

# little learners science

# ALL ABOUT plants



Name: \_\_\_\_\_  
MY Plant Journal

RED



ORANGE



seed  
sort



ROUND

POINTY



LAR

SMAL

plant  
sort



leaf



ro



stem

## LIFE CYCLE OF A PLANT



seeds



flower



sprout



mature plant

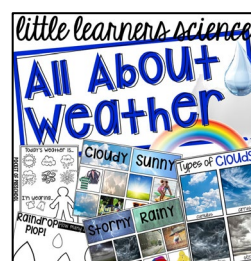
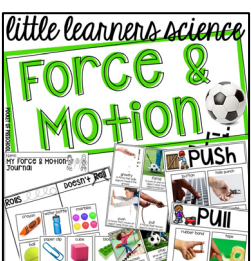
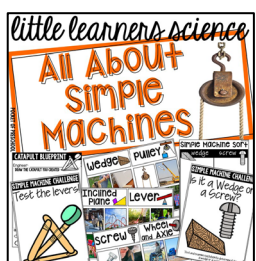
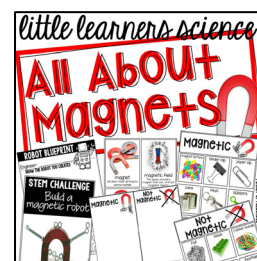
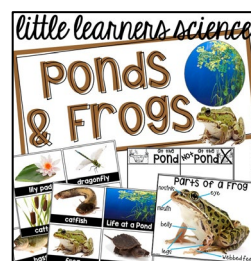
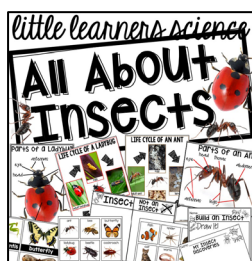
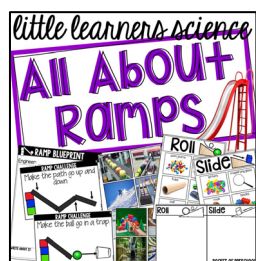
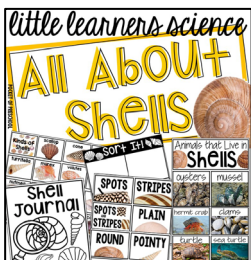
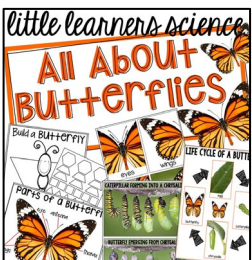
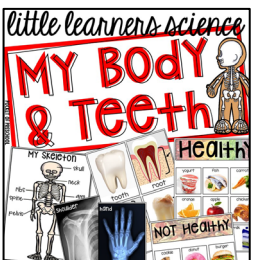
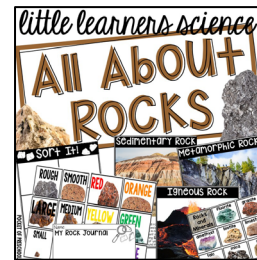
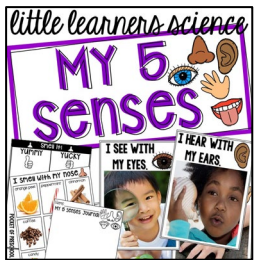
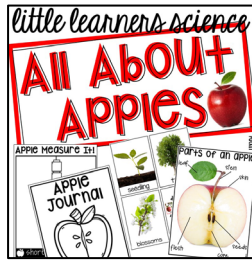
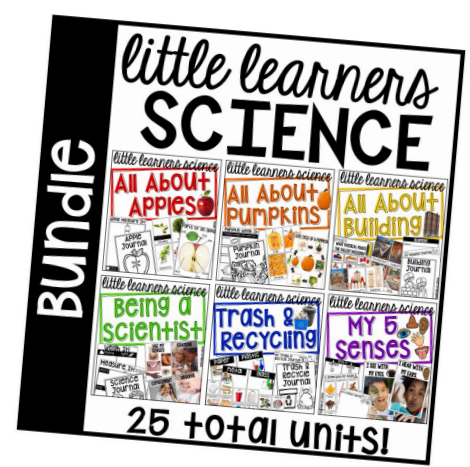


POCKET OF PRESCHOOL



# Little Learners Science Curriculum

Click on the cover to check it out!







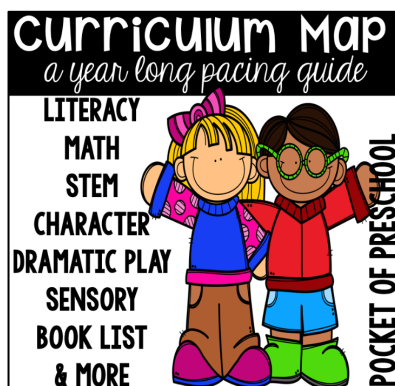
little learners  
**Science**

Questions about  
the Little  
Learners Science  
Curriculum?

Check out [this blog post](#)  
that has all the details!



Need more Binder  
covers? Grab [THIS](#)  
[FREE](#) pack of binder covers!



Download the **FREE**  
[Curriculum Map](#) to see how the  
Little Learners Science Curriculum can  
be taught throughout the school year  
with various learning themes and  
seasons or as needed.

Subscribe to the  
**Newsletter**

[HERE](#) for exclusive freebies, lesson plan  
inspiration, updates, and a HUGE writing  
center FREEBIE!



# WANT TO PRINT IT SMALLER OR LARGER?

Print something smaller to save ink and paper or print it poster size.

Make sure you have the latest edition of Adobe Reader, and that your computer is opening this file in Adobe (not your computer's default reader or online).

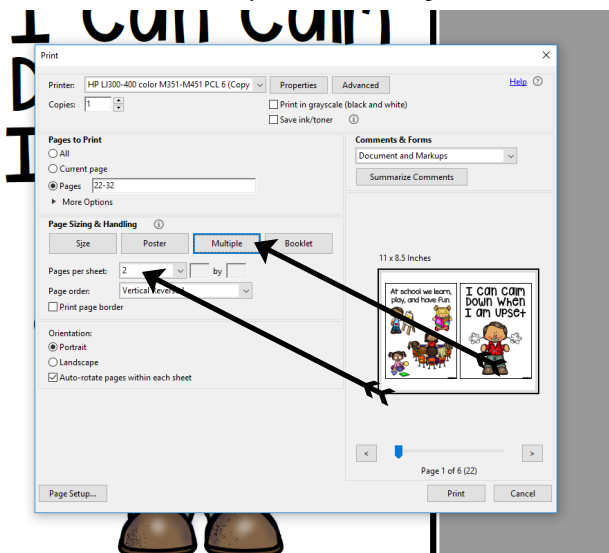
**Print SMALLER Directions:** To print it smaller in size

- Select File then Print or select the Print icon
- Select Multiple
- Click on the Pages per sheet and choose the number 2, 4, 6, 9, 16, or custom

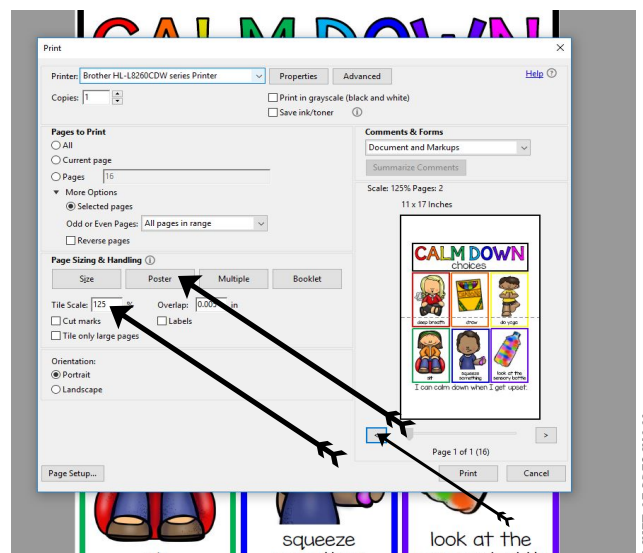
**Print BIGGER Directions:** To print it larger in size

- Select File then Print or select the Print icon
- Select Poster
- In the Tile Scale box, choose the percentage you want it to print
- Click the arrow to check how it will look when printed and pieced together

Print SMALLER



Print BIGGER





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*little learners science*

**All About  
Plants**



*little learners science*

**All About  
Plants**



*little learners science*

**All About  
Plants**



*little learners science*

**All About  
Plants**



*little learners science*

**All About  
Plants**



## **LABELS**

Included are many labels you can use to organize all the science items included in this pack. Use the size that works best for your container.

If you want a binder cover and spine use pages 7 and 8.



# All About Plants



**Binder spine**

# All About Plants





**SCIENCE TABLE OR SHELF:** Use a small table or a small bookshelf to create an engaging science center full of hands-on materials for students to explore and investigate!

**SCIENCE READ ALOUD & CONNECTING ACTIVITY:** Read a science book during circle time, then do one of the connecting activities found in this unit (see suggested reading list for amazing books or use the included read aloud).

**SCIENCE TALKS:** During circle time, engage students in a “science talk” to:

- introduce the new science study and vocabulary words
- share students’ ideas, misconceptions, and findings
- test students’ discoveries
- complete included charts
- pose and investigate one of the included questions

**DISCOVERY SHOUT OUTS:** When a student makes a discovery, call the class over and let the student share and show their discovery with the group. It only takes 3ish minutes but it is POWERFUL. Students learn so much from each other. If a student doesn’t want to share, allow him or her to point to the various parts of the investigation as you share it for them with the class. As students feel safe and build confidence within the group setting, the more likely they will be to share their investigations with the class. This could be during center time or if you break up into trios/pairs for science investigations.

**FOCUS ON OBSERVING, INVESTIGATING, AND EXPERIMENTING RATHER THAN THE “RIGHT ANSWER” OR “RIGHT WAY”. THE PROCESS IS MORE IMPORTANT THAN THE PRODUCT.**

## How to Set up the Science Table or Shelf

Use a small table or a small bookshelf to create an engaging science center full of hands on materials for students to explore and investigate!

(this is an IKEA Lack Table)



### Suggested Materials

- Magnifying glasses, cubes, scale
- Investigations and activities included in this pack
- Vocabulary cards
- Anchor charts
- Books (see book list)

### BOOK LIST

- A Seed is Sleepy  
by: Dianna Hutts Aston
- Seed to Plant  
by: Kristin Rattini
- Leaves  
by: Viaya Khisty Bodach
- Other books in the plant parts series: Stems, Seeds, Roots, Fruits, Flowers  
by: Viaya Khisty Bodach
- From Seed to Plant  
by: Gail Gibbons
- Up, Down, and Around  
by: Katherine Ayres (fiction)

### Document Student Learning

- Make a class discovery journal and place student discovery pages inside
- Hang students' discovery pages on the wall
- Take photos of students investigating and post them in the center

## VOCABULARY CARDS

Print the cards and place in the center.

Options:

- Create an anchor chart with the cards and header "All About Plants" found on page 8.
  - One idea is to staple a ribbon to the wall then clip the cards to it with small clothespins. This is great for easy accessibility so you can easily take down the cards to use during science talks, circle time, etc.
- Put the cards near the corresponding objects on the science table/shelf.
- Place the cards on a metal ring.





