



25min Roots, Fruits, Leaves & Seeds! Grade 1 Facilitator Notes

Objective: Students will learn about different parts of the plant and how they function together to meet the needs of the plant. Students will focus on plant parts that we eat.



Recipe Category: Plants & Gardening



Cooking Time: 25 mins



Level of Difficulty: Grade 1



Recipe Ingredients:

Plant Part Introduction and Twister

- Photos of plant parts we eat
- Colouring Sheets
- Boards to lean on when colouring
- Twister board (i.e. spinner)
- Tape in case it's windy
- Wax crayons



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
1	Science and Technology	<p><i>Understanding Life Systems</i></p> <p>Investigate needs and characteristics of plants and animals, including humans (O)</p> <ul style="list-style-type: none"> 2.4 investigate the physical characteristics of plants and explain how they help the plant meet its basic needs (e.g. roots anchor the plant and help provide the plant with food and water) (S)
	Health and Physical Education	<p><i>Healthy Living</i></p> <p>Demonstrate and understanding of factors that contribute to healthy development. (O)</p> <ul style="list-style-type: none"> Explain why people need food to have active and healthy bodies. (S)

Introduction: (5mins)

Have the group sit in a circle. Introduce yourself to the group.

Today's workshop is called *Roots, Fruits, Leaves and Seeds* – from the name, can you guess what we're talking about today?... *Plant Parts!*

- “Did you know that we eat plant parts? Who here thinks they ate some plant parts yesterday?”
- Ask students to name parts of plant that they know

Show the plant part visuals, pass around and discuss the different categories – **Roots, Fruits, Leaves and Seeds*

- Roots – help to anchor the plant in the ground, suck up water and nutrients from the soil
- Fruits – a home for the seeds, attracts animals (like us!)
- Leaves – catch the sun and turn it into food for the plant
- Seeds – for replanting and re-growth

Plants parts are very healthy for us. They help us to stay healthy by *giving us energy to play, and by helping our brains, bones, muscles and bodies to grow.*

Sing the plant parts song (with actions) (5mins)

Use the “Call and Repeat” method where you sing the line first, and then the students’ copy.

You know that trees have branches, (arms up like branches)
to show the sun their leaves, (fingers waving like leaves)
You know that trees have flowers, (palms together, fingers out like a flower)
‘cause they attract the bees, (flapping wings)
But did you know the reason, (arms in an “I don’t know” pose)
that seeds are insides fruits... (pointer finger and thumb together, then wrap in other hand)
Is so that hungry an-i-maaals, (rub stomach)
will plant them in their poop! (thumbs down, blow a raspberry to end)

*Credit goes to James Hetmanek for the Plant Parts song

DIY Plant Part Twister (15mins):

Quiz the students on the different plant parts. Discuss any that were suggested, and forgotten.

1. Assign each student a root, fruit, leaf or seed to colour using the provided colouring sheets (black and white pictures). Each different plant part has a coloured border to distinguish them from each other (this will be useful if plant parts are coloured using unrealistic colours – such as a green and pink striped potato).
2. Ensure there are roughly equal numbers of each plant part being coloured (e.g. 4 students colouring roots, 4 colouring leaves, 4 colouring fruits and 4 colouring seeds). Facilitators may need to colour a sheet or two if needed and equal numbers aren't essential for the game, just ideal.
3. Give colouring sheets out and allow students some time to colour using the crayons (around 5mins).
4. When they have completed their colouring, line up all of the coloured roots on the ground, followed by a line of fruits, leaves and then seeds. Make sure they're close enough together that students would be able to reach from one side to the other. (see *diagram below*). You can use the tape to hold each in place on the ground if needed.
5. Have students start a game of twister - instead of colours, use plants parts to guide the game (although each plant part category will have a coloured border as a backup).
6. As the facilitator, you may like to have a volunteer to help make the call for each twister move using the board (e.g. "Put your *LEFT* hand on a *ROOT* vegetable!")

If Time:

Recap the different plant parts that we eat, why they're important nutritionally and how the different parts of the plant function together to meet the plants needs.

Example of Twister layout:

<i>ROOTS</i>	FRUITS	LEAVES	SEEDS
<i>Potato</i> <i>(a coloured in picture)</i>	Peppers	Lettuce	Sesame seeds
<i>Beet</i>	Apple	Spinach	Pumpkin seeds
<i>Radish</i>	Grapes	Chard	Corn
<i>Turnip</i>	Strawberry	Cabbage	Wheat



Serving Suggestions:

Examples of plant parts we eat (photos for workshop):

Roots – *potatoes, sweet potatoes, beets, turnips, radishes*

Fruits – *peppers, peach, plum, apple, banana, grapes, strawberries*

Leafs – *lettuce, spinach, chard, cabbage, arugula, mint, basil, dandelion*

Seeds – *coffee, sesame seeds, pumpkin seeds, poppy seeds, wheat, corn*



Field to Table Schools Program

www.foodshare.net

Roots, Fruits, Leaves & Seeds (Credit Title – Shelburne Farms)

Reviewed 2 September 2010