

**SPECIAL ED**

# PARTS OF PLANTS



**INCLUDES GOOGLE SLIDES**



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves looking at plants on our walks. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

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In separate files, you will find:

- Lesson plan
- Voice recorded PowerPoint
- Who am I cards
- Bingo cards
- Directions and links to digital activities

*This unit contains almost 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.*

# Parts of Plants

## Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and one for the teacher to use in I Spy games
- Book
  - Print out, laminate, and bind
  - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Who am I activity cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and one for the teacher to use
- Bingo cards
  - This unit comes with a set of Bingo cards.
  - They are in color and BW
  - Print on cardstock and laminate.
  - Suggestions for use included in unit.

### Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.

The lesson plans contain:

Overall tips for teaching students with significant needs

## Quick Look

| Day | Activity   | Day | Activity  |
|-----|--|-----|---|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Circle map</li></ul>            | 8   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards cut and paste</li><li>• Sudoku puzzle</li></ul> |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Label parts of plant</li></ul>  | 9   | <ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Close worksheet</li></ul>                        |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Label parts of plant</li></ul>  | 10  | <ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Close worksheet</li></ul>                        |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Label parts of leaves</li></ul> | 11  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Close worksheet</li></ul>    |
| 5   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Sorting activity</li></ul>      | 12  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cards activity</li><li>• Close worksheet</li></ul>    |
| 6   | <ul style="list-style-type: none"><li>• Book</li><li>• Who am I game</li><li>• Sorting activity</li></ul>                  | 13  | <ul style="list-style-type: none"><li>• Assessment</li></ul>  |
| 7   | <ul style="list-style-type: none"><li>• Book</li><li>• Who am I game</li><li>• Matching activity</li></ul>                 |     |   |

*The lesson plans contain:*

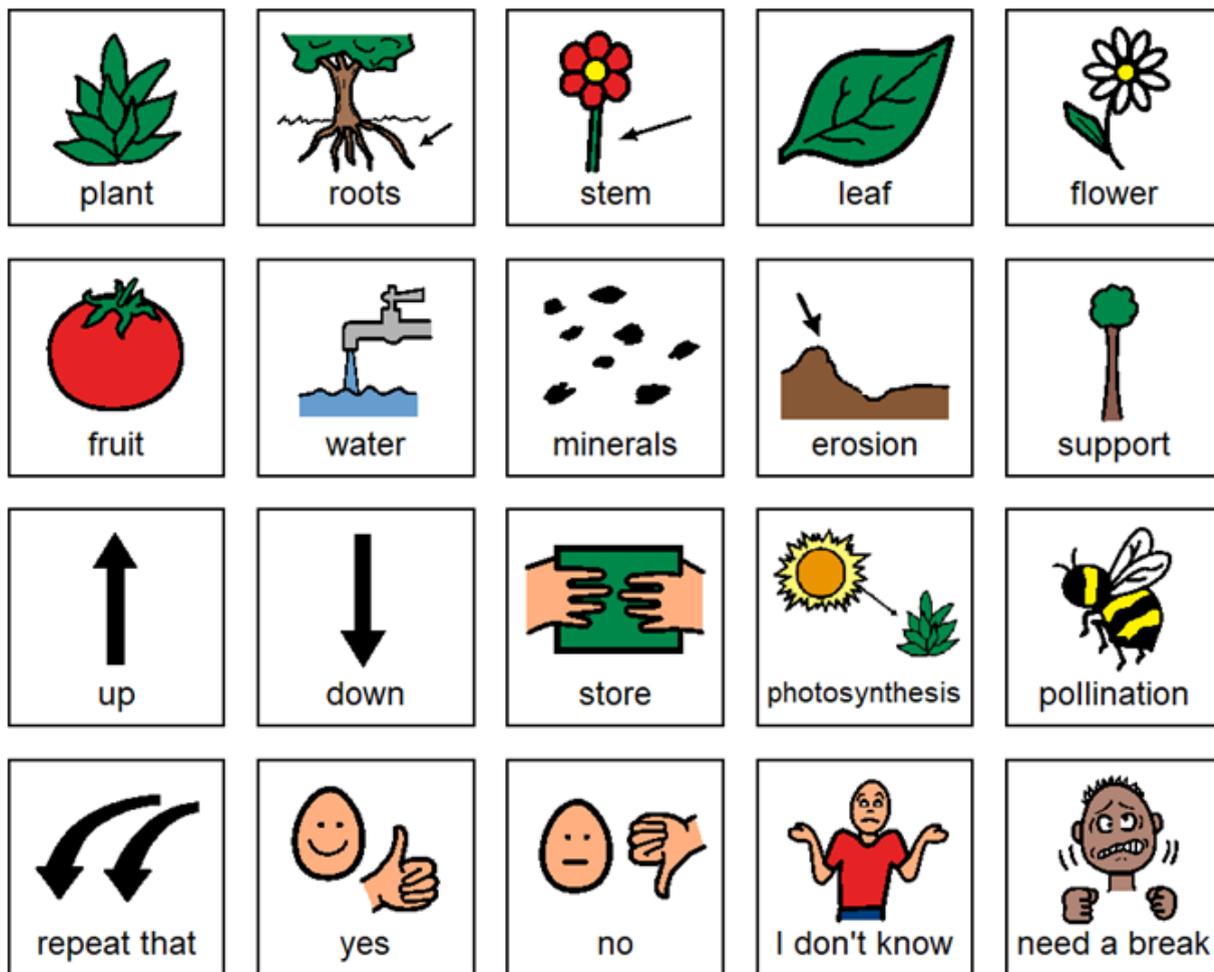
*A quick look at what you will do each day*

