

Lesson Title Grade 2

Lesson # 1 of 1
Eating the Parts of Plants
Especially Broccoli! 2
Week of Jan 15-21

Objective:

Students will learn that broccoli is a very healthy food and that the plant foods we eat come from different parts of the plant.

Keywords

root
tuber
stem
stalk
leaf
flower
fruit
seed

Students will:

- be introduced to broccoli's benefits
- learn plant parts and their functions
- practice the names of the parts
- students will taste broccoli

Materials:

Enough foods for the group of 4 to have a tray that contains foods representing all the parts of plants that have been discussed. Broccoli and dip for eating.

Optional: sponge paint brushes for each group, poster paint, 12 X 18 white paper
Week of

Step-by-Step

1. Begin by telling students that next week there will be broccoli served in the cafeteria. We hope they will get to have a school lunch at least once so that they can try it.
2. Show broccoli and discuss that broccoli is one of the most nutritious plants to eat. (See Legratta's lessons for broccoli facts!)
3. Ask: what part of the plant are we eating when we eat broccoli. Show the students a chart (or Legratta's overhead) of plant parts.
4. Go over the names of the parts of plants and their function (again, see Legratta's info)
5. Ask students what parts of plants they have eaten.
6. Pass out trays containing foods that represent all the parts you have introduced. These may include carrots, potatoes, celery, broccoli, lettuce, apples, sunflower seeds, walnuts. In groups of four, students will discuss which parts they have and then build and label the parts of a plant from root to flower using the foods provided.
7. When all groups have finished, discuss which part of the plant each food is from.

8. Students will then create a “plant person” with the foods that they have, but they will not label the parts. Once all groups are ready, they will move from table to table with their group at a given signal. Each person will have a job. When they go each subsequent table the jobs will shift. You will want to explain this carefully! Before they go to each new table, tell the students what their new job will be. the jobs are: labeler, checker, consultant, and organizer. Each student must get a chance to be the labeler.

9. At each new table, one group member (“the labeler”) will use the labels to label all of

the parts of the plant person. “The checker” will check that the labels are placed correctly. The checker may ask “the consultant” for another opinion if unsure. The organizer will remove the labels and get the table ready for the next group. When all groups are ready they will move in unison.

- be introduced to broccoli’s benefits
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- students will taste broccoli
- option: use the foods to make prints with poster paint and label the parts.

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10. Have students try raw or steamed broccoli. The stems are quite good raw. Legratta has provided a good dip recipe.

OPTIONAL:

Instead of building and labelling plant people (steps 8 and 9). Students can make prints of the parts using the sponge brushes that you get at Home Depot for cheap. Arlene has okayed reimbursement for them. The foods need to be cut in such a way that they have a flat surface for painting. A small amount of paint is put on and then pressed onto the paper. Students should write a little sentence after each imprint such as: A carrot is a root. If you do this option, then be brief with everything else!