



Plant Parts

Objectives

Students will be able to identify the parts of a plant (root, leaf, stem, flower) and describe its features and textures.

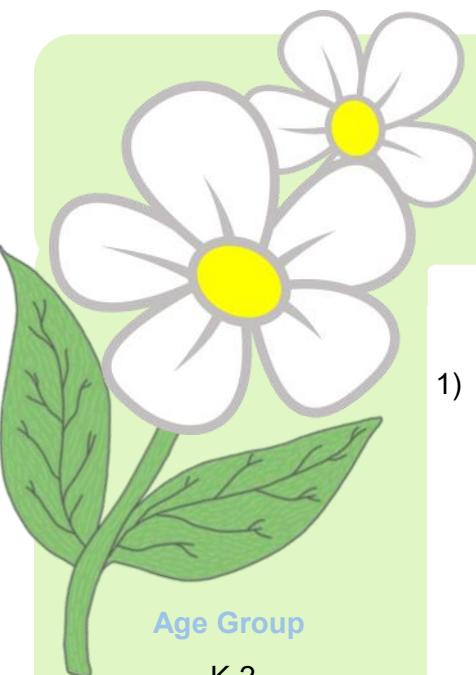
Background

Plants need their roots, leaves, stems, and flowers in order to survive in their habitat. Just like we have bones to support our movement, a mouth to eat our food so we can grow, and a nose to breath in air, a plant needs its roots to absorb nutrients from the soil, its leaves to make its food so it can grow, its stem to keep it supported, and flowers to help it reproduce. We can easily see how plants rely on their parts to survive in their environment when we look at some of the following examples. Carnivorous plants grow in poor soil so they have adapted to eating bugs to gain their nutrients for growth. Plants that grow on rocky cliffs may be hundreds of years old but will be small and compact since they aren't able to get nutrients from the soil to grow big. A plant in a field will grow colorful or eye-catching flowers to stand out to pollinators like bees so they have a better chance to reproduce. Can your students think of some more examples of how plants use their parts to survive in their habitat?

Activity

- 1) Show the included image of a plant (or go outside and use a real plant as an example) and have the students write down words that can describe it. These can be any descriptive words but you can guide them to more technical descriptions (i.e. leaf shape pointy or round, tall or short, bendy or stiff stem).
- 2) Next, introduce them to each part of the plant. Depending on the age of your group, you can go into detail about how each part helps the plant live and grow.
- 3) Then, have students draw the parts of a plant individually based on the plant structure shown in the previous step but let them get creative with the design. Once they have designed each plant part, have them cut the parts out and glue them together to build their own plant. Next, have them create a name for the plant and describe where it would live. Once everyone is finished, have them share their plant with the group. Here, you can guide them to share the color, texture, size, and shape of their plant as they introduce it.

Age Group	K-2
Duration	30 mins Indoors Optional 30 mins Outdoors
Materials Needed	Paper Pencils Art Supplies Glue
Location	Indoors and Outdoors
Grade Standards	K = Matter; Structures and Functions of Living Organisms 1 = Ecosystems 2 = Structures and Functions of Living Organisms



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1 = Ecosystems

2 = Structures and Functions of Living Organisms

Optional Outdoor Scavenger Hunt

- 1) If you have access to an outdoor space or park, take the group to observe plants in person. Get them to interact with the plants and practice the terms learned earlier in the lesson by conducting a scavenger hunt. Ask the students questions like:
 - Can you find a plant?
 - Can you find a plant that isn't grass or a dead leaf? (tree or bush? Challenge them to notice plants in the background that may not stand out instantly)
 - Can you find a stem or branch? How does it feel? (Hairy, rough, smooth)
 - Can you find a leaf? What shape is the leaf? How many points does it have?
 - Can you find what the leaf belonged to if it has fallen on the ground?
 - What are some things you know a plant has but you can't see? (roots)
- 2) Next, pick up a fallen leaf and have the students pass it around to touch it and look it over. Point out its textures, colors, shape, and size as they look at it. You can do this with tree bark or plant stems and flowers too by grouping students around and having them gently touch it when its their turn.

If you don't have access to an outdoor space, try this activity from a window. See what the students can find!

Please note, if doing this activity at a park, everything must be left how it was found and nothing can be taken home. This is a good time to introduce students to **Leave No Trace**, an important set of steps that help us protect our outdoor spaces so they can be enjoyed by everyone!

