Parts of Plant We Eat (1st Grade)

NUTRITION OBJECTIVES CHECK LIST

- ☑ Students ***prepare*** and ***taste*** a vegetable salad.
- ☑ Students ***express ways*** they can ***eat a variety of vegetables every day.***
- ☑ Students ***explain*** the ***health benefits*** of eating vegetables.
- ☑ Students ***identify*** that broccoli, radishes, lettuce, and carrots fit in the vegetables group of MyPlate.

MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
In Kitchen Bin - cutting board (teacher only) - chef knife (teacher only) - mixing spoon - large bowl ***In Paper Goods Bin*** - plastic knives* - plastic spoons* - napkins* - plastic gloves (2 per student)	- activity sheet copies* - small plastic bowls for scrap gardening activity - napkins	- 2 carrots - 2 tomatoes - romaine lettuce (3 heads) - 1 broccoli crown - 1 bunch green onion - low-fat salad dressing (ranch) - plastic coated paper plates* - family letter copies*

*one per student

Reinforcing Colorado Comprehensive Health Standards

First Grade, Standard 2. Physical and Personal Wellness. 1.Apply knowledge and skills to engage in lifelong healthy eating. 3. Apply knowledge and skills related to health promotion, disease prevention and, health maintenance

While INEP nutrition lessons focus on the Colorado Comprehensive Health Standards, you will find you may utilize lessons to reinforce mathematics, physical education, reading, writing & communicating, science & social studies standards for your class.

SET-UP

Copies:
- Make copies of activity sheet (each student).

Work area:
- Students will work individually at their desks.
- Have nutrition table ready for materials and ingredients.

Food-prep:
- Wash vegetables.
- Before lesson starts put out ingredients on nutrition table with cutting board.
- **Important: Plan to show students full vegetables. Save the roots of the lettuce and green onions for the scrap gardening activity.**
    - 3 heads of Romaine lettuce-
        - leaves will go in salad
        - **roots save for scrap-gardening activity**
    - bunch of green onions
        - stem will go in salad
        - **roots save some for scrap-gardening activity**
    - carrots
        - root will go in salad
    - broccoli head
        - flower will go in salad
    - tomatoes
        - fruit will go in salad; seeds will go in salad
- Have text and Venn diagram ready to read and do as a class.
- Have plastic coated paper plates, plastic knives, gloves, ready to pass out for students to cut up veggies for salad.
- Have salad dressing and forks ready for eating the salad.

Other-prep:
- Scrap Gardening Activity
    - Have plastic bowls/containers (teacher provides) ready for the scrap gardening activity.
    - Place root (bottom down) of lettuce in bowl of water and put in window
    - Place root (bottom down) of a couple of the green onions in bowl of water in window. Watch the leaves and stems start to grow back!

INTRODUCTION WITH STUDENTS

- Ask students to tell you why they think plants are important.
- Display the text "*Parts of the Plant*?", read together and do the Venn Diagram as a class.
- **Refer to the Key Behavior on the board and tell students that we eat different parts of different plants. Many of the parts of plants are vegetables and that we should "vary our veggies" and eat them every day.**
- Tell students that today they will make and eat a healthy and delicious salad out of different plant parts and do some "*scrap gardening*". Remind them of the importance of eating vegetables every day.

PROCESS

Step 1: Have students wash their hands with soap and warm water.

Step 2: Show students each of the plant parts and go over together.

- 3 heads of Romaine lettuce-
  - leaves- will go in salad
  - root - save for scrap-gardening activity
- bunch of green onions
  - stem - will go in salad
  - root
    - some can go in salad
    - save some for scrap-gardening activity
- carrots
  - root - will go in salad
- broccoli head
  - flower - will go in salad
- tomato
  - fruit and seeds- will go in salad

Step 3: Teach students how to "Scrap Garden".

- Scrap gardening is using the scraps of the vegetables we eat to replant, grow, and eat.
- Put the roots (bottoms) of the lettuce and onions, root side down, leaf/stem side up, in containers of water and put in the window.
- Ask students to predict/guess what will happen to them over the next few days weeks.
- Encourage students to try it at home.

Step 4: Remind students that all vegetables are healthy, and they provide us with carbohydrates, vitamins, minerals, and fiber, all very important nutrients to keep us healthy.

