Plant Parts We Eat

Objectives:

Students will

· Learn the different parts of a plant

· Learn that we eat different plant parts

Educator Notes

· Students will be pasting (or taping) smaller images of vegetables and fruits to a handout

Background Info

· There are five basic parts of a plant: roots, stems, leaves, flowers, and seeds.

· When a flower becomes pollinated, it develops into a fruit. Fruits contain seeds within them.

· Vegetables constitute other parts of edible plants: roots, stems, and leaves.

Materials:

· Plant Parts Salad student worksheet (one per student)

· To Market We Go student worksheet (one per student)

· Scissors (one for instructor)

· Adhesive (glue sticks or tape for students)

Preparation:

· Print out Plant Parts Student Worksheet (at the end of this lesson) one for each student.

· Print out To Market We Go Worksheet (at the end of this lesson) one for each student. Cut out squares from worksheet as directed.

Activity:

Ask students to imagine that they are going to make a salad together. Invite students to suggest some ingredients out loud. Explain that the vegetables we eat come from different parts of plants.

Distribute Plant Parts student worksheet to each student. Distribute worksheet squares to students. Each student should have five squares: carrot, celery, lettuce, broccoli, peas. Explain that there are four basic parts of a plant. We eat different parts of certain plants. (But not all parts of plants! And not all plants!)

Taking a Plant Parts student worksheet for yourself, point to the roots of the plant. Ask students

if they can identify this part of the plant. If and when students say “roots,” invite them to explain what roots do. Explain to students that roots grow underground. Like straws, they help the plant take in water and nutrients. Ask students to look at their squares. Invite students to suggest which vegetable they think is a root (Answer: carrot). Ask students to paste, or tape, this square next to the roots on their Plant Parts student worksheet.

Next, point to the stem of the plant. If and when students say “stem,” invite them to explain what roots do. Explain to students that stems help support the plant. Like pipes, that they help make sure that water from the roots reach the rest of the plant. Ask students to look at their squares. Invite students to suggest which vegetable they think is a stem (Answer: celery). Ask students to paste, or tape, this square next to the roots on their Plant Parts student worksheet.

Point to the leaves of the plant. If and when students say “leaves,” invite them to explain what leaves do. Explain to students that plants take in sunlight through their leaves. This is how they make their own food so that they can live. Ask students to look at their squares. Invite students to suggest which vegetable they think is a leaf (Answer: lettuce). Ask students to paste, or tape, this square next to the roots on their Plant Parts student worksheet.

Point to the flower of the plant. If and when students say “flower,” invite them to explain what flowers do. Explain that plants have flowers so that they can reproduce and make more plants. Ask students to look at their squares. Invite students to suggest which vegetable they think is a flower (Answer: broccoli). Ask students to paste, or tape, this square next to the roots on their Plant Parts student worksheet.

Point to the seeds of the plant. If and when students say “seed,” invite them to explain what seeds do. Explain that we grow plants by planting seeds. Seeds are found within fruit.

Wrap-up:

Ask students to gather round in a circle. Invite students to suggest other vegetables and fruits that might go in a salad. Ask other students to guess what type of plant parts those vegetables and fruits are.

Extensions Activity (K-5)

Rather than cutting out squares for students to paste on the Plant Parts worksheet, invite students to write the names of a few vegetables, seeds and/or fruits next to their corresponding plant parts.

Explain the difference between a fruit and a vegetable.

· When a flower becomes pollinated, it develops into a fruit. Fruits contain seeds within them.

· Vegetables constitute other parts of edible plants: roots, stems, and leaves.

· Sometimes we cook with fruits that are popularly known as vegetables. For example, bell peppers, tomatoes, and squash are actually fruits because they contains seeds on the inside.

Sources:

http://plants.pppst.com/plantparts.html