

Session 2 Cycle of life

Equipment

FOR THE CLASS

- class science journal
- word wall
- TWLH chart
- 1 enlarged copy of 'What's its story?' (Resource sheet 6)
- video on the regeneration of eucalypts after a fire (see 'Preparation')

FOR EACH STUDENT

- science journal
- 1 copy of 'What's its story?' (Resource sheet 6)

Preparation

- Prepare an enlarged copy of 'What's its story?' (Resource sheet 6).
- Source a video on the regeneration of eucalypts after a fire. For example, see 'After the fires' <http://www.abc.net.au/gardening/stories/s4005912.htm>
- *Optional:* Display 'What's its story?' (Resource sheet 6) on an interactive whiteboard. Check the PrimaryConnections website to see if an accompanying Interactive Teaching Resource (ITR) has been developed (www.primaryconnections.org.au).

EXPLAIN

Lesson steps

- 1 Review the previous lessons using the TWLH chart and class science journal.
- 2 Introduce the enlarged copy of 'What's its story?' (Resource sheet 6). Explain that students will create a flow chart to show the life cycle of a eucalypt using the images from the resource sheet.
- 3 Ask students to include words and phrases to describe what helps it grow and what does not. Discuss the purpose and features of a flow chart.

Literacy focus

Why do we use a flow chart?

We use a **flow chart** to show a sequence of events or the stages in a process.

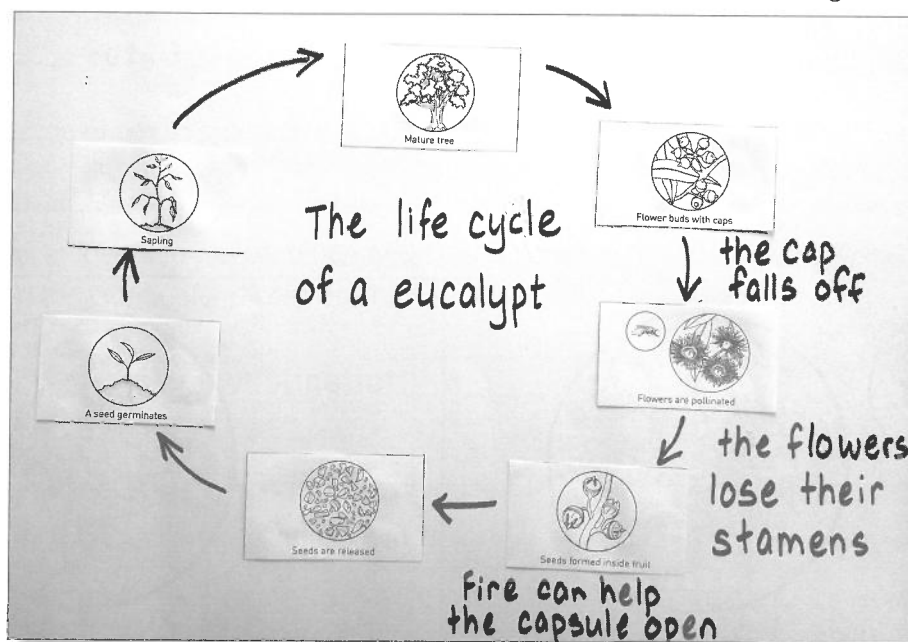
What does a flow chart include?

A linear **flow chart** organises events or stages in a line. Arrows are used to indicate the sequence in which they occur.

- 4 Encourage students to use the class word wall, their science journals and TWLH chart to help them to create their flow chart.
- 5 Allow time for students to complete the activity.



- 6 Ask students to compare their flow chart with their initial ideas from Lesson 1 and share their flow chart with a partner about how their ideas have changed.



Work sample of the life cycle of a eucalypt

- 7 Ask students to predict what the effect of a bushfire might have on each stage of the tree, and give reasons for their prediction. Record students' predictions in the class science journal.
- 8 Introduce the video on bushfires and their effect on eucalypts (see 'Preparation'). Ask students to look for examples about how the eucalypts regenerate after a bushfire.
- 9 Ask students what they have learned from today's lesson that can be added to the TWLH chart.
- 10 Update the TWLH chart and word wall with words and images.

EXPLAIN

Curriculum links

English

- Read 'Fire' by Jackie French.