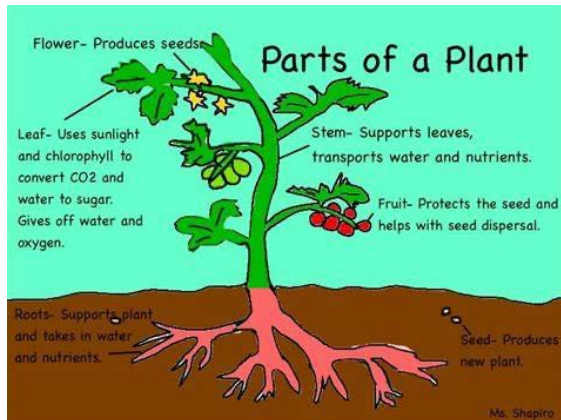


PLANT PARTS LESSON PLAN

By Martha Alexander



Educational level: Elementary but can be adapted for others.

Students will learn the 6 basic parts of a plant. They will be able to:

- State how plants help us stay alive.
- State the 6 plant parts and show the parts in an Act Out demonstration.
- Identify at least 1 function of each plant structure.
- State at least 2 types of foods that come from each of the 6 plant parts.

Preparation:

Bring in examples of the various plant parts such as onions, peanuts, garlic, celery, rhubarb, spinach, lettuce, cauliflower, broccoli, apple, cherries or other fruit. Gather pictures of plant parts from seed catalogues and put them on 3 X 5 cards for sorting. You may want extra fruits and vegetables for sorting too. Make additional cards that have the functions (see resources) of the plant parts. Draw a poster of a plant with all of the plant structures listed and their functions hidden by a pull-up card.

Introduction:

The teacher asks: Why do we need plants? (oxygen, takes in CO₂, they clean air, provide food for pollinators so we have food to eat, make wood and paper, etc.)

What are some parts of plants that you know? (answers vary)

Okay. Let's put them all together in this activity.

Put your hand with your fingers separated apart facing down and say, "roots." Have the students repeat and show their roots (fingers open and down) along with you in this Act-out.

Put your other elbow on top of your (root) with the arm vertical. Say, “stem.” Students follow.

Cup this hand slightly on top to make a leaf. Wave your leaf hand and say, “leaf.” Have students do this with you. It works well to stop and go over the whole thing with them like an add-on game.

Then turn your “leaf” hand into a cupped open flower by opening up your fingers. Say “flower.” Students say “flower” and show their flower with you.

Next ball up the upper hand and say, “fruit.” Have the students repeat and show their fruit.

Finally, take your lower hand from the “root” position and use it to point into the fruit. Say, “seeds.” Students follow along.

Have students say them and do the motions over until they have it. Then have them pair up and check each other. Call on 3 - 5 volunteers to say and act them out.

Then go through each plant part and ask them for some food examples for each group. Reinforce this by holding up the food and asking them what part they belong to. For example:

Roots – carrots, beets, radishes

Stems – Celery, asparagus, green onions, (Rhubarb)

Leaves – spinach, lettuce, greens

Flowers – Broccoli, Cauliflower, Artichoke hearts

Fruits – tomatoes, avocados, cucumbers, olives, (EVO)

Seeds - peanuts, chickpeas, sunflower, alfalfa sprouts

Finally, review each plant part (below) and go through their function for the plant.

Plant part	Function for the plant
Root	Anchors the plant, brings in water and nutrients (and food storage)
Stem	Moves water up and nutrients from the leaves down, Holds plant upright
Leaves	Makes oxygen and food (through photosynthesis)
Flowers	For reproduction (make babies) (Attract pollinators)
Fruit	Attract animals

Seeds

Make new plants

Next Activity:

Have students get into small groups. Each group will be given cards that have the function of the plant parts, and either seed catalogue cards or real plant parts to sort.

They are to match up the plant parts (structures) with the function cards.

A teacher will check for accuracy and review what they have learned today.

Call on volunteers to demonstrate their knowledge of all the goals. They must do the act-out with the 6 plant parts. Then, they go back and give each part separately and state 1 function for the plant. Then they list 2 fruits or vegetables for each plant part.

Resources:

[Growing Gardeners: Plant Parts – Tops, Bottoms, and Middles \(psu.edu\)](http://psu.edu)