Step 5: Pass out plastic coated paper plates, plastic gloves and plastic knives along with the vegetables. Have students cut into small pieces.

Step 6: When students have finished cutting the vegetables, collect the cut-up pieces into the bowl and mix in lettuce and salad dressing.

Step 7: Pass out the activity sheet to students. Have them work on the activity sheet as you pass out the salad.

Step 8: **Let's Eat, Let's Talk. While students eat ask them what they learned. Help students personalize ways they can eat more vegetables. Ask and discuss the questions in the box Make Health Happen.**

Step 9: *Remind students to take their recipes home to share with their family.*

Make Health Happen

☑ If you eat this salad, you are getting more vegetables. What steps can you take to make and eat this salad at home?

☑ Where else can you get the vegetables your body needs?

☑ How can you make sure to eat a vegetable at lunch and a vegetable at home every day?

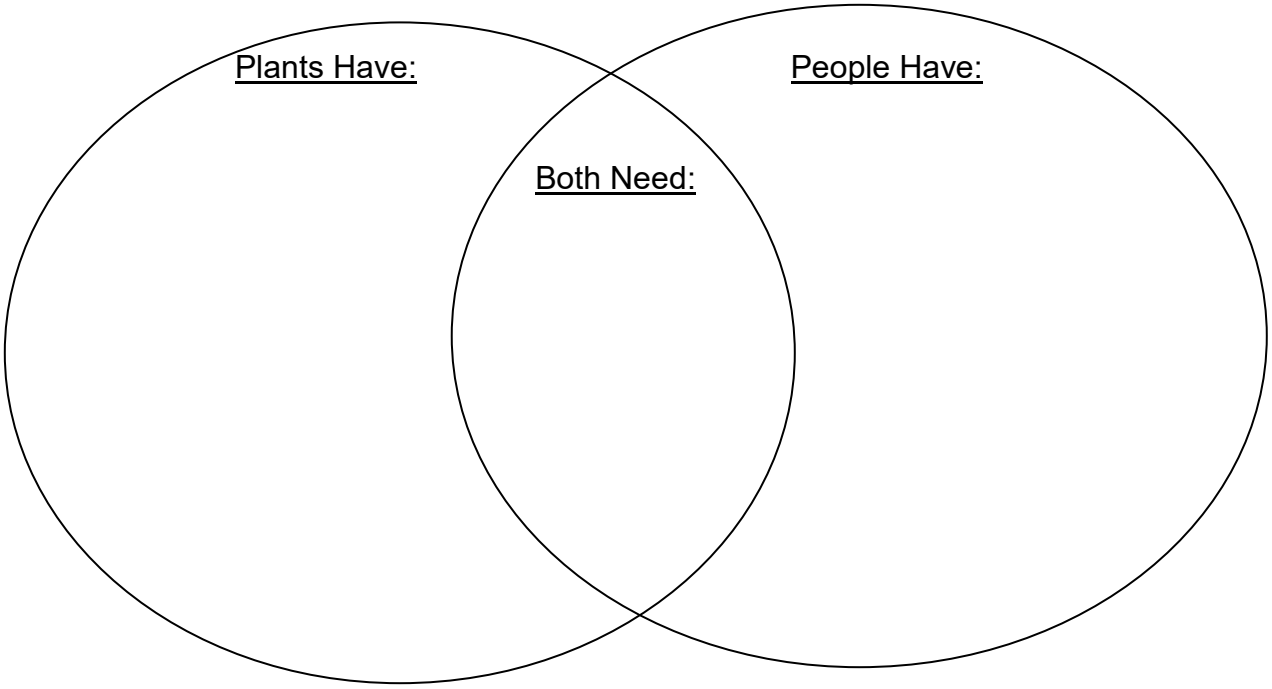
BACKGROUND INFORMATION

- Plants have different parts. The part that grows above the ground and up towards the sun is generally called the stem. The part that grows into the ground is called the root. The root brings water and nutrients from the soil to the plant. The root helps hold the plant in place. The green part of the plant makes food with water, sunlight, and carbon dioxide and the root stores food for plant growth. Throughout history, edible roots have played a significant role in the human diet.
- Roots, tubers, and bulbs grow underground and store nutrients. They store energy in the form of carbohydrates. Examples of root, tuber, and bulb vegetables are: potatoes, sweet potatoes, onions, turnips, rutabagas, beets, carrots, radishes, and parsnips. Sweet potatoes and carrots provide an excellent source of beta-carotene (precursor of vitamin A). Radishes, turnips, rutabagas, and potatoes are high in vitamin C, and onion and garlic have cholesterol-lowering properties.
