



Teacher's Notes: Parts of a Plant

The students will be able to match picture to picture.

The students will be able to complete a graphic organizer with picture/word prompts.

The students will use a graphic organizer to write sentences.

The students will be able to name the parts of the plant.

The students will be able to explain the function of the parts of plant.

The students will be able to define nectar

Activities

1. Students do image searches. Have the students save pictures of their favorite ones. Those are then inserted onto a Word document or a PowerPoint. Students write a sentence about each bird characteristic. **See Technology printable in the materials.**
2. Get a collection of magazines. Have students look for pictures of plants. Depending on group you could use the pictures for different things:
 - Everyone glues their pictures on one big poster board.
 - Students make their own collage of plants and label the parts
 - Students write sentences about parts of a plant.
3. Have students draw leaves using this step by step video. Pause the video after each step as the students are drawing. <https://www.youtube.com/watch?v=vo2cj6Ko1AI>
4. Have student grow a plant.
5. Bring a plant into class. Have the student point to each part.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1:

Point: head, arm, leg, foot, hand

WH Questions: What are some body parts?

Yes/No: Do you have an arm? Do you have a head? Do you have wings? Do you have hands?

Opinions/Experiences: Point to your head. Point to your arm. Point to your leg.

Peer to Peer Interaction: After you read Page 1, have students ask each other where certain body parts are.

Page 2: People all have body parts. So do plants. The parts of a plant are different than people's body parts. All plants have roots. The roots hold the plants into the ground. If plants did not have roots they would not be able to stay in the ground.

Point: roots

WH Questions: People have parts. What else has parts?

Yes/No: Do people have body parts? Do plants have parts?

Opinion/Experiences: Have you ever seen roots before?

Peer to Peer Interaction: After you read Page 2, ask students, "What do all plants have?" The answer is the main idea card "plants." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 3: Roots are an important part of all plants. The roots also get water from the dirt. The water travels up the roots into the rest of the plant. Have the students hold their hands down and wiggle their fingers to look like roots. Have the students say "plants have roots" as they do this.

Point: flower, roots, leaves

WH Questions: What is one part of a plant? What do roots soak up?

Yes/No: Do plants have legs? Do plants have roots? Do the roots soak up water?

Opinion/Experiences: Plants need water to grow? Do you have plants at your house? Have you ever watered plants?

Peer to Peer Interaction: After you read Page 3, ask students, "What is one part of a plant?" The answer is the main idea card "roots." Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about the solar system.

Page 4: All plants have stems. The stems are the long straight part of a plant. When you pick a flower, the long, green part is the stem. The stem is important. The stem is what holds the plant up. Have the students hold their arm up straight like a stem. Have the students say, "Plants have a stem" as they do this. Have students view the following video about stems.

<https://www.youtube.com/watch?v=2kJJcpdeEEc>

Point: roots, stem, yellow flowers, blue flowers

Questions: What is another part of a plant? What does the stem do?

Yes/No: Do plants have stems? Do people have stem? Do stems hold plants up?

Sharing Opinion/Experiences: Have you ever picked a flower? Have you ever seen flowers in a vase? The long part is stem. Is it ok to pick any flowers that you see? No, some people might get mad if you pick their flowers. They might want to keep them in the ground. You should always ask before you pick a flower.

Peer to Peer Interaction: After you read Page 4, ask students, "What part of the plant holds the plant up?" The answer is the main idea card "stem." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Page 5: Plants need water to live just like people. Plants will die if they do not get water. The roots get water from the dirt. Then the water moves up the stem. The stem is like a straw. Dirt has nutrients in them. The nutrients are healthy parts of dirt that helps plants to grow.

Point: roots, stem, leaves, flower

WH Questions: What moves up the stem? What do plants need to live?

Yes/No: Do plants need soda to live? Do plants need water and nutrients to live? Does dirt move up the stem? Does water move up the stem?

Sharing Opinion/Experiences: Do you drink water? Do you like to drink water?

Peer to Peer Interaction: After you read Page 5, ask students, “What moves up the stem?” The answer is the main idea card “water and nutrients.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner about some of the questions above.

Page 6: Leaves grow at the end of the stem. Leaves are green. Have the students hold their arm up like a stem and wave their hand back and forth to represent a leaf. While they do this, have the students say, “Plants have leaves.”

Point: stem, leaves, salad

WH Questions: What grows at the end of the stem? What color are leaves?

Yes/No: Do roots grow at the end of the stem? Do leaves grow at the end of the stem? Are leaves blue? Are leaves green?

Opinion/Experiences: There are some leaves that people can eat? Lettuce is a leaf. Spinach is a leaf. Do you like to eat lettuce? Do you like to eat spinach?

Peer to Peer Interaction: After you read Page 6, ask students, “What grows at the end of the stem?” The answer is the main idea card “leaves.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk about leaves.

Page 7: Flowers also grow at the end of stems. There are many different types and colors of flowers. Have the students view the following video of a song about the parts of the plants.

<https://www.youtube.com/watch?v=dUBIQ1fTRzI>

Point: flowers, stem, leaves, girl

WH Questions: What grows at the end of a stem?

Yes/No: Do flowers grow at the end of a stem? Are there different types of flowers?

Opinion/Experiences: Do you like flowers? What is your favorite color of flowers? Flowers have a nice smell. Have you ever smelled a flower?

Peer to Peer Interaction: After you read Page 7, ask students, “What grows at the end of a stem?” The answer is the main idea card “flowers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to answer some of the questions above.

Page 8: Flowers make nectar. Nectar is a sweet liquid. Birds and bees like to drink nectar. That is why you see bees around flowers a lot. They are drinking the nectar. Show the following video of a bee drinking nectar. <https://www.youtube.com/watch?v=1kfC9qnCNdU> Have the students view the following video of a hummingbird drinking nectar. <https://www.youtube.com/watch?v=ZBLbjGKvhK4>

Point: hummingbird, bee, white flower, purple flower

WH Questions: What do flowers make? What do hummingbirds and bees like to drink?

Yes/No: Do flowers make nectar? Do people drink nectar? Do bees drink nectar? Do hummingbirds drink nectar?

Opinion/Experiences: Do you like bees? Have you ever seen a bee around a flower? Do you like hummingbirds? Have you ever seen a hummingbird around a flower? They are drinking nectar! What do you like to drink?

Peer to Peer Interaction: After you read Page 8, ask students, “What do flowers make?” The answer is the main idea card “nectar.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: Did you know that some flowers turn into fruit? Strawberries start as a flower and then they grow into a strawberry. Fruit has seeds. Some seeds are very little. Strawberry seeds are small and we eat them. Some seeds are big. Watermelon has large seeds. Have student view the following video of a time lapse of growing cherries. <https://www.youtube.com/watch?v=Q80pcN0lp8s>

Point: strawberry, leaves, stem

WH Questions: What do some flowers turn into? What is inside fruit?

Yes/No: Do some flowers turn into fruit? Does fruit have seeds.

Opinion/Experiences: What is your favorite fruit?

Peer to Peer Interaction: After you read Page 9, ask students, “What do some flowers turn into?” The answer is the main idea card “fruit.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.