**ALL**

**ABOUT**

**PLANTS**



seeds



sprout

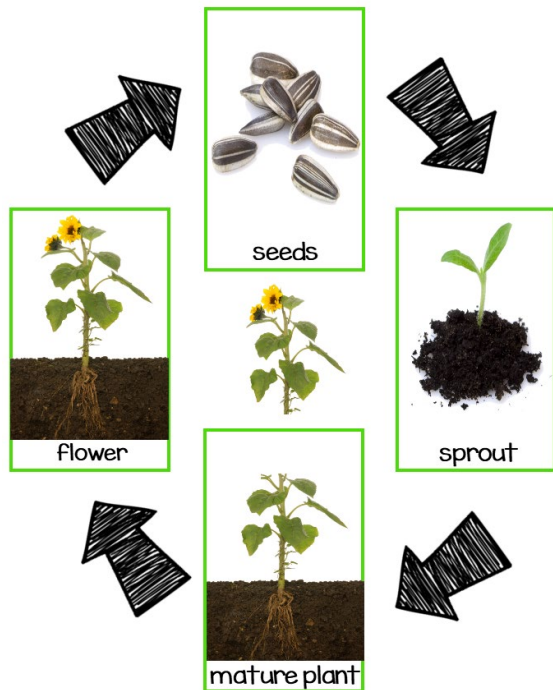


mature plant



flower

# LIFE CYCLE OF A PLANT



life cycle



bee



seeds

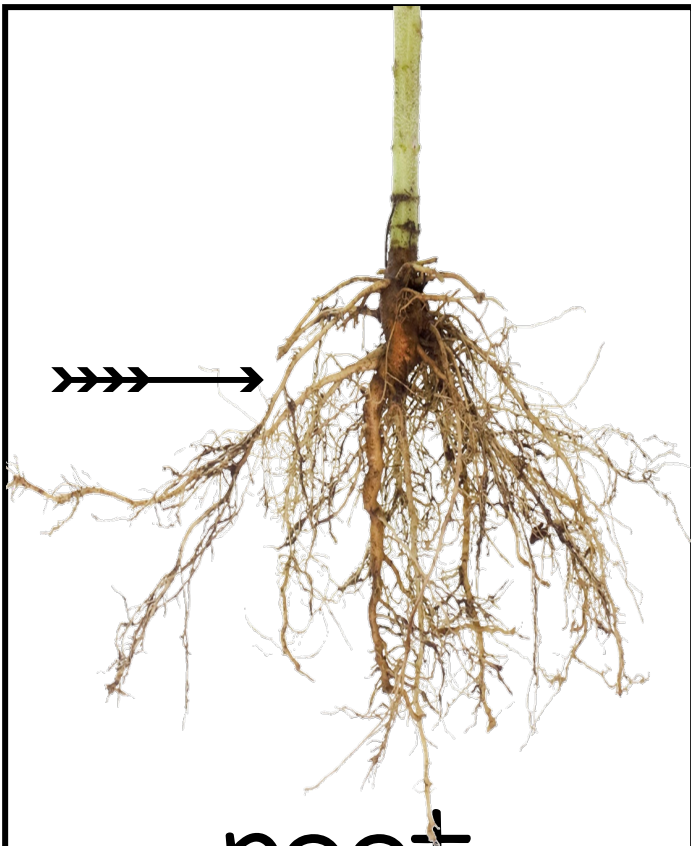


flower

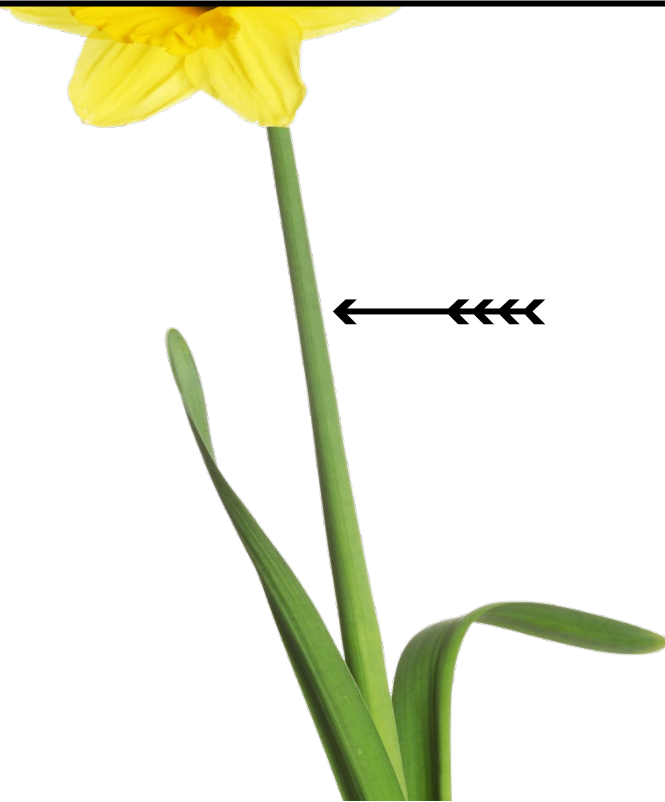




leaf



root



stem



fruit



soil



sun



rain



vegetables



## ACTIVITY CHARTS, SCIENCE PROMPTS, & MINI EXPERIMENTS

Give students an opportunity to predict, explore, observe, test, examine, and collect data through experiments and investigations at the science table.

Options:

- Place the mini science prompts by the corresponding tool.
- Activity Charts
  - Laminate and place in the center to use as a science mat with appropriate tools.
  - Print and place in a dry erase pocket and use as a science activity chart with the appropriate tools.
  - Print and use as a recording page.



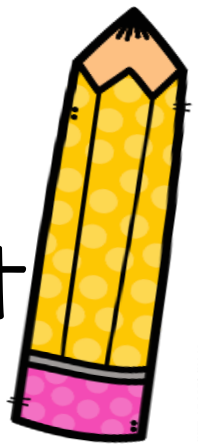
### Items to Investigate:

- Real or fake plants
- Real or fake flower stems
- Real or fake parts of plants
  - (stems, leaves, flowers, petals, etc.)
- Small potted plants
- Seeds
- Real fruits
- Real vegetables





Use the magnifying glass to look closer.  
Draw and write about what you see!



POCKET OF PRESCHOOL

Print and laminate.  
Place next to the magnifying glasses.

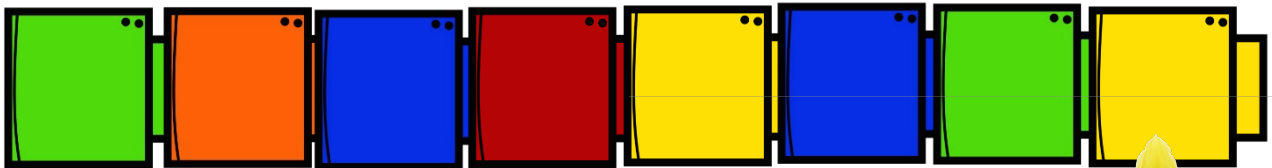
Print and laminate.  
Place next to the scale.



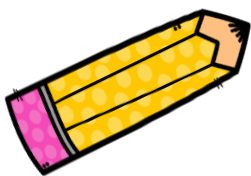
Put the items on the scale to compare how much they weigh.

Which weighs more?

Print and laminate.  
Place next to the cubes.



Use the tools to measure.



How long is it?  
How wide is it?





# plant + weigh It!



heavy

light



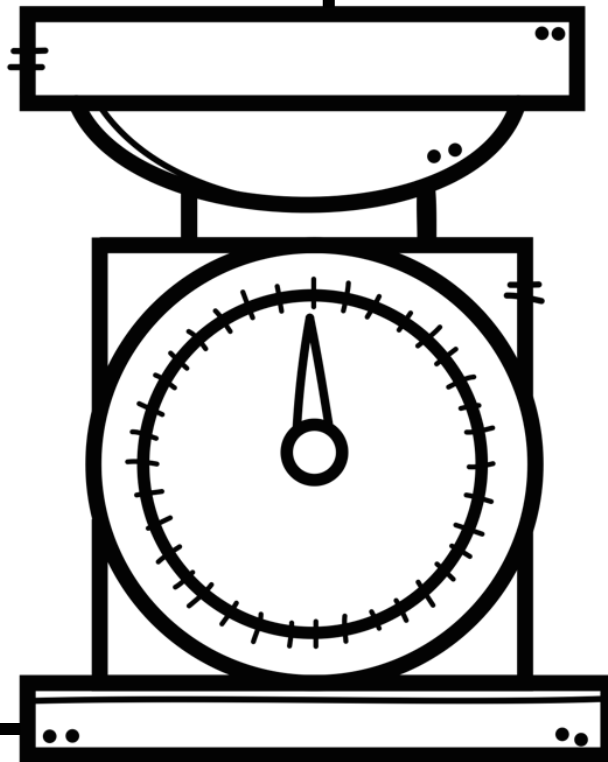


# Plant + Weigh It!



heavy

light





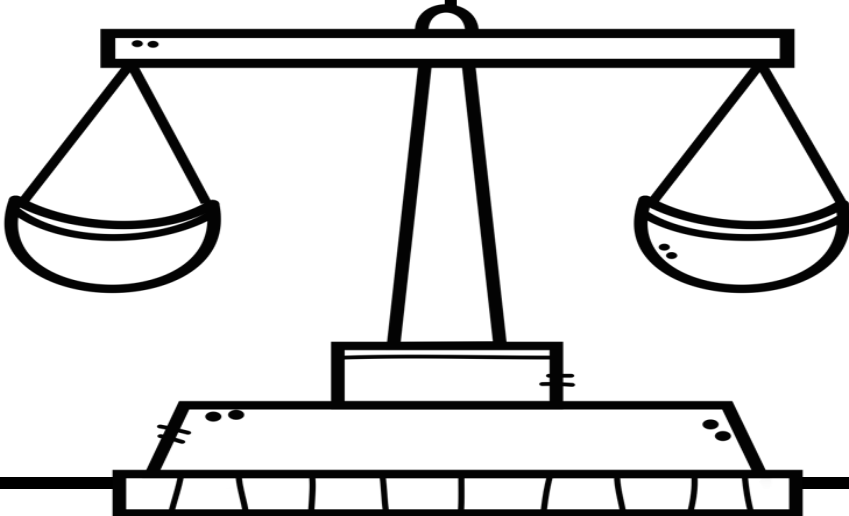


# Plant + Weigh It!



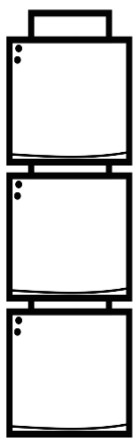
heavy

light

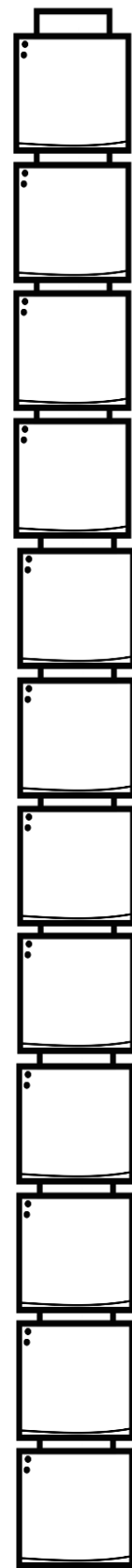




# Plant Measure It!



short

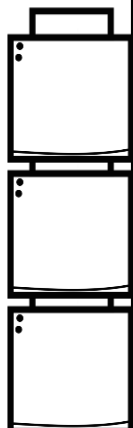


long

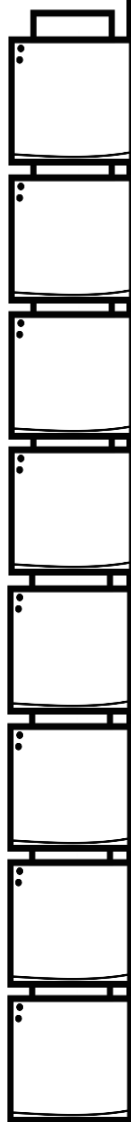


# Plant Measure It!

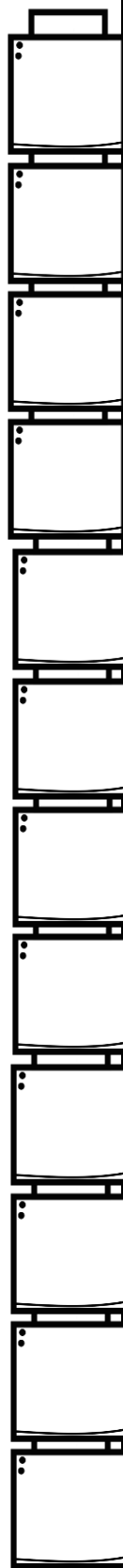
short



medium



long







# Plant Measure It!



short



long



# Plant Measure It!

short



medium

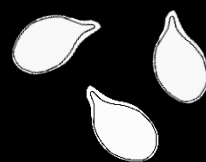


long





# Sort + It!

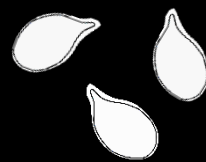


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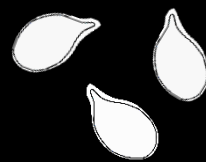


