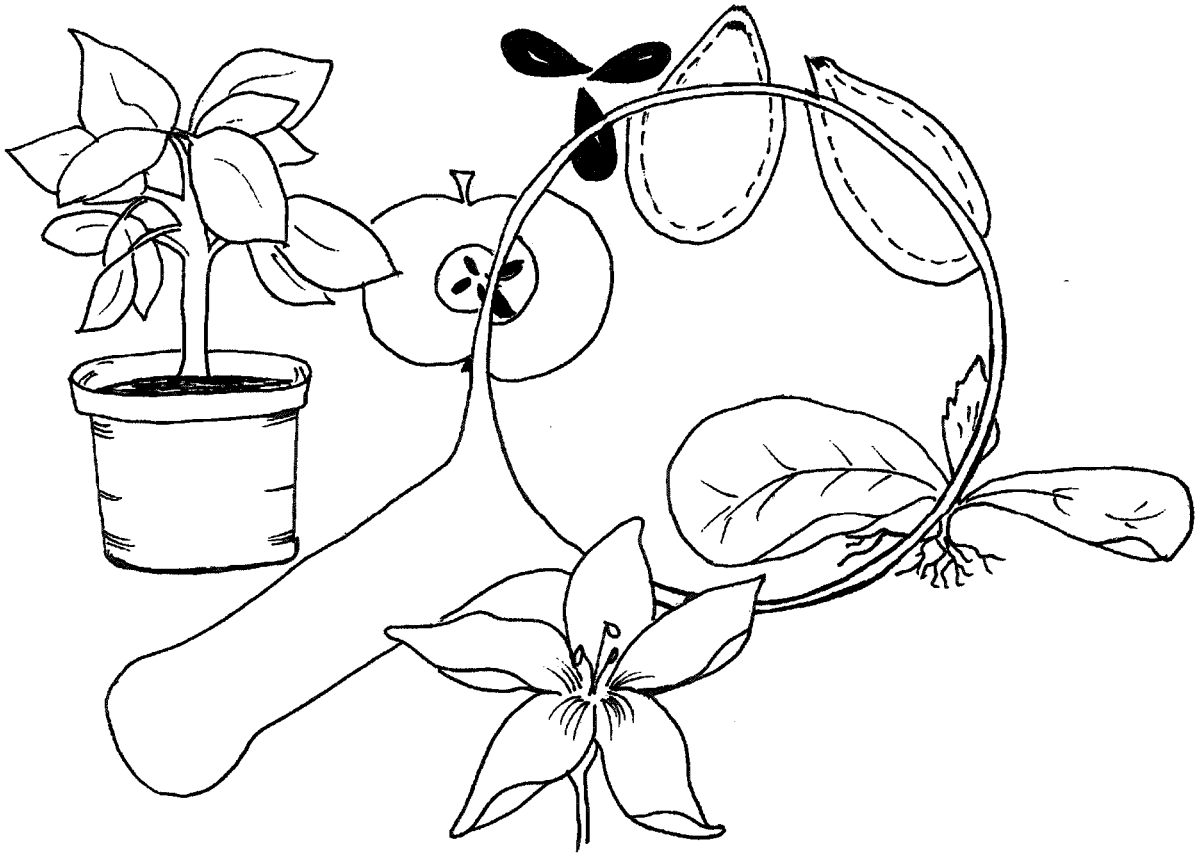


BATTLE CREEK AREA

Mathematics &
Science Center

Student Journal
2LS

A Plant's Life



A Second Grade Unit
supporting the
Michigan Science K-7 Content Expectations

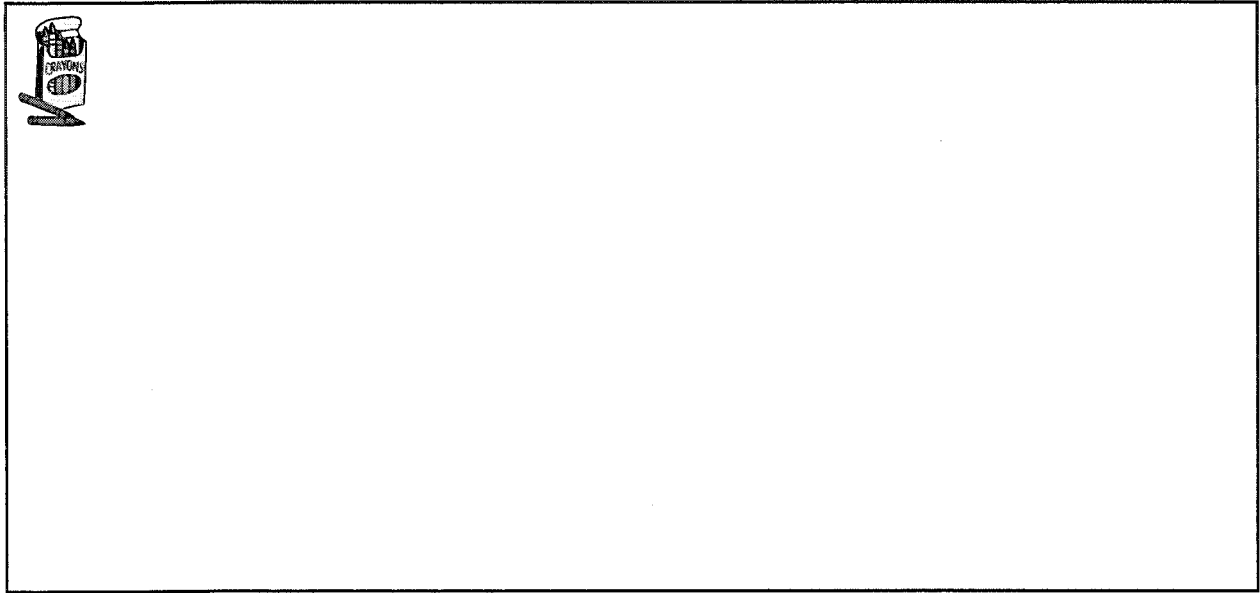
Name: _____

Name _____

Date _____



1. Draw a picture of your seed.



2. Write what you think your seed needs to grow.

A small icon of a pencil is positioned at the start of the first set of writing lines.



