



# 25min Roots, Fruits, Leaves & Seeds!

## Grade 2 Facilitator Notes

**Objective:** Students will be able to categorize the different parts of the plant. Students will focus on plant parts that we eat.



**Recipe Category:** Plants & Gardening



**Cooking Time:** 25 mins



**Level of Difficulty:** Grade 2



**Recipe Ingredients:**

- Photos of plant parts we eat
- 4x mini Good Food Boxes, labeled Roots, Fruits, Leaves & Seeds
- A selection of fruits, veggies that cover all plant parts (see list at back).



**Curriculum Links:**

Grade	Subject Area	Ontario Curriculum Links
2	Health and Physical Education	<p><i>Movement Competence: Skills, Concepts and Strategies</i></p> <p>Perform movement skills, demonstrating awareness of the basic requirements of the skills and concepts as appropriate, as they engage in a variety of physical activities. (O)</p> <ul style="list-style-type: none"> <li>▪ Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways. (S)</li> </ul>

## 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 regrowth

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-maals,** (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*

## Plant Part Relay (15mins):

1. As a group, begin by sorting all of the produce items for the game into four categories (this can be done verbally after holding up each fruit or vegetable).
  - a. **Roots** – Grow underground, at like an anchor for the plant, holding it in place
  - b. **Fruits** – Home for the seeds, can also be eaten by animals
  - c. **Leaves** – Catch the sun’s rays to change into food for the plant
  - d. **Seeds** – For replanting itself somewhere else

Discussion Points: *How do you know that this beet is a root? Why do you think plants have roots? Why are seeds so small? What role do the leaves play in the growth of plant?*

2. Split the group into two teams (of around 7 or 8) but highlight that the teams WILL NOT be competing against each other. They’ll be using the same bins.
3. Divide the produce items randomly between the two teams and place in a pile at the front of the team’s line
4. Set up the four mini Good Food Boxes as “Plant Part Drop Off Centres” at a distance
5. Each individual runner has to sort the produce item they pick-up into the correct Plant Part Drop Off Centre before coming back and tagging the next person in line. They should have an idea as they were sorted verbally, as a group, earlier – but if not, their team can prompt them. Students need to be careful not to bump into the other running during their turn (if this is a problem, create the rule that students have to return to the start if they bump into another player).
6. To make things more tricky after the first round, have students hop, skip or jump instead of run.

*\*This game can be played a couple of times if you have enough time.*

*\*\*If space is tight, choose the hopping/jumping option instead of running.*

### If Time:

Recap on key concepts – parts of the plants, how they operate together, and why they’re important for our nutrition and health.