

## Making new plants Book 26

Depending on the level of the students I would be teaching the lesson to I would then use a worksheet like this one: <http://arb.nzcer.org.nz/resources/science/living/0500/lw0506.htm>. This would be handed out when the students got back to the classroom from being out in the field observing. This way they would have both a theory and practical knowledge to draw information from.

The third and final section involves the activity where the students will learn the final step in successfully making a plant from the pollen now being used in pollinating the seed. The students will put all the four elements into use in this activity. Understanding how the process works from investigating, communicating and contributing and participation in the previous activities. We would look at how, where and why the seeds are located where they are. This could be done with older students by them cutting flowers open and comparing the different positions of seeds to that of where the pollen arrives at the flower for pollination (Ministry of Education, 2000). For the younger ones I would do the cutting. From this the students should now be confident in describing how new plants are made. This

Animation: <http://arb.nzcer.org.nz/search/download.asp?DocTitle=LW1050> would then be used to show the students what happens to the pollinated seed once in the ground, finishing off the making of a new plant.

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Ministry of Education. (2007). The New Zealand Curriculum Online. Retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/Science> (5/10/2013).