



Review – How plants grow

TIMING

1 hour 30 min

MATERIALS *per group*

Pencils
A2 paper
Photos (digital camera prints) of the previous experiments
Scissors
Gluestick
Photocopies of sheet E17

SKILLS

Discussion
Teamwork

KEYWORDS

All keywords in Modules 1-9

CROSS CURRICULAR

ACTIVITY

Art

Overview

This unit provides opportunities for review and to assess learning. Children draw 'Concept maps' on a poster addressing the topic of plant growth. All keywords and photos of the experiments that they have carried out should be arranged on this map. The posters they make can be displayed in a prominent place.

Aims

Children can put pictures of each experiment in order with respective keywords or key concepts.

Teaching sequence

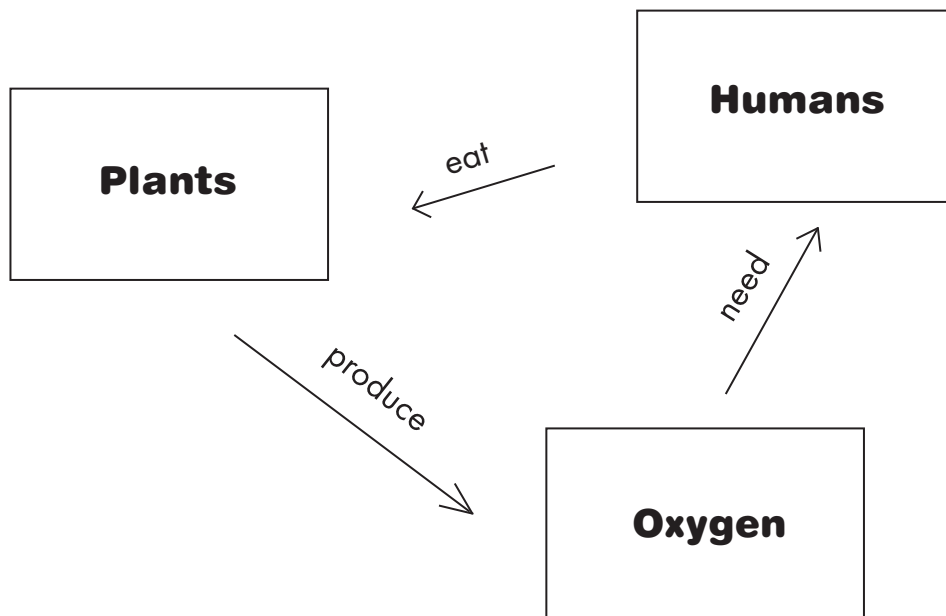
1. Divide the children into small groups (3-4).
2. Demonstrate what the children will be doing, with help from the Teachers' notes and a simple example.
3. Hand out sheet E17 and materials.
4. Explain the process:
 - children cut up the labels
 - they decide together where to put the cards on the A2 paper and in which order. If a label doesn't fit, it can be left out. If extra labels are needed, they can be written on blank cards
 - ensure that there is a decision and that everyone agrees with the placing before a label is stuck in place on the poster. Bear in mind that photographs will be added to the poster later – use the whole space
 - draw lines between the labels to show where there are relationships
 - one or more words can be written on the lines to show how the labels are related
5. Explain the next task:
 - a photo of an experiment should be put next to one of the labels
 - children then discuss what they found out when they did each experiment
 - the picture can then be attached to the poster when everyone has agreed on a sequence
 - lines are drawn between each photo and a suitable label
6. When all groups are ready, the photographs (digital camera prints) of the experiments are distributed and the activity completed.
7. Each group presents its poster. Children explain the reasons for linking the labels.



Teachers' notes

Concept maps can be used to assess conceptual understanding of a specific topic. The children arrange keyword labels from the project and relate them to each other to show what they have learned. They draw a line between terms and write something about their relationship to show their understanding.

Example for a simple concept map



By linking photos of the experiments with a particular definition card in the concept map, children have to think again about the meaning of a particular experiment and what they found by doing it.

Photosynthesis concept mapping

Oxygen

Leaf

Stomata

**Carbon
Dioxide**

Leaf Veins

Water

Roots

Light

Sugars

Plant Growth

Starch

Fresh Air

Exhaled Air

Much Oxygen

Little Oxygen

**Little Carbon
Dioxide**

**Starch Storage
Organs**