

Lesson 2: Six Yummy Plant Parts

Lesson overview

There are five activities available for Lesson 2.

1. Food Adventurer, Mission Accomplished: Students will report on the new vegetables and fruits they tried, as part of the Food Adventurer mission that was given to them in Lesson 1.
2. Plant Parts We Eat: Students will learn about the different plant parts that we eat by going over the Plant Part Poster as a group and coloring their individual Plant Part Poster coloring sheets.
3. Roots, Stems and Leaves Song: Students will sing and dance to a song that reinforces the concept of edible plant parts.
4. Food Adventurer Adjectives, Fruit and Nut Slaw Recipe: Students will help make and will be offered an opportunity to try a healthy recipe.
5. Garden Options: Students will continue work on their mural, indoor or outdoor garden. Choose Activity 5A or 5B.

What you will need

General Materials and Supplies

- Pocket folders (one per student). These are optional, but recommended for collecting student materials throughout the class.

Activity 1, Food Adventurer, Mission Accomplished

- Food Adventurer stickers (one per student). Oregon State University Educators can order these on campus. Other Educators can use the template on the GHK website to make stickers.

Activity 2, Plant Parts We Eat

- Plant Part Poster
- Plant Part Poster coloring sheets (one per student)
- Crayons (one set per student or pair of students)
- Tape and small pieces of paper, or sticky notes, for covering up plant part names on the poster

Activity 3, Roots, Stems and Leaves Song

- Roots, Stems and Leaves song, CD: Oregon State University Educators can ask for CD from campus. Other Educators can order the song [online](http://www.songsforteaching.com/bananaslugstringband/rootsstemsleaves.htm).
<<http://www.songsforteaching.com/bananaslugstringband/rootsstemsleaves.htm>>
- Roots, Stems and Leaves song, lyrics sheet (Appendix F, one per student)
- CD player or other compatible music player

Activity 4, Food Adventurer Adjectives, Fruit and Nut Slaw Recipe

- Access to soap, sink and paper towels to wash hands
- List of Food Adventurer adjectives (from Lesson 1)
- Food Adventurer Adjectives worksheets (Appendix H, one per student)
- Paper cups (four per student or pair of students): Divide recipe into cups, so that they can be easily distributed to students.
- Plastic forks (one per student) for tasting Fruit and Nut Slaw
- Fruit and Nut Slaw recipe sheets (one per group). Recipes may be found in Section 3 of this curriculum, as well as on the Oregon State University Food Hero website (<https://www.foodhero.org>).
- Fruit and Nut Slaw ingredients (refer to recipe)

Activity 5A, Mural Garden Option - Planting the seeds and adding people

- Art supplies and clip art (Appendix M) for adding elements to the garden mural

Activity 5B, Indoor or Outdoor Garden Options

- Basic garden kit (Appendix C)
- Flip chart paper, board space, overhead transparency or paper with list of garden rules and seeds planted (from Lesson 1).
- GHK flash cards of vegetables and fruits whose seeds are planted
- Access to soap, sink and paper towels to wash hands
- Garden journal pages, pencils or pens

Take Home Materials

- GHK family letters, recipe sheets and envelopes for Lesson 2

Supplementary Materials (as needed)

- Crayons, storybook, journal and/or coloring sheet

Preparation

Activity 1, Food Adventurer, Mission Accomplished

- None.

Activity 2, Plant Parts We Eat

- Hang Plant Part Poster in classroom.
- Cover up the names of the different plant parts on the poster, using tape and paper or sticky notes.

Activity 3, Roots, Stems and Leaves Song

- Photocopy Roots, Stems and Leaves song lyrics sheet (Appendix F, one per student). To save paper and time, you can instead transfer lyrics to an overhead transparency or use a document camera to project the lyrics for the entire class to read.
- Set up CD player or other music device.
- Discuss with the Classroom Teacher the appropriate volume for playing the song, singing and dancing at the educational site.

Activity 4, Food Adventurer Adjectives, Fruit and Nut Slaw Recipe

- Set up flip chart or arrange for space on chalkboard to compile the list of Food Adventurer adjectives. Alternatively, arrange to use an overhead projector and transparency, or document camera and sheet of paper, to compile the list of adjectives.
- Gather ingredients for the recipe. If available, gather cabbage, carrot and/or apples from the garden.
- Using safe food handling techniques, prepare the recipe ingredients for quick and easy recipe assembly. Slice the apples and cabbage. Chop the toasted nuts.
- Photocopy Food Adventurer Adjectives worksheets.