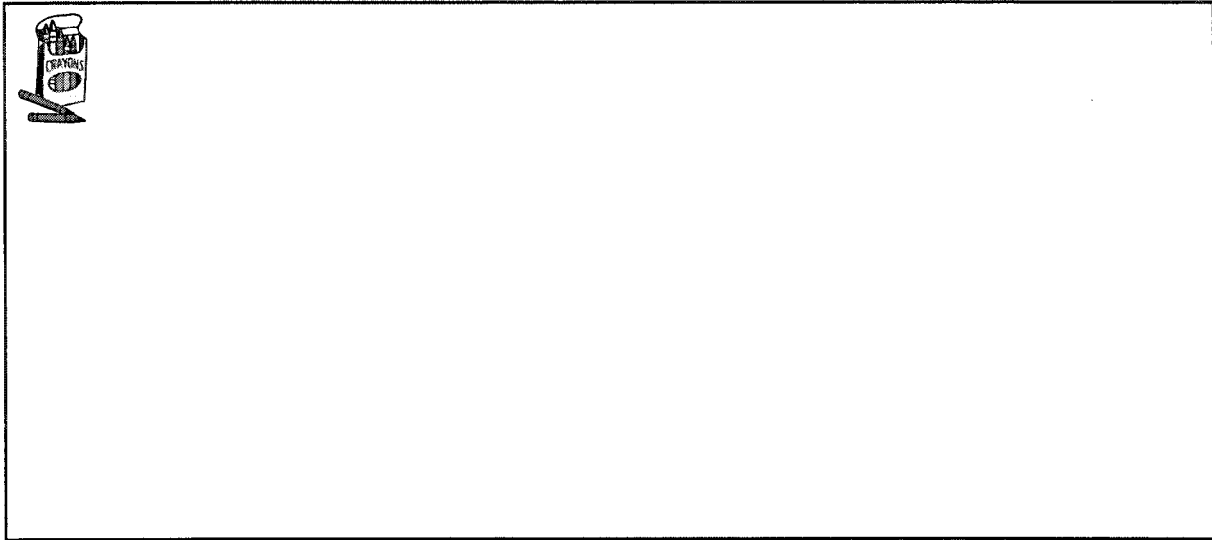
Name _____

Date _____

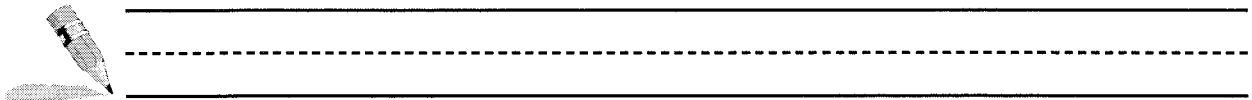
2

How a Seed Grows

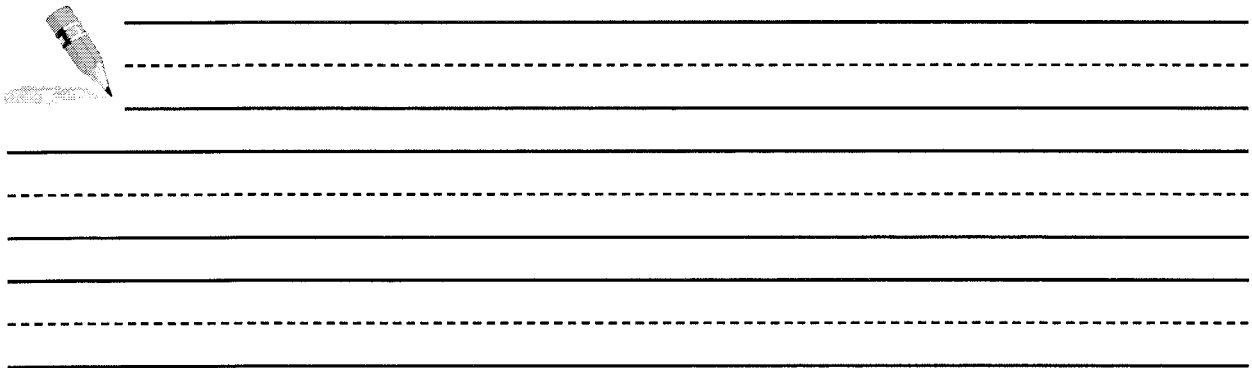
1. Draw a picture of the inside of the bean seed.



2. What do you think the seed needs to help it begin to grow?



Tell why you think that.

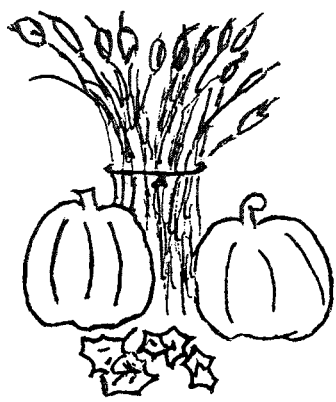


Name _____


Date _____



A second grade class decided to plant a pumpkin patch in the spring. They cleared an area of the schoolyard that had plenty of space and sunlight. The teacher was worried that the pumpkin plants would not sprout before the students were dismissed for summer vacation.



What could the class do to help the pumpkin seeds sprout more quickly?





