



# Dress up a Bean Plant

## WHAT'S THE Big Idea? Cycles

### Materials

- straws tied to a string
- two large green cloth or paper leaves
- large white cloth or paper petals made into a necklace
- several large green paper string beans
- bee puppets

### Enduring Understandings

- All plants have similar parts: roots, stems, leaves, flower, fruit or vegetables and all produce seeds.
- Each part of a plant has a unique role in supporting the plant.

### Objectives

- Children discover the parts of a plant.
- Children role-play plants by dressing up as plants.

### Directions

1. Fill your class with various plants, flowers, or vegetables for the children to observe. On outdoor walks, observe plants around your school: grass, trees, weeds, or whatever is growing. Begin a conversation about plants by asking children what they see, feel, and smell about these plants. What do they notice is similar among the various plants? What is different? Can they identify some “parts” of a plant?
  2. Ask for a volunteer who would like to be turned into a bean plant.
  3. Building on the students’ observations of the plants, ask for suggestions about what this child needs to be turned into a plant. Leaves, roots, and a stem might be a few suggestions.
  4. Tie straws that have been attached to string around the volunteer’s ankles to represent the **roots** that stabilize the plant and suck up moisture from the soil. The child’s legs will represent the plant’s **stem**, which moves food and nutrients throughout the plant as it stabilizes the plant.
  5. Place two green cloth or paper leaves over the child’s arms. These represent the first two true **leaves** of a young plant.
  6. The volunteer’s head makes a perfect **stigma**, the center of a flower, and a necklace of large white cloth or paper petals can be placed around the child’s neck to complete the plant’s **flower**.



7. Explain that the flower needs to be pollinated to produce a bean. Have another child approach the volunteer's flower with a "flying" bee puppet. After pollination, the flower falls off and behold, beans!
8. Tell children that as the bean grows, it develops seeds. These seeds can be eaten or saved for planting next spring!
9. Process and reflect on the experience with the children by engaging in a conversation guided by the discussion questions.

## Discussion Questions

- What are the different parts of plants?
- What do the different plant parts do?
- How do other plants grow?
- Where can you find seeds in other plants?



## Extensions

- ***The Big Yellow Sunflower***  
by Frances Barry
- ***Jack's Garden*** by Henry Cole