Activity 5A, Mural Garden Option - Planting the seeds and adding people

- Prepare the mural garden, so that images of seeds, people and tools can be added to the mural.

Activity 5B, Indoor or Outdoor Garden Options

- Set up flip chart or arrange for board space to display rules for the indoor and outdoor garden, and list of seeds planted.

Take Home Materials

- Stuff family envelopes with a letter and recipe.

Supplementary Activities (as needed)

- Talk to the Classroom Teacher about Lesson 2 supplementary activities.

Teaching outline

Activity 1: Food Adventurer, Mission Accomplished

Welcome back, Food Adventurers. Does anyone remember what it means to be a Food Adventurer? Raise your hand if you would like to answer.

Allow students to raise their hands and suggest answers.

Food Adventurers explore new fruits or vegetables. We can use our eyes to look, our hands to touch, our noses to smell, or our mouths to taste.

Point to your eyes, hands, nose and mouth as you speak.

The last time we met, I gave you a mission. Does anyone remember your Food Adventurer mission? Raise your hand if you remember.

Allow student volunteers to recall last week's mission.

The first part of your mission was to find a fruit or a vegetable that you have never tried before. It could be a fresh, dried, canned or frozen fruit or vegetable, because 'All Forms Count.' Raise

your hand if you found a fruit or vegetable that was new to you. This could be one that you've never tried before or that you've never seen before.

Allow students to raise their hands. Call on one or more students to share the new fruit or vegetable that they found.

Great job, Food Adventurers! Remember to be on the lookout for new fruits or vegetables in the cafeteria, or at home.

The second part of the mission was to try a new fruit or vegetable. Remember, you could have tried it with your eyes, your hands, your nose—and maybe even with your mouth. How many of you Food Adventurers completed this mission? Raise your hand if you tried a new fruit or vegetable.

Call on students who have raised their hands. Ask them questions about their Food Adventurer experience.

- *Which fruit/vegetable did you try?*
- *Did you try it with your nose/eyes/hands/mouth?*
- *Where did you try this fruit/vegetable? Was it at home, in the cafeteria or some other place?*
- *Did you taste it? If so, did you like it? Would you try it again?*

Well done, Food Adventurers! Remember to be on the lookout for new vegetables and fruits, at home or in the cafeteria. Even seeing the new fruit or vegetable completes your Food Adventurer mission. You can also use your sense of touch, smell or taste to try a new food.

Pass out Food Adventurer stickers.

When eating a meal or snack, try to fill half your plate with vegetables and fruits. This is one way to make healthy food choices. The more we try new vegetables and fruits, the easier and more exciting it will be to fill half of our plate with vegetables and fruits.

Activity 2: Plant Parts We Eat

Today, we're going to learn about the different plant parts we eat. Many of these yummy plant parts can be grown in a garden. We can grow grains (such as corn) or proteins (such as beans) in a garden. Most people grow vegetables and fruits in their garden.

When we grow fruits or vegetables in a garden, we mostly eat only one part of the plant. For example, lettuce leaves are yummy and crunchy, but we don't eat lettuce roots. Apples are the tasty fruits of an apple tree, but we don't eat apple leaves off the tree.

Today, we are going to learn more about the six parts of garden plants. Each can be added to a healthy meal or snack. Before we name the six parts of a plant, let's point to different parts of our bodies that we use when we're active.

Lead students in exercises, based upon the body parts that they choose. For example- for shoulders- ask them to roll their shoulders for movement. For legs, ask them to shake their legs. For knees, ask them to bend their knees into a squat.

Point to the Plant Part Poster. Make sure that the plant part names have been covered.

Just like you, a plant has different parts. Plants have six parts. Each of these parts helps the plant do something. Just like your hands help you draw, or eat, or brush your hair, a plant has parts to help it live and grow.

However, these different parts of a plant often look very different on different types of plants.