A C T I V I T Y

Investigating What Seeds
Need to Grow

Name _____

Date _____

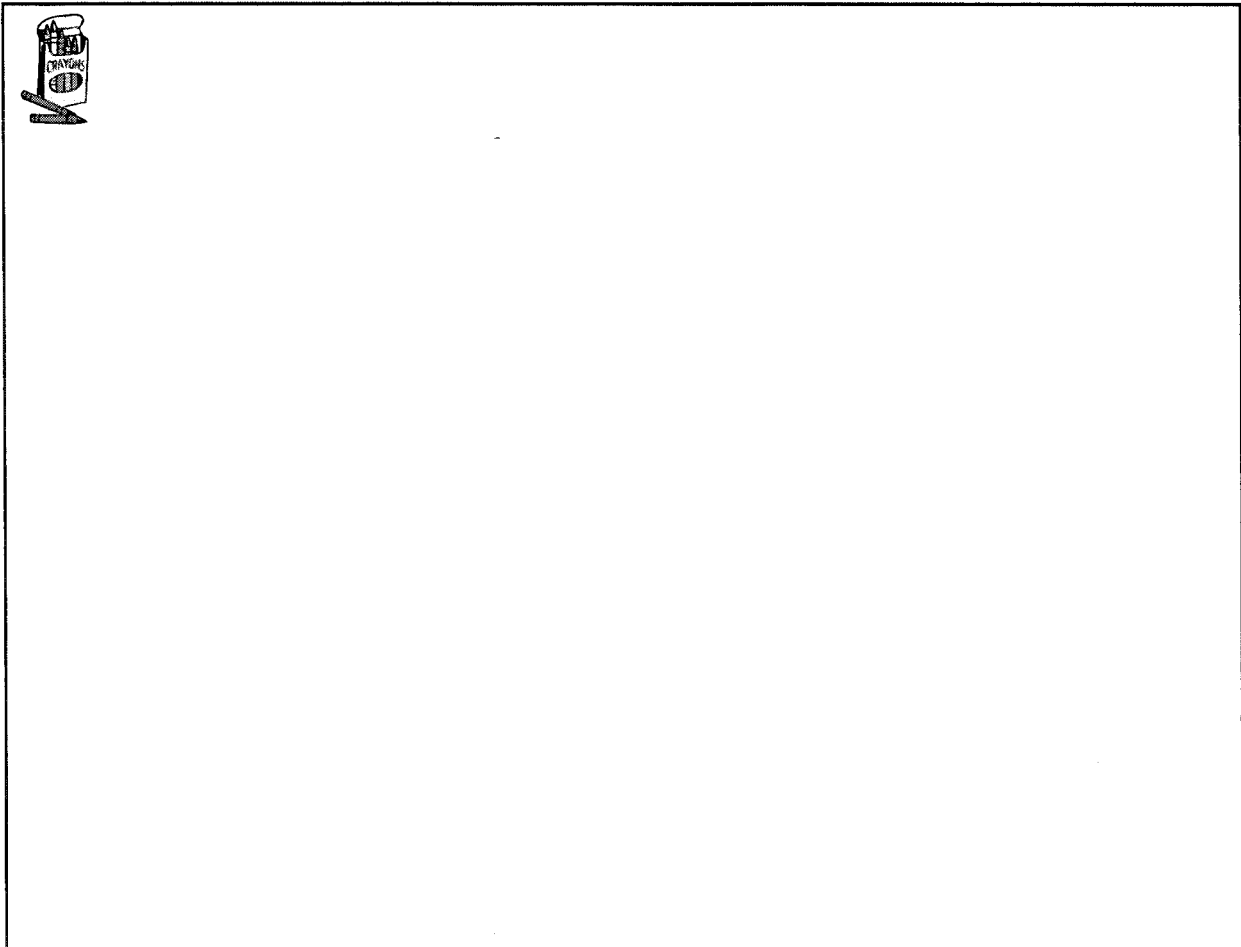
3

1. List two questions you would like to investigate.

a. _____

b. _____

2. Write or draw a plan to answer the question you chose to investigate.



Name _____

Date _____

A C T I V I T Y

Investigating What Seeds
Need to Grow (cont.)



3

3. Draw a picture of how your investigation looks.



A C T I V I T Y


Investigating What Seeds
Need to Grow (cont.)

Name _____


Date _____

3

4. Write what you have changed in the conditions for seeds to grow.



5. Write what you think will happen to your seed.



Name _____

Date _____



Write what you have learned from your investigation.
What do seeds need to grow?



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing.



Name _____

Date _____

4

My Plant Growth Graph

growth in centimeters

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 2

_____ Date

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 3

_____ Date

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 4

_____ Date

Name _____

Date _____



My Plant Growth Graph

growth in centimeters

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 5

Date

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 6

Date

18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1

control plant investigation plant

Observation 7

Date



A C T I V I T Y

Taking a Look at Trees

Name _____

Date _____

6

1. Draw two different plants you observed on the schoolyard.



A large empty rectangular box for drawing.