### Day 3

| Activity  | Notes  | Materials  |
|---|--|--|
| Read or listen to the book (10 minutes)         | <ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>  | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>  |
| Vocabulary cards<br>Scavenger Hunt (10 minutes) | <ul style="list-style-type: none"><li>• Place one set of the vocabulary cards around the room before lesson</li><li>• Students walk around and find them, bring them back and matching them to their own set of cards</li></ul>  | <ul style="list-style-type: none"><li>• Vocabulary cards (extra sets)</li><li>•</li></ul>  |
| Labeling plant review (5 minutes)               | <ul style="list-style-type: none"><li>• Review the plant labeled yesterday</li></ul>   | <ul style="list-style-type: none"><li>• Worksheet completed previously</li></ul>   |
| Labeling parts of plant (10 minutes)            | <ul style="list-style-type: none"><li>• Do the second worksheet labeling the parts of the plant<ul style="list-style-type: none"><li>○ Add color-coding if needed for more support</li><li>○ Compare to the plant labeled yesterday</li></ul></li><li>• Make connections to the book and plants in the room or around the school</li></ul> | <ul style="list-style-type: none"><li>• plant worksheet</li><li>• Scissors</li><li>• Glue</li><li>• Crayons or markers</li></ul> |
| Sharing (10 minutes)                            | <ul style="list-style-type: none"><li>• Each student shares their finished worksheet with the group using the communication method of their choice</li></ul>   | <ul style="list-style-type: none"><li>• Completed worksheet</li><li>• Communication devices</li></ul>                            |

The lesson plans contain:

Detailed instructions on how that day's lesson should run



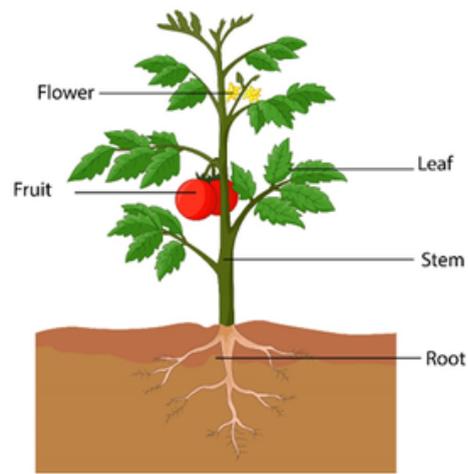
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*This unit comes with a vocabulary board.*

*Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.*

*Tips on how to use in the unit!!*

We are going to look at the main parts of most plants and what their main job or function is.



There is a book with this unit using simple text and photos. It is 45 pages and is an overview of the main parts of most plants.

There are 3 main parts of most leaves. The **petiole** is the thin stalk that attaches the leaf to the stem.



Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)

### simple leaf

A single, un-divided leaf that attaches directly to the stem.



### compound leaf

Several smaller leaves attached to the stem by a midvein.



### transpiration

Evaporation of excess water through the leaves.



### flower

Reproductive organ of most plants.



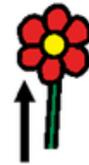
### node

Where leaf attaches to stem.



### xylem tissue

Tissue in stem that sends water and minerals up to leaves.



### phloem tissue

Tissue in stem that sends excess glucose down from leaves to roots.



### leaf

Factory of the plant, where energy is made, and photosynthesis occurs.

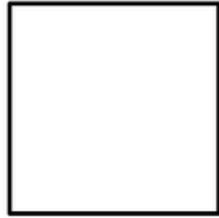


There are 19 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

## root system

Part of the plant below the ground.



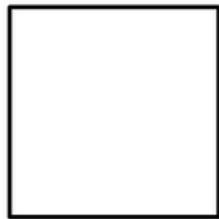
## shoot system

Part of plant above the ground.



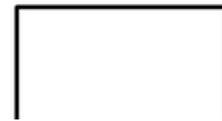
## roots

Part of plant below ground that sends water and minerals from soil up the plant and helps support the plant.



