

## Focus on: Plant Parts

This lesson is meant to support the unit on Plants on Earth. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce.

### Clarifying Objectives:

3.L.2.1 Remember the function of the following plant structures as it relates to the survival of plants in their environment:

- Roots – absorb nutrients
- Stems – provide support
- Leaves – synthesize food
- Flowers – attract pollinators and produce seed for reproduction

### Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

-Function  
-Plant Structures  
-Survive/ Survival  
-Environment /Environmental  
-Conditions  
-Roots  
-Absorb  
-Nutrients  
-Stems  
-Support  
-Leaves  
-Synthesize  
-Flowers  
-Pollinators  
-Produce  
-Reproduction

### Focus Question(s):

How are different parts of different plants the same? How are they different? What purpose do they serve?

### Materials:

School Garden  
Garden Gloves to wear while exploring the garden especially if touching plants, soil, lifting pots, etc.  
Science Notebooks  
Camera, iPad, or other recording device

### Activities:

1. Review/ introduce the different parts of a plant.
2. Challenge the students to find examples of the different parts of plants.
3. Caution them to be careful when finding examples of roots (Discuss how plants can be hurt if roots are

### Guiding Questions:

- What are the parts of a plant?
- Are all stems (leaves, roots, flowers) the same? How do you know?
- Compare 2 different stems (leaves, roots, flowers). How are they the same? How are they different?

<p>harmed.)</p> <ol style="list-style-type: none"><li>4. Have the students go on a search in the garden to find examples of different plants and their different parts.</li><li>5. Students should sketch the different plant parts in their science notebooks and record notes. They may also photograph them to share with others.</li><li>6. Encourage students to find several examples of each plant part from different plants.</li><li>7. Share findings</li><li>8. If photographs were taken, make a collection of all the photographs of each plant part from different plants to compare the similarities and differences.</li><li>9. Discuss</li></ol>	<ul style="list-style-type: none"><li>- Why are they different? What are their different purposes? (Ex. One type of stem supports the plant by helping it to climb and another type of stem helps the plant grow straight and tall.)</li><li>- Why are they the same?</li><li>- What is the primary function of each?</li></ul>
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