

Presentation Plan

Lesson Name: Parts of a Plant

Presenter(s) Alicia Zhu Tan

Grade Level Kindergarten

Standard Connection(s) Life Science: Plant Parts

Abstract:

This presentation will give students a better understanding of a plant and its parts. We will first have a brief overview of vocabulary terms and the idea that plants have roots, leaves, and stems. They will understand that each part has a function in order to help keep a plant alive. We will cover parts specific to flowers, such as pollen and petals. Students will also do individual activities to help them understand these concepts.

Vocabulary/Definitions:

Roots –grow in the ground and soak up water to carry to other parts of the plant

Leaf – makes energy/“food” for the plant from sunlight

Stem – supports the plant

Pollen –powder in a flower that helps it reproduce

Petals – often the bright colored parts of a flower around the pollen that helps attract pollinators

Materials:

I will bring:

Laminated plant pieces

Construction paper for leaves and petals

Pipe cleaners for roots

Colored cotton balls for the “pollen”

White cardstock or stiff paper

Laminated cards with a picture of each plant part

Students should already have: Glue

Classroom Set-Up: The students will be sitting down for the topic introduction and to create their own flower, but will get up for the first activity where they form “groups of flowers”.

Classroom Visit

1. Personal Introduction& Topic Introduction:

10-15 Minutes

Hi, my name is Alicia and I am a student at UC Berkeley. My favorite part about science is that I can learn more about the world we live in. One of the aspects of science I’m especially interested in are plants, which we can see every day. What types of plants can you think of? How do you know it’s a plant? What else do you know about plants?

I will explain to the students that plants have three basic parts (root, stem, and leaves) and the functions of these parts. Next, we will cover parts of a flower, including pollen and petals. The key words will be written on the board next to the laminated plant

pieces. The students will link the function of each part by saying the name of the plant part after a function is mentioned (e.g. “What part of the plant soaks up the water?”).

2. Learning Experience(s)

30-35 Minutes

Students will play a game in which they will each be given a card that will assign them different flower parts. They will then form groups in which each flower part is present and assemble themselves in a way similar to a flower. There will be several petals, but they must have the same petal color to be in the same group.

Next, the students will build their own flower to demonstrate what they have learned about a plant’s structure. Students will be able to choose the colors of the different parts, but the basic plant structure should be similar. Additionally, students can color the areas around the plant, such as the dirt, sky, etc.

If time permits, I will also read them a story called Parts of a Plant by Wiley Blevins.

3. Wrap-up: Sharing Experiences and Building Connections

Students share personal experiences with plants or their experiences with the activities. How are plant parts important in your life? How have the activities/lesson helped you to learn about different plant parts and how they survive?

4. Close:

5 Minutes

Thank the students, clean-up, and say good-bye!