



Children's  
Discovery  
Museum  
of San Jose

## California Content Standards

### Kindergarten

- Science:  
1a, 2c, 4a, 4e

# Kids' Garden

## Teacher's Guide: Kindergarten



### What's Going On?

The **Kids' Garden** is a real working garden where seasonal fruits, vegetables, and herbs are grown. Children can get their hands dirty as they use the five senses to explore the garden and its inhabitants. The activities described in this guide encourage children to use their senses to learn about plant parts.

### Before You Visit

**Before You Visit CDM**, explore the plants growing around your school. Students will discover the variety of plant life and that each plant is made of five essential parts – the roots, stems, leaves, flowers, and seeds.

### During Your Visit

**During Your Visit to CDM**, let each child choose one plant in the garden to draw and label with the parts of a plant.

### After Your Visit

**After Your Visit**, learn about the variety of plants that we eat by making "Plant Part Salad."



# Before You Visit

## Describing Plants

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### Objective:

Recognize the variety of plant life and the essential parts (roots, leaves, stems, petals, seeds) of a plant.

### What you'll need:

- Clipboards or other movable surface for writing – 1 per student
- Crayons, pencils, or other writing implements
- Book about the parts of a plant or different types of plants such as:

*Planting a Rainbow*  
by Lois Ehlert

*Jack's Garden*  
by Henry Cole

*Growing Vegetable Soup*  
by Lois Ehlert

### What to Do:

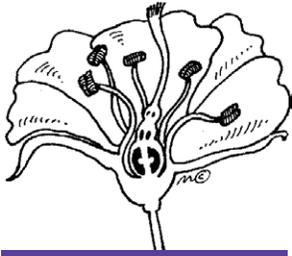
1. Read one of the books about plants.
2. Take the children outside – to the playground, on a walk around the neighborhood, to the school garden if you have one. Go on a scavenger hunt to “collect” different kinds of plants. “Collect” the plants by drawing pictures of them and/or writing brief descriptions. Remind children that when scientists draw, they pay careful attention to details.
3. When you return to the classroom, let each child choose one of his or her drawings to present to the class. Ask them to say why they like the plant, how they knew it was a plant, point out the details in their drawings, etc.
4. Ask children to label the plant parts on the drawings they chose to share. If parts are missing from their drawings, children can amend their drawings – with or without another trip to observe the plants again.

### Assessment:

Save the drawings as samples of children's knowledge of plant parts.

### Extensions:

Have children use school resources to determine the names of the plants they drew.



# During Your Visit

## Drawing Like a Scientist

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### What you'll need:

- Paper
- Clipboards (optional)
- Colored pencils

### What to Do:

Let each child choose one plant in the garden to draw and label with the parts of a plant. Remind the children that when scientists draw, they pay careful attention to details to create an accurate picture of what they see.



# After Your Visit

## Making Plant Part Salads

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### What you'll need:

- Paper plates (1 per child)
- Markers
- Variety of salad dressings (to dip vegetables)
- Variety of edible plant parts, cut so that they are easily consumed by children but still recognizable as a plant part:

Leaf – lettuce, spinach, cabbage, herbs like mint, basil, cilantro, or parsley

Stem – asparagus, rhubarb

Fruit – tomato, cucumbers, peppers

Flower – broccoli, cauliflower, pansy or other edible flower

Root – carrot, beet, potato, onions, parsnips, radishes

Seed – sunflower seeds, peanuts, pumpkin seeds, peas

- Book illustrating a variety of edible plants, such as:

*Growing Vegetable Soup*, by Lois Ehlert

*Eating the Alphabet*, by Lois Ehlert

### Objective:

Children will practice naming the parts of a plant.

### What to Do:

1. Set up cut vegetables and dressings on a long table, buffet style prior to beginning the activity with the children.
2. Read aloud one of the books showing the variety of edible plants.
3. Tell the children that they are each going to make their own plant part salad. First, they need to prepare their plates by folding them to make 6 triangular sections. (You may want to prepare the plates ahead of time.) Have the children use markers to label each of the sections with one plant part (with words, pictures, or both) so that they will know what they need for their salad.
4. Tell the children that they need to choose one item from the table for each section of their plate. In other words, they need to find one leaf, one stem, one fruit, one flower, one root, and one seed for their salad. Before they can eat, they need to have their plates checked to make sure they have all of the plant parts.
5. Let the children create and taste!

### Assessment:

As you check each child's plate, make written note of whether or not they are able to identify plant parts.

### Variations and Extensions:

- Instead of providing all of the salad food for the children, assign them each one edible plant part to bring from home. For example, one child would be in charge of bringing an edible stem to school, while another would be in charge of bringing an edible leaf.
- Make plant part soup instead of salad.

### Related CDM lesson plans:

- [From Harvest to Home: Pease Porridge Hot, Pease Porridge Cold](#)
- [Magic Beans/ Creative People: Seed Spirals and Stars](#)
- [Magic Beans/ Creative People: Seeds in my Lunch](#)

### Additional reading for children:

- *One Bean*, by Anne Rockwell
- *The Reason for a Flower*, by Ruth Heller
- *The Tiny Seed*, by Eric Carle