# Sort + It!



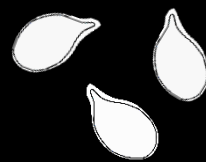


# Sort + It!





# Sort + It!



**RED**



**ORANGE**



**YELLOW**



**GREEN**



**BLUE**



**PURPLE**



**PINK**



**BROWN**



**BLACK**



**WHITE**



**LARGE**



**MEDIUM**



**SMALL**



**ROUND**



**POINTY**



**ROUND**



**POINTY**



**LARGE**



**MEDIUM**



**SMALL**



PLACE ON SORTING BOARDS  
-COLOR  
-SIZE (SMALL, MEDIUM, LARGE)  
-ROUND, POINTY



## PLANT SORT

As a class have a science talk all about plants. Create an anchor chart using the included pieces.

Talk through each section and record student responses. It's a great time to use rich vocabulary and model sorting and measuring.

There are so many things you can sort for a plant unit! Here are some ideas of what to sort!

- Seeds
- Leaves
- Vegetables
- Flowers with the stem attached
- Fruits



## SORTING WORKSHEET

After you complete the anchor chart as a class, students can break up into small groups or pairs to work on their own investigations using the included worksheet.

Name: \_\_\_\_\_

# Flower Sort



cut

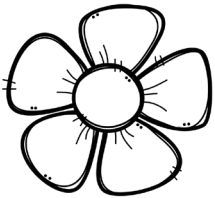
paste

POCKET OF PRESCHOOL

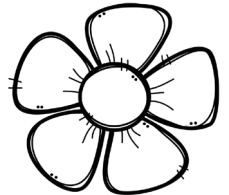
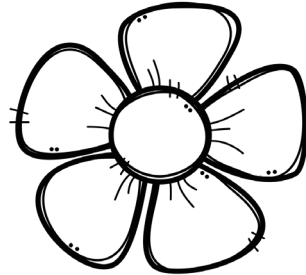
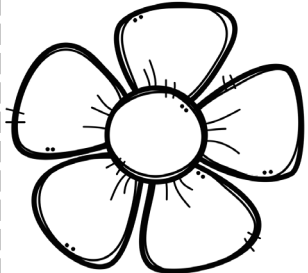
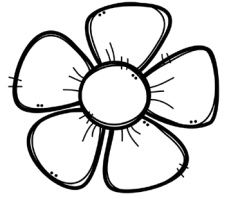
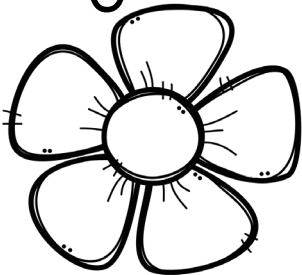
small



medium



large



Name: \_\_\_\_\_

# Seed Sort



cut

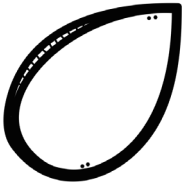
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POCKET OF PRESCHOOL

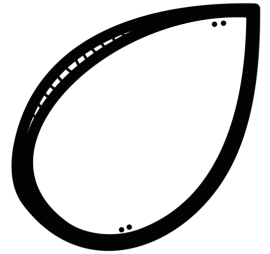
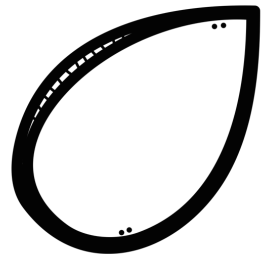
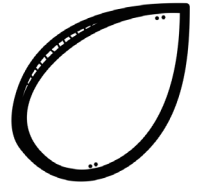
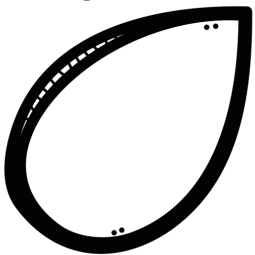
small



medium



large



# Plant sort



**ROUND**



**POINTY**



**LARGE**



**MEDIUM**



**SMALL**





**RED**



**ORANGE**



**YELLOW**



**GREEN**



**BLUE**



**PURPLE**



**PINK**



**BROWN**



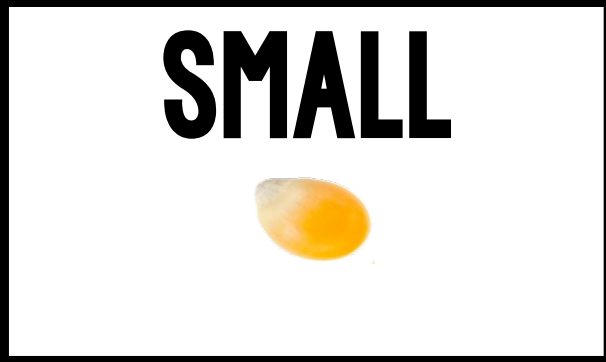
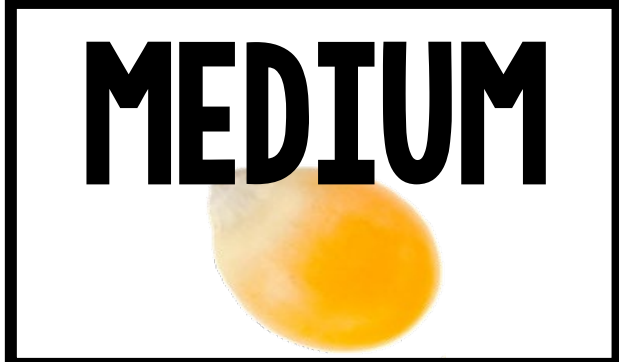
**BLACK**



**WHITE**



# Seed sort



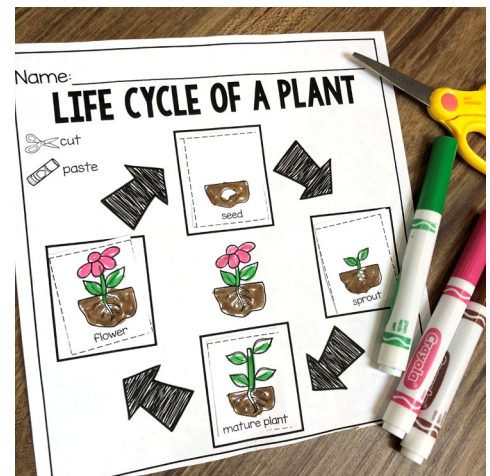
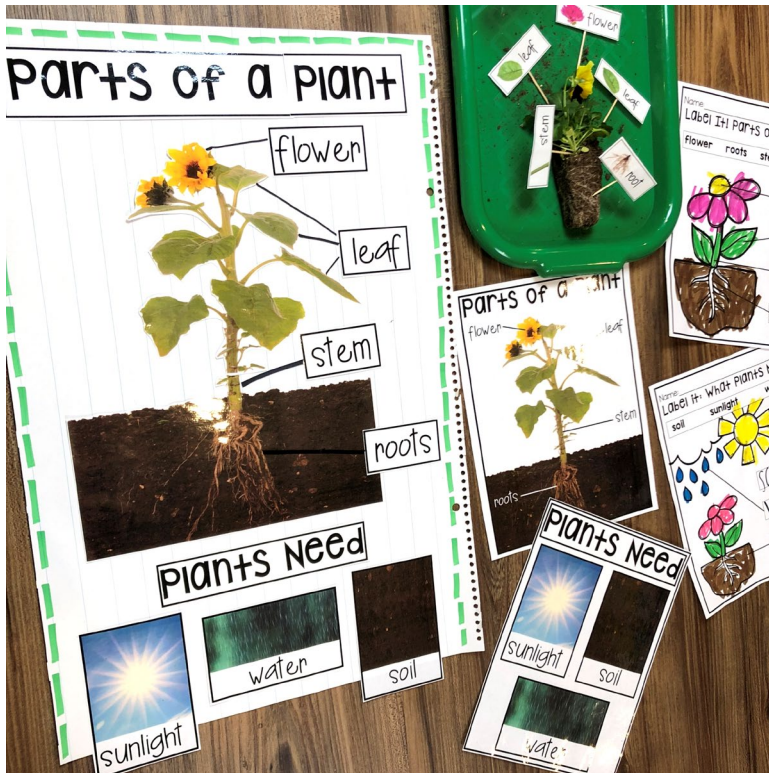
USE THE COLOR SORTING CARDS TO  
SORT THE SEEDS BY COLOR



## PARTS OF A PLANT AND WHAT PLANTS NEED ANCHOR CHART:

Create an anchor chart with the whole class during circle time. This can be done after a read aloud, after an investigation, or during a science talk.

- Create the chart and label the parts of a flower using the word cards. Option to then have students describe each, label, and record their responses on the anchor chart.
- At the bottom of the chart, list what a plant needs using the included chart pieces.



## MINI ANCHOR CHART & WORKSHEET:

Print and place in the center.

Optional student recording pages included.

