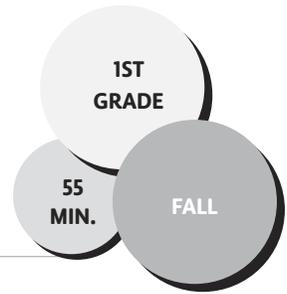


Plant Part Scavenger Hunt

THEME: EXPLORING THE ECOLOGY OF FOOD



ESSENTIAL QUESTION

Why is each part of the plant important?

LEARNING OBJECTIVE

✓ Students will be able to recognize and name the six plant parts.

CONCEPTS

nutrients pollinate six plant parts

Engaging the Classroom Teacher

During Action Step 4, suggest that the teacher help supervise students in their exploration of the garden. Students may need guidance for how to find their assigned plant part.

LESSON DESCRIPTION

In this lesson, students learn the six plant parts through reading a picture book, singing a song, and hunting for the six plant parts in groups in the garden. This lesson is designed to be taught in conjunction with Plant Part Mystery, Plant Part Wraps, Tops and Bottoms Popsicles, and Planting a Tops and Bottoms Bed. See these lessons if you want to teach the parts of the plant concept indoors.

MATERIALS

- *Tops and Bottoms* by Janet Stevens
- “Roots, Stems, Leaves” song by the Banana Slug String Band
- Plant Part Poster (p. 147)
- Six Plant Part Mini Posters (pp. 148-50)
- 6 baskets or trays (for students to collect plant parts)

PREPARATION

- › Learn the song, “Roots, Stems, Leaves” by the Banana Slug String Band.
- › Display the Plant Part Poster.
- › Photocopy the Six Plant Part Mini Posters to provide each group during the scavenger hunt.

ACTION STEPS

1. Reading: Gather students in a circle in the garden, and tell them they’ll be learning about the six parts of a plant. Read *Tops and Bottoms* about a clever hare and a lazy bear who agree to split the tops and bottoms of plants that Hare grows on Bear’s land. If you don’t have the text but have access to a computer and projector, find a video of a read aloud on YouTube. As you’re reading, ask questions about the characters, setting, and plot to check for understanding. For example, ask, *How do you think Bear is feeling right now? How do you know? What do you think Hare is going to do? Why do you*

think he did that? Discuss how, like Hare in the story, we grow plants to eat different parts of the plant. Ask students if they know the other names of the plant parts. **(15 min.)**

2. Singing: Teach students the “Roots, Stems, Leaves” song. Have students crouch down and touch their feet for roots, put their arms at their sides for stems, put their arms out for leaves, frame their faces with their hands for flowers, use their hands to make a circle the size of an apple above their heads for fruit, and “rain” their fingers down to the floor again for seeds. **(5 min.)**

3. Explain: Show students the Plant Part Poster. Focus on one plant part at a time, discuss its function, and then brainstorm edible examples. For example, say, *The roots help hold the plant in place and gather nutrients and water from the ground. Can you think of any roots we eat? The stem helps the water and nutrients travel through the plant and keep the plant tall and reaching for the sun. Can you think of any stems we eat? The leaves help the plant make its own food! Can you think of any leaves we eat? The flower attracts bees to help pollinate the plant, so the plant can reproduce and make seeds for new plants. Can you think of any flowers we eat? Can you think of any seeds we eat? The fruit grows around the seeds to protect them. Can you think of any fruits we eat?* **(10 min.)**

4. Scavenger Hunt: Divide students into six groups, one for each part of the plant. Explain that together with their group they’ll have to find their assigned plant part. Give each group a basket, tray, or other container to put their

collections into. Remind students to only pick plants that have ten or more of that part and to harvest with hands to protect the plant. Let them know the signal you’ll use to call them back when it’s time. **(10 min.)**

5. Sharing: Come back into a circle, and have groups briefly show and tell about their different plant parts. **(10 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

Social and emotional learning

- *How did you work with your group to find your plant parts?*
- *Ask yourself: Was I safe and respectful in the garden today?*

Check for understanding

- *Which plant parts do you like to eat?*
- *What clues did you look for to find your plant part?*
- *Which part of the plant holds the plant in place in the ground?*
- *Which part of the plant helps the plant make its own food?*

ADAPTATIONS

Language: Sing a few rounds of “Roots, Stems, Leaves” in English, speeding up and slowing down. Next, try singing the song in Spanish. Sing *raiz* for root, *tallo* for stem, *hoja* for leaf, *flor* for flower, *fruta* for fruit, and *semilla* for seed.