- Leaves come in a huge variety of shapes and sizes. All leaves, regardless of shapes and sizes, have one function in common. They produce food for the plant through photosynthesis. Plants with chlorophyll in their leaves can make food.
- Chlorophyll uses energy absorbed from sunlight to turn carbon dioxide and water into a simple sugar called glucose. The plant uses glucose as food. Its waste product is oxygen, which is released into the air and breathed in by all aerobic (oxygen-using) organisms. Chlorophyll is green in color.
- Leaves also contain red, yellow, and orange pigments, usually hidden by the chlorophyll. In fall, there is not enough light to maintain chlorophyll so the chlorophyll in deciduous trees breaks down and the leaves change color. The tree uses stored food through autumn and winter.
- Leafy vegetables contain a lot of water and only a few carbohydrates (or calories). They are, however, nutrient-rich. The darker the green color is, the higher the nutritional values are. Most green leafy vegetables are excellent sources of beta carotene, lutein, and vitamin C, good sources of fiber and folacin, and a few are rich in iron and calcium. Leafy vegetables include spinach, collards, kale, lettuce, Swiss chard, and the tops of root vegetables like turnips and beets.

Parts of a Plant

Plants need sunlight, water, air, soil and food to live. A plant has four main parts, which are the roots, stem, leaves and flowers. Seeds and fruit are also parts of a plant. Each part helps the plant live. The ***roots*** take in water from the ground. The ***stem*** holds the plant up and carries water to the leaves. The ***leaves*** use sunlight to make food for the plant. The ***flowers*** make seeds. The ***fruit*** of a plant holds the seeds. ***Seeds*** are baby plants.

Can you think of some ways that plants and people are the same? Can you think of some ways they are different? Fill in the Venn diagram.



List some ways that plants help people:

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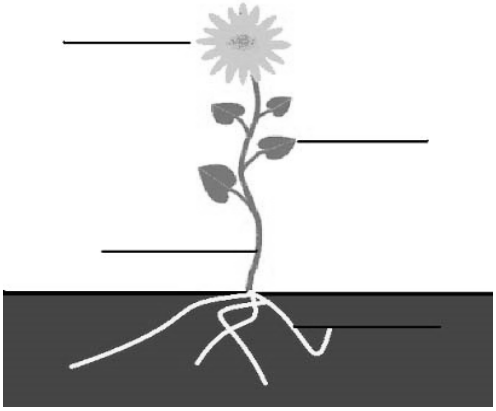
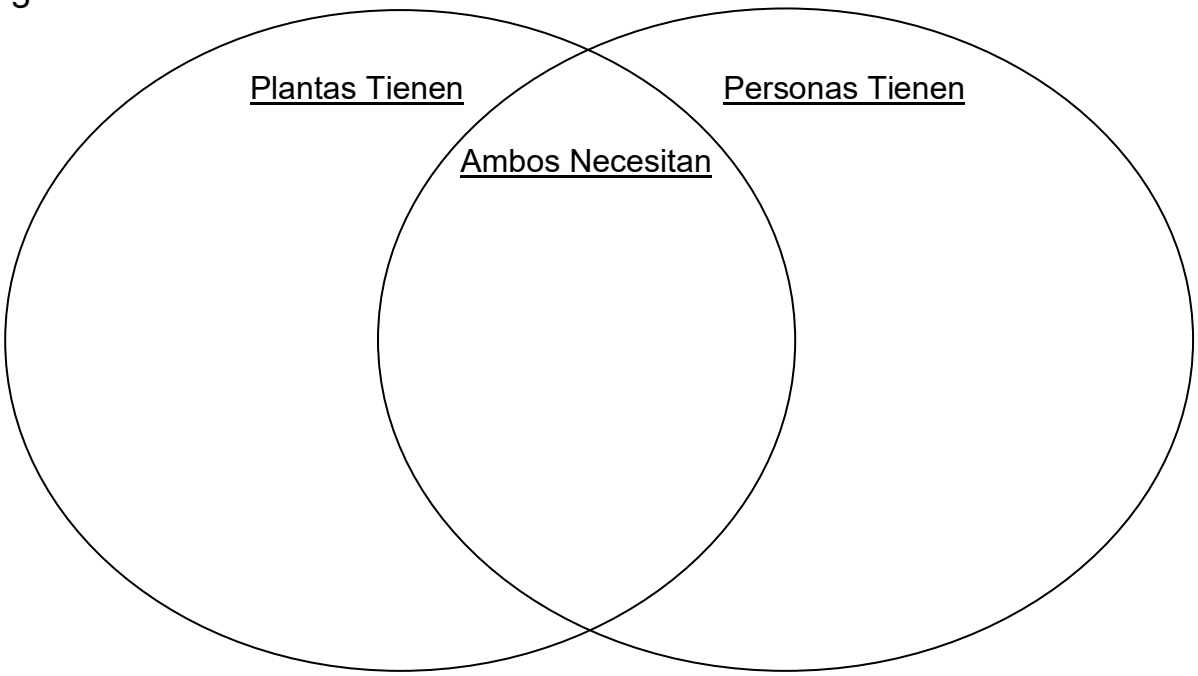