## stem

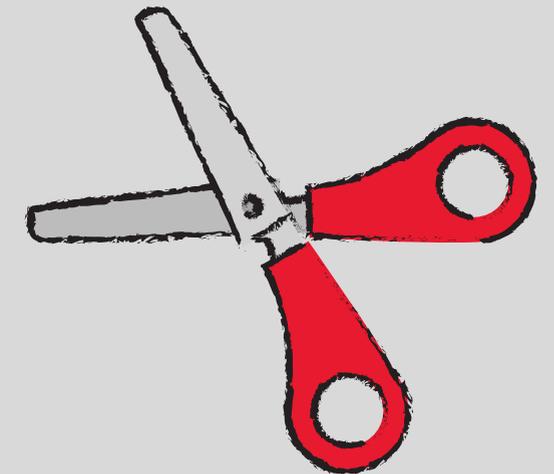
Part of plant above ground that supports the plant and sends minerals and water up to leaves.



Cut apart and match pictures with definition.



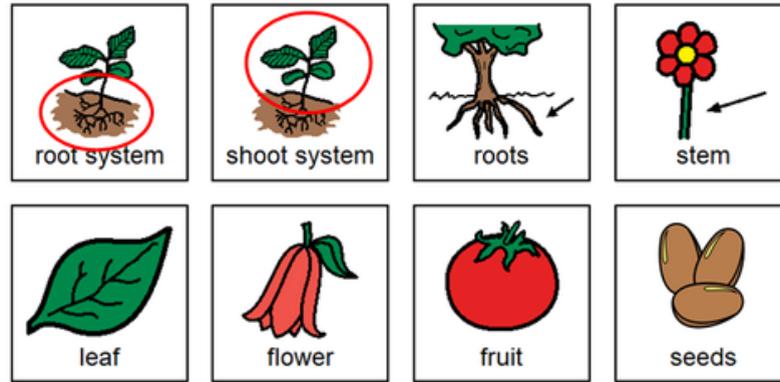
On day 8 there is an activity where students will match the picture to the definition.



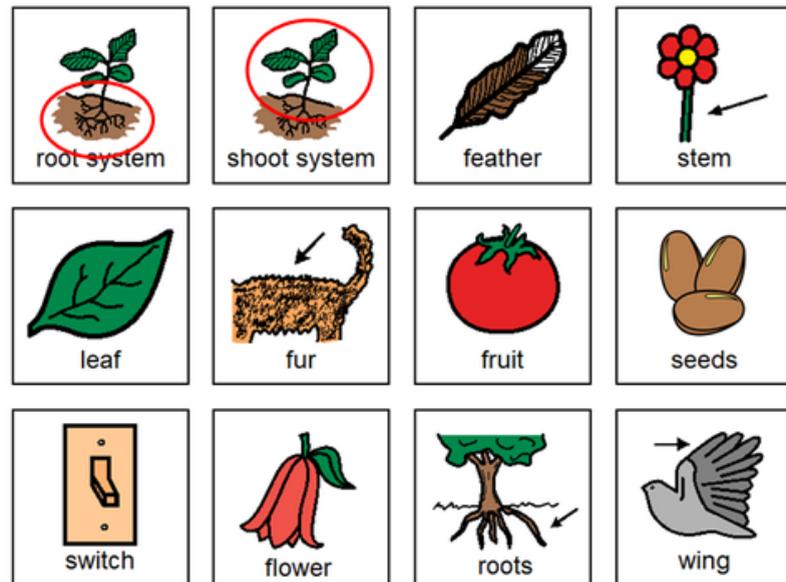
What are the main parts of plants?

Errorless version

Place the pictures in the circle map on previous page about the parts of plants.



Place the pictures in the circle map on previous page **ONLY IF** they are parts of plants.



There is a circle map on the main parts of a plant.

Circle maps are a great way for students to see the concept at a glance.

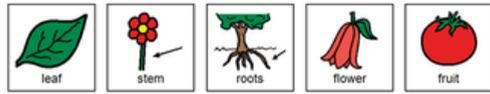
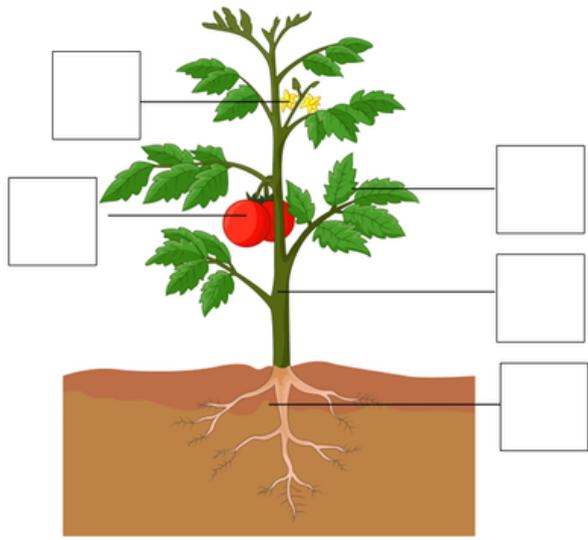
There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

