

BIOLOGY

Plants.

1 Label.



2 Complete the text.

Most plants have got four parts: roots, stem, leaves and flowers.

Roots grow in soil or water. The roots hold the plant in the ground. Plants use roots to get (1) *awetr* _____ and minerals. Water and minerals go through the (2) *rotso* _____ into the plant.

The **stem** supports the plant. The stem is the part of the plant between the roots and the leaves. The stem carries water and (3) *eraminls* _____ to the leaves.

Leaves grow on the stem. Leaves make food for the plant. (4) *Leeavs* _____ need (5) *iar* _____, sun and water to make food.

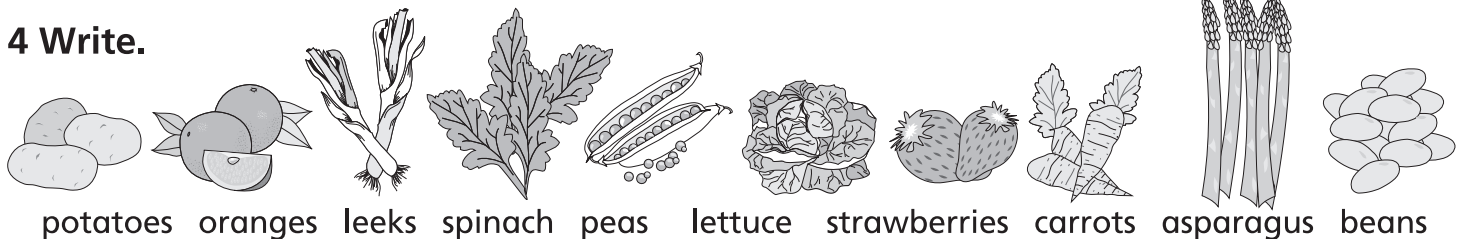
Flowers grow on the stems of plants. Flowers make fruits. (6) *Furits* _____ have got seeds. New plants grow from seeds.

3 Complete the sentences.

1. Plants get water and m _____ through the roots.
2. The stem is between the roots and the l _____.
3. The stem carries w _____ and minerals to the leaves.
4. Leaves need air, s ____ and water to make food.
5. Flowers make f _____.
6. Fruits have got s _____.
7. P _____ grow from seeds.

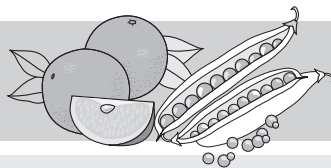


4 Write.



roots	stems	leaves	fruits	seeds

Plants.



Aim

- To study the main parts of plants.

Language focus

Key vocabulary: *roots, stem, leaves, flower, seed, soil, water, ground, minerals, grow, air, sun, potatoes, oranges, leeks, spinach, lettuce, peas, strawberries, carrots, asparagus, beans.*

Key language: *Most plants have got four parts. The stem carries water and food through the plant. Carrots are roots.*

Materials

- (Optional) Pictures of animals and plants.
- Worksheet.

Warm-up

- Show the pupils pictures of animals and plants or write *animals / plants* on the board. Elicit similarities and differences between animals and plants. Ask questions such as *Do animals move? Do plants move? Do animals need water? And plants? Do plants need sun?* Explain that animals and plants need *water, minerals, sun* and *air*. Animals can move but plants can't. (Plants move in the wind, but they don't go from one place to another, though seeds move so that new plants can grow in different places.)

Completing the Worksheet

Activity 1

- Ask the pupils to draw a plant in their notebooks. Invite some of them to draw their plants on the board. Ask the class to say which picture they like best. Point to the different parts of the plants on the board (roots, stem, leaves, flowers). Draw the soil too. Write and explain the words *roots, stem, leaves, flowers* and *soil* on the board.
- Write some true/false sentences about plants on the board, eg, *Plants have got roots.* (T) *Roots grow under the ground.* (T) *Plants can walk.* (F) *Plants need sun, air, water and*

minerals. (T) *There are plants on the moon.* (F) Ask the pupils to copy them in their notebooks and discuss in pairs whether they think the sentences are true or false. Help them with unfamiliar vocabulary as necessary.

- Explain that most plants have got four parts. Use the pictures on the board to explain why each part is important. *The roots hold the plant in the ground. The roots get water and minerals from the soil. The stem supports the plant. The stem carries water and minerals to the leaves. Leaves make food for the plant. Flowers make fruits. Fruits have got seeds. Plants grow from seeds.*
- Ask the pupils to label the picture.

Answers: 1-roots; 2-stem; 3-leaves; 4-flowers

Activity 2

- Read the text in Activity 2 with the class.
- Ask the pupils to unscramble the letters in *italics* and write the words to complete the text.

Answers: 1-water; 2-roots; 3-minerals; 4-leaves; 5-air; 6-fruits

Extension activity

Invite a pupil to draw a tree on the board. Invite some pupils to come to the front of the class and label the five parts of a tree: *roots, trunk, branches, leaves* and *flowers* (or *fruit*). Explain that trees have usually got trunks and branches instead of stems. Most trees have got *flowers* and then *fruits* (flowers make fruits).

Activity 3

- Ask the pupils to read the text again and underline the most important words. Invite pupils to write on the board some of the words they underlined. Ask the class if the words are important or not. If they think they are important (eg, *roots, soil, water, ground, plant, stem, food, leaves, air, sun, flowers, fruits, seeds*), leave them on the board. If they don't think they are important, erase them.

- Choose one of the words and make a sentence about plants, eg, *Stem. The stem is between the roots and the leaves.* Encourage some pupils to choose words and make sentences. The pupils then continue in small groups.
- The pupils do Activity 3 individually. Ask them to check their answers in pairs. Explain the cycle: *Plants have got flowers. Flowers make fruits. Fruits have got seeds. Plants grow from seeds.*

Answers: 1-minerals, 2-leaves, 3-water, 4-sun, 5-fruits, 6-seeds, 7-Plants

Activity 4

- Ask the pupils if they eat food from plants. Ask them questions such as *Do you eat oranges? Do you eat carrots? Do you eat lentils?* Elicit some more and write their answers on the board.
- Go through the different foods on the board and ask the pupils if they are *roots, stems, leaves, fruits* or *seeds*. *Are oranges roots? No, they are fruits. Are carrots leaves? No, they are roots. They grow in the soil.*

- Ask the pupils to write the names of the foods in Activity 4 in the table (one word in each space). Let the pupils compare their answers in pairs before checking with the class.

Answers: roots – potatoes, carrots; stems – leeks, asparagus; leaves – spinach, lettuce; fruits – strawberries, oranges; seeds – peas, beans

Fast finishers

Ask fast finishers to try to write one more word in each column in the table in Activity 4.

Extension activity

Bring a pupil to the front of the class. Say *Oranges!* and encourage the pupil to say *Fruit!* Encourage the pupil to name a food and you say which part of the plant it comes from. Continue with more foods from Activity 4. The class can then continue in pairs or small groups.