Partes de una Planta

Las plantas necesitan la luz solar, agua, aire, tierra y alimentos para vivir. Una planta tiene cuatro partes principales que son las raíces, el tallo, las hojas y las flores. Las semillas y los frutos también son partes de una planta. Cada parte ayuda a la planta a vivir. Las ***raíces*** toman agua de la tierra. El ***tallo*** sostiene la planta y lleva el agua a las hojas. Las ***hojas*** usan la luz del sol para producir alimentos para la planta. Las ***flores*** producen semillas. El ***fruto*** de una planta contiene las semillas. Las ***semillas*** son plantas bebés.

¿Se te ocurre alguna manera en que las plantas y las personas son iguales? ¿Se te ocurre alguna manera en que son diferentes? Completa el diagrama de Venn.



Haz una lista de las maneras en que las plantas ayudan a las personas:

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_____

_____

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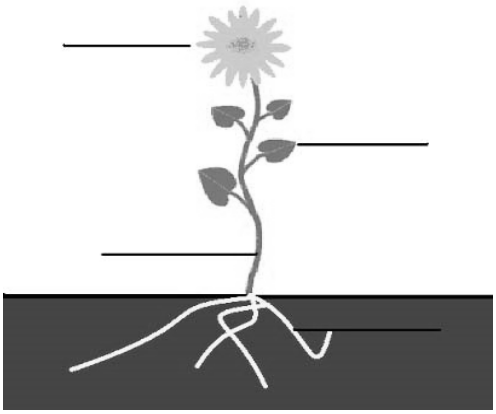
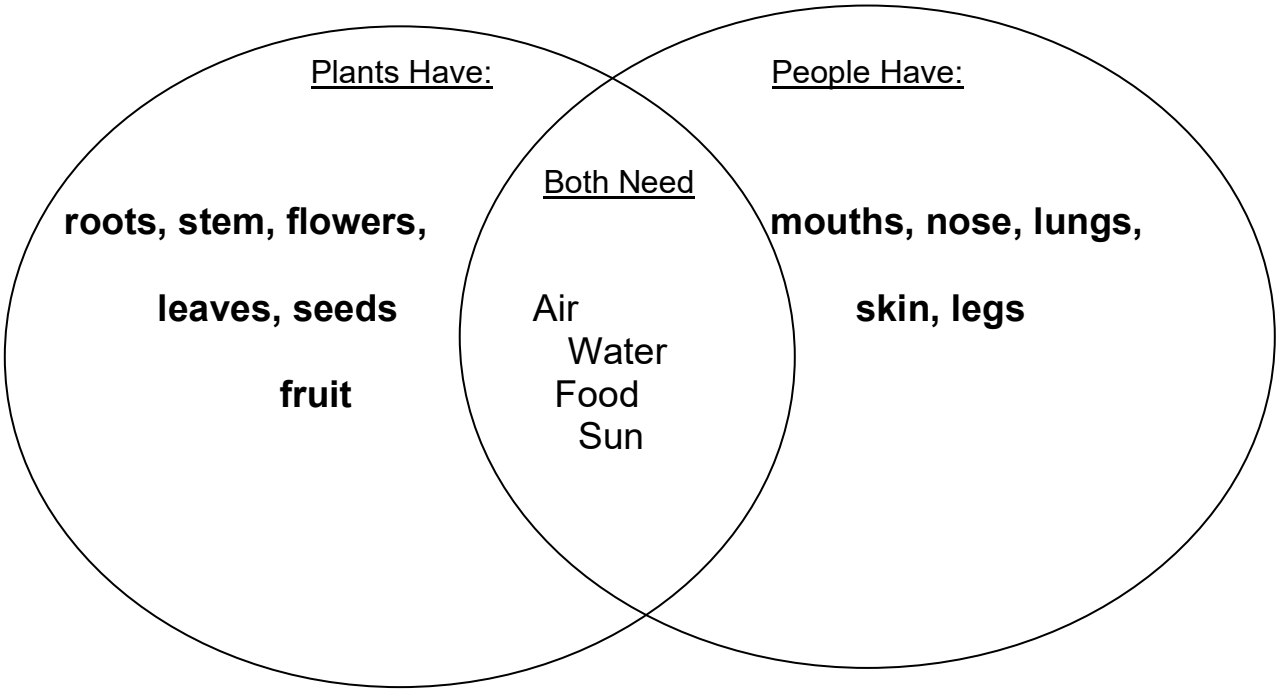