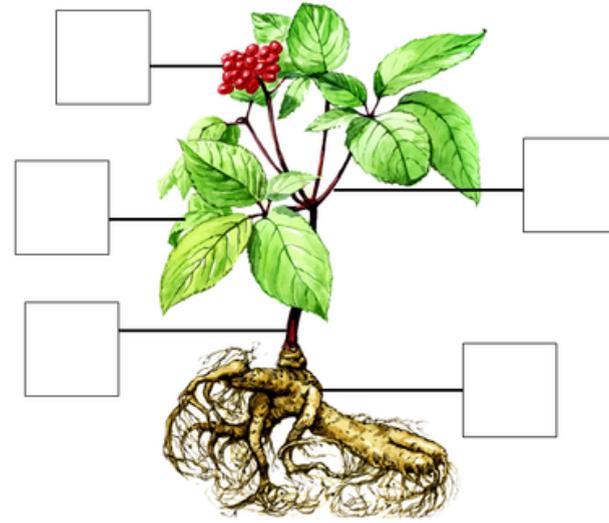


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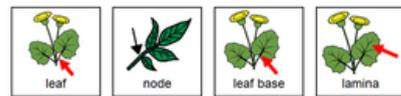
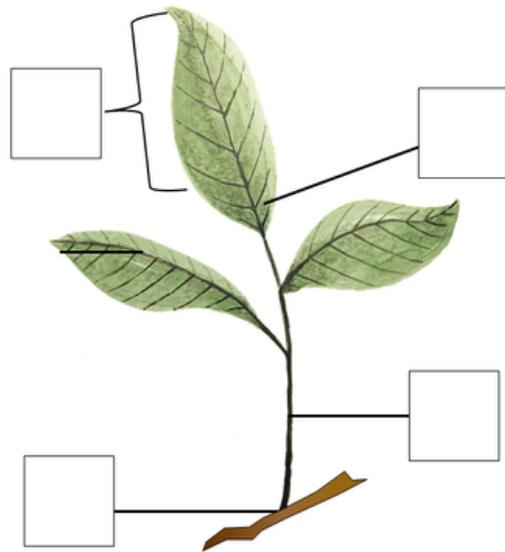
Label the parts of the plant.



Label the parts of the plant.

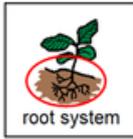


Label the parts of the leaf.



There are 3 labeling activities where students can label the parts of a plant or leaf. Suggestions for differentiation are included.

Sort the parts of the root system and parts of the shoot system.

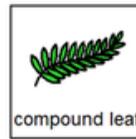


Sorting activity for plant parts. The grid contains the following items:

- node
- stem
- roots
- flower
- petiole
- lamina
- leaf base
- leaf
- fruit
- seeds

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Sort the leaves on the next page into those that are simple and those that are compound.

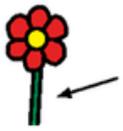


Sorting activity for leaves. The grid contains 16 different types of leaves for classification.

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There are 2 sorting activities where students can sort parts of the root and shoot system as well as simple and compound leaves. Suggestions for differentiation are included.

Look at each part of the plant. What is its function?

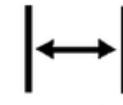
|   |                      |  |                      |
|---|----------------------|--|----------------------|
| <br>roots        | <input type="text"/> | <br>stem          | <input type="text"/> |
| <br>xylem tissue | <input type="text"/> | <br>phloem tissue | <input type="text"/> |
| <br>leaf         | <input type="text"/> | <br>petiole       | <input type="text"/> |
| <br>flower      | <input type="text"/> | <br>fruit        | <input type="text"/> |



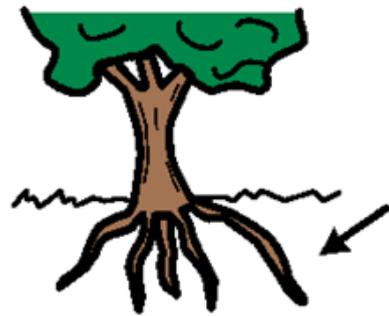
There is a matching activity, where students will match the main function with the part of the plant. Suggestions for differentiation are included.

Match the following places to the smells on the previous page.

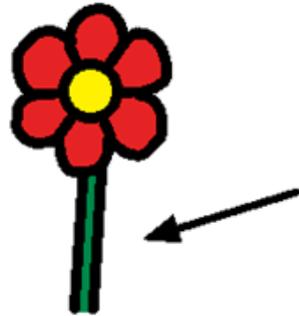
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|  |   |  |  |
|--|---|--|--|
| <br>support plant                    | <br>direct plant to sun  | <br>protect seeds             | <br>photosynthesis    |
| <br>reproduction through pollination | <br>connects leaf & stem | <br>nutrients & water up stem | <br>glucose down stem |

Large cards for Who am I activity



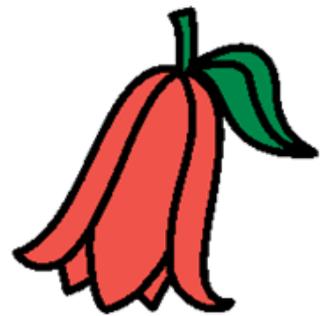
roots



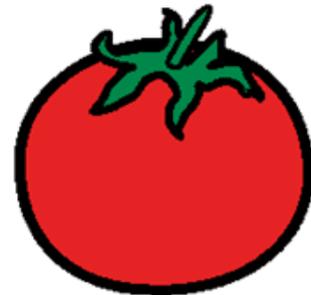
stem



leaf



flower



fruit



seeds

There are large cards and directions for playing a "Who am I?" group activity.

