

CAMBRIDGE

The Thinking Lab

SCIENCE

NATÀLIA MALDONADO MARTÍN

ROSA BERGADÀ LLOBET

NÚRIA CARRILLO MONSÓ

PILAR OLIVARES AGUILAR

FLOWERING PLANTS



STARTING

The first stage of the module is called *Starting*. The activities in this stage will help us see what we know about the topic.

We will answer some questions about what we already know.

DISCOVERING

Now it's time to learn more about the topic.

Let's do the tasks and learn more. This stage of the module is called *Discovering*.



STRUCTURING

We've worked hard in the *Discovering* stage so now let's organise what we know.

This stage of the module is called *Structuring*.

CREATING

Now it's time to share what we have learned.

Are you ready for the big challenge? It's your turn to show what you now know. This stage of the module is called *Creating*.

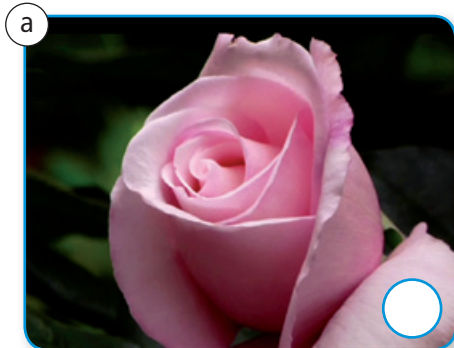




In Science class, our friends Emma and Joe tell us about flowering plants.



1 Watch the video story. Order the pictures.



I love colourful flowers! Roses, daisies, carnations and tulips.



So ... children, what day is it tomorrow?



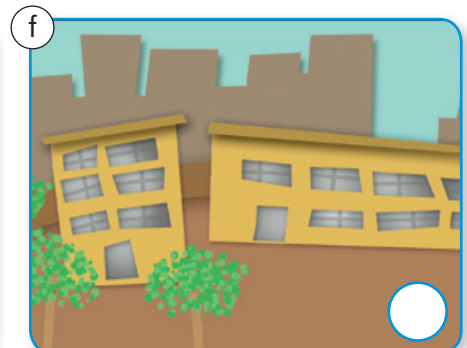
Who's going to look after the garden?



We could have a garden gnome with a little lamp!



We need gardening tools, fertilisers, and obviously plants.



Where, do you think, is the best place in the playground to have a green area or a garden?





2 WHAT DO WE KNOW ABOUT FLOWERS?



World Environment Day has raised some good questions about flowering plants. What do you know about flowers?

- 1** Imagine you are botanists. In pairs, make a flower using the materials provided. Then take a picture of your model and stick it here.

- 2**  In pairs, describe your flower. Then write some sentences about it.

- 3** Compare your flower with those of the other pairs in your class.

1 Are they similar? _____

2 What is the same about them? _____

3 What is different about them? _____





Joe and Emma don't know much about flowers.
How much do you know about flowering plants?



1 Read the following sentences about plants. Tick the sentences that are true.

- 1 Plants are living things.
- 2 Only plants that flower can reproduce.
- 3 The most important part of a plant is the flower.
- 4 Plants interact with the environment.
- 5 Plants die after flowering.
- 6 Plants make their own food.
- 7 Plants can move.
- 8 All plants produce flowers.

2 Imagine the different stages in the life of a flowering plant. Then draw them.

1	2	3
4	5	6





3 In pairs, compare your drawings. Share your ideas with the rest of the class. Write down the most frequent stages in the life of a flowering plant.

4 Watch the video story again. Write down the initial questions.

Question 1

Question 2

Question 3

Question 4

Do the previous activities help you answer these questions? Explain your answers.

Let's learn more about flowers!





To answer the questions properly we need to learn a bit more about flowering plants. These are the objectives of the module.



1 Match the parts of the sentences. Copy the objectives in your portfolio.

1 To identify plants ...

a ... of flowering plants.

2 To distinguish between ...

b ... in a cooperative way.

3 To identify ...

c ... and scientific drawings and descriptions.

4 To compare and distinguish different types of flowers ...

d ... the different parts of a flower.

5 To learn about the life cycle ...

e ... plants with flowers and plants without flowers.

6 To work together ...

f ... using proper scientific language.

7 To be able to communicate ...

g ... as living things.

8 To distinguish between artistic ...

h ... using the right tools.

