

YOUTH ART PROJECT FOR:

# Plant Cycle

## OBJECTIVE

Students will understand the plant cycle.

Set up/prep time:

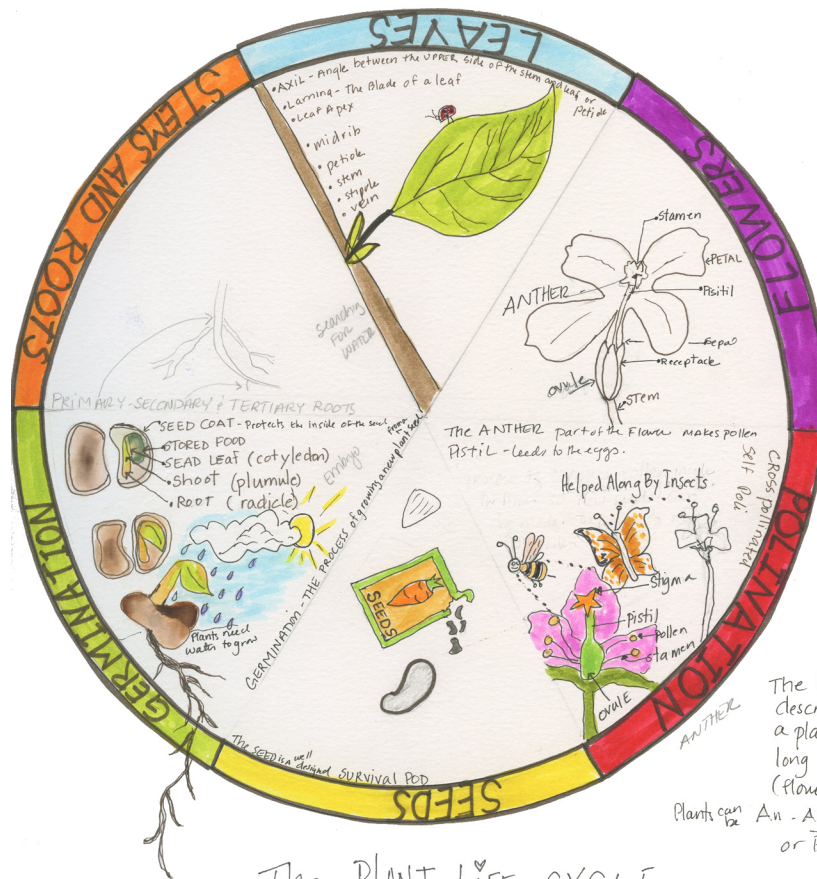
**30 minutes**

Activity Time:

**1-2 hours**

Materials Needed:

**White paper, pencil, eraser, ruler, colored pencils and or markers, a compass (to make the large circle) or a large circular shape to trace around**



The life cycle describes how long a plant lives or how long it takes to grow (flower and seed).  
Plants can be An - Annual, Perennial, or Biennial

The PLANT LIFE CYCLE



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## COMMON CORE STATE STANDARD

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ELA-CCSS.ELA-Literacy in Science.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

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## PRE LESSON ASSESSMENT

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What do the students already know about the plant life cycle?

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## VOCABULARY

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Plant Cycle, Stems, Roots, Pollination

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## RELEVANT RESOURCES

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### Content

[http://www2.bgfl.org/bgfl2/custom/resources\\_ftp/client\\_ftp/ks2/science/plants\\_pt2/](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks2/science/plants_pt2/)

