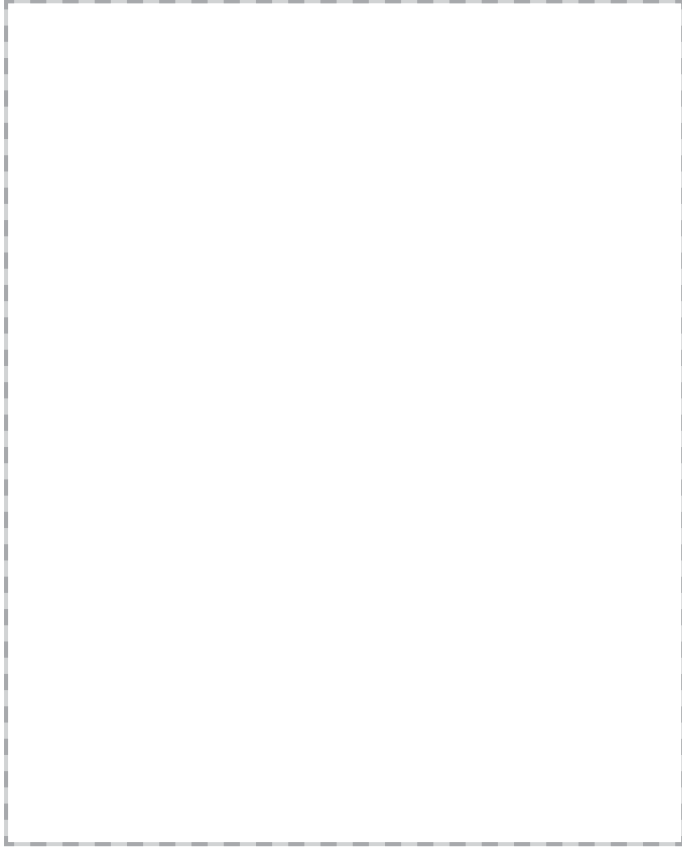


## My Seed Picture

Draw and label the parts of a seed.  
Use the diagram on page 1 to help you.



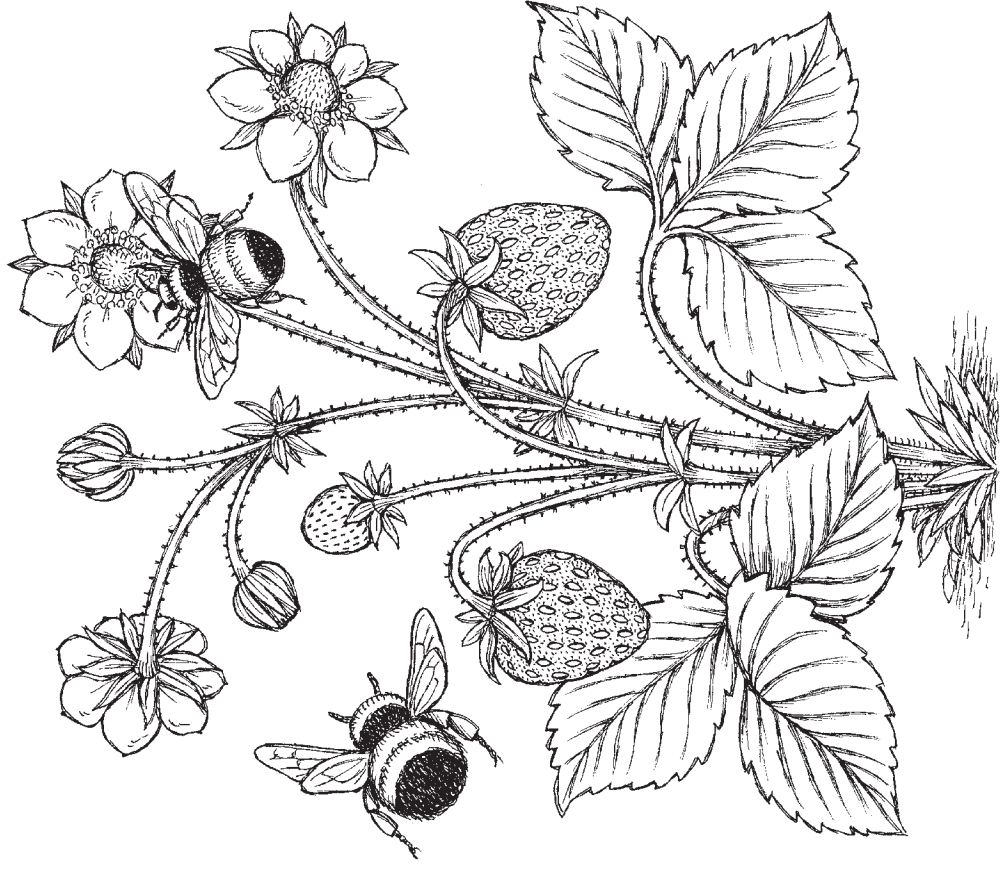
Write one fact you learned about the life cycle  
of a flowering plant.