We are going to use a sunflower, a beet and broccoli to learn about plant parts. Pass out the Plant Part Poster coloring sheets and crayons. Ask the students to put their names on the sheets. *Is there a volunteer who wants to come up and see if they can point to the root on the drawing of the sunflower, the beet and the broccoli?*

Allow time for a volunteer to come up and point out the roots on the Plant Part Poster. Have the rest of class follow along on their coloring sheet and point to the roots. If the volunteer does not point to the roots on their first try, allow them to try again until they correctly point to the roots. Remove the pieces of paper from the poster that are covering the words “Root” and ask the class to color in the roots on their coloring sheet. Afterwards, point out that beets are a type of root vegetable and show examples of other roots we eat from the GHK flash cards (e.g. radish, parsnip, carrot). Go through the same protocol (i.e. ask for volunteer, ask class to follow along on the coloring sheet, allow volunteer to try again until correct, have class color in plant part on their coloring sheet, show example from educator flash cards) for all of the plant parts, as follows.

Is there another volunteer who wants to come up and see if they can point out the stems on the sunflower, the beet and the broccoli? Remove the pieces of paper from the poster that are covering the words “Stem” when the student correctly points to the plant stems. Instruct the class to color. Point out that broccoli stalks are a type of stem that we eat. Show examples of other stems we eat from the GHK flash cards (e.g. celery, asparagus, rhubarb).

Is there another volunteer who wants to come up and see if they can point out the leaves on the sunflower, the beet and the broccoli? Once the leaves have been identified on the Plant Part Poster, instruct the class to color. Point out that we can eat beet leaves and broccoli leaves (primarily in broccoli raab). Show examples of leafy greens we eat from the GHK flash cards (e.g. spinach, cabbage, kale).

Is there another volunteer who wants to come up and see if they can point out the flowers on the sunflower and the broccoli? As above. Show an example of a flower we eat from the GHK flash cards (e.g. cauliflower, calendula, squash blossoms).

Is there another volunteer who wants to come up and see if they can point out the fruits on the

sunflower? The fruits of a sunflower are what we know as the sunflower seeds. The actual seed is only part of what we commonly recognize as sunflower seeds. These differences aren't important for this class, but the information may be handy to have if students ask. Students should point to the head of the sunflower for this answer. Once identified, remove the paper on the poster covering the word "Fruit." Instruct the class to color. Then show an example of a fruit we eat from the GHK flash cards (e.g. blueberries, cucumber, tomato).

Now we are on the last part of a plant. Is there another volunteer who wants to come up and see if they can point out the seeds on the sunflower? As above. Show an example of seeds we eat from the GHK flash cards (e.g. green peas, sunflower seeds, lentils).

Remember, we learned that we usually eat only one part of the plant. This is particularly true for the fruits that we eat. We eat tomatoes, which are the fruit of a tomato plant, but we don't eat tomato leaves or stems. We eat melons, which are the fruit of the melon plant, but we don't eat melon leaves or stems. In case students ask, there are some instances in which we eat more than one part of a plant. Examples include broccoli (leaves, stem, flowers), peas (seeds, flowers, shoots) or turnips (roots and leaves).

What is the part on the sunflower we eat? What parts of broccoli do we eat? What parts of beets do we eat? Allow time for answers. Show students sunflower seeds on the GHK flash cards.

Finish the section by reviewing the plant parts. Then explain that you have a fun way to help everyone remember the six plant parts. Point at the Plant Part Poster and demonstrate motions for each plant part, asking students to mimic you.

Roots – Wiggle your feet.

Stem – Bend your legs at the knees.

Leaves – Shake your hands out to the side.

Flower – Raise your arms above your head, to form a "V".

Fruit – Clasp your hands above your head, to form a circle with your arms.

Seeds – Wiggle your fingers and move your hands down to the ground.

Use these same motions when singing the song in the next activity.

Activity 3: Roots, Stems and Leaves Song

*To remind you of the six parts of the plant, we are going to sing a song and dance! This song is called **Roots, Stems and Leaves**.* The dance can focus on the parts of the body equated to the plant parts, can be a freestyle dance experience, or can be a combination of both.

The full version of the song is rather long. The shortened version of the song includes just the chorus. Depending upon the time available, and the attention span of the class, you may want to focus on the chorus, rather than the entire song. Or, you may want to use the chorus plus one or more verses.