Parts of a Plant
(Teacher Answer Sheet)

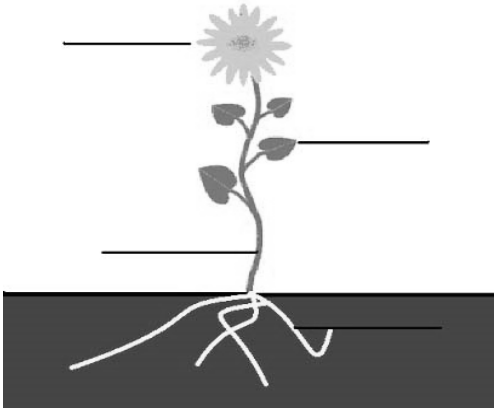
Plants need sunlight, water, air, soil and food to live. A plant has four main parts, which are the roots, stem, leaves and flowers. Seeds and fruit are also parts of a plant. Each part helps the plant live. The ***roots*** take in water from the ground. The ***stem*** holds the plant up and carries water to the leaves. The ***leaves*** use sunlight make food for the plant. The ***flowers*** make seeds. The ***fruit*** of a plant holds the seeds. ***Seeds*** are baby plants.

Can you think of some ways that plants and people are the same? Can you think of some ways they are different? Fill in the Venn diagram.



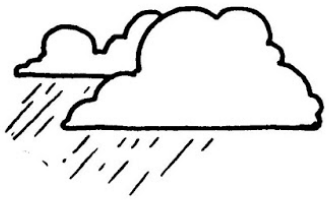
List some ways that plants help people:

1. They are food that help us grow and live.
2. They give us shade.
3. They are beautiful.



Parts of a Plant

Name _____



Leaves make food. They let air and water come and go through little openings and catch energy from the sun to turn the air and water into food.

Flowers attract pollinators, like birds and bees. They also make seeds.

Fruit comes from a flower after the petals fall off. The **fruit** protect the seeds.

Seeds carry little plants inside them. Each **seed** has plenty of food to feed the tiny plant.

The **Stem** holds the plant up and carries water and nutrients to the different parts of the plant.

The **Roots** are underground and hold the plant up. **Roots** suck up all the nutrients and water from the soil. They also store food for later on.