Name _____

A C T I V I T Y
Taking a Look at
Trees (cont.)



6

2. Tell how the plants are the same and how they are different.



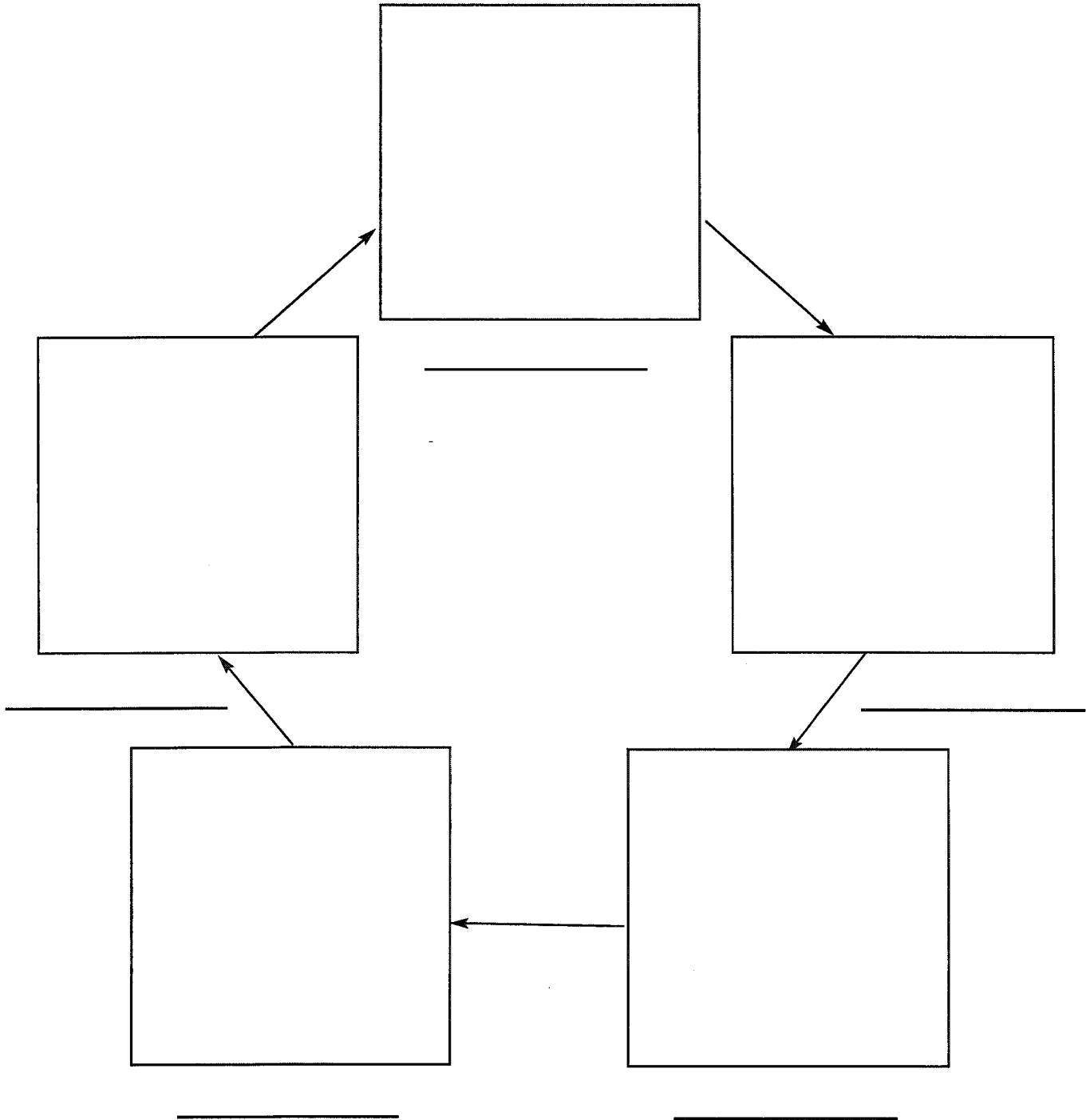


Name _____

Date _____

6

1. Cut out the pictures on the handout, *Life Cycle of an Apple Tree*, and paste them in order of the tree's life cycle. Label your pictures.