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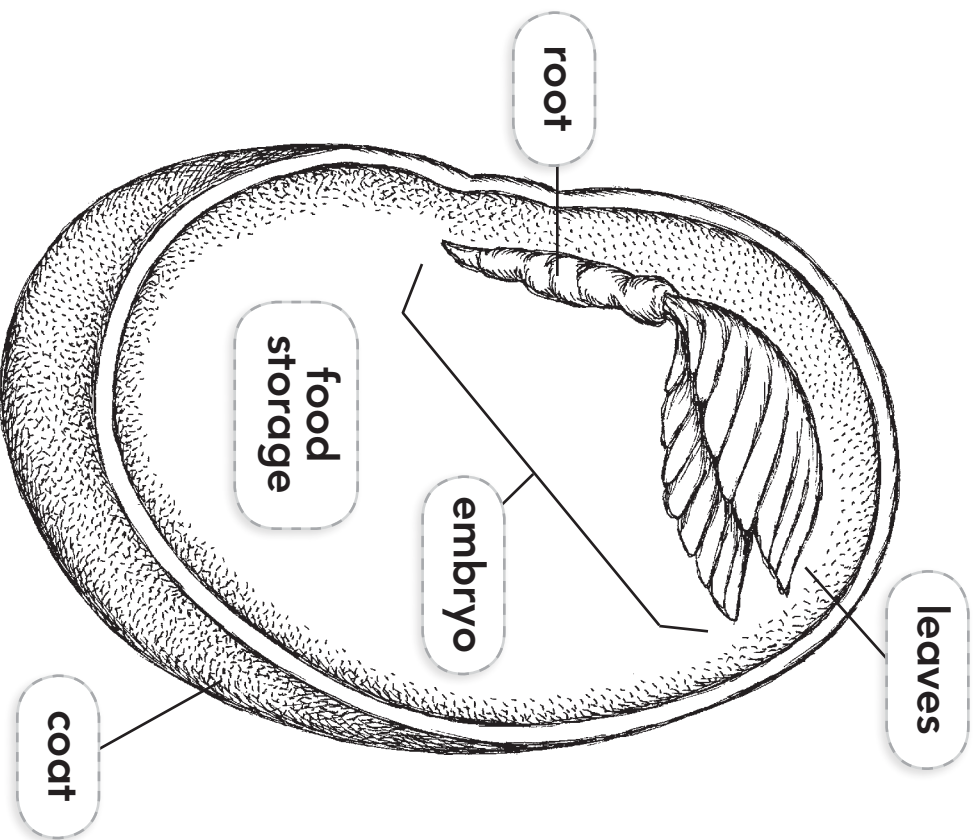
# Life Cycle of a Flowering Plant



by \_\_\_\_\_

## It's All in the Seed

A plant's life begins with its seed. The seed has everything it needs to grow into a plant. It houses the embryo, or baby plant. It also holds food for the embryo to use as it grows.