Play the song on a CD player, or sing the song for the students. Have the students try and sing

along as they get used to the chorus. Pass out lyrics sheets (Appendix F) as needed, highlighting versus that will be sung. Incorporate dancing.

Thank you so much for singing and dancing to the Roots, Stems and Leaves song. We had fun, and learned about different plants that we eat!

Activity 4: Food Adventurer Adjectives, Fruit and Nut Slaw Recipe

Prior to preparing the recipe, have students wash their hands.

We're going to prepare a fruit and nut slaw as a healthy snack. A slaw is a type of salad, usually one that contains shredded cabbage. But first, before handling, preparing or eating food, we need to wash our hands! We want to make sure that we keep our hands clean. This will help to keep us healthy.

If necessary, remind students about proper handwashing technique (Appendix B).

The recipe for the fruit and nut slaw can be found in Section 3 of this curriculum, as well as on the Food Hero website (foodhero.org).

Prepare the recipe. Divide the students into teams. Assign each team one task: measure, cut, mix, clean. Volunteers can assist the students with these tasks.

In this recipe, there are seeds (nuts), leaves (cabbage), fruits (apples and dried fruit) and roots (carrot). Ask the students, *Which of the ingredients is a [root vegetable, leafy green, fruit]?*

When it is time to taste the snack, remind students of their Food Adventurer mission.

Which one of you Food Adventurers would like to remind us of all of the different ways that we can try a new food?

Allow students to answer.

That's right! We can try a new food with our eyes, our nose, our hands or our mouth. Your Food Adventurer mission today is to try the snack with at least one of your senses. So, you can try it with your eyes, or with your hands, or with your nose, or with your mouth. Or, you can try the snack with two, three or all four senses. Do you accept this mission? Great!

Pass out the Food Adventurer Adjectives worksheets.

We're going to practice our adjectives, while completing our Food Adventurer mission! We're going to describe our snack – how it looks, feels, smells and tastes.

Refer to the list of adjective words or drawings that was generated in Lesson 1. Students can use these adjectives, or suggest new adjectives, to describe the fruit and nut slaw.

Where possible, encourage older children or grade levels to use descriptive adjectives, rather than subjective adjectives. Remember, subjective adjectives are based on personal opinions. Examples are good, bad, delicious, disgusting. Descriptive adjectives are more objective. Hard, fuzzy, smooth, sweet, orange, round, are examples.

Lead the children through these different steps of the Food Adventurer process. This may be particularly important for a new food. Students who do not want to try the snack by touching, smelling or tasting should be allowed to 'opt out' after recording how the slaw looks to them.

Okay, Food Adventurers. Let's look at our fruit and nut slaw. What do you see? What color do you see? Can you think of other foods that are the same color?

Allow students time to examine the slaw with their eyes, and to record and share their observations.

Let's try the fruit and nut slaw with our sense of touch, by holding the cup in our hands. How does it feel on your skin? Is it warm or cold? Can you softly squeeze the cup? Is it soft or hard?

Allow the students to try the fruit and nut slaw with their sense of touch, and to record and share their observations.

Let's try the fruit and nut slaw with our nose. What can you smell? Does the smell remind you of another food?

Allow students time to try their snack with their sense of smell, and to record and share their experience.

Let's try our slaw with our mouths. How does it taste? Does it taste like something else that you've tried? What do you think of the taste? Would you try it again?

Allow students to taste their snack, and to record and share their observations.

Great job, Food Adventurers! You can take the recipe for the fruit and nut slaw home, to share with your family. Let them know that you were a Food Adventurer today, and encourage them to be one, too.

If you like, you can pass out GHK Food Adventurer stickers, and allow students to attach them to their shirt or sweater.

Please wear this sticker, to let everyone know that you tried a new food - with your eyes, your nose, your hands or your mouth - as part of your Food Adventurer mission.

Activity 5A: Mural Garden Option - Planting the seeds and adding people

Today, we're going to add ourselves into the mural garden. We will also add garden tools and will plant seeds in our garden.

Have students and the Classroom Teacher either draw themselves on the mural or use clip art of kids and a teacher. The students can select an image of a person that represents themselves, and glue it on the mural. *First we are going to add ourselves on the mural. Place yourself on the mural being active.* Allow students to do this and then return to their seats.