<http://en.wikipedia.org/wiki/Pollination>

<http://en.wikipedia.org/wiki/Plant>

### Art

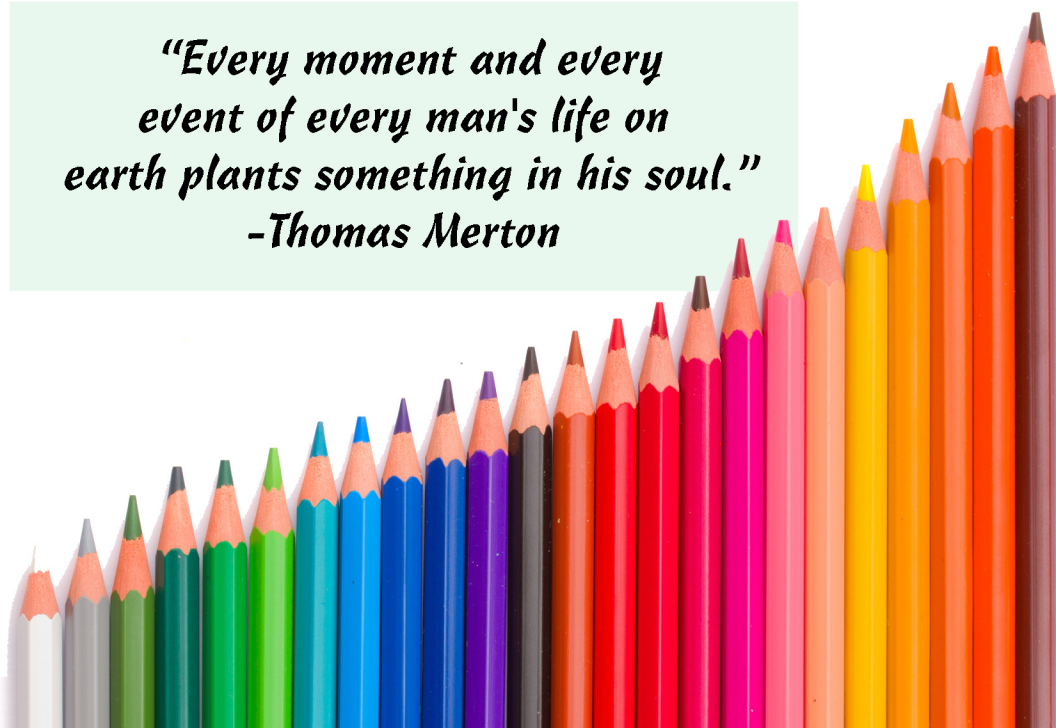
<http://www.buzzle.com/articles/life-cycle-of-bean-plant.html>

[http://www.fastplants.org/life\\_cycle/](http://www.fastplants.org/life_cycle/)

### Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

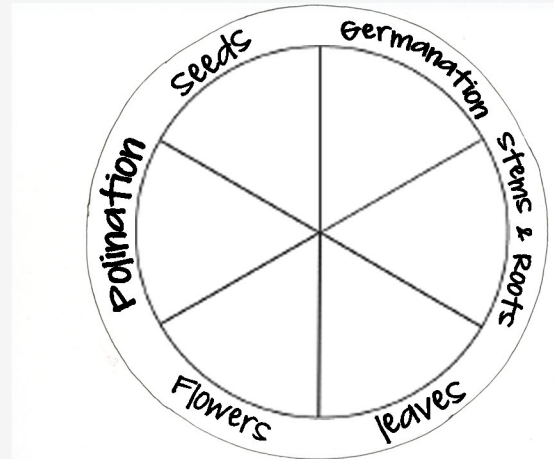
*“Every moment and every event of every man's life on earth plants something in his soul.”*  
-Thomas Merton





## STEP 1

With a pencil have students create the largest circle their paper will contain. Have them draw a smaller circle right next to the inside of the big circle (not more than  $\frac{1}{4}$  inch inside the big circle). Divide the circle -in to six equal parts (like a pizza). Label each of the six sections (on the pizza crust edge) with the six different Plant Life Cycle titles. (Seeds, Germination, Stems and Roots, Leaves, Flowers, Pollination).



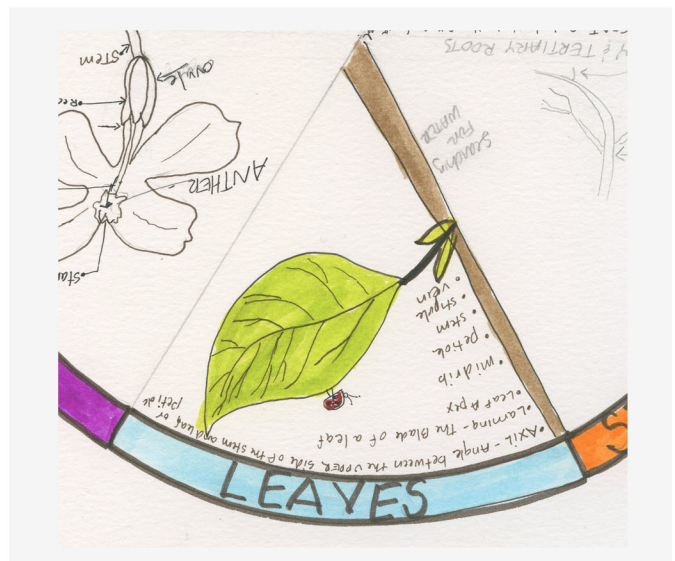
## STEP 2

With a pencil have them draw each of the different stages of the Plant Life Cycle. Have the students draw over their pencil lines with a fine tip pen, and erase the pencil marks. Have the students color in their drawings with colored pencil. Have them then put text and pictures in the “pie sections” that demonstrates their understanding of the cycle.



## STEP 3

Have students color their artwork, after which have them stand and share their art and their verbal understanding, of the Plant Life Cycle. Encourage them to also think of their life and living in relation to how a seed grows and develops.



### POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained about the Plant Cycle.