

# What is a Plant?

## Lesson Description




In this lesson, students are introduced to the 6 parts of a plant. They learn the job of each plant part. Students create 'edible art' and eat the plant parts from the picture they create. An Elder guest instructor introduces traditional names and uses of plants. The lesson concludes with a sing-a-long of the **Plant Parts Song**. If time permits, students harvest or weed in the garden and examine the parts of the harvested plants/weeds.

- Time required: 60 minutes
- Location of lesson: Garden or classroom


## Learning Objectives


- Identify the 6 parts of a plant.
- Describe the purpose of each plant part.
- Be introduced to traditional names and traditional uses for plant parts.

## Materials and Preparation


- 2 harvested plants from the garden, with roots and other parts intact
  - **Parts of a Plant** snacks; each student needs 2 baby carrots, 1 celery stalk, 2 lettuce leaves, 1 broccoli floret, 1 apple slice, 1 unshelled nut
  - Wax paper; 1 piece for each student
  - Napkins
  - Computer with speakers or other device to play MP3 file
  - Invite an Elder to join the class and introduce the traditional names of plant parts and some traditional uses of plant parts
  -  **Parts of a Plant**
  -  **Plant Parts Song** lyrics; print enough copies for all students
  -  **Plant Parts Song** MP3
  - Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student
- \*If you do not plan on doing the Edible Art activity, prepare vegetable snack of the week – 1 for each student

## Class Warm-up: Champion Cheer (5 minutes)

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.

- At the end of the cheer, drink water together (\*If you do not plan on doing the Edible Art activity, eat the veggie snack and have students complete their  **Taste Test Observations**)


### Review of Last Lesson (2-3 minutes)

- Review the evaluation questions from last week’s lesson. Evaluation questions from all lessons are listed at the end of the workbook .

### Class Discussion (10 minutes)

Ask some warm-up questions about today’s topic:

- *What are plants?*
- *Where do we find plants?*
- *Do we eat plants?*
- *Do plants have parts to them?*

Refer the students to the  **Parts of a Plant** page in their workbooks. Hold up your own workbook page as a reference to point to while explaining the plant parts. Also show the harvested plants from the garden and point out the different parts. Pass the harvested plants around for students to see.

*There are 6 different parts of a plant: roots, stem, leaf, flower, fruit and seed. Each part has an important job.*

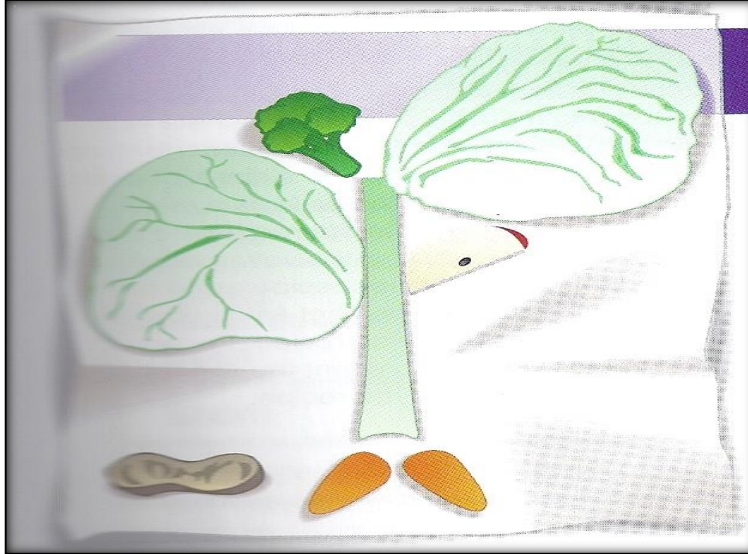
- *The **roots** support the plant and take in water and food for the plant.*
- *The **stem** supports the leaves and transports water and food.*
- *The **leaves** catch the sunlight to make food for the plant.*
- *The **flower** produces the fruit and helps make seeds.*
- *The **fruit** protects the seed and helps with spreading seeds around.*
- *The **seed** produces a new plant.*

*Write the names of the plant parts in the correct boxes.*

*Let’s go over the jobs of each plant part again. What do the roots do? What does the stem do? What do the leaves do? What does the flower do? What does the fruit do? What does the seed do?*


### Activities (30 minutes)

- **“Edible Art” (15 minutes):**
  1. *Who has eaten plant parts before? We eat many plant parts every day: roots, stems, leaves, seeds, fruits and flowers. Who wants to try eating some plant parts now?*
  2. Give each student a napkin, a piece of wax paper and the following “plant parts” snack: 2 baby carrots, 1 celery stalk, 2 lettuce leaves, 1 broccoli floret, 1 apple slice, 1 unshelled nut.
  3. Have each student position the food items on the wax paper to make a plant.






4. Guide the students to the placement shown above by discussing what plant part each food represents:
  - *What are the **roots**? (carrots)*
  - *What is the **stem**? (celery)*
  - *What are the **leaves**? (lettuce)*
  - *What is the **flower**? (broccoli)*
  - *What is the **fruit**? (apple)*
  - *What is the **seed**? (nut)*
5. After all students have created their picture, eat the plant part by part.

- **Class Discussion with an Elder Guest: Traditional Names and Uses for Plant Parts (10 minutes)**

Refer back to the  **Parts of a Plant** page in the workbook. Introduce the traditional names for the 6 plant parts. Have students repeat each name after it is introduced. If appropriate, have students write the traditional name for each plant part next to the English names on the workbook page.

Introduce at least 2 traditional uses for plants and discuss how different plant parts are used in your community.

-  **“Plant Parts Song” (5 minutes):**

1. Distribute copies of the  **Plant Parts Song** lyrics.
2. Sing the chorus of the  **Plant Parts Song** to the students.
3. Do body movements to help connect the part of the plant (for example: for the roots, point to their feet; for the stem, point to their legs; etc.).
4. After singing the chorus to them, have the class stand up and sing it as a group.
5. Play the  **Plant Parts Song** MP3 and have everyone sing along.

**Optional Activity (10 minutes)**

- **“Plant Part Hunt” (10 minutes)**
  1. Go to the garden and show examples of different types of plant parts (roots, stems, leaves, flowers, fruit, seeds).
  2. Have students harvest produce that is ready to be harvested.
  3. Look at the different parts of the harvested plants.
    - a. If there is no produce to harvest, pick weeds and examine the parts of the weeds.

**Evaluation Questions (5 minutes)**

1. *What are the 6 parts of a plant?* (Answers: roots, stems, leaves, flowers, fruit, seeds)
2. *What is the purpose of the seed?* (Answer: produces a new plant)
3. *What is the purpose of the roots?* (Answers: supports the plant, takes in water and food)
4. *What does the fruit part of the plant do?* (Answer: protects the seed and helps spread seeds around)
5. *Can we eat plants?* (Answer: yes)
6. *What are some traditional uses of plants in our community?*
7. *How much water should you drink every day?* (Answer: at least 6 cups of water a day)
8. *How many fruits and vegetables should you eat every day?* (Answer: at least 5 fruits and vegetables a day)
9. *Does gardening connect you to your culture and help you learn new words in your language?* (Answer: yes)

**Preparation for Future Lessons – Reminder for the Instructor**

- Review the materials and preparation needed for the next lesson.
- Remember that an Elder guest instructor is needed for these Fall lessons: Lesson 2 (What is a Plant?), Lesson 4 (Seed Exploration), Lesson 6 (Preserving the Harvest), and Lesson 10 (Companion Planting and Traditional Cooking).

**Notes**

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