

Sort by Similarities

Playing with Plant Parts - Lesson 1



For the Classroom:

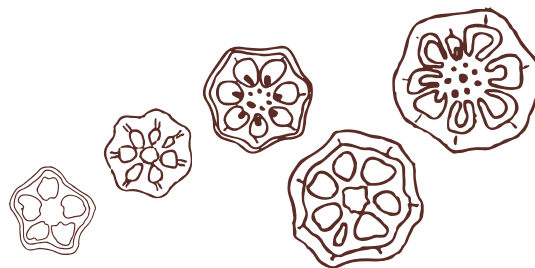
- Group structure - whole group or small group
- Location - in an open space
- Approximate time - 20 minutes

Standards:

- SKL2b. Construct an argument supported by evidence for how plants can be grouped according to their features.
- S1L1a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.

Materials:

- [“Okra Pod”](#) Poster and [“Okra Insides”](#) Poster or okra pods
- [“Plant Part Evidence”](#) Chart (drawn on chart paper), marker
- [“Roots, Stems, Leaves”](#) song by Banana Slug String Band
- [“The Vegetables We Eat”](#) book by Gail Gibbons



Procedures:

1. Engage:

- a. “I am going to show you a plant that I love to eat.” Display [“Okra Pod”](#) and [“Okra Insides”](#) posters or distribute one cut okra pod to each child. “This is the part of the plant that we eat. But what plant part is it?”
- b. “First, let’s review the names of each of the plant parts.” Listen to 00:00-00:35 of [“Roots, Stems, Leaves”](#) song by Banana Slug String Band. Children can stand up and point to or represent each of the plant parts on their bodies.

2. Explore:

- a. “Let’s look at some vegetables we eat, divided into groups by the plant part that we eat. We will decide how okra is the same and different as the vegetables in each group to figure out which group okra might fit into: roots, stems, leaves, flowers, fruit, or seeds.” Display [“Plant Part Evidence”](#) Chart, drawn on chart paper.
- b. Display the pages labeled “Root Vegetables” in [“Vegetables We Eat”](#) by Gail Gibbons.
- c. “How is okra similar to the vegetables you see here?” Write responses on the chart in the row for “root” in the column for “similarities.”
- d. “How is okra different from the vegetables you see here?” Write responses on the chart in the row for “root” in the column for “differences.”
- e. Repeat for each plant part.

3. Explain:

- a. “What group do you think okra fits best with? And why? What is your evidence? Put your finger on your nose, if you think you know.” Select students to share.

Lesson Created by Jenna Mobley for Georgia Organics