Sunflower Changes

Identify life-cycle changes and measure two stem models.

L.1.2.1 "Investigate, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (i.e., germination, growth, reproduction, and seed dispersal)..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	flower	seed	sprout
b	root	flower	leaf
c	seed	petal	root

2 MEASURE STEMS

sprout	
flower	

ANSWER KEY

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HOW TO RUN THIS PAGE

Before class, use a pencil to draw two straight stem lines on paper. Make each line a whole number of paper clips long, label the shorter line sprout and the longer line flower. Read the rows aloud, then have students measure the models and record their findings.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "I will read the words in each row. Listen to what happens to the sunflower, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	A tiny root and stem come out as a sunflower begins to grow. Which word names the new young plant?	**sprout**
b	Which part of a grown sunflower makes new seeds?	**flower**
c	A bird carries part of a sunflower to a new place. Which part could grow into a new sunflower there?	**seed**

PART 2 · MEASURE STEMS

SAY "These pencil lines model sunflower stems at two times. Use paper clips to measure each line, then write its number of clips in the box with the same word."

- Box 1 (beside sprout): **The number of paper clips along the sprout stem line.**
- Box 2 (beside flower): **The number of paper clips along the flower stem line.**

WHAT TO ACCEPT

Circle sprout, flower, and seed, in that order. Accept each measured whole-number count if it matches the teacher's line; the flower count must be greater than the sprout count.