Grade(s): **2**

Subject Area: **Science**

EALR/Standard:
2.-3 SYSA: A system is a group of interacting parts that form a whole
2-3 SYSB: A whole object, plant, or animal may not continue to function the same way if some of its parts are missing.
2-3 SYSC: A whole object, plant or animal can do things that none of its parts can do by themselves.

Activity: **Learn and identify plants parts and functions in the garden and in a salad.**
Created by Dana Bialek, Environmental Studies Intern, Whitman College Spring 2010

Goals:
Students will identify different plant parts and then functions in the garden. Students will use these skills to dissect a salad in the cafeteria, identifying plant parts in the components of a salad.

Brief description:
Students will learn about the how each plant part functions and what parts of the plant we eat.

Materials:
Mixed salad with leaves, stems, seeds, roots and fruits.

Procedure:
Students are taught in the classroom how different plant parts function. Next, they are taken to the garden where they are asked to identify a plant, distinguish between its parts, and describe their distinct functions. Students should pay attention to the part of the plant that is edible. This may be the fruit, stem, roots, etc. This is an important step in creating linkages between what happens in the garden and what happens in the cafeteria. After reviewing plant parts, students are taken to the cafeteria where the class will work together to identify plant parts represented in a salad. This means identifying carrots as roots that absorb water from the soil, lettuce as leaves that collect sunlight, tomatoes as fruit that protects the seeds, etc.