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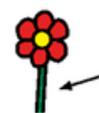
## Bingo cards



- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Cut one board apart to use as calling cards.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
  - Show students the picture for them to match
  - Read the definition and see if students can find the matching picture
  - Work as teams
  - Vary the "winning" patterns.
    - Cover all
    - Cover corners
    - Row across or down
    - Cover the edges
  - Vary the ways to mark the card
    - Place in page protector or laminate and use dry erase markers
    - Stickers
    - Post-it notes
    - Dot markers

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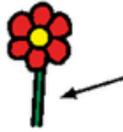
## Plants

|   |  |  |  |
|---|--|--|--|
| <br>simple leaf   | <br>seeds           | <br>stem        | <br>root            |
| <br>node         | <br>plant          | <br>fruit      | <br>photosynthesis |
| <br>pollination | <br>compound leaf | <br>leaf base | <br>petiole       |
| <br>lamina      | <br>transpiration | <br>flower    | <br>leaf          |

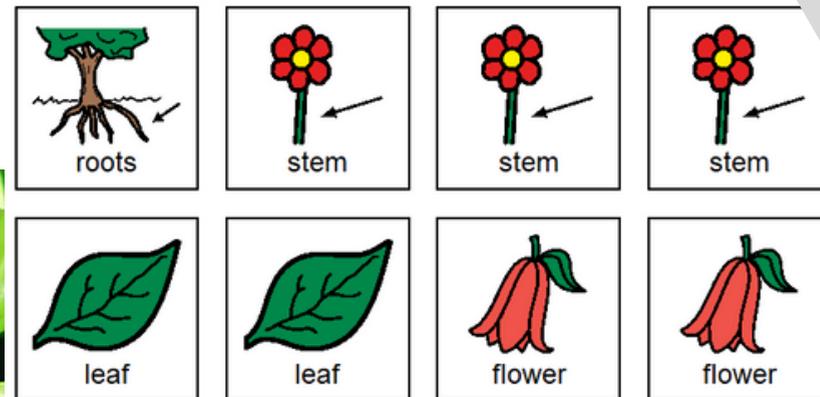
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There are 10 color and 10 black and white Bingo cards included plus 10 different ways to use them and play Bingo. This is a great way to review vocabulary.

# Parts of Plants

|  |   |  |  |
|--|---|--|--|
|  | <br>flower |  | <br>roots |
| <br>roots   |   |  | <br>stem  |
| <br>leaf    |   | <br>roots |  |
| <br>flower |   |  | <br>leaf |

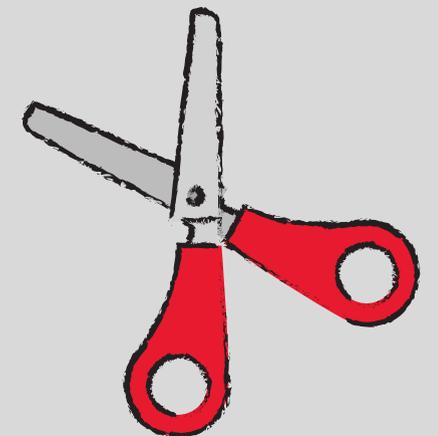
Place the following images in the empty squares on the previous page, completing the sudoku puzzle.



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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

Because this unit is for younger students, there is just one, 4x4 puzzle. An answer key is included..





### Roots

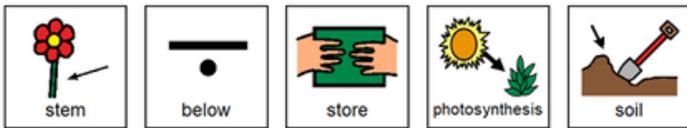
1. Roots send water and nutrients up the .

2. Roots hold the  together.

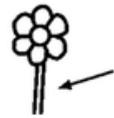
3. Roots can  water for later during a drought.

4. Roots provide the material for .

5. For most plants, roots are  the ground.



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### Stem

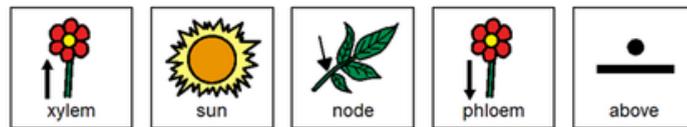
1. For most plants, the stem is  the ground.