# Parts of a Plant

flower

leaf

stem

roots





parts of a

plant

leaf

flower

stem

roots

## PARTS OF A PLANT ANCHOR CHART PIECES



## PARTS OF A PLANT ANCHOR CHART PIECES





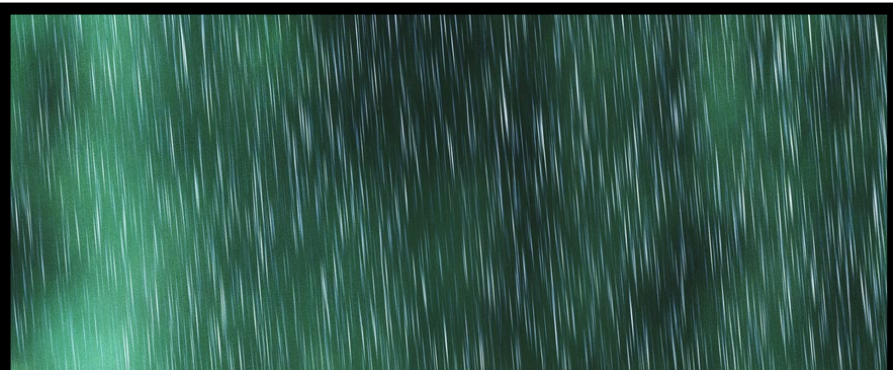
# Plants Need



sunlight



soil



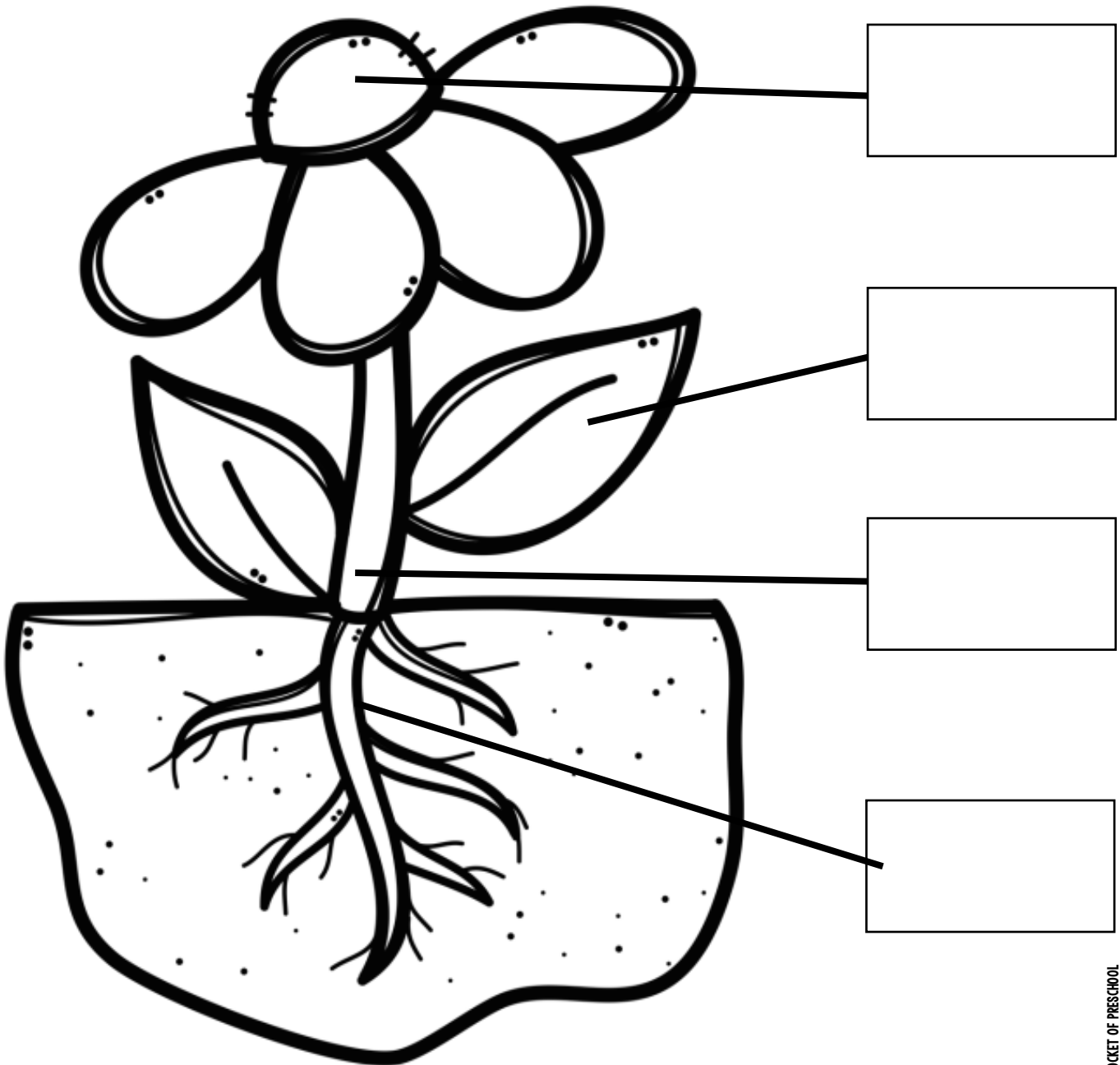
water



Name: \_\_\_\_\_

# Label It! Parts of a Plant

**flower**      **roots**      **stem**      **leaf**



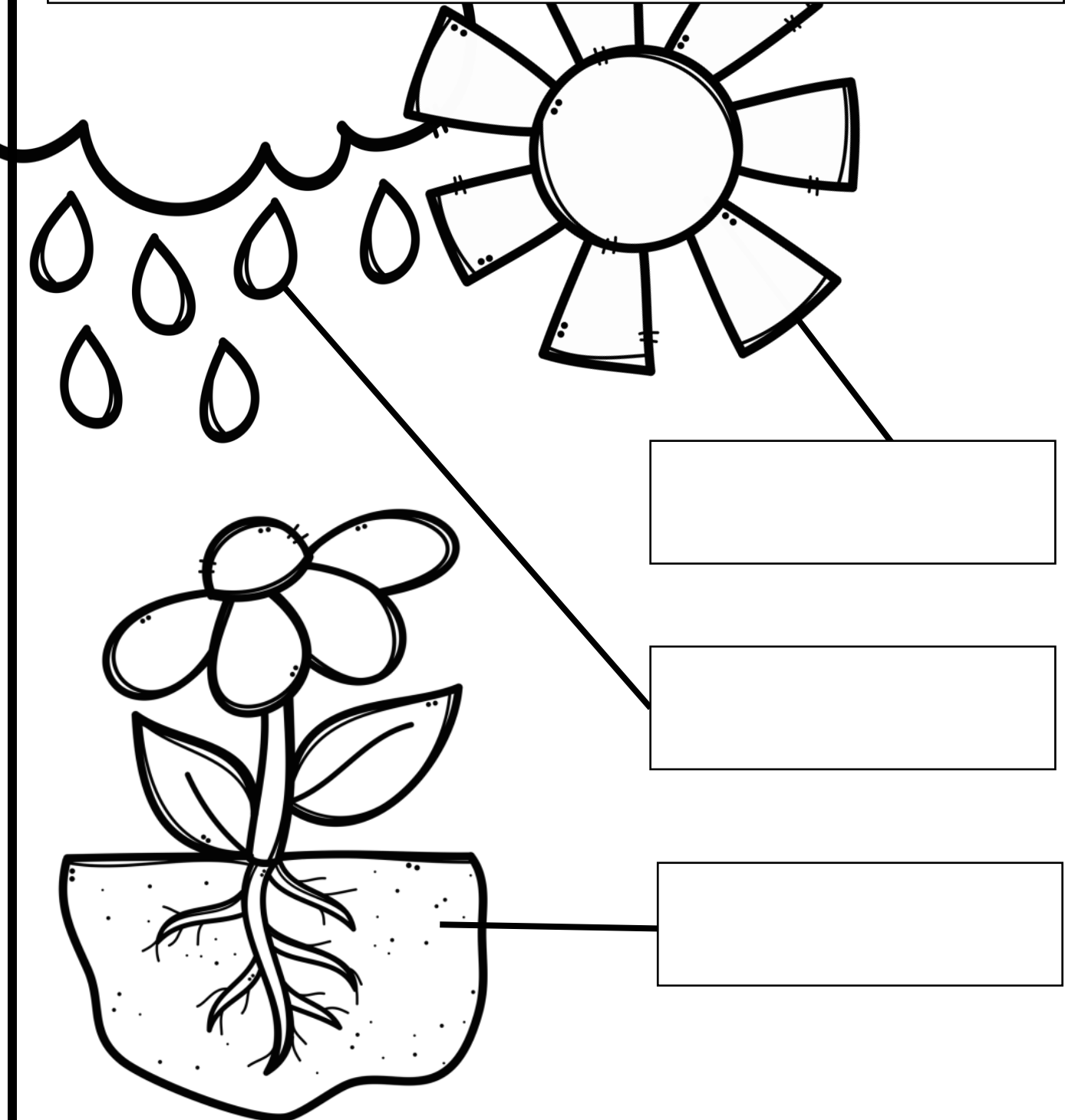
Name: \_\_\_\_\_

# Label it: What Plants Need

**soil**

**sunlight**

**water**



## PLANT LABEL IT ACTIVITY:

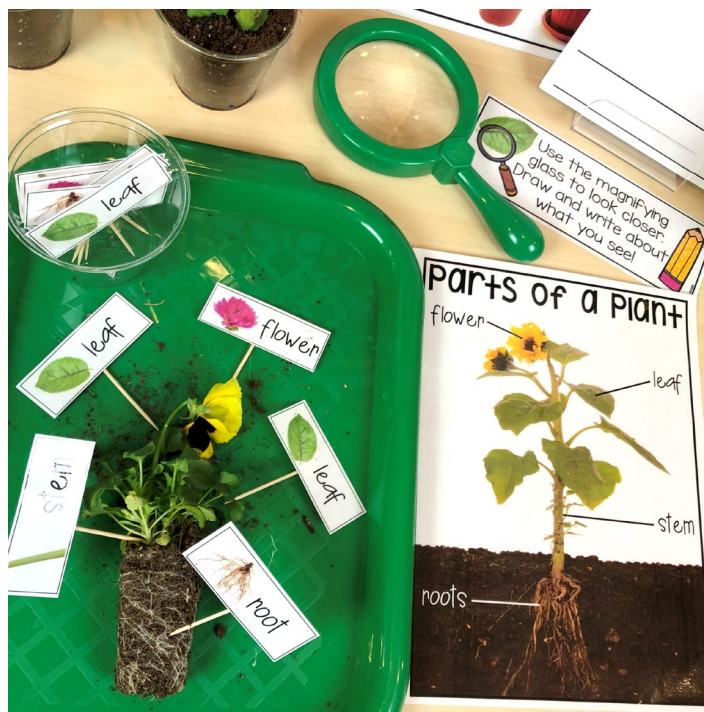
After the class has completed the Parts of a Plant anchor chart, place the plant label it activity in the center for students to complete independently. This also gives students the opportunity to touch, feel, and look closely at all the parts of a real plant.

## PREP

- Print and laminate the parts of a plant flags. Tape or glue to toothpicks.
- Place a plant with the root attached on a tray.
- Plant Options: pull a weed from the playground or landscaping. Purchase a pack of small plants to use.

## ACTIVITY

- Students label the parts of the plant using the plant part flags.
- These parts of a plant tags can also be used on the sorting boards so student can sorts the parts of a plant.





stem



stem



leaf



leaf



leaf



leaf



root



root



flower



flower





stem



stem



leaf



leaf



leaf



leaf



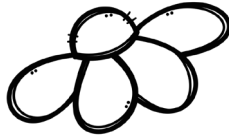
root



root



flower



flower

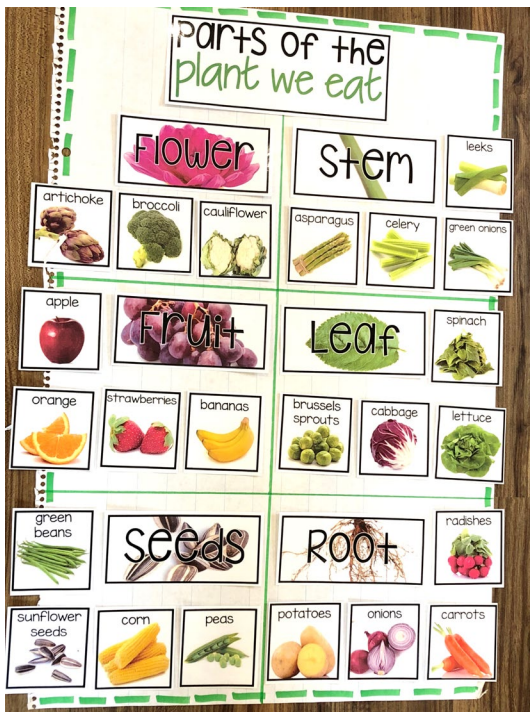
## PARTS OF A PLANT WE EAT ANCHOR CHART

Create this Parts of a Plant We Eat anchor chart to sort the vegetables by what part of the plant each is.

There are 3 or 4 items than can go under each plant part. After you place those under the category, write students' ideas under each item or have students cut out magazine or grocery store ads to place on the chart as well (optional).

## SORTING MINI CHARTS OR FILE FOLDER SORT

Laminate the pieces. Glue the header to a piece of paper or file folder. Attach the object cards with Velcro for students to sort.



