

Building Science Concept book on Flowers, Fruits and Seeds Book 25

An effective animation for the students I found was through the website Brainpop. I believe it would be helpful for children because they are learning while watching a cartoon movie, this caters for the children in the class who are visual learners. The students are able to watch the movie, which explores in a clear way 'how plants grow and grow and grow!' They will learn why flowers grow on apple trees, find out the parts of a flower and what each part does and they will discover what seeds are and how they sometimes go on long journeys to make new plants. This animation covers all of the three key topics from the activity book and shows the viewer through an easy way in which plants, fruits and seeds work and how they develop and their growth. This animation is well suited for a level one or two student and would be useful for building on their knowledge.

(<http://www.brainpop.com/science/cellularlifeandgenetics/plantgrowth/preview.weml>
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De Bono Thinking Systems. (2013). *Six Thinking Hats*. Retrived from:

<http://www.debonothinkingsystems.com/tools/6hats.htm>

(26 May, 2013).

University of Oregon. (2013). *Bloom's taxonomy of cognitive levels*. Retrieved from:

<http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/blooms.html>

(26 May, 2013).

Brain Pop (n,d). *Seed Plants*. Retrived from

<http://www.brainpop.com/science/diversityoflife/seedplants/preview.weml>

(26 May 2013)

Research in Practise (2000). *Young People's Participation*. Retrived from

www.rip.org.uk/my-rip/network.../379-young-peoples-participation

(26 May 2013)

This online resource has been used to help reinforce the knowledge that they have learnt in the past lessons. It is also a good lesson to do as the seeds they have planted will take a few days to sprout, this activity gives them time and is perfect academic source to fill in a lesson to extend the students knowledge. View academic resource here- <http://arb.nzcer.org.nz/resources/science/living/0500/1w0654.htm>