2. The  is where the leaf attaches to the stem.

3. The  tissue sends water and nutrients up the stem.

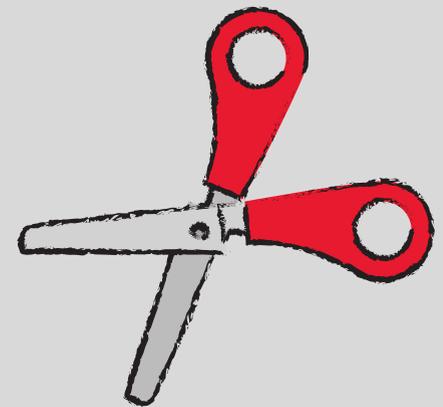
4. The  tissue sends extra glucose and nutrients down the stem.

5. The stem can angle the leaves toward the .

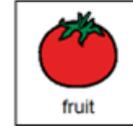
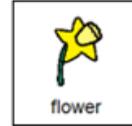
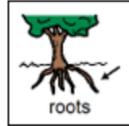


Close worksheets are a great informal assessment. There are 4 worksheets, one for roots, stems, leaves, and flowers/fruit/seeds.

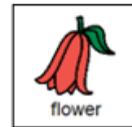
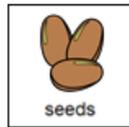
Answer key included.



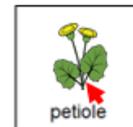
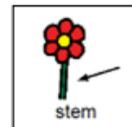
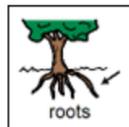
1. Which part of the plant is normally below the ground?



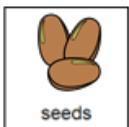
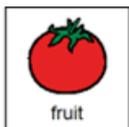
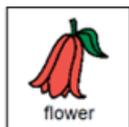
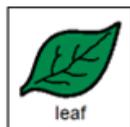
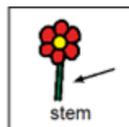
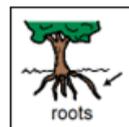
2. Which part of the plant is the food-making factory?



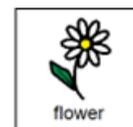
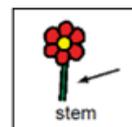
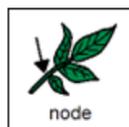
3. Which part of the plant can angle the leaves toward the sun?



4. Circle the parts of the shoot system.



5. What is the reproductive organ of many plants?

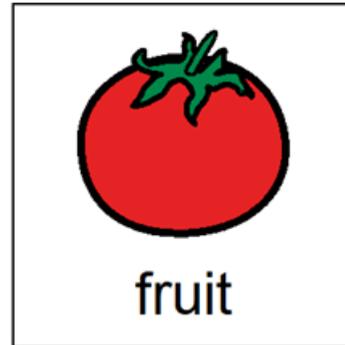
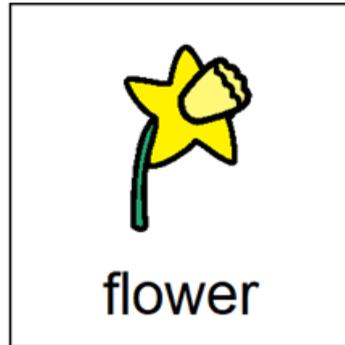
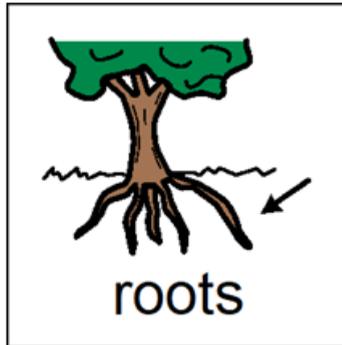


FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

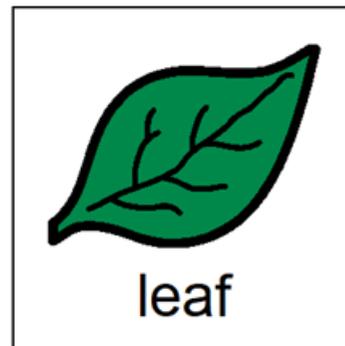
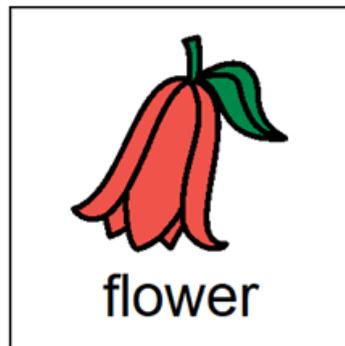
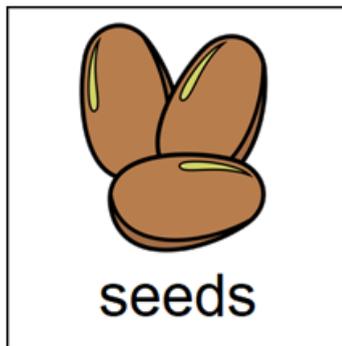
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 1



Q 2



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Which part of the plant is normally below the ground?
  - A. roots
  - B. flower
  - C. fruit
2. Which part of the plant is the food-making factory?
  - A. seeds
  - B. flower
  - C. leaf
3. Which part of the plant can angle the leaves toward the sun?
  - A. roots
  - B. stem
  - C. petiole
4. Circle the parts of the shoot system.