1



2

Pollen sticks to the insects, which carry it to other flowers.

The pollen fertilizes eggs in other blossoms.

This is called *pollination*.

**How do each of the following help plants grow?**

**Insects:**

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**Animals:**

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6

# Life Cycle of a Flowering Plant



5

A new plant grows.



1

Flowers grow on the plant.

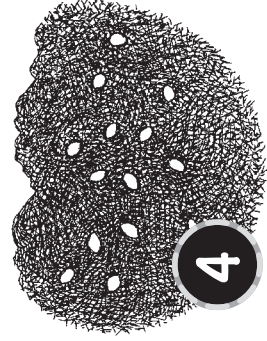
The blossoms attract insects.



3

Fruit grows on the plant.

Animals eat the fruit and its seeds.



4

Animals spread the seeds through their waste.

5

A coat protects us from the cold. Why do you think seeds have coats?

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Why do you think seeds have their own food storage?

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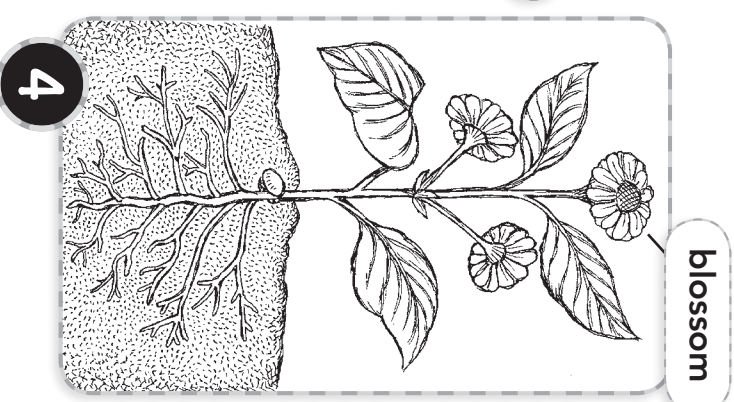
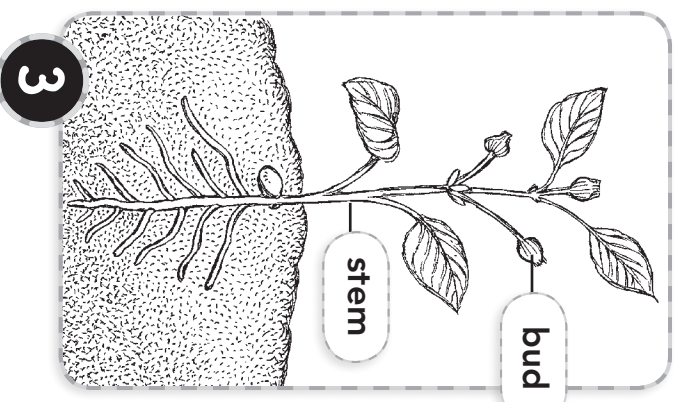
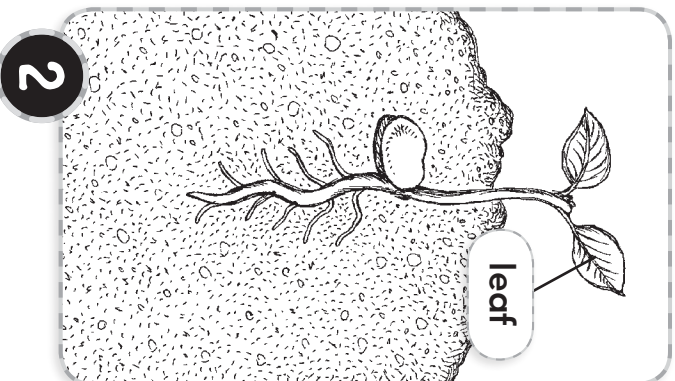
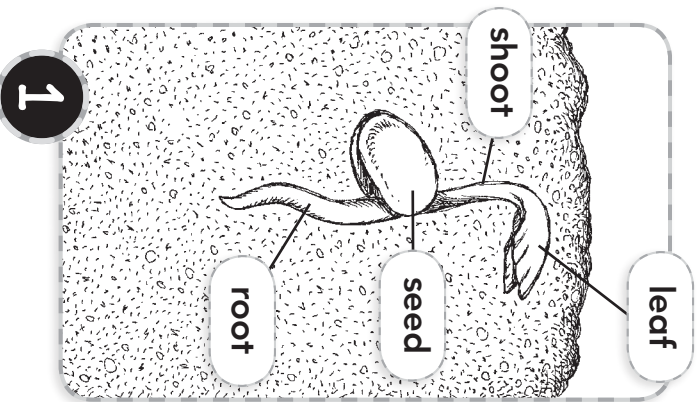
# From Seed . . . . .



