

Title: How to Meet a Plant

Grade: 1st	Date of Delivery: 170201
Unit: Plant Parts	Time: 1 day, 45 minutes

Unit overview and background information:

As we become better gardeners it's important to know about the plants in our garden and how they work. We'll go through each plant part, starting with flowers and fruit, then seeds, roots, stems, and leaves. This is an introduction to get students thinking about plants, how we interact with them, and how our actions impact them.

ESYNOLA Garden Core Concepts:

- Natural Cycles: Plant Parts (flowers)
- Edible Values: Sharing with community & respecting our plants

Objectives:

- SWBAT approach various plants in the garden making observations regarding color, scent, etc.
- SWBAT explain the seven steps for meeting a plant.
- SWBAT verbally express a plant's value to our garden and our lives.

Assessment plan (formal or informal):

Students will complete Plant Garden Book which will include a space to compare and contrast two of the plants they meet in this lesson.

Academic component:

In order to understand the different plant parts, students must be able to see and recognize the plant as a whole first. To observe plants closely to see the different parts, students must be able to handle a plant carefully, respectfully. This lesson is meant as a time for reintroducing the proper ways to interact with a plant. Setting a cool, calm, collected scholarly way of dealing with plants which will better serve the next lessons on plant parts.

Key Preparation/Materials:

DAY 1

- Whiteboards with 7 steps to meet a plant written on them.
- Scrap paper, pencils, clipboards (for recording personal answers to three questions)
- [Plant Garden Book](#)
- Crayons

Lesson Flow

DAY 1

Driving Question:

How do you meet a plant? How do you properly introduce yourself in a way that you will learn the most about the plant while keeping the plant and yourself safe and happy?

Lesson Intro - Engagement/Inquiry: (5 min)

Lead the class to a spot in the garden. Introduce the students to a seedling in the garden. Create a story as if the plant were a person. Give its name and share something about its mother/father, brothers and sisters, favorite food, its family and its home. Share its fears and what makes it stressed. Share its dreams and what makes it feel better. Allow students to comment and ask questions, then lead them to the bench circle.

Body - Exploration: (35 min)

Set a timer for 30 seconds and explain that in this time everyone must introduce themselves, shake hands and say hello to as many people as possible before time is up! Ready! Set! Go!

Ask students: How did that feel? Do you feel like you would know everyone if that was the first and only way you met them? Allow share out.

Students hopefully will say no, it was too rushed, too crazy and maybe even felt a little unsafe.

Now, try it a new way. Teachers will ask students to write/draw their own answers to these questions: What is your name? What do you love the most?

Once they have written down their own answers, prep them by explaining that they have to pay lots of attention in this next part because they are going to have to share what they learn, this is a listening activity. This time, students walk around with their hands up until the teacher says "go," then shake hands with the person closest to them and ask the same questions: What is your name? What do you love the most? Allow time for each student to share their responses.

Then, ask for three brave students to share what they learned about their partner reporting back to the group. How did that feel compared to the first time we introduced ourselves? Allow share out.

Now that we know how to meet other people, we are going to meet some plants with same care.

Here are the steps (**in bold = written on board**):

1. **Say hello!**
 - a. Introduce yourself, don't be a stranger!
 - b. Share your purpose in approaching the plant rather than just jumping in.
2. **Observe the plant**
 - a. What colors do you see? What shapes? Does it look familiar or no?
 - b. How many parts are there? Do you see the stem? Roots? Leaves? Flowers? Fruit? Seed?
3. **Feel the plant**
 - a. It is rough, soft, spiky. Does it feel fragile or strong?
4. **Smell the plant**
 - a. Does it smell much? Does it smell like a food you can eat? Does it smell like something bees would like to visit?
5. **Any other observations?**
6. **Wonder...**
 - a. How old is this plant?
 - b. What is its purpose/function in the garden?

- c. Where did it come from? Was it planted here by a gardener or did it land here naturally?

7. Finally Thank The Plant

- a. Wish the plant good luck/good day.
- b. Show gratitude for anything the plant has offered you and promise to pass on what the plant has shared.

Have a respectful student demonstrate meeting a plant in the garden. Allow feedback from the group, did they meet the plant respectfully, safely? Students will then pair up and complete [Plant Garden Book](#) (be sure to show and explain all the pieces they need to fill in on the book). Each pair must visit and report on at least three plants.

Closing - Final check for Understanding/Summarization: (10 min)

Students will show their completed [Plant Garden Book](#), and share out about a new plant friend they met in the garden.