You can also place real vegetables on the science table with a science mat to give students the opportunity to measure or sort real vegetables.

# parts of the plant we eat

↑ ANCHOR  
CHART  
HEADER

# Seeds

# Fruit

corn



peas



apple



orange



sunflower  
seeds



green  
beans



strawberries



bananas





# Leaf



lettuce



spinach



brussels  
sprouts



cabbage



carrots



onions



radishes



potatoes



# Root



# Stem



# Flower

celery



asparagus



broccoli



cauliflower



leeks



green onions

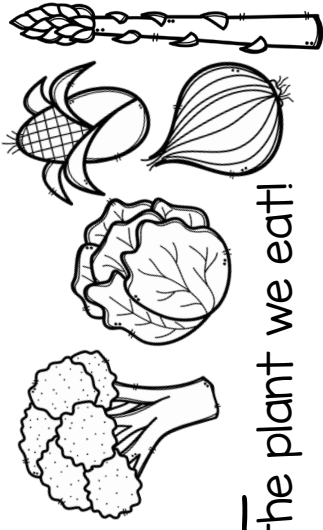


artichoke



-

# parts of a plant We Eat



Name: \_\_\_\_\_

Draw pictures of vegetables to show what parts of the plant we eat!

**seeds**



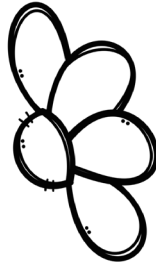
**stem**



**leaf**



**flower**



**root**





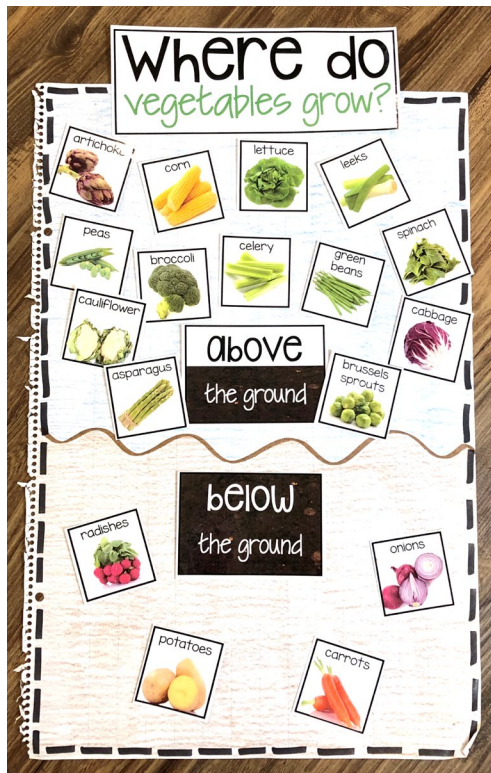
## WHERE DO VEGETABLES GROW ANCHOR CHART

Create this Where Do Vegetables Grow? anchor chart to sort the vegetables by where they grow. This is a fabulous follow up activity for the book *Tops and Bottoms*.

Use the vegetable cards from pages 46-48 along with the anchor chart pieces on the next page to create the chart.

## SORTING CHARTS OR FILE FOLDER SORT

Laminate the pieces. Glue the header to pieces of paper or a file folder. Students place each vegetable either above or below the ground on the chart.



You can also place real vegetables on the science table with a science mat to give students the opportunity to measure or sort real vegetables.



Where do  
vegetables grow?

above

the ground

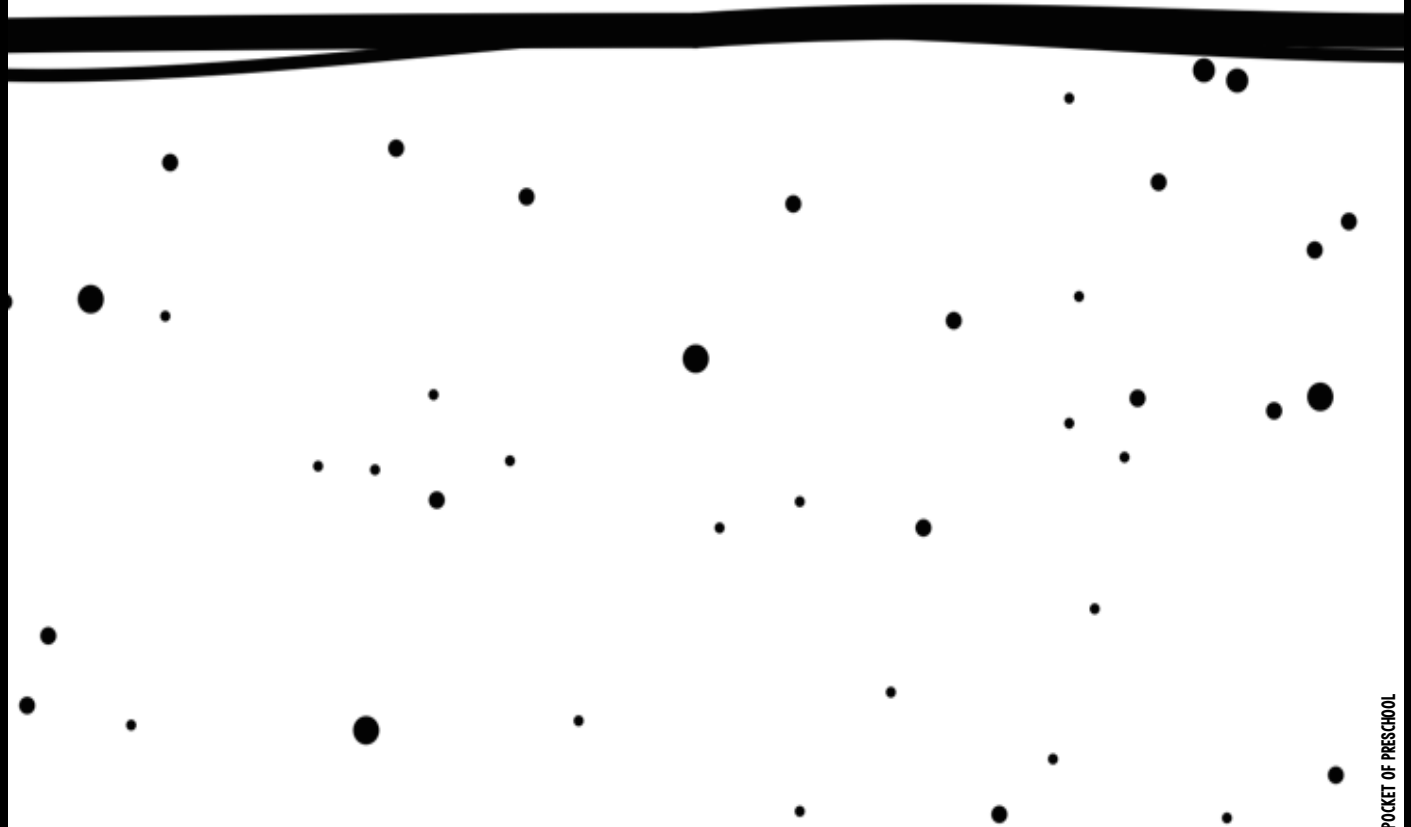
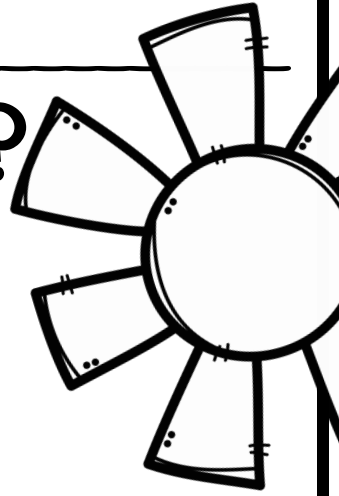
below

the ground

Name: \_\_\_\_\_

# Where does it grow?

Draw pictures of vegetables to show where each grows!

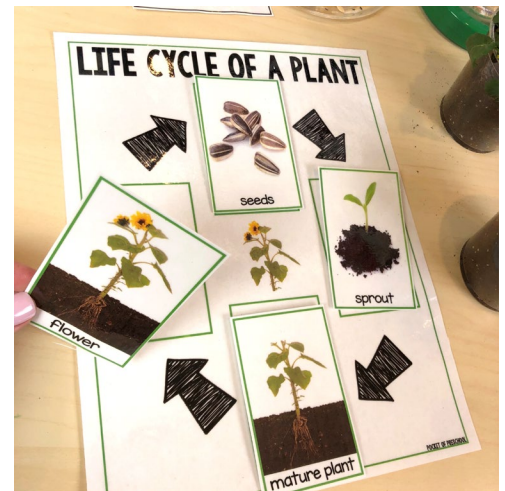


## LIFE CYCLE OF A PLANT

Print the cards and place in the center.

Options:

- Create an anchor chart with the cards and included header "Life Cycle of a Plant"
- Put the cards on the wall
- Put the cards by objects on the science table/shelf
- Place the cards on a metal ring



## LIFE CYCLE POSTERS & WORKSHEET

Print the posters and place them in the center.

Make it an interactive chart by having students match the cards on the poster. Use Velcro to attach the pieces to the poster.



# SEED



# SPROUT





# MATURE PLANT



# FLOWER



# LIFE CYCLE

# OF

# A

# PLANT



seeds



sprout

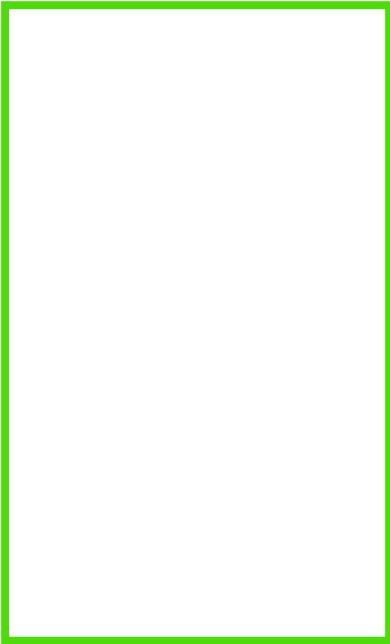
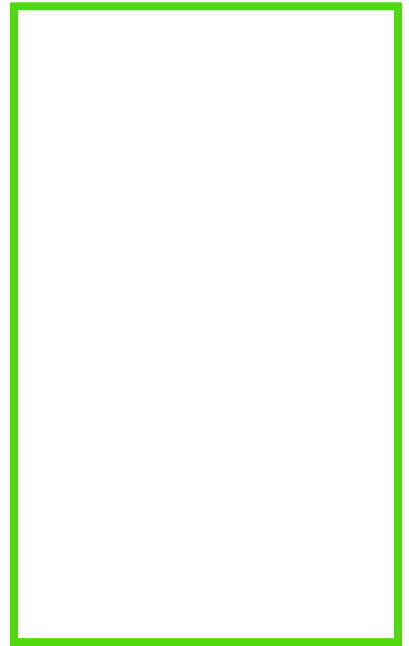
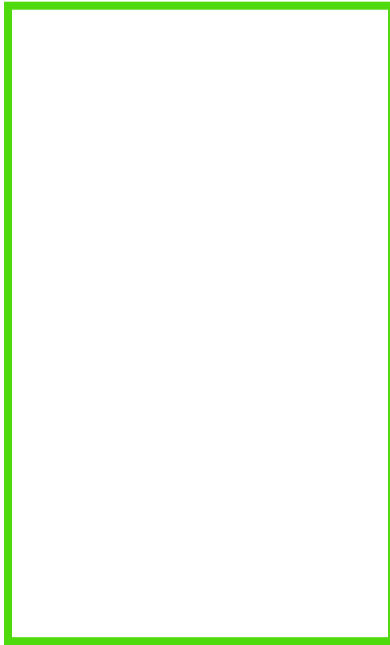
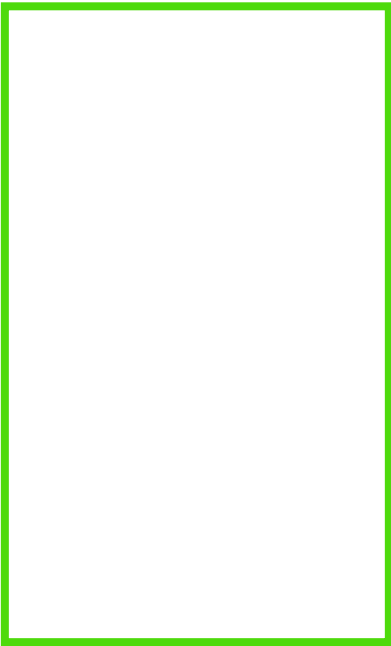