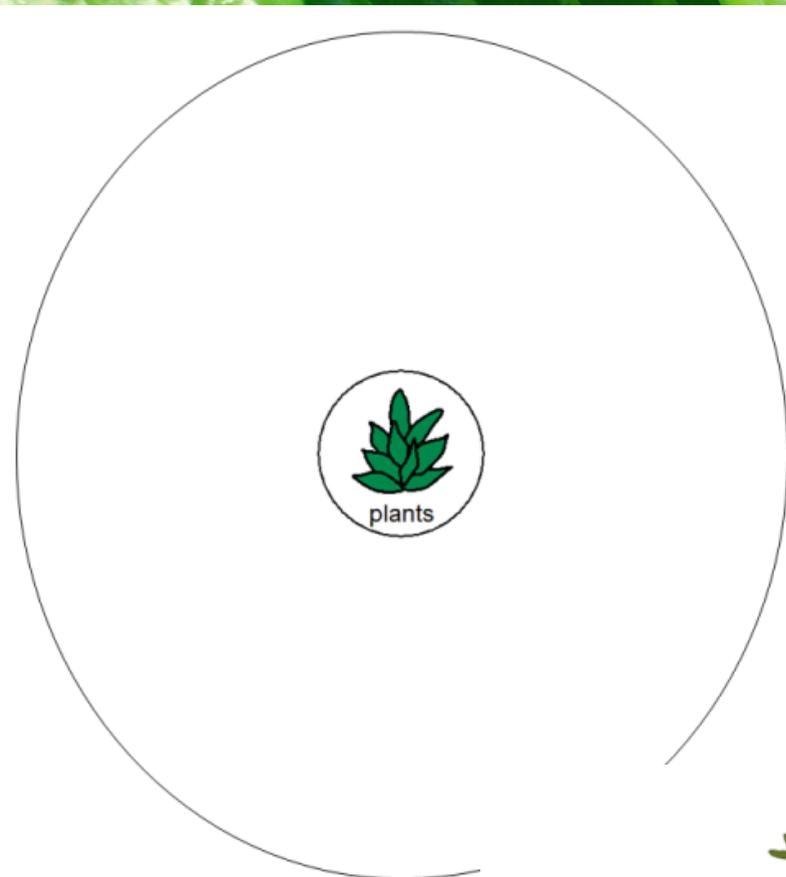
|          |           |
|----------|-----------|
| A. roots | D. flower |
| B. stem  | E. fruit  |
| C. leaf  | F. seeds  |
5. What is the reproductive organ of many plants?
  - A. node
  - B. stem
  - C. flower
6. What grows where the flower used to be?
  - A. leaf
  - B. roots
  - C. fruit

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

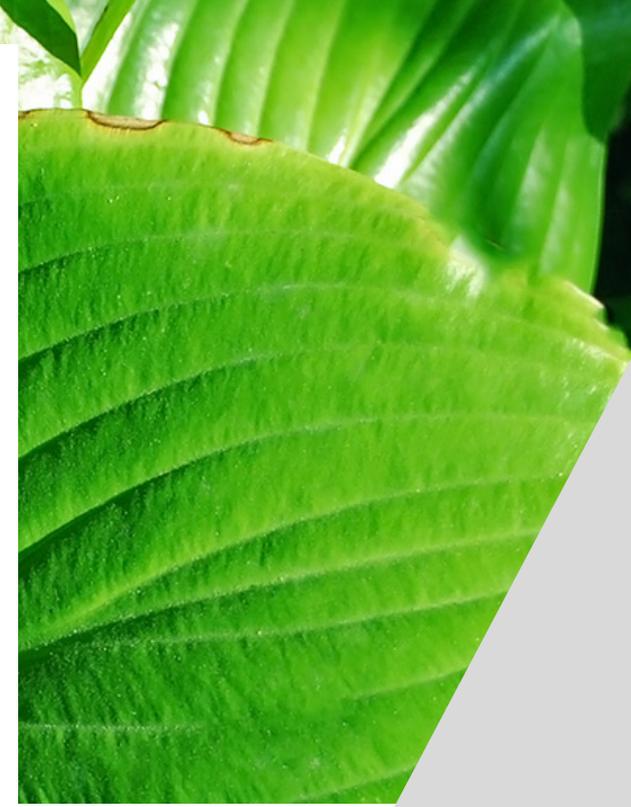
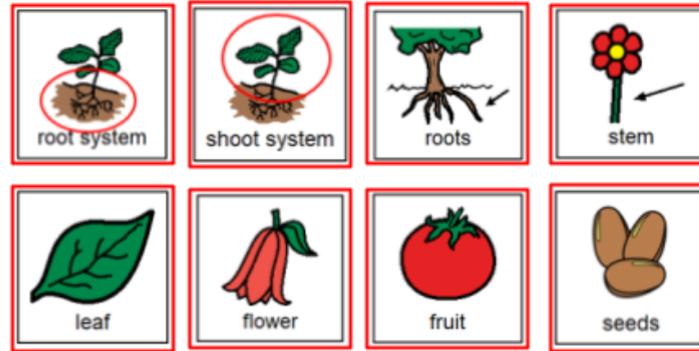
Listen to  
the book  
read  
aloud



