

**Science - Year 3**

Plants – Block 3P

# **Roots and Shoots**

Session 2

**Resource Pack**

## Session 2 Teachers' Notes

### **Ongoing Observations of Seedling Investigation**

Making repeated observations over time is an important scientific skill. The children set up this investigation during Session 1 to try to determine which requirements are important in the growth of healthy plants. Ideally children should have the opportunity to make observations more regularly than weekly. They will need to measure the height of their 3 seedlings and make notes on their appearance on the task sheet begun in Session 1. For meaningful comparisons to be made, it is important for the children to collect the 3 seedlings together in one place. Subtle differences in condition will then be more apparent. Children will become quicker and more independent on making observations with practice and you will soon find you can set them off on the task with very little supervision. Provide additional copies of the second page of the Session 1 Investigation task sheet as necessary.

### **Whole Plant Specimens**

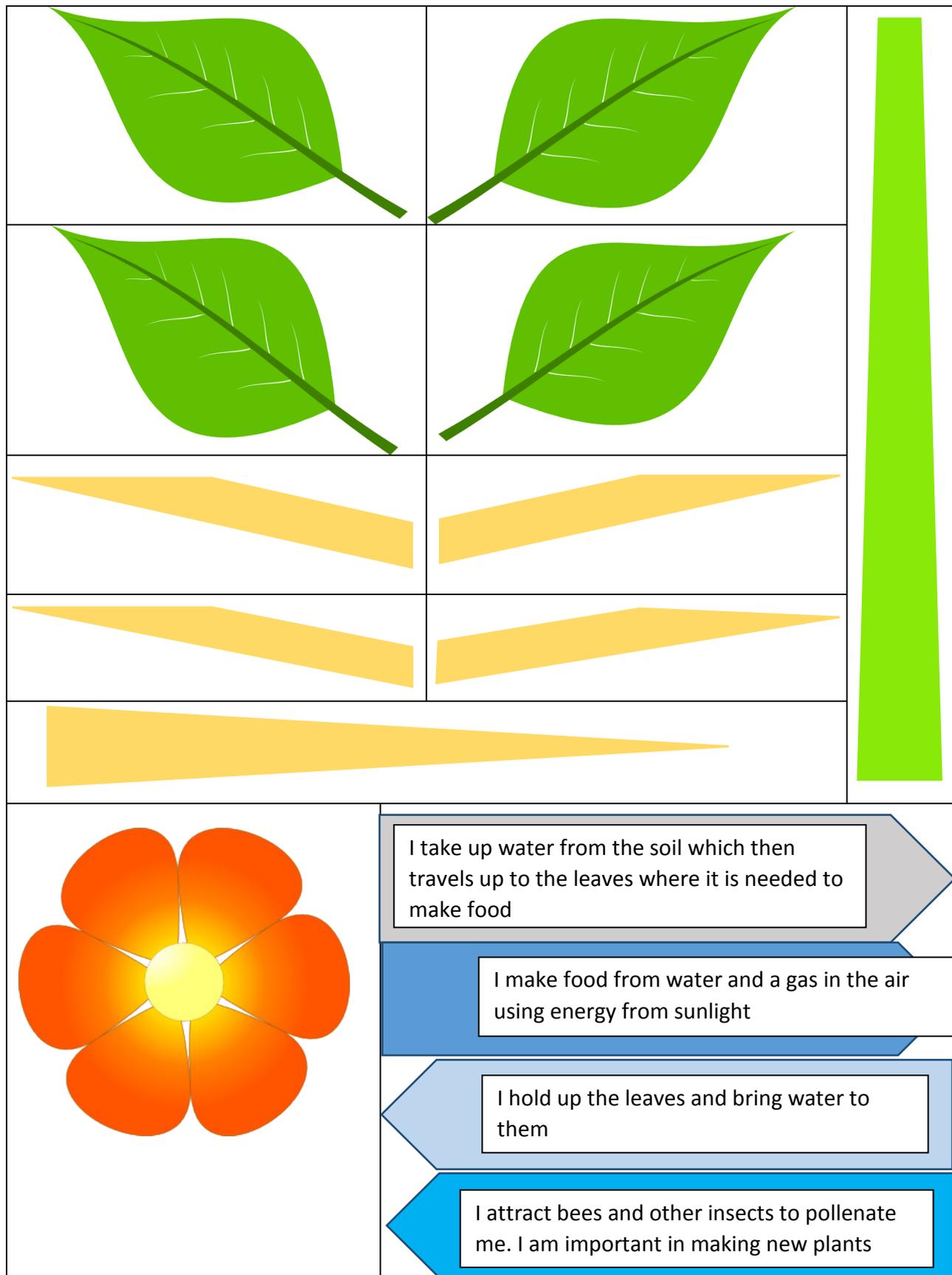
During this session the children will be observing a number of whole plant specimens so that they can explore first-hand the variety of colour, shape and size in roots, stems, leaves and flowers. The plants should be intact with roots attached. You should aim to provide enough whole plants for children to have one between two with a few spares for choice. Bear in mind that it is illegal to dig up wild plants so you will need to source them from gardens or other land with the owner's permission. Weeds are a great source of plants that people are generally happy for you remove. Of course if you have a school garden, you could involve the children in digging up the weeds which will add to the richness of the learning experience. You could also consider using some whole food plants which you could buy from a green grocer or supermarket, e.g. carrots or radishes with the tops on or living lettuces (that come in a punnet with compost). Try to include a variety of different plants – perhaps a minimum of 7 varieties and try if possible to include some with flowers.

**Health Warning – If children are handling soil, comply with your school's health and safety policy on avoiding infection from micro-organisms, e.g. providing gloves and washing hands**

### **Preparing Your Specimens**

Prepare your specimens ahead of the lesson by washing the soil away from the roots – either use a bucket of water or an outside tap to avoid blocking the sink! Blot excess water from the roots and then lay the specimens out on individual sheets of card. Place these to one side ready to bring out when needed.

## Flower Power Game Pieces



## Reminder Sheet

Playing Piece	
 <b>Stem</b>	1
 <b>Leaves</b>	2
 <b>Flower</b>	3
 <b>Labels</b>	4
 <b>Side roots</b>	5
 <b>Tap root</b>	6

- You need a 6 (a tap root) to start
- You can only add on parts that are touching
- You can only add labels to a finished section
- Call out “Flower Power!” once all your parts have been placed
- The winner is the first team finished