mature plant



flower

# LIFE CYCLE OF A PLANT





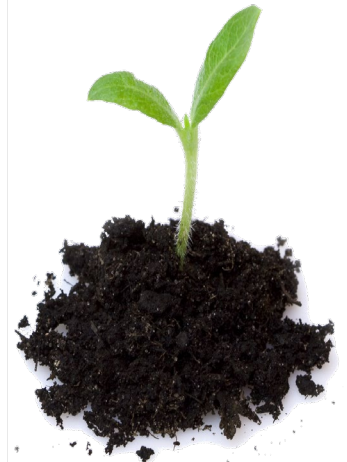
# LIFE CYCLE OF A PLANT



seeds



flower



sprout



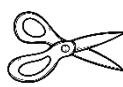
mature plant



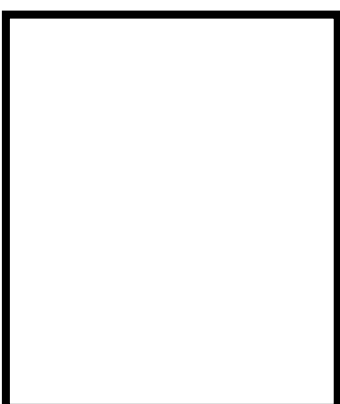
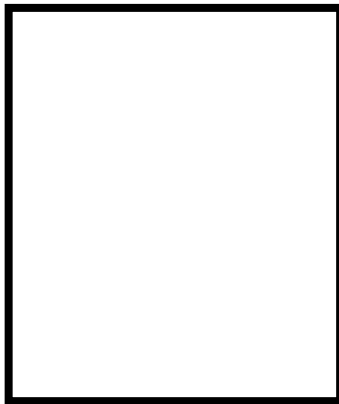
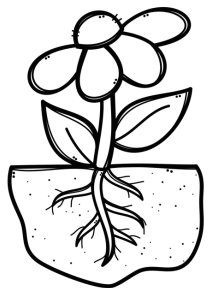
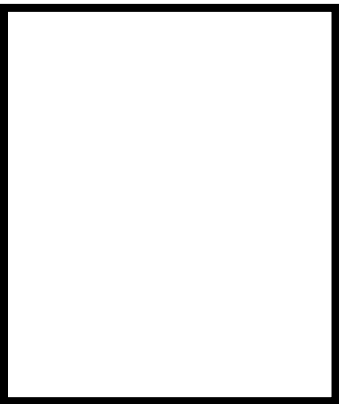
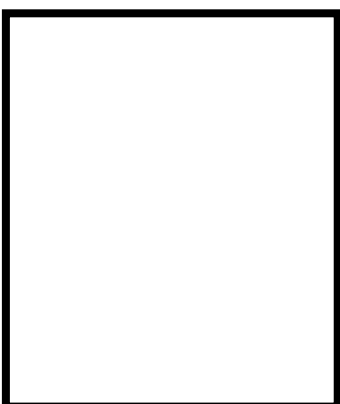


Name: \_\_\_\_\_

# LIFE CYCLE OF A PLANT

 cut

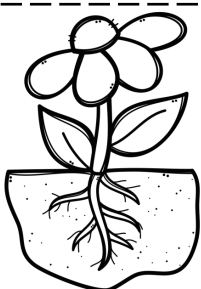
 paste



mature plant



seed



flower



sprout

## PLANTING SEEDS

After you open and investigate the pumpkin, keep the seeds and **PLANT** them! Students can observe the first stages of the life cycle of a plant in the classroom.

## HELPFUL SEED PLANTING TIPS

- Soak the seeds in water (at room temperature) for at least two hours but not more than 12 hours to help with the germination process before you plant them.
- **Plant Different Types of Seeds** - Plant seeds that have a short germination period. Beans, lettuce, radishes, carrots, and peas were planted in the photos below. Label the seeds by writing on a popsicle stick or directly on the baggie or glove.

## PLANTING OPTIONS

- **Baggie** - Place the seeds in a baggie with a damp paper towel.
- **Clear Glove** - Place seeds in each finger with a damp cotton ball.
- **Clear Plastic Cup or Plastic Tub** - Plant the seed or seeds in a clear plastic cup. This way they can see the roots growing under the soil!

Post the growth chart in the center and measure the seeds as they grow and record the results.



## PLANTING SEEDS CONTINUED

### PLANTING WORKSHEET

Students can break up into small groups, pairs, or plant their own seeds (in clear plastic cups) and follow up with the included planting worksheet.

### GROWTH CHART

Once the seeds are planted, measure the sprout each day and record the results.

You could also place a growth chart in each students' journal. You can use cubes to measure or a rainbow ruler (made with a regular wooden ruler). For a tutorial [CLICK HERE](#).





# PLANT

## growth chart

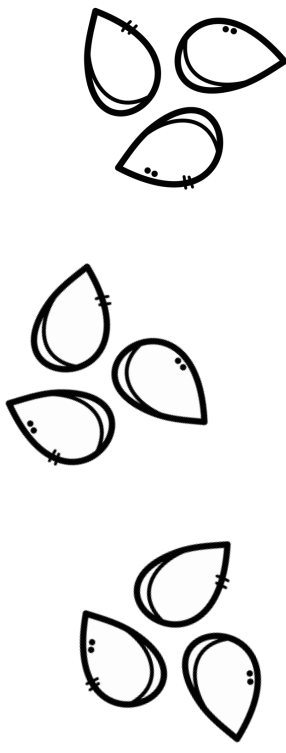


| DAY | HEIGHT  |
|-----|--------------------------------------------------------------------------------------------|
|     |                                                                                            |
|     |                                                                                            |
|     |                                                                                            |
|     |                                                                                            |
|     |                                                                                            |
|     |                                                                                            |

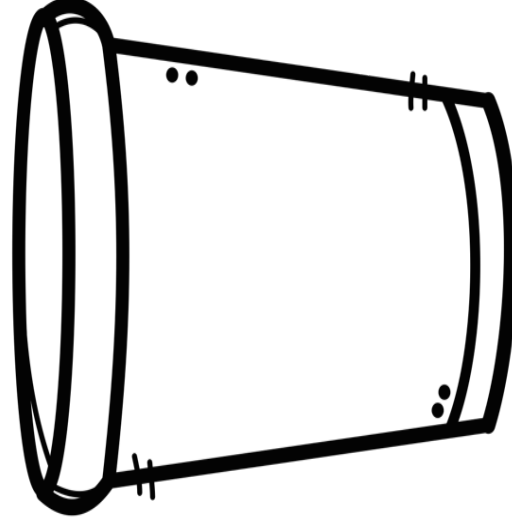
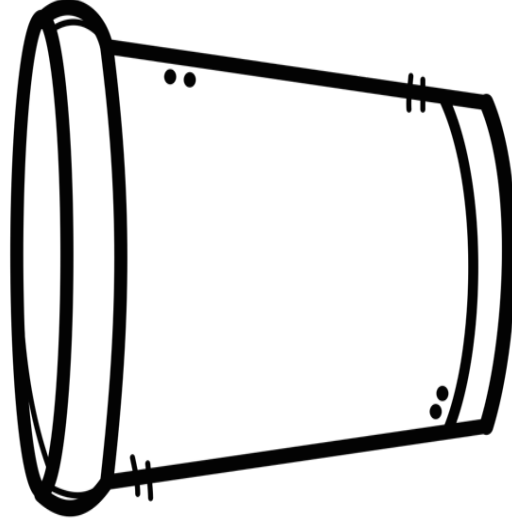


Name: \_\_\_\_\_

# Planting Seeds



Draw what the seed looks like NOW. PREDICT what the seeds will grow into.



## I planted \_\_\_\_\_

## seeds.

## COLOR CHANGING FLOWERS/CELERY EXPERIMENT

Using this color changing experiment, students can predict, explore, observe, and test the plant while collecting data about how the stem carries water to the rest of the plant through this color changing experiment.

### Materials Needed

- Clear cups
- White carnations, white daisies, or celery
- Food coloring
- Pipettes or droppers
- Water

### Set Up

- Fill each cup half way with water and color with food coloring. The more food coloring that is added the more colorful the flowers will be.
- Place the cups on a tray.
- Cut the celery or flowers and place them in the water.

### Experiment

- Talk about what the stem does (carries water from the roots to the rest of the plant). Use the Parts of Plant poster and vocabulary cards as a visual support.
- Predict what will happen to the flowers. Take a photograph of the flowers on day one. Optional - students record their predictions on the recording page.
- Each day observe the flowers, discuss student findings and ideas, and take a photo each day.
- Place the photos in the center for students to compare.
- Optional - Students complete their recording pages.



Name: \_\_\_\_\_

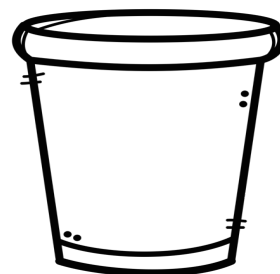
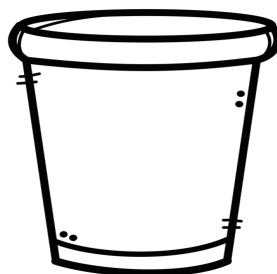
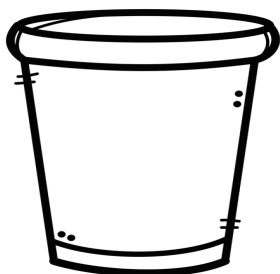
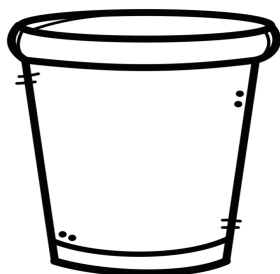
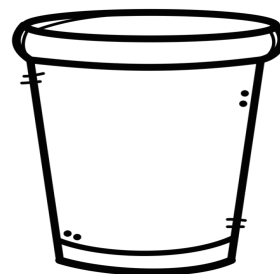
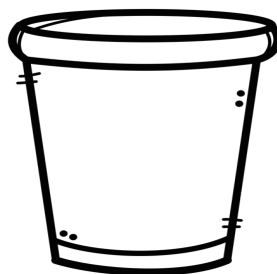
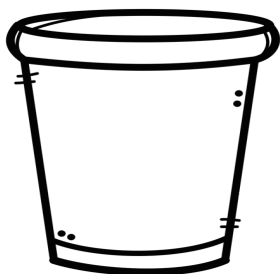
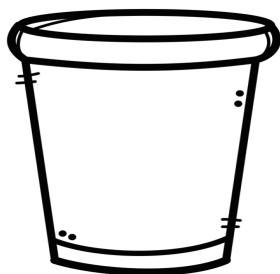
# Color Changing Experiment



POCKET OF PRESCHOOL

## PREDICTION

Draw and write what you predict will happen.