Name _____

Date _____



2. Write a story about how an apple seed grew into a tree.



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



A C T I V I T Y

What Do Plants Need to Grow and Survive?

Name _____

Date _____

7

1. Write the question you are investigating.



2. Predict what you think will happen.



3. Write a plan to answer your question.



Name _____

Date _____



4. Draw or write what materials you will need.



5. Write how you will record your observations and findings.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.



A C T I V I T Y

What Do Plants Need to
Grow and Survive? (cont.)

Name _____

Date _____

7

Observation Chart

7 - 10 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		

11 - 14 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		

Name _____

Date _____



Observation Chart

15 - 18 days	Draw	cm tall
Date: _____		
Plant in dark		
Plant in light		

19 - 22 days	Draw	cm tall
Date: _____		
Plant in dark		
Plant in light		



ACTIVITY

What Do Plants Need to Grow and Survive? (cont.)

Name _____

Date _____

Observation Chart

23 - 26 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		

27 - 30 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		

Name _____

Date _____



Observation Chart

31 - 34 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		


35 - 38 days Date: _____	Draw	cm tall
Plant in dark		
Plant in light		

Name _____


Date _____



1. Write the question you are investigating.



2. Write a plan to answer your question.





A C T I V I T Y

Investigating Plants and Water (cont.)

Name _____

Date _____

8

3. Draw or write what materials you will need.



4. Write how you will record your observations and findings.



Name _____

Date _____

A C T I V I T Y
Investigating Plants and
Water (cont.)



8

Plants and Water Observations



A C T I V I T Y

**Investigating Plants and
Water (cont.)**

Name _____

Date _____

8

Plants and Water Observations

Name _____

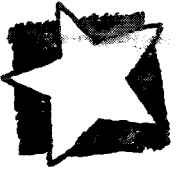
Date _____



Write what you found out from your investigation. Use your data in your answer.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for writing.




Name _____


Date _____

9

1. Write the question you are investigating.



2. Write a plan to answer your question.



Name _____

Date _____

A C T I V I T Y
Investigating Plants
and Air (cont.)



9

3. Draw or write what materials you will need.



4. Write how you will record your observations and findings.





A C T I V I T Y

**Investigating Plants and Air
(cont.)**

Name _____

Date _____

9

Plants and Air Observations

Name _____

Date _____

A C T I V I T Y

Investigating Plants and Air
(cont.)