Before we add the seeds in our mural garden, I want to know what types of vegetables or fruit you like to eat.

Go around the class and ask each student to say their favorite vegetable or fruit. Make a list of these on a flip chart. Choose several vegetables and fruits to plant in the mural garden, as space and class size allows. Identify the vegetables and fruits that the class chose on a piece of flip chart paper, for use in later lessons.

Fantastic! We will plant the seeds of these plants in our garden. We will help them grow. When they're ready to be eaten, we will celebrate with a garden harvest and taste test.

Gardening is a great way to be physically active! Using tools in the garden works our muscles, so that we can be strong. Stretching beforehand keeps us flexible and guards against soreness. Does anyone know what tools we need to plant our healthy eating seeds?

Allow students time to answer (e.g. seeds, shovel, watering can, and seed marker). Hold up examples of donated tools or of clip art pictures. Lead children in exercises that mimic tool use: raking, hoeing, shoveling. Before and after the tool exercises, lead children through simple stretching exercises that target muscles in the abdomen, back and shoulders (e.g. trunk rotations, shoulder circles, side bends).

Divide the students into teams. Provide each team with clip art of the tools they will need, as well as seeds, markers and crayons. Have each team paste their tools on the mural (perhaps by a garden shed) and draw in a mounded row where the seeds will be planted. They can also draw in the seeds beneath the soil or glue on seeds and they can 'mark' their row with a labeled popsicle stick.

In the next lesson, we are going to add the roots of the plant.

Point to roots on the Plant Part Poster, if available.

Activity 5B: Indoor or Outdoor Garden Options

The last time we met, we planted seeds in our garden. Can anyone remember one of the seeds that we planted? Raise your hand if you remember.

Allow students to name some of the seeds that they planted. Refer to the list that the class generated the previous week.

Today we're going to check on our seeds. We want to make sure that they are growing well in

our garden. Before we go out into the garden (or go to the indoor garden), I want to review a few of our garden rules.

Refer to the list of garden rules. These may be written on the board, displayed on a piece of paper that is hanging on a wall, or projected via a document camera or overhead projector.

These rules have to do with the plants, garden, tools and animals. We can have fun in the garden, and we can be active, but we need to do so safely and carefully. For example, we handle plants gently, and we're careful not to step on them. We handle tools carefully and safely. If we find insects or other animals in the garden, we let an adult know. Some insects are safe to touch and pick off of our garden plants. Others may bite or sting. Let an adult who knows the difference teach you the difference.

Remember, if safety or car traffic are concerns, you may want to have students walk to and from the garden. Otherwise, you may want to encourage students to skip or jog or dance to and from the garden, to provide an opportunity for more vigorous physical activity.

Once in the garden, you can pass out clipboards, garden journal pages, and pencils or pens. Have the students write or draw anything they observe about the plants in their gardening journal. You can prompt the students with questions.

- *Do the plants look taller, compared to the last time you saw them?*
- *How much have the plants grown?*
- *Can you see the plant stems?*
- *Do the seedlings have leaves?*

To help students understand that many of the foods they see at a grocery store originate from a farm or garden, ask them to compare the appearance of their seedlings to the appearance of the foods that they produce. For example:

- If they planted radish seeds, ask them if the plant looks like a radish. As needed, refer to the GHK flash cards to help with identification.
- If they planted tomato seeds or seedlings, ask them if anything about the plant resembles a tomato? As needed, refer to the GHK flash cards to help with identification.

If the seeds or seedlings need to be watered, demonstrate how to carefully water plants. If available, a Master Gardener or other garden volunteer can demonstrate how this is done.

We're going to water our seeds/seedlings. Like us, plants need plenty of water to keep from becoming thirsty or dehydrated. With the help of (volunteer's name), we're going to show you how to water the seeds and seedlings in a garden. For our garden seeds/seedlings, being watered is their way of drinking water. You drink water when you're thirsty. Plants need water, too!

Point out any seedlings or plants that might show signs of wilting/dehydration, or work with a Master Gardener or other garden volunteer to identify plants that might need to be watered.

