

Plant Life Cycle Buffet

Materials Needed:

Plant seeds – enough for each student to try some

Examples: peanuts (watch for allergies), sunflower seeds, pumpkin seeds, corn nuts, any nuts, sesame seeds.

Roots – enough for each student to try some

Examples: carrots, ginger.

Sprouts – enough for each student to try some

Examples: bean sprouts, alfalfa sprouts

Stems – enough for each student to try some

Examples: broccoli stems, chives, rhubarb, celery.

Leaves – enough for each student to try some

Examples: red or green leaf lettuce, cabbage, spinach, collard greens, basil.

Flowers – enough for each student to eat

Examples: marigolds, dandelions, broccoli, cauliflower.

Fruits – enough for each student to try some

Examples: raspberries, strawberries, blueberries, apples, peaches, tomatoes,

Time:

30-50 minutes

Skills:

Science (plant life cycles)

Health (healthy eating habits, diet, food groups)

Procedure:

Have a special day devoted to exploring the parts of a plant and the plant life cycle through eating scrumptious foods!

Begin by talking about the life cycle of a plant. As students what part of the life cycle comes first (this is a hard question to answer as it is a cycle and one part does not come “before” any others).

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For the sake of this activity, start with the seeds. Invite students to try some of the edible seeds you have brought in.

Ask the students what happens when a seed is planted and begins to grow... it grows sprouts and roots. Invite students to try some of the sprouts and roots you brought in.

Once students have tried the sprouts and roots, ask what comes after the plant has grown sprouts or roots... it grows stems and leaves. Now, invite the students to try the stems and leaves.

Next, ask the students what happens after the plant collects enough energy from the sun in its leaves... it grows flowers. Invite the students to eat the flowers.

Finally, ask the students what the flowers create... fruits (with seeds). Invite the students to eat the fruits.

As you talk with students about each of the life cycle steps of a plant, have them draw each step. When you are done trying all the foods, the students will have a drawing of the complete plant life cycle.

Throughout this activity, you may want to incorporate a health lesson and talk with students about the food groups and what a healthy diet consists of.

Name: _____

