

Plant Job Hunt

Students identify how roots, stems, and leaves help a plant.

1.4.b “structures of plants perform specific functions; and”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE JOBS

a	leaf	root	stem
b	stem	leaf	root
c	root	stem	leaf

2 MATCH JOBS

root	•	•	food
stem	•	•	water
leaf	•	•	hold

HOW TO RUN THIS PAGE

Read every word and question aloud while students look at the large print. Students show that they know each plant part has a special job by circling and matching words.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE JOBS

SAY “Listen to each question. I will read the three words in each row, then you will circle the word that answers the question.”

ROW	SAY	STUDENTS CIRCLE
a	Which word names the plant part that takes in water from the soil? Read: leaf, root, stem. Circle the word that answers the question.	root
b	Which word names the plant part that holds the plant up? Read: stem, leaf, root. Circle the word that answers the question.	stem
c	Which word names the plant part that makes food for the plant? Read: root, stem, leaf. Circle the word that answers the question.	leaf

PART 2 • MATCH JOBS

SAY “Draw a line from each plant-part word on the left to its job word on the right. Water means takes in water, hold means holds the plant up, and food means makes food.”

- **root** matches **water**
- **stem** matches **hold**
- **leaf** matches **food**

WHAT TO ACCEPT

Circle rows: root, stem, leaf. Match root to water, stem to hold, and leaf to food. Accept clear circles and lines that show the intended matches.