

## Parts of a Plant – Grade 1, Level 2

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### Lesson Overview

In this lesson, students will demonstrate an understanding of the special characteristics of plants. Students will carry out simple investigations. Students will also compare and classify plants by shape, texture, size, color and using standard English units of measurement where appropriate.

### Alignment

#### **Standard/Indicator Addressed**

Standard

1.L.5 The student will demonstrate an understanding of how the structures of plants help them survive and grow in their environments.

#### **Science and Engineering Practices**

S.1A.8 Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations clearly through oral and written language.

### Lesson Plan

**Time Required** – One 60-minute class

#### **Disciplinary Vocabulary** –

Stem  
Root  
Leaves  
Flowers  
Fruits  
Seeds

#### **Materials Needed:**

- Various plants that include the complete system from roots to flower (One plant per group of students)
- Prepared popsicle sticks with student names
- Chart paper
- Labels (Stem, roots, leaf, fruit, flower, seeds)

- Science notebooks and pencils for each student
- Prepared chart of flowering and fruit plant
- From Seed to Plant by Gail Gibbons

**Formative Assessment Strategies:**

Student dialogue, Focused Listing, Check for Understanding, Popsicle Stick Questioning, Exit Ticket

**Engage**

*I would use this lesson as an introduction for this unit.*

- Use the strategy of Focused Listing. Focused Listing asks students to recall ideas and experiences related to plants (or any other topic) they encountered in a prior instructional unit or grade. Write their responses on chart paper. Begin using popsicle sticks to randomly call on students.
- Encourage students to dialogue at their tables the question, Why do we need to know the parts of a plant?

**Explore**

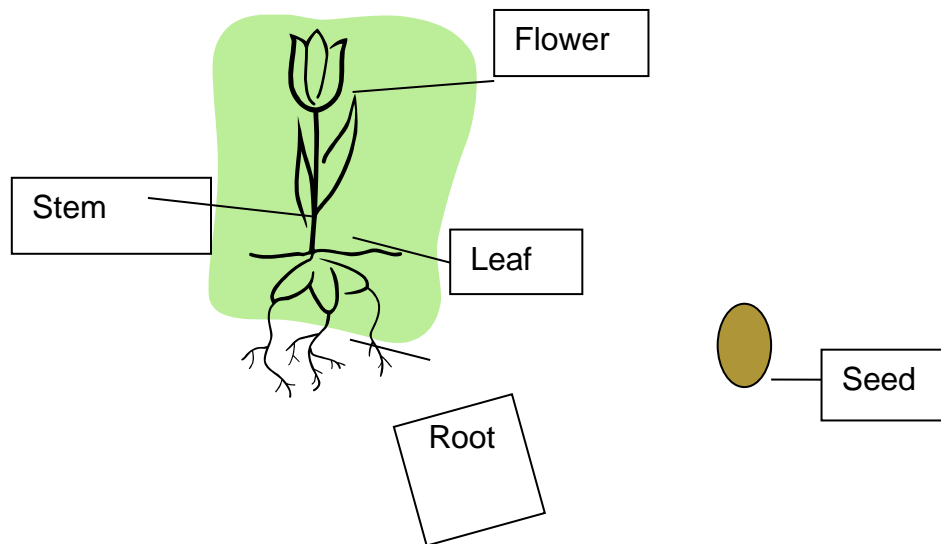
- Each table group of students are given one live plant to investigate. Encourage students to use their senses except taste.
- Students should take notes in their science notebooks about what the plant looks like including color, size and shape. Describe the roots, leaves, stem and flower.
- Students then draw their plant on the bottom part of the notebook page.

**Explain**

- Allow students the time to share their observations with their group and then 3-4 volunteers with the class.
- Display a complete plant system (from flower to the roots) on a chart to be left up in the class.
- Distribute pre-made labels for the plant parts:

STEM	LEAF	FLOWER
ROOTS	FRUIT	SEEDS

- Have students take turns placing labels beside the appropriate plant part, saying the word as it is placed correctly beside the diagram.
- Repeat this chart process with a plant that has a fruit. Include the seed in the chart illustration.
- Read the book, From Seed To Plant by Gail Gibbons.
- Discuss the facts they remember from the story and relate to what they learned from today's investigation.
- On an exit ticket have students draw a flowering plant and label the parts.



### Additional Information

Level 1 lessons contain a realignment to the 2014 Science and/or the 2015 Mathematics Standards.

Level 2 lessons contain Level 1 information and Content Area Literacy and Disciplinary Literacy Strategies.

Level 3 lessons contain Level 1 and 2 information and Computational Thinking Connections.

Level 4 lessons contain Level 1, 2, and 3 and integration of at least 2 content areas.