

Growing Plant Path

Listen for plant and animal clues, then connect each plant stage.

K.13 "Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	roots	leaves	flowers
b	eyes	ears	paws

2 PLANT CHANGES _____

seed	•	•	flower
seedling	•	•	seedling
plant	•	•	fruit
flower	•	•	plant

HOW TO RUN THIS PAGE

Read every printed choice aloud before students mark it. Students circle a plant part shared by a young plant and its parent, identify an animal structure, and record the next changes in a simple plant life cycle. 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 and ask a question. Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	A young bean plant and its parent bean plant both have green, flat parts that take in light. Which word names those parts?	leaves
b	Which animal part helps an animal hear?	ears

PART 2 • PLANT CHANGES

SAY "I will read each word on the left and each word on the right. Draw a line from each plant stage on the left to the stage that comes next."

- **seed** matches **seedling**
- **seedling** matches **plant**
- **plant** matches **flower**
- **flower** matches **fruit**

WHAT TO ACCEPT

Circle leaves in the first row and ears in the second row. Match seed to seedling, seedling to plant, plant to flower, and flower to fruit.