

PLANT PARTS & THEIR FUNCTIONS (1st Grade)

ALABAMA COURSE OF STUDY STANDARD (Science)

- ⇒ 5. Design a solution to a human problem by using materials to imitate how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., outerwear imitating animal furs for insulation, gear mimicking tree bark or shells for protection).

DESCRIPTION

- ⇒ Farmer Jerick will take students on an exploration of the Teaching Farm, identifying the six common parts of plants (roots, stems, leaves, flowers, fruits, seeds) as well as the important jobs or functions they each fulfill. While each plant part may look different or unique from plant to plant, they are all required to play the same role in order to help the plant survive.
 - Read the information [HERE](#) to build your background knowledge around plants parts and their functions.

OBJECTIVES

Students will be able to:

- ⇒ **identify** the six common parts of plants (roots, stems, leaves, flowers, fruits, seeds).
- ⇒ **describe** the essential function of each plant part (roots, stems, leaves, flowers, fruits, seeds).

MATERIALS NEEDED

- ⇒ [PLANT PARTS \(YouTube Link\)](#)



FOLLOW-UP DISCUSSION

After viewing the video, ask students the following questions:

- ⇒ Which part of the plant soaks up nutrients from the soil?
- ⇒ Which part of the plant absorbs sunlight to turn into food for the plant?
- ⇒ How does the stem help the plant survive?
- ⇒ How do the seeds play a role in a plant's survival?
- ⇒ If we were to take away a plant's flowers, what would happen to that plant?
- ⇒ Can plants live without any of their plant parts?

Upon asking students these questions about specific parts of plants, it may be helpful to create hand motions or sound effects to help students remember each plant part. For instance, stretching and wiggling your fingers while making a sucking noise to resemble roots OR standing up straight and tall like a stem.

FOLLOW-UP ACTIVITIES

1. **Neighborhood and Home Exploration:** Give students the opportunity to explore their neighborhood or home to collect and identify the six different parts of plants. Students can use [THIS WORKSHEET](#) to categorize their findings.
 - Instruct students to take a walk around their home and/or neighborhood. Students should look for evidence of roots, stems, leaves, flowers, fruits, and seeds.
 - While exploring their surroundings, encourage students could even take a peek inside their refrigerator or pantry to find different roots, stems, leaves, flowers, fruits, and seeds we might eat.
2. **"Franken-Plant Monster":** Use [THIS SLIDESHOW](#) to allow students to create their own "Franken-Plant Monster."
 - They must choose one example for each plant part (roots, stem, leaves, flower, fruit, seeds) and draw it to create one plant.
 - For example, they may choose a carrot as the roots, then asparagus as the stem.
3. **Plant Parts Salad:** Students can use [THIS RECIPE CARD](#) to create their very own salad using one (or more) of each part of the plant.

