



Botany Buddies

Students will use what they learned about different parts of plants to design their own imaginary plant and seed.



Materials:

- Blank paper
- Writing or coloring supplies

Instructions:

1. Review the different parts of plants with your students.
2. Have students draw their very own “botany buddy,” or imaginary plant. Encourage them to label all the different parts of a plant in their drawing.
3. Ask your students questions like, “How does your plant get water and sun?” and “How does your plant attract pollinators?”
4. Next, have students draw a seed from their imaginary plant.
5. Ask them questions like, “How does your seed move?” and “Does it fly, drop, grab onto animals, float, or move in a different way?”
6. When students are done drawing their plants and seeds, have them share their botany buddies in pairs or small groups.



Intro to Nature Journaling

Students will learn how to nature journal by closely examining a plant and journaling about it.



Materials:

- Notebook or blank piece of paper
- Writing and coloring supplies
- Wolf Ridge Environmental Learning Center [Spring Plants Field Guide](#) (optional)

Instructions:

1. Nature journaling is the process of recording and drawing what you see outside to help you reflect on nature. It can also create a phenological record.
2. Bring your students to an outdoor space where there are some plants (even if it is grass or trees!). Have students bring a notebook or blank pieces of paper on a clipboard, as well writing and coloring supplies.
3. Have students to find a “sit spot” to sit and observe the world around them. Encourage them to find a sit spot where they can see some sort of plant.
4. Have students write the date, the weather, and any other observations about their sit spot.
5. After they do that, have students draw or write about whatever plant they sat by. If they need prompts, ask them questions like “How would you describe its color?”, “Try feeling it. What does it feel like?”, “Can you try drawing and labeling the different parts of the plant?”, or “Are there any other interesting things by this plant?”
6. Optional: Have students share their nature journal pages with their classmates. If you like this activity, you can have students return to their “sit spot” every week or month to have them see what changed!
7. The ‘Spring Plants Field Guide’ from Wolf Ridge ELC is a useful format and template that could work easily for this activity.

Plant Parts Art Extension

Students will use what they learned about different plant parts to create a plant part collage.



Materials:

- Construction paper scraps of different colors
- Large piece of paper
- Tape
- Glue sticks

Instructions:

1. Tape a large piece of white paper up on the wall of your classroom. This will be your class collage surface.
2. Refer to the Plant Parts Jigsaw to see the background information for of this activity.
3. After teaching your class the different parts of plants, pass out construction paper scraps of different colors. You can cut out the shapes of flower parts beforehand if you want to and give your students those to use.
4. Provide students with a picture of a flower (making sure it shows all the parts).
5. Have students glue their scraps of construction paper on the large piece of paper to make a flower. Encourage teamwork and creativity, while making sure they create every part of the flower.
6. Optional: you can have this be an individual project by passing out smaller pieces of blank paper to each student and having them each make their own flower collage.

Plants Part Jigsaw

Students will become experts about one plant part and
Teach their peers about what they learned



Materials:

- Outdoor U Plant Part Jigsaw worksheets
- Tools to investigate plants with (magnifying glasses, tweezers, rulers, etc...)
- Example plants parts - use easy to find plants outdoors such as dandelions, daisies, etc... or inexpensive plants found at the grocery store
- Plant Part Flipbook worksheets (optional)

Instructions:

1. Remembering plant parts can be tricky. In this activity, students will study one part of a plant and teach their peers!
2. Divide the class into five groups: flowers, leaves, stems, roots, and seeds. Each group will become “experts” on their plant part.
3. Once students are in their plant part groups, pass out their corresponding part. Give groups a few minutes to discuss their initial observations with each other.
4. Pass out the corresponding Outdoor U Plant Part worksheet to each student. Students should record their observations on the worksheet.
5. After 5-10 minutes, bring the large class together and make new groups. The new groups should have five students each, one expert on each plant part.
6. In their new groups, students will take turns sharing their observations of their plant part. Encourage students to ask questions of their peers.
7. As a concluding activity, have students fill out, color, and cut out the Plant Part Flipbook worksheets. When stapled all together, students will have a model of a plant, including descriptions of plant part functions.

Plant Survival Relay

Students will review the basic needs of a plant through a relay race.



Materials:

- Plant team cards (prairie, wetland, forest)
- Survival cards (water, nutrients, sunlight, air)
- Gym or outdoor area with room to run

Instructions:

1. Divide the class into three teams. Give each team a plant card (one from each habitat: prairie, wetland, forest) and describe how each team is going to try to collect enough survival cards for their plant to survive—one of each of the basic needs pictured on the bottom their card.
2. Demonstrate how the relay race will work, with one person from each team running down to collect a survival card without looking at it first and running back to the team. This student will tag the next player, continuing until each person runs down one time and has collected one card.
3. After each team has one card for each student, instruct the students to match their survival cards with the pictures on the plant card.
4. If they did not match all of the needs on their card, their plant did not survive. If they did match all of the needs on their card, their plant did survive!
5. Play another round and in an effort to get every plant team to survive, let the students go through their line twice so they each end up with two cards.
6. Discuss as a group at the end the difficulty of plants surviving in the wild (especially when they cannot 'run' to find their survival needs!). Note which basic needs are hardest to find in each habitat and why. Also note how plants have adaptations to make it easier to better obtain the basic needs that are hard to find.

Habitat	Difficult basic need	Why?	Plant adaptations to find that basic need
Prairie	Water	Hot and dry climate	Grow in clumps, hair to collect water, long roots
Wetland	Air	Abundance of water	Waxy leaves repel water, holes in plants to transport air
Forest	Sunlight	Trees shade out sun	Spring flowers bloom before trees leaf out

Plant Scavenger Hunt

In small teams, students will explore outside and search for different plants near them.



Materials:

- Outdoor U Plant Scavenger Hunt sheet
- Any outdoor space

Instructions:

1. Plants are a vital part of every habitat, no matter where you live. This activity will help students find examples of plants and their parts close to them!
2. Watch the Outdoor U Nature Near Me—Plants video for an example Scavenger Hunt, and to get students' imaginations running.
3. Lead the class outside, and divide your students into groups of 2-3.
4. Pass out one Outdoor U Plant Scavenger Hunt sheet to each group.
5. Give students 10-20 minutes to explore and find items on the scavenger hunt. Check in with groups as they search, and ask questions about what they find.

Example(s): Why do you think this tree is the tallest? Why did this plant wilt?
Where did these leaves come from?

6. Call students back, and ask representatives from each group to share something interesting they found on their search.
7. Scavenger hunt can be completed again later in the spring to examine how the plants change throughout the spring.