9

Plants and Air Observations

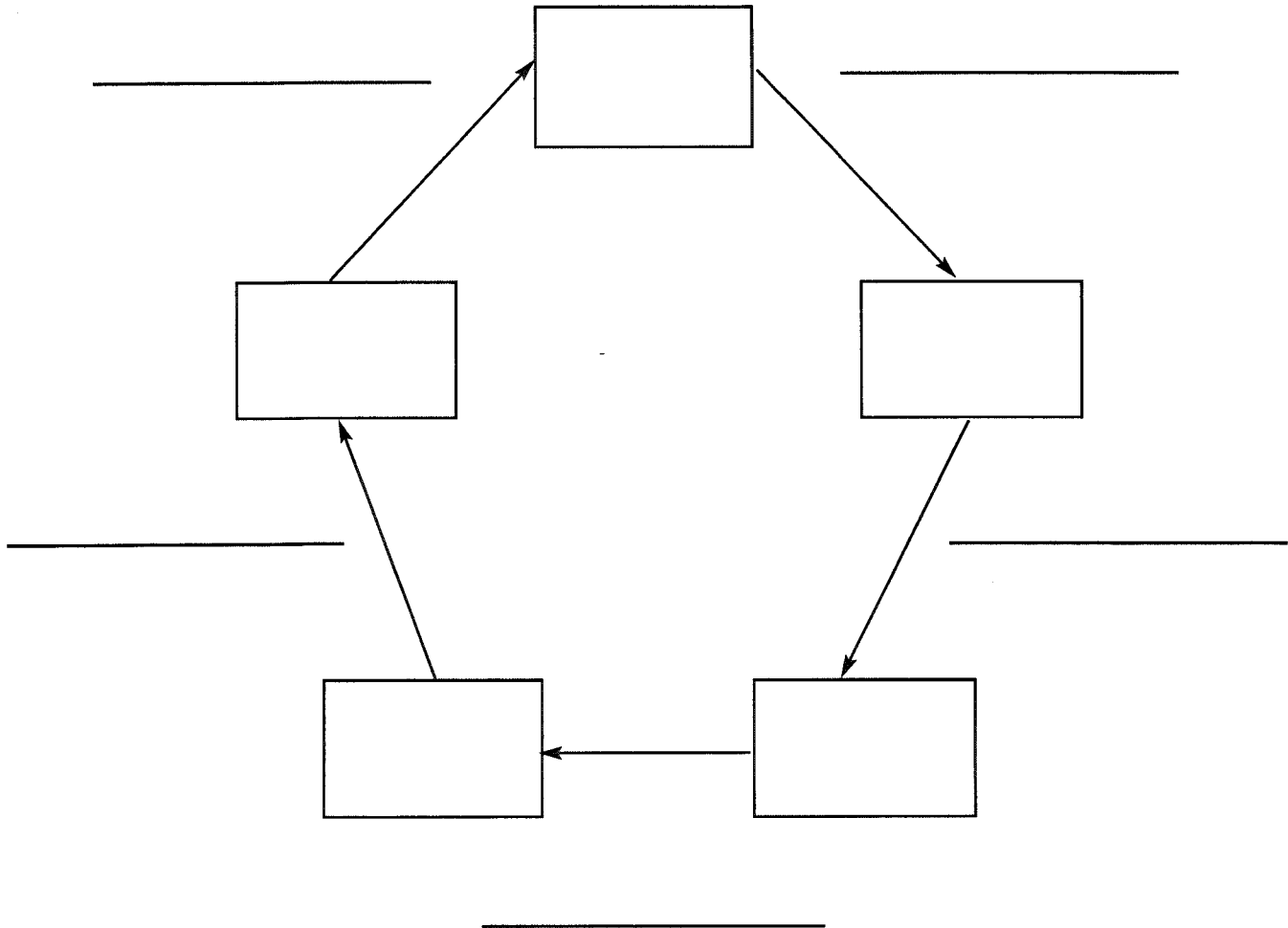


Name _____

Date _____

10

1. Draw and write the life cycle of a pumpkin plant on the chart below.



Name _____



Date _____

10

2. Write what happens after the pumpkin plant dies.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).




Name _____

Date _____

12

Plant Life Cycle	Animal Life Cycle
seed seedling (sprout) young plant adult plant seed	egg baby (larva) young animal (larva) adult animal (butterfly) egg

1. Look at the life cycle charts above. Write about how they are alike and how they are different.



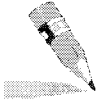
Name _____



Date _____

.....

