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|  | |  | | --- | |  | | Plant Parts Lesson | | Activity Plan | |
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| |  | | --- | |  | | Project Skills: | | * To learn the 6 parts of the plant and be able to identify them when you are eating fruits/veggies. * To examine up close each part of the plant to look for similarities and differences. | |  | | Life Skills: | | * As a result of this lesson, students will know what plant part the fruit or vegetable they eat will come from. | | **Academic Standards:** | | * C.4.2 Identify a healthy eating habit. * E.4.1 Understand that people eat many * different foods as part of a healthy diet. * F.4.1 Recognize foods by name. * F.4.3 Categorize foods by source (plant,   animal), including  processed foods. | |  | |  | | Grade Levels: 1-4 | |  | | Time: 45-60 minutes | |  | | Supplies Needed:   * Snacks for each of the plant part to go into the salad. * Example plant parts for the students to examine. | |  | | Do Ahead: | | * Cut up 6 part plant salads * Bring in examples of plant parts to examine * Print off copies of plant parts worksheet from Nutritious Delicious Wisconsin | |  | | Sources/Adapted From: | | Nutritious Delicious Wisconsin Pages 10-17 | |  | | |  | | --- | | BackGround | | The six parts of the plant come in a variety of shapes and sizes. Learning each part of the plant means being able to identify what plant part you are eating when you munch on celery, broccoli, or spinach. Students should be able to identify the parts of the plant and know that each part of the plant gives them different vitamins and nutrients when they eat it. | |  | | WHAT TO DO | | Activity 1:  Hand out to students the graphic with the six parts of the plants picture and fill in the blanks (found in Got Veggies?). Or, bring in a whole plant, complete with roots, stems, leaves, flowers, fruits, and seeds. Ask kids what each part of the plant is called. When they guess a part of the plant, see if they can think of fruits or veggies they can eat from each part of the plant. | |  | |  | | **Activity 2:**  Write down all of the answers about foods they can eat on the board. Explain that while roots may have certain vitamins that are good for our eyes, leaves may have vitamins that are good for our teeth. This is why it is very important to eat each part of the plant every day. | |  | | **Activity 3:**  Pull out example fruits and vegetables from each plant part. Splitting the students up into six groups, have each group examine one of the plant parts and report back what it felt like, smelled like, looked like, and how big or small it was. Then have them switch parts. After each group has looked at the six individual parts, give them the six part salad to try. This six part salad has carrots, lettuce or spinach, celery, raisins, sunflower seeds, and broccoli. Tell kids to guess which part of the salad is which plant part and taste to see if there are differences in taste. | |  | |  | |  | | Talk IT OVER | | **Reflect: Did plant parts taste the same? Did plant parts taste different? What are some of the plant parts you eat everyday? What are some plant parts you could eat more of? What are some creative ways you can eat each plant part?** | |  | | **Apply: Challenge students to label each fruit or vegetable they see at the grocery store as its correct plant part.** | |  | | ENHANCE/Simplify | | **Enhance for Older Children: Bring in mystery food items that aren’t easily recognized by elementary students and have them try to name what plant part they are. Also talk about the fact that each plant part on every plant can’t be eaten (ex. Tomato leaves are poisonous).** | |  | | **Simplify for Younger Children: Split up the food into plant parts without having them guess which part it is.** | |  | |  | | HELPFUL Hints  save lots of time for looking at/examining the foods and plant parts. accept all answers for plant part examination. Check prior to lesson with teachers to make sure there are no food allergies. | |  | |  | | ADDITIONAL Web LINKS  <http://ne.dpi.wi.gov/files/ne/pdf/ndw.pdf> | |  | |  | |  | |
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