

# OVERVIEW

## Science and Technology (STEM)

### Plant Life-cycles

Adapted from Hilton, Hilton, Dole & Campbell, 2014

Young children generally have an interest in young creatures. There are also often intrigued by concepts such as 'who am I?', 'why am I me?' etc. To capitalise on this interest, this lesson sequence will help you to engage young children in basic concepts of the life-cycle, with a specific focus on the offspring of living things - particularly plants.

Begin by reading books that have illustrations and that are able to projected and shared about plant life-cycles. Ensure that they are appropriate so that they develop science understanding and literacy skills.

Introduce words such as seed, seedling sapling and tree.

When using online books on the IWB, it will be important for you to share the process of accessing them with children. It is through modelling that the children will understand methods used to safely find desired materials online.

At the completion, commence the following lesson integrating digital technology.



# LESSON PLAN

## Science and Technology (STEM)

### Early Learning goals

- Children will experiment with different technologies to explore the purpose and function of a range of tools, media, sounds and graphics (EYLF 4.5)
- Children use digital technology to convey meaning through images (EYLF 5.3)
- Children will use digital technology to access images (EYLF 5.5)
- Use digital technologies for creative expression (EYLF 5.5)

### Activity

The most important issue is not that children write about science but that they are to communicate their ideas in different ways. In this activity, children will use a graphics program to access a digital photo of a plant from a science project about plant growth. They will label the plant parts using labels to communicate their meaning.

### Extension

If photos were taken of the plant growth then children can label each of the images to communicate information about how plants grow.

### ICT Resources

- Desktop computer/tablet computer
- Graphics program/app like Paint 3D
- Digital camera
- Spreadsheet

### ICT Levels of Differentiation

- To be able to complete the program with support and unaided
- To ask for specific software title
- To have the opportunity to access computer via touch screen or mouse
- To name peripherals
- To use mouse to move cursor - select icons

### Ideas for adapting to my context

## Lesson Procedure: How will it develop?

Introduction:

Main Activity:

Group work:

Independent practice:



**Critical Reflection** ([Academy resource](#)).



**Observation and Assessment** ([Academy resource](#)).





## Instructions

Topic: Plant Growth

1. Begin the project by bringing in plant seeds of some sort that will grow quickly by the children.
2. Provide small pots and soil for groups of children to use and ask each group to plant the seed and to water it in.
3. Assist the children over a number weeks to look after each seedling.
4. As the plants begin to grow, record the progress using a digital camera.
5. Measure the size of the plant at regular intervals such as once every week and record the measurements in the spreadsheet program.
6. Teach them the skill that they need to import the images into the graphics program.
7. Label the parts of the plant as it progresses.
8. Create a presentation on the findings to display.

Higher Order Thinking Skills	Computer Skills	KLAs
Identify parts of plant	Opening program	Science
Explain choice of labels	Inserting image	Technology
Evaluate use of program	Selecting & modifying image	
Predicting growth of plants	Uploading photo to computer	
Reflecting on future improvements	Inserting text into label	
Measuring growth	Connecting camera to computer	