



# GROW YOUR OWN PET

Y2

40 mins

## Teacher input

Before the lesson, you will need to soak the grass seed overnight in water. This will speed up germination.

Ask the children how they think plants grow. What do plants need? Collect the children's ideas and write them down so that they can be revisited at the end of the sessions. Share with the children the PowerPoint about how a seed grows. As children are working with a partner, this would be a good opportunity to model how the perfect partnership works. Choose one of the children or your teaching assistant to work with you as you demonstrate following the instructions to make a grass pet.

Share the Perfect Partnership Rules:

Get along

Respect others' ideas

On task

Use quiet voices

Participate

Stay in your group

## Resources

### Session 1

- Grass seed
- Soil or compost
- Nylon tights
- Plant pots, yoghurt pots or bowls
- Elastic bands
- Googly eyes or felt
- Glue

### Session 2

- PowerPoint
- Pet grass heads from Session 1
- Question sheet



## National curriculum links

- Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Learning objective

- To observe how seeds grow and know what they need in order to survive.

## Working scientifically links

- Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.

## Activity and Differentiation

### Activity Session 1:

All children will make their own pet during the first session. There are examples of different pets they could make included in the PowerPoint.

As they are planting their seeds, discuss why they need to put the seeds at the top of their pet.

Once all of the grass pets are planted and decorated, the children should decide where to place them within the classroom. Encourage children to choose different places and then make predictions about how well the pets will grow and why.

The grass pet you have made during your demonstration would be perfect to place in a dark cupboard to show what happens when there isn't any light.

If evidence is needed for the children's science books, take photos of their grass pets and where they have situated them.

### Differentiation

Children can work in mixed ability pairs.

## Plenary

As a class, make predictions about how well the pets will grow their 'fur'.

Ask which pets the children think will grow first. Why?

Example: 'I think the dog's 'fur' will grow the fastest because it's on the window sill. Seeds need light and warmth to grow.'



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20 mins

## Teacher input

The second activity needs to take place once the grass has started to grow. Hopefully the children will have noticed changes over the course of a week.

Start the lesson by asking them what they have noticed about their grass pets? Why do they think that has happened?

Encourage the children to think scientifically when they structure their answers, for example: 'I think the grass head that was placed by the radiator didn't grow as well as the one in the window because it was too hot and didn't have enough light.'

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## Activity and Differentiation

### Activity Session 2:

The children should have a discussion with their partners, looking at all the different pet grass heads in the classroom. This could be set up in different ways:

1. Partners can walk around the classroom looking at the grass heads.
2. Put the grass heads on tables, complete with labels to show where they were kept.
3. Collate the pets on tables according to how well they have grown.

As the children walk around with their partners, they will have a list of questions they will need to answer orally:

- Has the grass grown?
- Is the grass green? If it isn't, why?

- Was the grass pet in the light?
- Was it somewhere warm?
- Did it have air?
- Was it watered?
- Was there soil for the seeds to get nutrients from?

Lower ability readers should be supported by their partners.

As the children are working with their partners, target the children who need help to structure their responses. Reward good explanations or questions. If evidence is needed for the children's science books, you could take a photo of the children discussing their ideas with their partners and glue them into their books, along with a description of the lesson.

## Plenary

Share the PowerPoint slide that shows the end result of the experiment. Which pet do the children think was on a window sill? Why? How do they know?

## ISSUE 33 Cross curricular links

Reading relating to seeds: Downloadable harvest mice pdf

Reading relating to pets: Issue 33 – Interview with Dr Nicola Rooney who works with dogs, pages 22-23; How stuff works – pet microchips, pages 24-25; Animal antics – hamsters, pages 14-15.