We're watering gently, so that we don't wash away the soil or damage the plant. This is a better way to water. We don't want to dump the water on to the plant.

When the demonstration is over, lead the students back to the classroom. Remember to emphasize garden rules about walking to and from the garden. Have students wash their hands.

Closure

Thank you for a great class today. Thank you for learning about plant parts that we eat, and singing and dancing. Thank you for taking time to carefully notice things in the garden.

The next time we are together we will learn about the roots of the plant.

Point to the roots on the Plant Part Poster.

The last thing I am going to do for our lesson is to give your teacher a special letter for your family about what we did today. You might remember this letter from last week. There is also a fun activity for you in here (hold up a family letter envelope), and a recipe for your family. Before taking this home, your teacher will let you draw a picture of a sunflower on the front. Make sure to share your sunflower picture with your family.

Supplementary activities

These activities are for the Classroom Teacher to do with the students before you return for next lesson. Or, you can do these with the students during the lesson if time allows.

- **Supplementary Activity 1 - Family Envelope Drawing** - Students draw a picture of a sunflower on the front of the family letter envelope. These envelopes are sent home with the students, to be given to their family.
- **Supplementary Activity 2 - Storybook and Discussion and Journal** - Read the storybook to children and then lead a discussion on key points that connect the book to GHK messages and activities. Sample discussion questions can be found on the next page. Children then write or color about what they learned on a journal sheet. Journal sheets are collected and will be combined into a book after the final lesson.

Storybook Options: *We Are What We Eat*, by Sally Smallwood or *All Our Fruits and Vegetables*, by Roberta L. Duyff and Patricia McKissack

- **Supplementary Activity 3 - Art Exhibit** - Discuss Lesson 2 coloring sheet message and caricature drawing, and how it is connected to the messages and activities in Lesson 2. There are two choices of coloring sheets for this lesson. Both can be offered to children, and they can choose the one they would like to color. Allow children to color the sheet. Allow children to display the colored sheet on their desk/table and invite them to walk around to see everyone's art. Coloring sheets are collected and will be combined into a book after the final lesson.
- **Supplementary Activity 4 - Research Project** - Have students research the plants that they are growing in their mural, indoor or outdoor garden. Examples of topics they can research and share with the class are:
 - what part of the plant we eat,
 - how tall and/or how wide the plant grows (e.g. how much space it needs in a garden),
 - cultivation requirements (e.g. sun, water, fertilizer) and how long it takes to go from seed to harvest.

Supplementary Storybook Activity: Sample Discussion Questions and Journal Sheet Ideas***We Are What We Eat*, by Sally Smallwood**Discussion Questions

- Ask students if they want to help you find edible/eatable plant parts we eat from the fruits and veggies pictured (use the Plant Part Poster to illustrate).
 - Root – radish
 - Leaf
 - Stem – celery
 - Seeds
 - Fruit – avocado, kiwi, cucumber, grape, strawberry, apple, banana, pineapple
 - Flower
- *We learned what the kids in the book eat. Now I want to know what you eat!* Have students name one fruit or veggie they like to eat.

Journal Sheet Idea

- Draw a fruit or veggie you like to eat. Write the name of your fruit or vegetable.

***All Our Fruits and Vegetables*, by Roberta L. Duyff and Patricia McKissack**Discussion Questions

- Ask students if they want to help you find edible/eatable plant parts we eat from the yummy fruits and veggies pictured (use the Plant Part Poster to illustrate).
 - Root – carrot, turnip
 - Leaf – greens, cabbage, onion (onion is a bulbs, and bulbs are specialized leaves that store energy for the plant)
 - Stem – celery, rhubarb, potato (also a tuber)
 - Seeds – peas, corn
 - Fruit – grapes, berries, apple, banana, pineapple, tomato, fig, plum, pear, peppers, melon, papaya, orange, star fruit, noni, kiwi, cherry, guava
 - Flower – broccoli, cauliflower
- *Do you remember why the students in the story got stickers?* (tasting a veggie)
- *What recipe did the students use edible/eatable plant parts to make?* (fruit salad, orange and lemon juice)
- *Are the students Food Adventurers? Why?*

Journal Sheet Idea

- Draw a salad with different edible/eatable plant parts. Choose a name for your salad. Write that name next to your drawing.

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