Lesson Plan 3: Parts of the Plant
Standard: Life Science SKL2
Grade Level: Kindergarten

Essential Question: What are the different parts of the plant? What features (color, shape, size) to the different parts of the plant have?

Materials Required:
- Construction paper of different colors to make one giant plant (cut out the parts of the plant: roots, stem, leaves, and petals prior to class, so you have one giant plant to put together)
- Labels that can be matched with the different parts of the plant (use white construction paper to label and cut out plant part names)
- All the parts of a plant pre-cut for each student (print pictures of the plant parts for each individual student and cut them out; pictures should not be colored in)
- A piece of white paper with grass already drawn on it for students to glue on their individual plant
- Glue sticks
- Color Pencils/ Crayons
- Scissors
- Printer and paper

Safety concerns: Be observant at all times and make sure students do not inject coloring supplies, glue sticks, or paper.

Lesson:
- Ask the students to name different plant parts they know
- Go over the different plant parts with the students asking them to descriptively tell me what each part of the plant looks like
- Have the students each take four plant parts that have already been pre-cut out (roots, stem, leaves, and petals)
- Have the students use the different color pencils/crayons in order for each student to individually color their own plant parts
- Have each student put together their plant parts and glue them using a glue stick on a white piece of paper that I will hand out to each of them (the white piece of paper will have grass already drawn on it and they would have to color the grass too)
  - Here you could ask the student what is the specific habitat of the plant (since we went over habitats recently)
- Go over the different plant parts with the students using the giant pre-cut plant I have already made using construction paper
- Have the students make me match the plant parts with their specific labels
Have the students tell me once again what the different plant parts we went over are and what are the color, shape, and size of those parts.

Closing: I will have the students name all four parts of the plant and tell me what color, shape, and size they are.

Summary: Summarize to the students what the parts of the plant are and show them the giant labeled plant one last time.

Modification: If I had to re-do this experiment one more time I would include more parts of the plant, because students were able to put together the four parts very quickly. Since the teacher did not want me to over-complicate things, I might add only one to two additional plant parts. I would also work in smaller groups because all of the students wanted to touch the giant plant and it was hard to work together as a group.