

Plant Structures Word Wall

Science, Language Arts

Materials

Pencils
Crayons
Small basket or hat
Appendix B: Word Wall Words printed on cardstock or durable paper
Copies of Student Handout A: Student Dictionary

Grade Level: K-1

Time: 30 minutes

Standards:
Life Science

*For Kansas standards, visit
www.ksde.org*

Overview

Students will learn new vocabulary words relating to plants and then add them to the word wall.

Objectives

1. Students will recognize pictures, recite words and define each vocabulary term in their own words.

Background Information

Plants have many different structures that do different jobs to help them grow, survive and reproduce.

The germinating process starts when the **seed** begins to absorb moisture from the soil. The moisture softens the seed coat, so the seed can get water and air, which will help it grow. One end of the seed called the embryo grows down to form **roots**. The roots will hold the plant in the soil to make it sturdy, and they will also take in water and minerals for the plant.

When the plant gets big enough, the first **leaves** will push through the soil surface and will begin producing food for the plant through a process called photosynthesis. The **stem** grows and more leaves are formed.

When the plant receives the proper combination of soil, air, sunlight and water, it will reach maturity. At maturity, the plant produces a **flower**, which has ripened seeds that will start the next generation of plants or will be processed into products for people or animals.

Preparation

1. Construct a Word Wall in the classroom.



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2. Print Appendix B: Word Wall Words on cardstock or durable paper.
3. Make copies of Student Handout A: Student Dictionary.

Instructional Format

1. Discuss background information with students.
2. Follow the procedures for the activity.
3. Students complete their student dictionary.
4. Students will answer conclusion questions.

Procedures

1. Instruct students sit in front of the “Word Wall,” which can be a bulletin board or a white board.
2. Ask for a student volunteer to pick out a word from a small basket or hat and share the word with the rest of the class.
3. Have students discuss the definition for the new word.
4. Read the definition to the students.
5. Select one student to add it to the “Word Wall.”
6. To give an example to how the word is used, include the word in a sentence and show students how to write it.
7. Repeat these procedures for each word.
8. Have students complete the Student Dictionary by writing each word, drawing a simple picture and writing the uppercase and lowercase versions of the starting letter of each word.

Note: The “Word Wall” can be use across the curriculum, so every time new words are added, be sure to review the old words.

Conclusion Questions (Assessments)

1. Name one plant part.
Answers will vary.
2. What is the function of the roots?
It anchors or holds the plant in the soil. They also take in water and minerals for the plant, so the plant can grow.
3. A straw is similar to which plant part?
The stem.

Resources

Exploring Kansas Crops Educator’s Guide (2004). Unit 2 – Growing Kansas Crops (27-52). Kansas Foundation for Agriculture in the Classroom. To order, visit www.ksagclassroom.org.

Adapted from lesson plan created by Molly Strathman, Seneca, KS.



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Plant Structures Vocabulary

Flower: The reproductive structure of some seed-bearing plants

Leaves: The expanded green part that branches out from the stem, where photosynthesis occurs and the plant's food is made

Root: Anchors the plant in the soil; the root takes in water and minerals for the plant so it can grow

Seed: A baby plant waiting to grow; contains the plant

Stem: Main body of the plant that supports a leaf or flower; moves water throughout the plant

Structure: Parts of the organisms that serve different functions in growth, survival, and reproduction



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Word Wall Words

root



leaf



stem



flower



seed



structure



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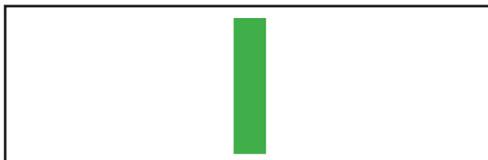
Student Dictionary

Word

Drawing

Letters

stem



Ss