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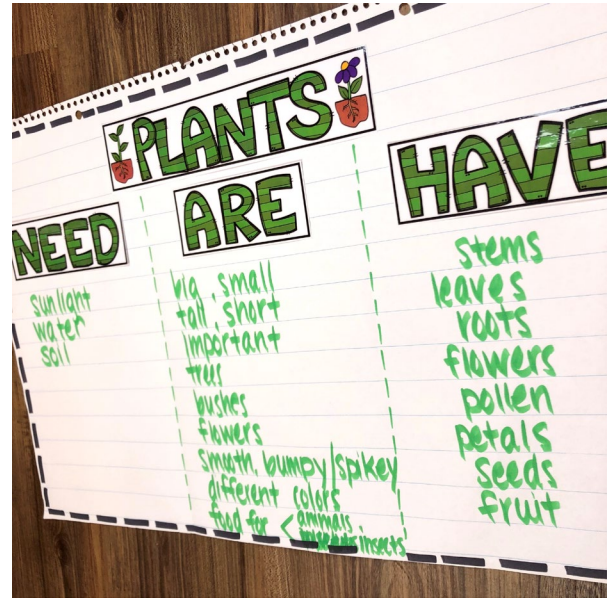
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## PLANTS ANCHOR CHART

Scientists share their ideas and findings with each other! Have a discussion all about plants at the end of the unit as a way to assess student learning. Have a plant and vocabulary cards next to you to use during the discussion.

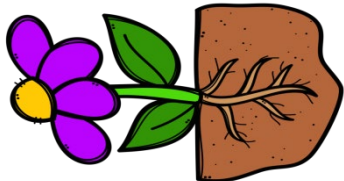
### Anchor Chart

- Cut out the chart pieces and glue to a piece of paper.
- Write students' ideas, generalizations, and conclusions in each part of the chart.
- Draw conclusions and generalizations.
- This is a fun way to collaborate and share ideas, generalizations, and conclusions based on student investigations and research.

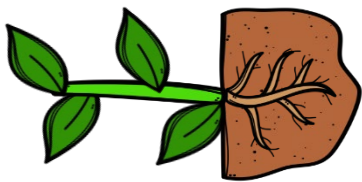


| PLANTS                                                                                        |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NEED                                                                                          | ARE                                                                                                                                                                                                                                                                                                                           | HAVE                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Water</li> <li>• Sunlight</li> <li>• Soil</li> </ul> | <ul style="list-style-type: none"> <li>• Big</li> <li>• Small</li> <li>• Tall</li> <li>• Short</li> <li>• Long</li> <li>• Important</li> <li>• Flowers</li> <li>• Trees</li> <li>• Weeds</li> <li>• Bushes</li> <li>• Spikey</li> <li>• Smooth</li> <li>• Different colors</li> <li>• Food for animals and insects</li> </ul> | <ul style="list-style-type: none"> <li>• Stems</li> <li>• Roots</li> <li>• Leaves</li> <li>• Flowers</li> <li>• Petals</li> <li>• Seeds</li> <li>• Fruits</li> <li>• Pollen</li> </ul> |





PLANET



ARE

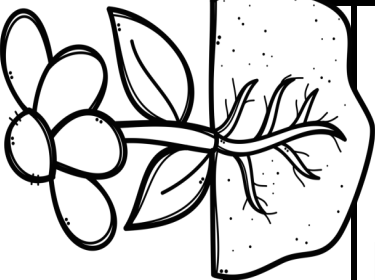
WE  
CAN  
SAVE

OUR  
WORLD

Name: \_\_\_\_\_

Fill in the chart with words and pictures about plants.

| PLANTS |      |     |
|--------|------|-----|
| NEED   | HAVE | ARE |
|        |      |     |



## BOOK:

Use the book many ways:

- Print the book and read it during circle time
- Print the book and place it in the science center
- Print the book smaller if you have a small science center (see printing directions on page 2)

## EACH PAGE CAN BE A POSTER!

- Print single pages and post in the center! See page 2 for printing directions.





# All About plants!



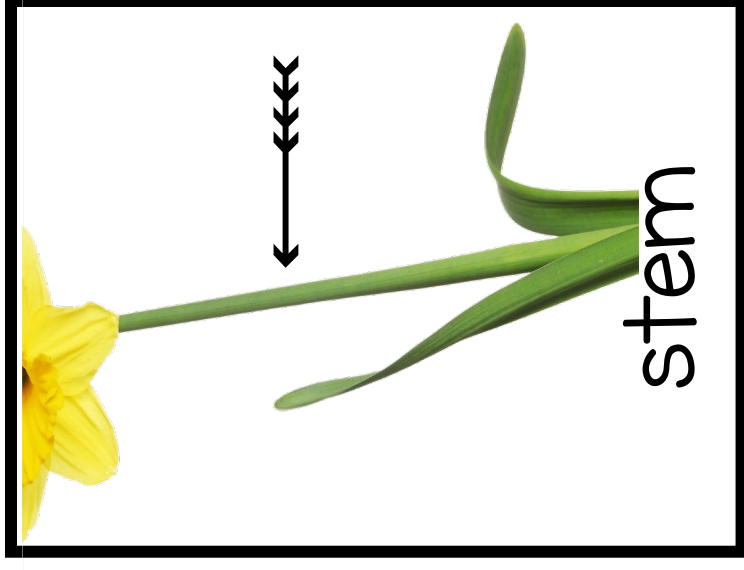




Seeds come  
in many  
shapes and  
sizes.



Plants grow from seeds. After  
a seed is planted a sprout will  
pop out of the soil.



The stem will grow taller out of the ground and it will slowly grow into a mature plant.





Underground the roots of the  
plant are growing down into the  
soil.



In the  
center of  
the flower  
are seeds  
which new  
plants will  
grow from.

Flower buds begin to grow from  
the stem of the plant and  
bloom into a beautiful flower.





The stems  
carry the  
water and  
food up to  
the rest of  
the plant.

Plants need water, soil, and light  
to grow. The roots search for  
food and water in the soil.



The veins in the leaves carry the food and water to the rest of the plant.

The leaves make food for the plant. They soak up the sunlight and change it into food the plant needs.



stem



leaf



seed



flower



root

Some plants we eat! What is  
your favorite part of the  
plant to eat?

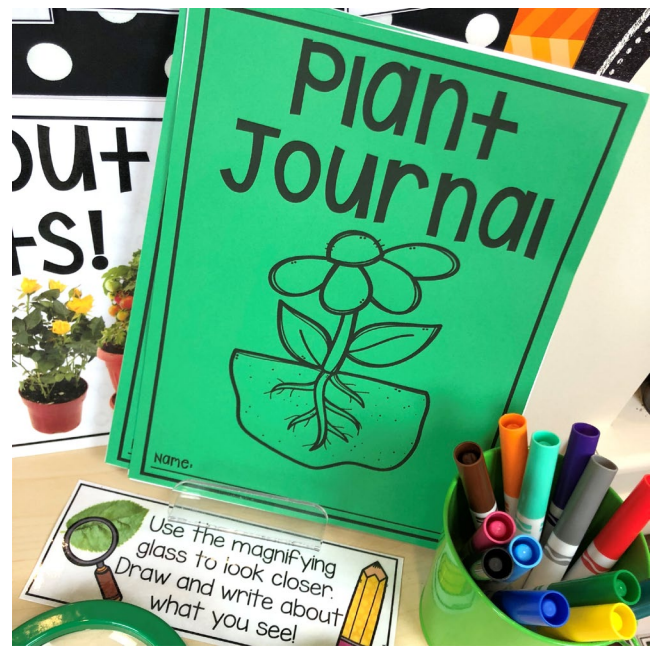


## JOURNAL & DISCOVERY PAGES

Discovery pages and journals are an easy way to add literacy into the science center and to get students to communicate their thoughts and ideas. There are many ways to use the discovery pages!

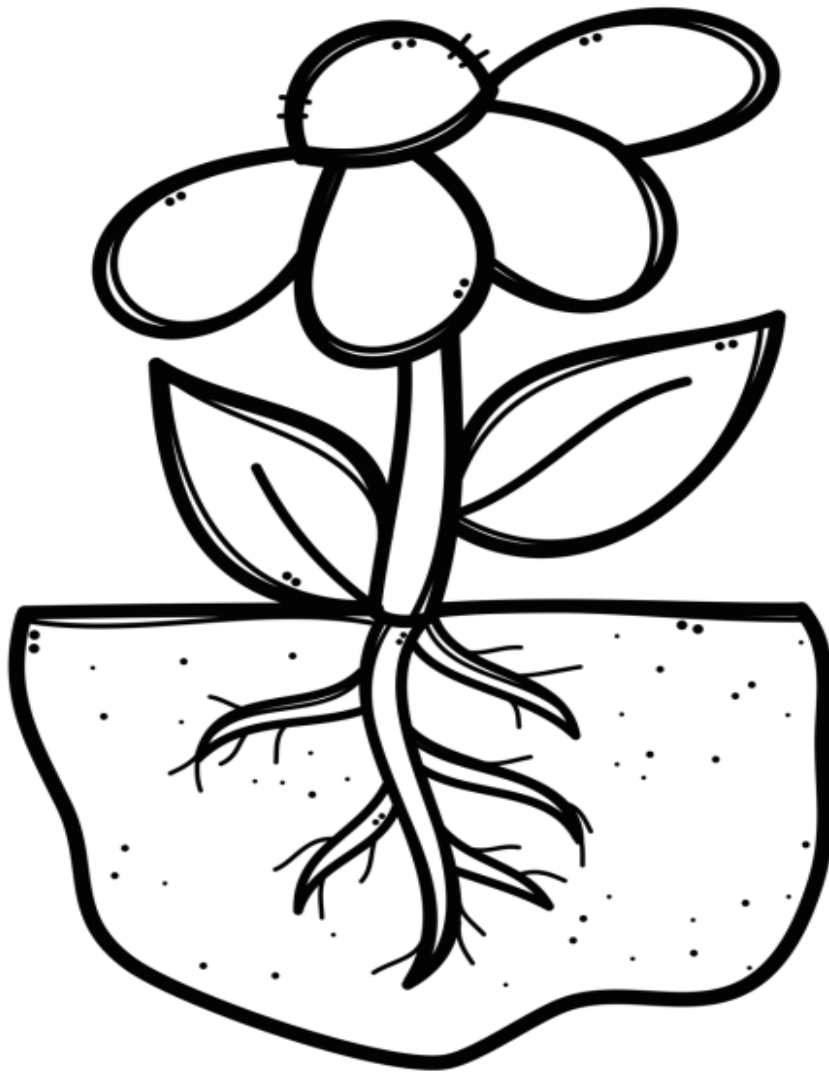
Options:

- Make a journal for each child
- Create a class journal
- Post student discovery pages on the wall
- Use as reflection pages after experiments
- Just place on the science table or shelf