# . . . . . to Plant

What happens to a seed after you plant it?

Follow the steps to find out!



1

2

3

4

The seed becomes soaked with water.

The roots grow deep into the soil.

The shoot is now a stem.

The plant grows taller and stronger.

The embryo breaks through the seed coat.

The shoot breaks through the soil.

More leaves grow from the stem.

The buds open into blossoms.

This is called *germination*.

Leaves grow from the shoot.

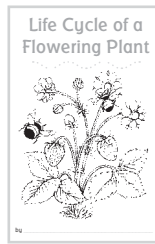
Buds appear on the plant.

3

4

# Extension Activity

## Life Cycle of a Flowering Plant



Point out that animals sometimes play a role in spreading seeds to other places. Then ask: What are some other ways that seeds might get spread around? After sharing their ideas, have students work in pairs to research different ways seeds travel. Discuss students' findings, then ask each student to write a first person account of a seed that left its plant to travel to other places. How did it travel? What happened to it along the way? Did it get planted? What kind of plant did it grow into? Did its own seeds leave and travel elsewhere? Encourage students to tell a complete story about their travels and life as a plant. When finished, invite them to illustrate their stories and then share them with the class.

## How to Use The Booklet

This booklet can be completed as homework or during class. Before students begin, walk them through each page so that they clearly understand the writing prompts and any challenges in the text, such as charts or diagrams. If students need additional support, guide them as they work on each section of the booklet. You might have students complete the booklet over the course of several days, working on a few pages at a time.

- \* **Activate Prior Knowledge:** Introduce the booklet with a discussion that activates students' prior knowledge. Ask what they know about the topic, what they think they'll learn when they complete the booklet, and what they would like to learn about the topic.
- \* **Walk Through the Booklet:** After introducing the booklet and discussing the topic, walk through the pages together to satisfy children's curiosity and to clarify the instructions. Point out the writing and drawing prompts and explain to students that although everyone is starting with the same booklet, they will each have a unique book when they are finished.
- \* **Read, Write, and Learn!:** Read and discuss the text together, pointing out vocabulary words and raising questions. Then move on to the accompanying writing prompts. Generate possible answers with students. Encourage students to write in complete sentences. Talk about what they learned from a particular section. Were they surprised about something they learned? Do they want to know more about a particular topic or piece of information?
- \* **Share:** At various points in the bookmaking process, have students share their written responses with their classmates. Draw attention to the similarities and differences in the responses.

## How to Assemble the Booklet

It works well to assemble the booklets together as a class. You might make one in advance to use as a model when introducing the booklet to students.

**Tip:** You may want to have students fill in their booklets before stapling them. This way the center pages will lie flat while they write in their responses.

### Directions:

- 1 Print the booklet.
- 2 Make double-sided copies of each page on standard 8 1/2-by 11-inch paper.
- 3 Fold each page in half along the solid line.
- 4 Place the pages in numerical order and staple along the spine.