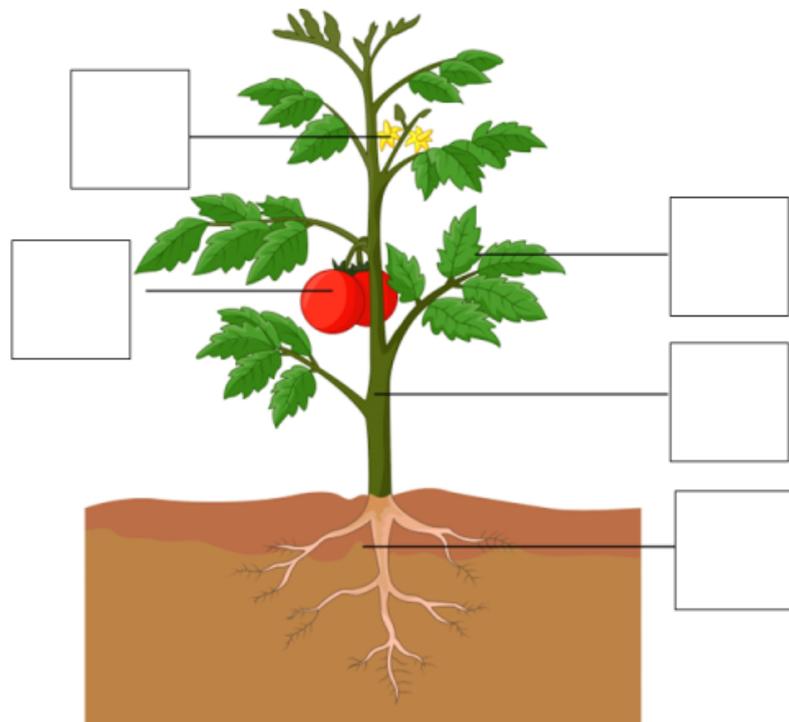
*This unit also has  
digital activities.  
There is a movie  
version of the  
books students  
can listen to read  
aloud.*



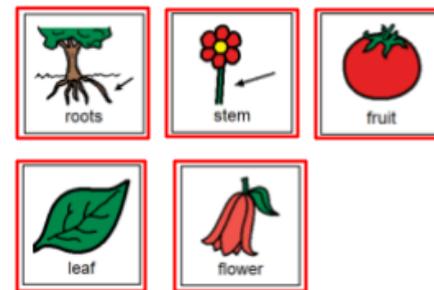
Place the pictures in the circle map on previous page about the parts of plants.

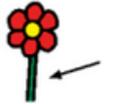


The digital activities have students click and drag their answers.

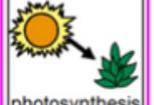
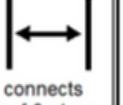
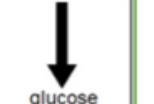


Label the parts of the plant.



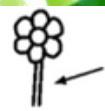
|   |                      |  |                      |
|---|----------------------|--|----------------------|
| <br>roots         | <input type="text"/> | <br>stem           | <input type="text"/> |
| <br>xylem tissue | <input type="text"/> | <br>phloem tissue | <input type="text"/> |
| <br>leaf         | <input type="text"/> | <br>petiole       | <input type="text"/> |
| <br>flower       | <input type="text"/> | <br>fruit         | <input type="text"/> |

Match the function below with the part of the plant.

|   |   |   |
|---|---|---|
| <br>support plant             | <br>direct plant to sun              | <br>protect seeds        |
| <br>photosynthesis            | <br>reproduction through pollination | <br>connects leaf & stem |
| <br>nutrients & water up stem | <br>glucose down stem                |   |

Christa Joy, Special Needs for Special Kids  
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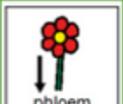
There are 2 sets of slides. One set has color-coding for more support.



Stem

- For most plants, the stem is  the ground.
- The  is where the leaf attaches to the stem.
- The  tissue sends water and nutrients up the stem.
- The  tissue sends extra glucose and nutrients down the stem.
- The stem can angle the leaves toward the .

Choose the best picture to finish each sentence.

|   |  |   |
|---|--|---|
| <br>xylem  | <br>sun   | <br>node |
| <br>phloem | <br>above |   |

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I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

*All of the activities (except the book) come in color and black and white.*

**[Click Here to read more!!](#)**