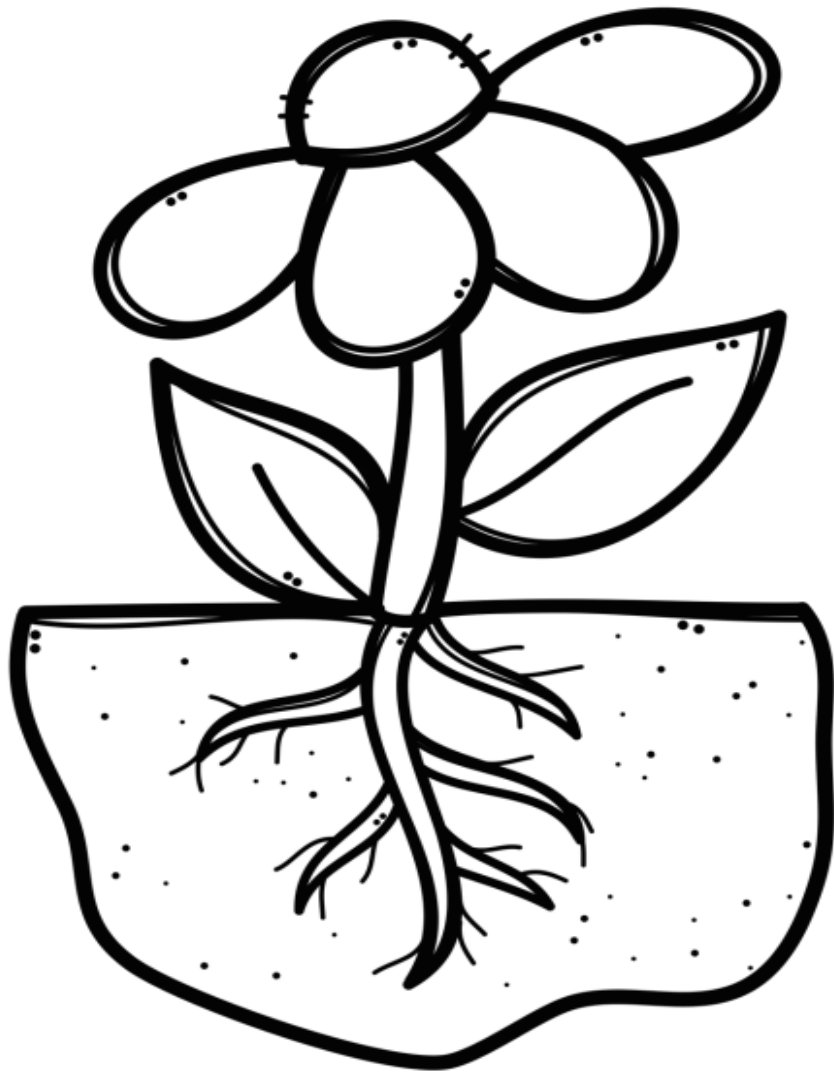


# Plant Journal



Name: \_\_\_\_\_

# Plant Journal



Name: \_\_\_\_\_



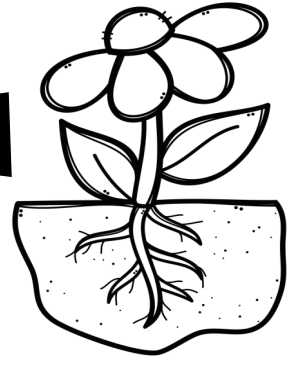
# MY Plant Journal



Name: \_\_\_\_\_



# MY Plant Journal



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Name: \_\_\_\_\_

 **MY Plant Journal**



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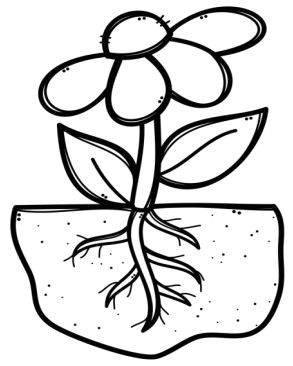
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Name: \_\_\_\_\_



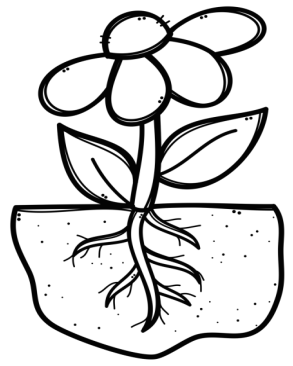
# MY Plant+ Discoveries



Name: \_\_\_\_\_



# MY Plant Discoveries



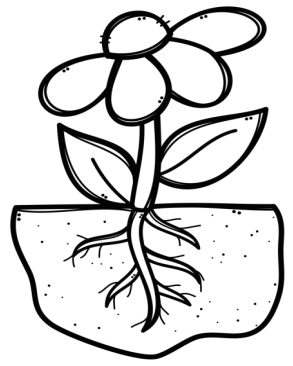
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Name: \_\_\_\_\_



# MY Plant Discoveries



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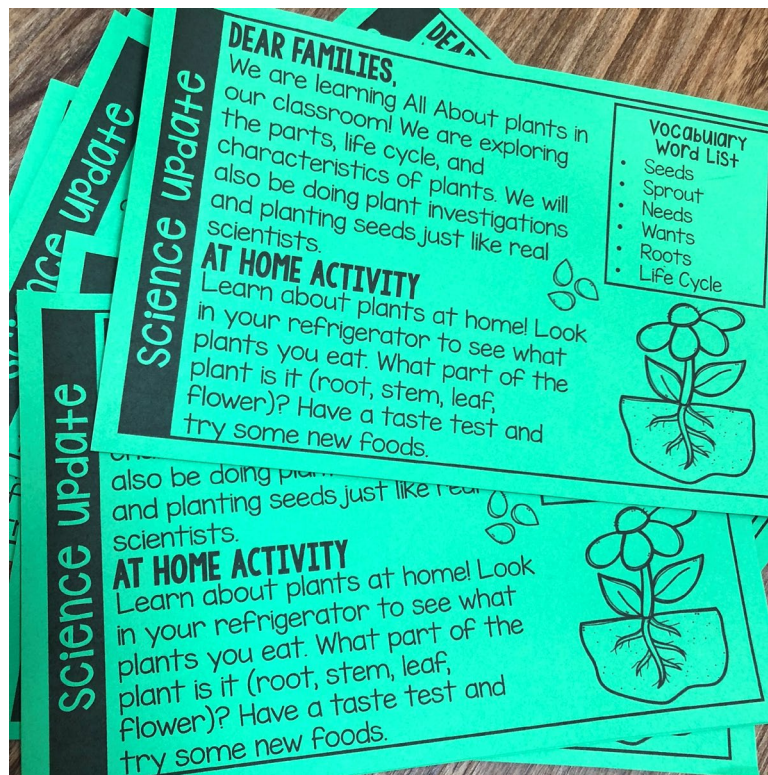
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## NOTE HOME:

Send home the parent note to inform families of all the exciting things their child is learning about in science. It's a great way to strengthen the home school connection.

The note includes a snippet about the science topic, a few vocabulary words, and an activity students can do at home to continue the learning!



## DEAR FAMILIES,

We are learning All About plants in our classroom! We are exploring the parts, life cycle, and characteristics of plants. We will also be doing plant investigations and planting seeds just like real scientists.

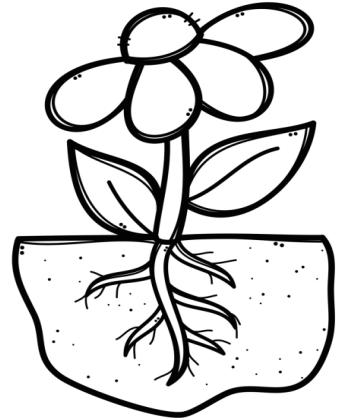
### AT HOME ACTIVITY

Learn about plants at home! Look in your refrigerator to see what plants you eat. What part of the plant is it (root, stem, leaf, flower)? Have a taste test and try some new foods.



#### Vocabulary Word List

- Seeds
- Sprout
- Needs
- Wants
- Roots
- Life Cycle



## DEAR FAMILIES,

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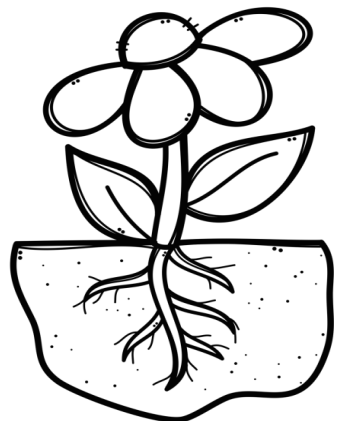
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#### Vocabulary Word List

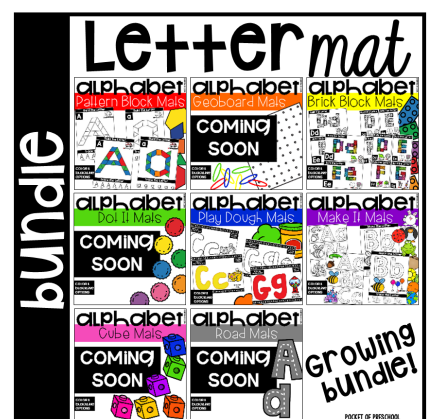
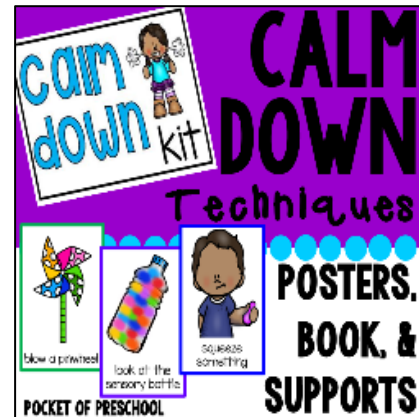
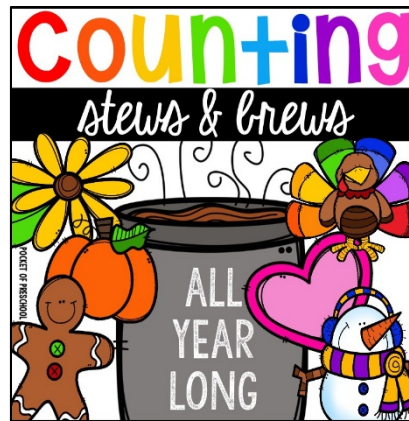
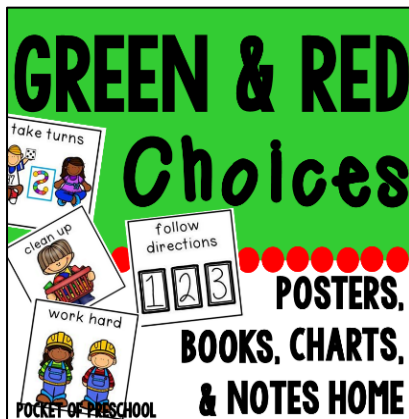
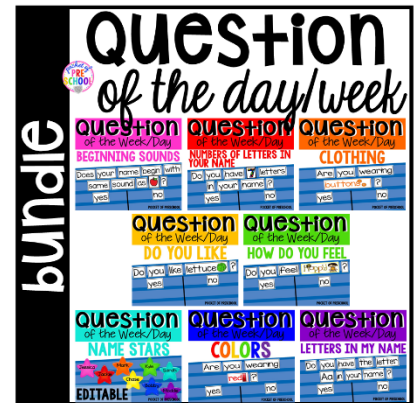
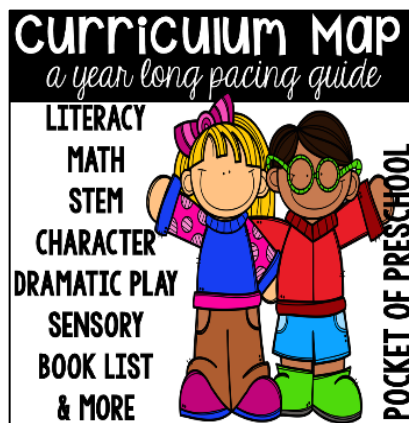
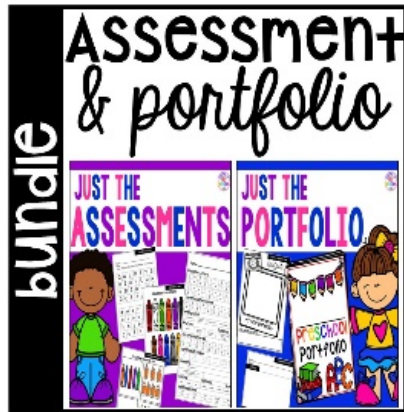
- Seeds
- Sprout
- Needs
- Wants
- Roots
- Life Cycle





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