**

**Glue**

**Scissors**

**Markers**

**Cycle of the flower (link below)**

**Notes and Tips (general changes, alternative methods, cautions):** [Click here to enter text.](#)

**I originally did not have the students label the flower or the cycle of the flower, but my teacher suggested it. I think the students got even more out of the lesson after labeling the parts. Also, I walked around and asked questions about the steps making sure the students were understanding the four main points to cover of what plants need to survive (water, nutrition, air, and light). It really helped that I cut out the materials before hand, because you do not realize how slow first graders are out cutting (cutting out the cycle of the flower took them a long time). The only safety concern is that it is important that the students are careful when they are cutting. If I was to do the lesson again, I think I would start by showing a picture of the different cycle steps and ask the students before hand which step comes first then label it on the Smart Board as 1. Many students had to ask repetitively which step came next.**

**Sources/References:**

**1) <http://www.makinglearningfun.com/themepages/SunflowerLifeCyclePaperPlate.htm>**

**2)**

**<http://www.makinglearningfun.com/t.asp?b=m&t=http://www.makinglearningfun.com/Activities/Flowers/Sunflowers/SunflowerLifeCyclePaperPlate-1.gif>**

**3) [Click here to enter text.](#)**