Bean Plant Changes

Students use an informational text to model two stages of a plant's life.

L.K.2.1 "Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization..."

NAME _____ DATE _____

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

1 CIRCLE IT

a

root	**flower**	**seed**

b

leaf	**flower**	**root**

2 SHOW CHANGE

first	
later	

ANSWER KEY

Bean Plant Changes

HOW TO RUN THIS PAGE

Read the short informational text aloud, then read each row's choices and question. Students use the text to identify changes, draw a two-stage model, and explain their drawings aloud. Record any support you give separately.

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 "Listen to this information text about a bean plant. A bean seed takes in water, then a root grows down and a stem grows up with leaves. As the plant gets older, it can grow flowers that make new seeds."

ROW	SAY	STUDENTS CIRCLE
a	These choices say root, flower, seed. What starts growing after the seed takes in water? Circle one.	**root**
b	These choices say leaf, flower, root. What can an older plant grow that makes new seeds? Circle one.	**flower**

PART 2 · SHOW CHANGE

SAY "Use the information text to make two drawings. In the first box, draw what happens just after a bean seed takes in water. In the later box, draw a change that can happen to the older plant. What changed? Tell me about your drawings."

- Box 1 (beside first): **A seed with a root beginning to grow.**
- Box 2 (beside later): **An older plant with a flower.**

WHAT TO ACCEPT

Circle root, then flower. Accept drawings that show a root emerging from a seed and a later plant with a flower; listen for an oral explanation of that change.