ACADEMIC CONNECTIONS

Next Generation Science Standards, Life
Science Disciplinary Core Idea

NGSS LS1.A

Structure and Function – All organisms have external parts . . . Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

English Language Arts Common Core State
Standards

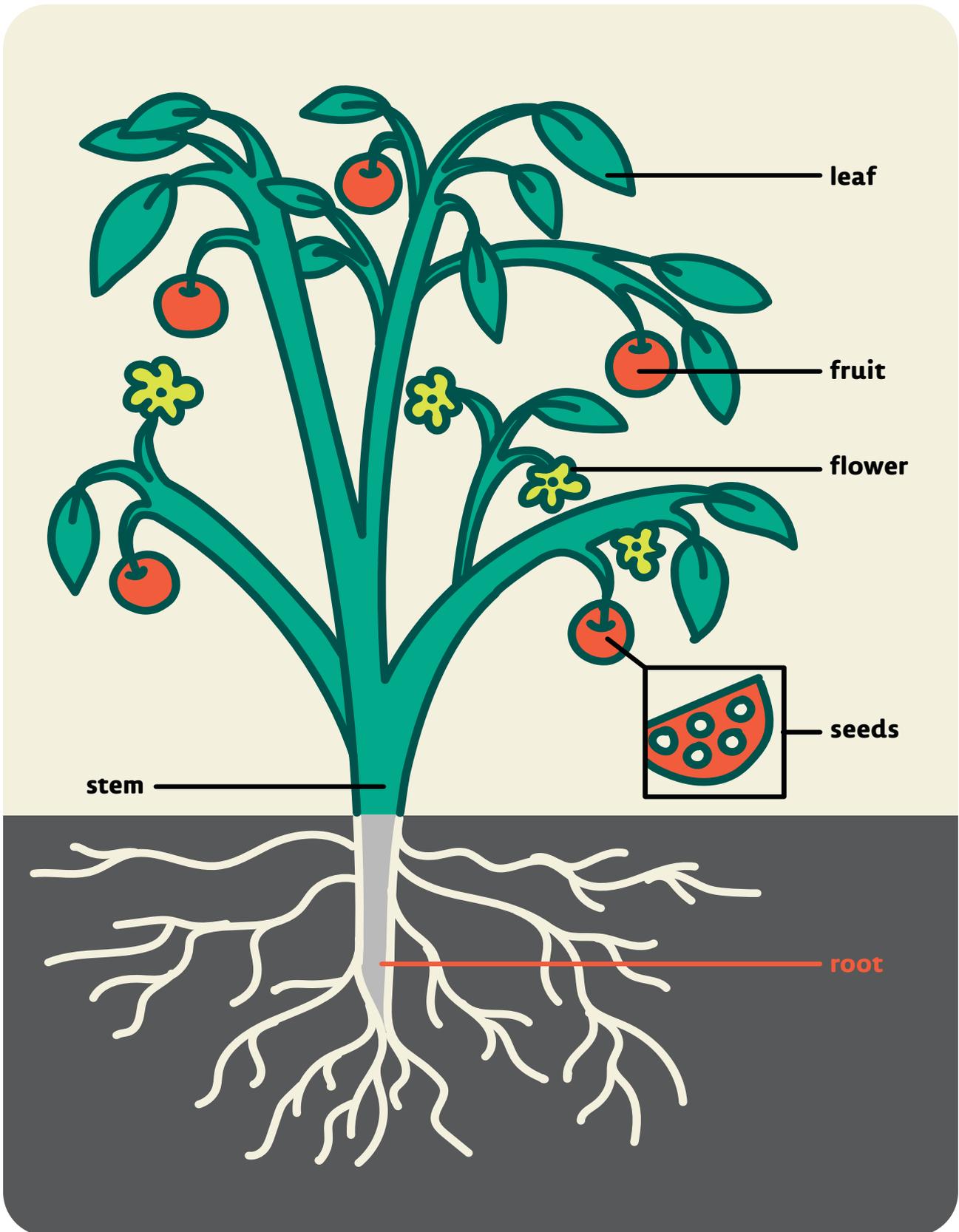
CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, settings, or events.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Plant Part Poster



Teacher Directions: Cut out for each group of students to use during scavenger hunt.





LEAVES



FLOWERS

