

Plant Parts Journal

FIRST GRADE

By exploring the stems, roots, leaves, and flowers of plants in the garden, students will gain an introduction to plant biology and learn the important role each plant part plays to keep it alive.

S U B J E C T

SCIENCE

T I M E

45 MIN - 1 HR

M A T E R I A L S

Read aloud book from the Garden Library

Plant Part Diagram laminated cards, 3

Blank lined paper, 1 per student

Clipboards, 1 per student

Plant parts picked from the garden:

- Root
- Leaf
- Stem
- Flower
- Fruit (if available)
- Seed (if available)

Optional for tasting:

- Carrot (root)
- Lettuce (leaf)
- Celery (stem)
- Broccoli (flower)
- Cucumber (fruit)
- Beans (seed)

D I R E C T I O N S

- Before students arrive at the garden, collect each of the plant parts from the materials list and set up three stations around the garden to allow for space during the activity. Set two of the plant parts out in each station. Lay a copy of the Plant Part diagram out in front of the items.
- Have students explore what is growing in the garden beds. Ask them to pay attention to the different parts of the plants that they see. Can they name any of the parts of the plants?
- Gather students around one garden bed that has at least one healthy plant growing in it. Tell them (or ask if anyone knows) what kind of plant it is and what type of fruit or vegetable comes from it. Ask students to share any stories about growing their own plants at home.
- Next, gather students in a shady spot and read aloud a book from the Garden Library. Ask if they can name any of the plant parts and their functions (e.g., the root brings water to the plant).
- Next, assign groups of students to the stations with the plant parts laid out. Give groups a few minutes at each station to pick up and smell the plant parts and to read the labels. After groups have visited all the stations, ask students to pick their favorite plant part to make a journal entry.
- Ask students to write the name of their favorite plant part (from the label), draw a picture of it, and say why they like it.
- To close the activity, ask students which parts of the plant we eat. (All of them.) Then, give examples of each type of plant part that we eat.
- Optional extension: Make a plant part salad in the garden using one item from each plant.

S O U R C E

- BCK Programs | Plant Parts Journal
- School Garden Project of Lane County | [Plant Part Diagram](#)



Plant Part Diagram

