

The flower makes a fruit with a seed deep inside.
Some are eaten, some are blown, or some just hitch a ride.

Once a fruit is dried and a little seed comes out,
The seed will find the dirt and a new plant will sprout.

☞ Touch and Tell

- Objective:** To use the information learned about plant parts to identify them by touch.
- Time:** 15 minutes.
- Materials:** Several cardboard boxes, various plant parts from different plants.

Ask the gardeners to name the main parts of a plant. Review each one and ask them to say what each part does for the plant.

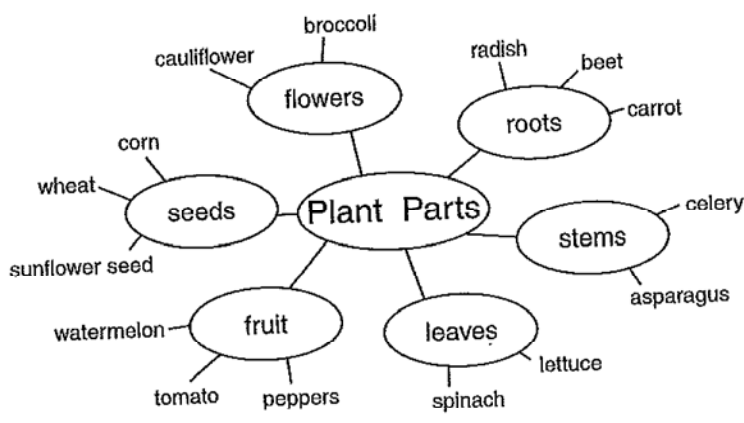
Go out and collect several plant parts—you may need to search outdoors and find parts of weedy plants so that you do not destroy wanted plants. Make several blind, touch and feel boxes by cutting two hand holes in one side of each box. Place a different plant part in each box and number the boxes. Have the gardeners number a sheet of paper, go to each plant box and guess each part by feeling only, and write their guesses on their papers by the corresponding box numbers. After the whole group has completed guessing, unveil each part and review its purpose for the plant.

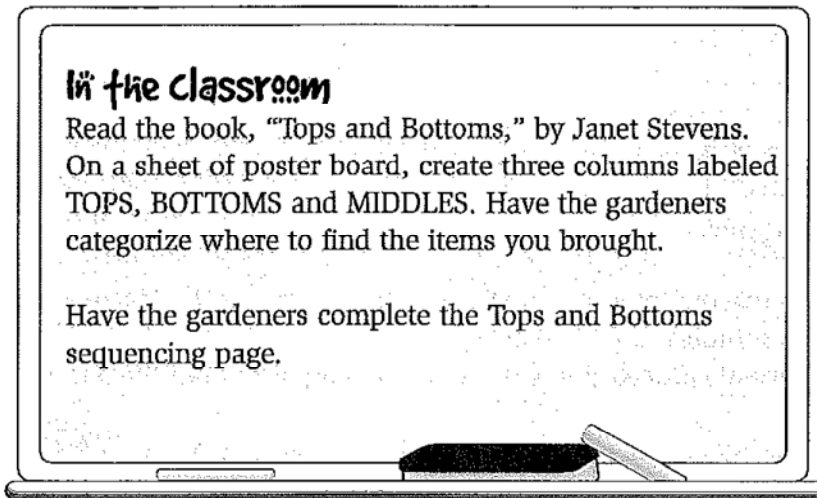
☞ Plant Parts We Eat

- Objective:** To identify the various plant parts used for food.
- Time:** 40 minutes.
- Materials:** Poster, markers, "Tops and Bottoms" by Janet Stevens, Sequencing Tops and Bottoms page (in the Appendix), plant parts that are food items.

Have the gardeners recall the six basic plant parts. Ask them which plant parts are eaten by people. Show them the items you brought and have them guess from what part of the plant they originated. Explain that we eat all kinds of plant parts.

With the gardeners, create a plant parts food web. In the middle of a poster board, write the words PLANT PARTS. As the students call out the names of each plant part, write them on the poster and connect them. Have the gardeners complete the web by thinking of examples of each type of food. They can write those words and connect them to each of the plant parts.



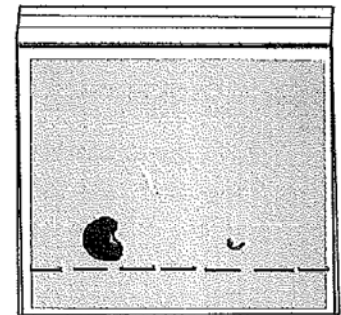


Seed Science

- Objective:** To use the scientific method to determine the effect on plant growth of removing the cotyledons from seeds.
- Time:** 30 minutes.
- Observation:** 1 week.
- Materials:** Sealable plastic bags, stapler, pinto beans, paper towels, Seed Science Experiment Page (Appendix).

Soak a bag of pinto beans in water overnight to prepare for this activity.

Have the students recall the differences between monocot and dicot plants. Review that monocot seeds are made up of a single whole while the dicot seed is made up of pieces. Hold up a dry bean seed and ask gardeners to identify if it is a monocot or dicot. Show them a seed that has been soaking and show them the different parts to reveal that it is a seed from a dicot plant.



Give each gardener a bean. Have each gardener peel off the seed coat. Each student should take the seed and gently pull it apart to reveal the two halves called cotyledons. Have them look inside the seed for the baby plant, called the embryo.

Tell them that cotyledons are the seed's "lunch box." They feed the seed until it can grow its leaves and make its own food. Tell them that they will conduct an experiment to see how well seeds grow without their food supply.

Fold a paper towel to fit inside a plastic bag. Punch a row of staples across and 1 inch from the bottom of the bag. Have the gardeners place one whole seed in the bag. Beside the seed, place an embryo plant that has been removed from the food-storing cotyledons. Wet the paper towel to moisten the seeds. Observe the growth. Have the students complete the Seed Science Experiment Page.

Name _____ Date _____



SEQUENCING TOPS AND BOTTOMS

Cut out the following boxes from this page. Glue them in order on another sheet of paper.

Mr. and Mrs. Hare open a vegetable stand.

The rabbits tell Bear that they will work for him.

Bear gets the tops of the carrots, radishes and beets.

Bear tells the rabbits that he wants the tops.

Rabbit loses a risky bet with a tortoise.

Bear tells the rabbits that he wants both tops and bottoms.

Mr. and Mrs. Hare come up with a plan.

Bear yells, "From now on I'll plant my own crops and take the tops, bottoms and middles!"

Bear only gets the roots of the plants from the rabbits.

Bear decides that he wants the bottoms.

The lazy bear's father gives his son his wealth.