2. Circle what all plants need to survive.



- a. air
- b. water
- c. light
- d. fertilizer
- e. people

3. Circle what all animals need to survive.



- a. water
- b. air
- c. food
- d. houses
- e. people



A C T I V I T Y

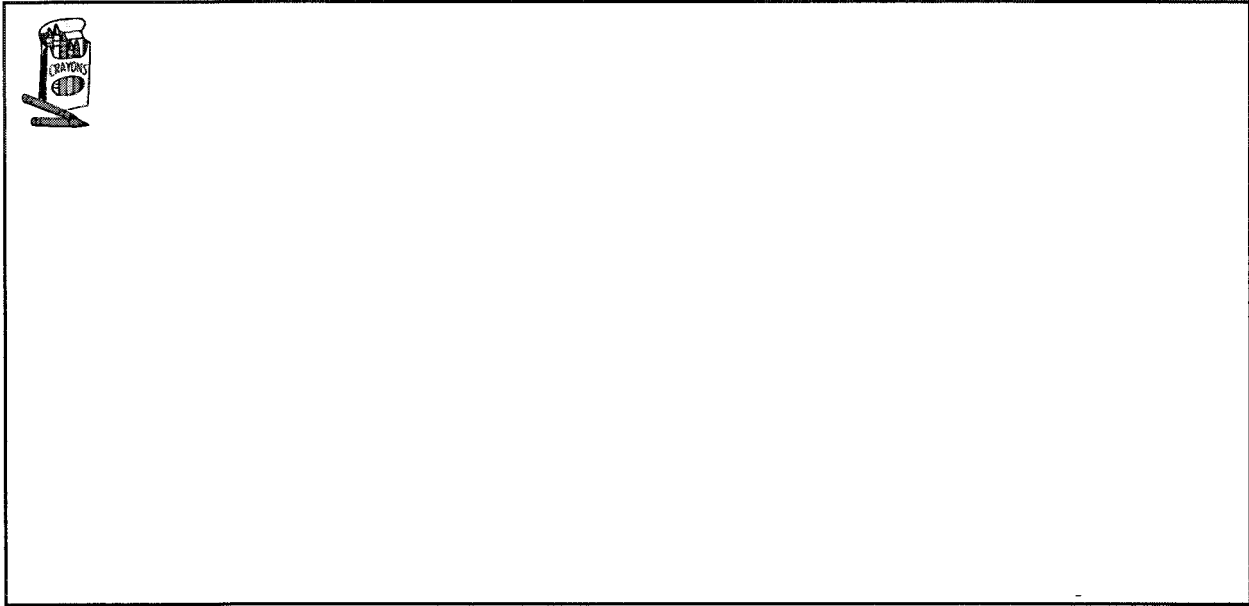
How Does Your Garden
Grow?

Name _____

Date _____

13

Complete the story of Jack's Garden by drawing and writing what happens after the plants grow flowers.





.....

baby plant - The baby plant is the part of the seed that will grow into a mature plant when the proper growing conditions are present.

characteristics - Characteristics are the features of organisms that help them to survive.

control - A control is the part of an investigation that does not change. The control is used to compare changes in what is being investigated.

evidence - Evidence is what a person observes, reads, or does that strengthens a belief that something is true. It is important to know what the evidence is for a person to write statements or talk about a science investigation.

flower - A flower is a plant part where seeds are formed.

flowering plant - A flowering plant is a plant that produces a fruit and seeds.



Key Terms (cont.)

food storage - The food storage is the part of the seed that holds the food necessary for the baby plant to grow. The food storage area provides the food for the plant until the roots are developed sufficiently to absorb minerals from the soil.

fruit - A fruit is a plant part that has seeds.

germinate - Germinate is to begin to grow.

investigation - An investigation is a way to find out about things we do not know.

leaf - A leaf is a plant part that grows out of the stem. Together leaves make up the foliage of the plant.

life cycle - A life cycle is all the changes a plant or animal goes through between its birth and its death. Every living plant and animal has a life cycle.

needs of plants - Needs of plants are different things that plants require in order to survive. Space, water, and light are needs of plants.



.....

observe - To observe is to look at something closely, using the senses to find out about it.

parents - Parents are the adult animals or plants that produce offspring or young.

plant - A plant is a living thing that makes its own food and usually has a stem, leaves, roots, and flowers.

predict - To predict is to say what we think will happen using what we know.

seed - A seed is a baby plant and nutrition, closed in a protective coat, that will grow into a new plant when exposed to the appropriate temperature and water.

seed coat - The seed coat is the protective outer shell that surrounds the seed parts.

sprout - A sprout is a new stem or root coming from a seed.

stage - A stage is a step in the progress of a life cycle.



Key Terms (cont.)

survive - To survive is to remain alive, to keep on living.

young - A plant or animal that is young is one that is in the very early part of its life. Parents produce young. A seedling is a young plant.