



recipe for change

25min Roots, Fruits, Leaves & Seeds! JK/SK Facilitator Notes

Objective: Students will learn about different parts of the plant and how they function together. Students will focus on plant parts that we eat and be able to categorize them into different groups.



Recipe Category: Plants & Gardening



Cooking Time: 25 mins



Level of Difficulty: Grades JK/SK



Recipe Ingredients:

Plant Parts Yoga

- Photos of plant parts we eat
- Watering can

- Rain cloud picture
- Sun picture
- Bee picture



Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
KG	Science and Technology	<i>Exploration and Experimentation</i> Demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing their findings (O). <ul style="list-style-type: none"> ▪ Sort and classify groups of living and non-living things in their own way. (S)
	Health and Physical Activity	<i>Health and Well-Being</i> Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well being. (O) <ul style="list-style-type: none"> ▪ Begin to demonstrate an understanding of the effects of healthy, active living on the mind and body. (S) ▪ Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating. (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*

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

Plant Part Yoga (15mins)

Quiz students on the different parts of the plant and re-cap any that were forgotten.

*In this activity, we're going to pretend to be **apple trees!** To do this, we need to get from being a teeny, tiny little seed, all the way to a fully-grown apple tree with fruit.*

Sample dialogue:

“Why does a plant have roots?”

“Where are the seeds?”

“Why does a plant make fruit?”

Plant Part Actions: (standing up, demonstrate first, then ask for students to copy you)

1. **Apple Seed** (like you see inside apples):

- a. Squat into a little ball and repeat, “I’m waiting” (for water)

2. **Apple Tree Roots** (grow under the ground):

- a. Pretend to drink water by wiggling toes and fingers. Make slurping sounds, like drinking from a straw.

3. **Apple Tree Stem** (The part above ground we seed):

- a. Be strong by standing straight and stiff like a toy soldier. Make slurping sounds as the water continues up the stem.

4. **Apple Tree branches and leaves** (Important for catching the sun as food):

- a. Reach up high and open hands to the sun. “Sway” in the wind.

5. **Flowers “Apple Blossoms”** (bright and colourful, to attract the bees):

- a. Cross over your outstretched arms at the elbow and hold the base of your palms together (twinkle fingers to be petals), repeat, “Here buzzzy bee, heeere buzzzy bee”

6. **Fruit – Apples!** (yummy delicious fruit that animals – like us - love to eat):

- a. Interlace fingers whilst still in the flower pose (arms still crossed over). Curl joint hands inwards towards chest to they end up just under the chin. Repeat, “mmmmmmm yummy”. Or, alternatively, a fist will do for an apple.

Once basic plant parts have been discussed, the students can now role-play the life cycle of a plant using the movements taught in the introduction. Each growth is triggered by the leader’s actions (i.e. watering, sun, pollinating, eating)

- **Seed → Roots:** Leader “waters” them by touching them with watering can
- **Roots → Stem:** Leader “rains” on them with rain cloud
- **Stem → Branch and Leaves:** Leader “rain and sun”. (*Facilitators can first pretend to be the wind, blowing or pushing gently to test how strong their stem is*)
- **Branches and Leaves → Flower:** Leader touches the leaves with the sun. (*Facilitators can hold the sun up high so that students have to reach as far as possible to touch the sun*)
- **Flower → Fruit:** Leader touches the flower with a bee to pollinate.
- **Fruits disappear:** Leader “eats” the fruit. (*Facilitators can pretend to be the animal, giving the students a fright when you try to eat their fruit*)

Now play “Simon Says” using the different plant part actions.

Finish with plant part yoga, doing all of the actions in order, in one smooth motion.

If Time:

Recap the different plant parts, how they are categorized, how they help the plant and why they’re so important nutritionally. More specifically, recap how the apple made the journey from seed to fruit and what was involved in between.