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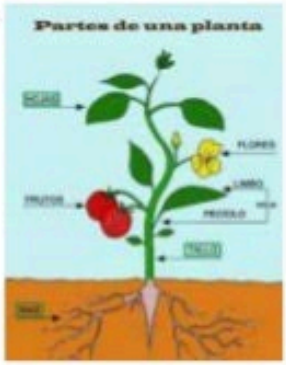
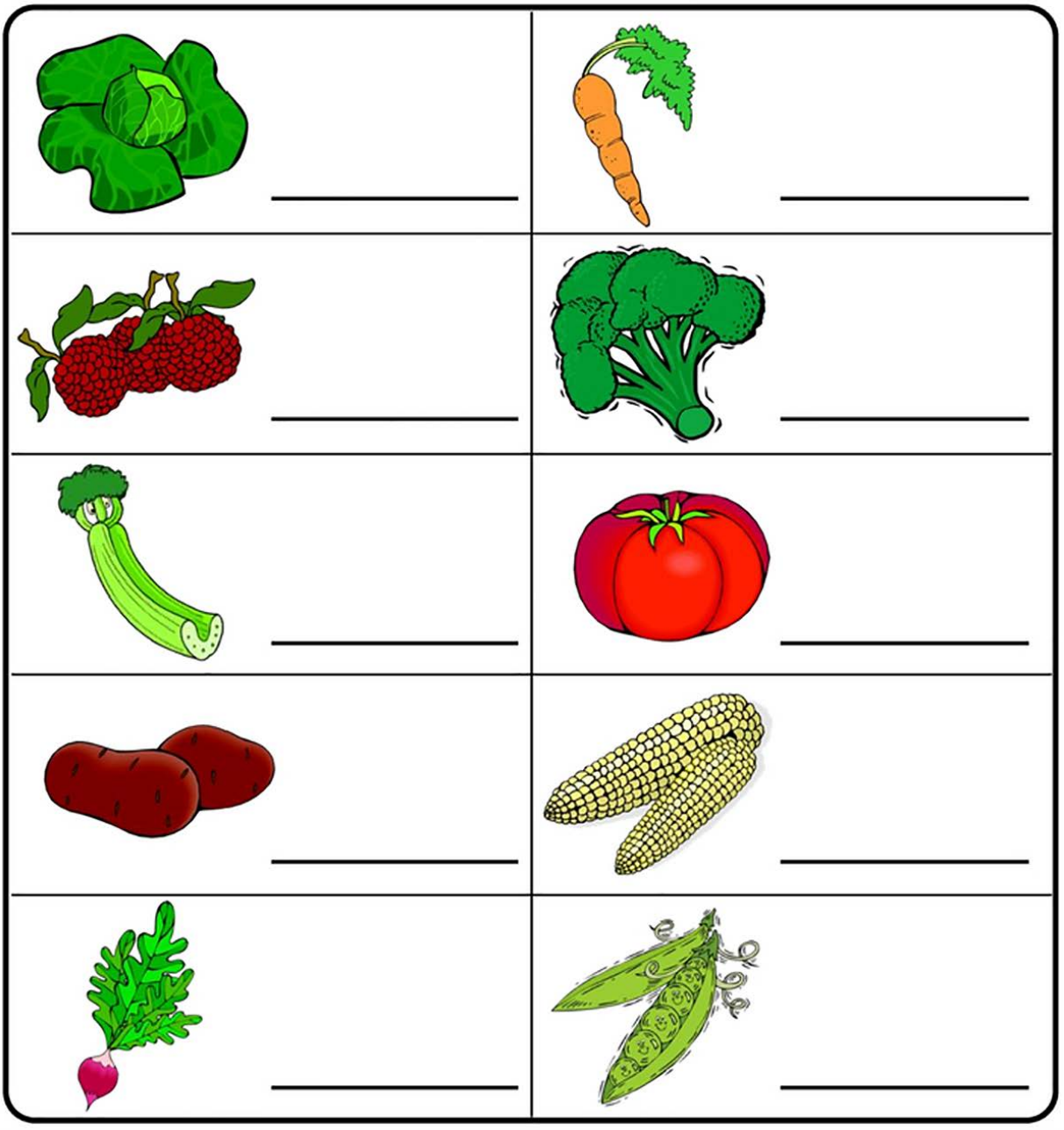
AMBITO: RELACIONES CON EL MEDIO NATURAL Y CULTURAL.
DESTREZA: - Identificar características de las plantas por su utilidad, estableciendo diferencias entre ellas.
- Observar el proceso del ciclo vital de las plantas mediante actividades de experimentación.
OBJETIVOS ESPECIFICOS DE APRENDIZAJE: Descubrir las características y los elementos del mundo natural explorando a través de los sentidos.
EXPERIENCIA DE APRENDIZAJE: LAS PLANTAS DE MI JARDIN
ACTIVIDAD: RESPETANDO LOS LIMITES DEL CONTORNO DE LA IMAGEN, COLOREA A LAS PARTES DE LA PLANTA.



Name: _____

Plant Parts We Eat

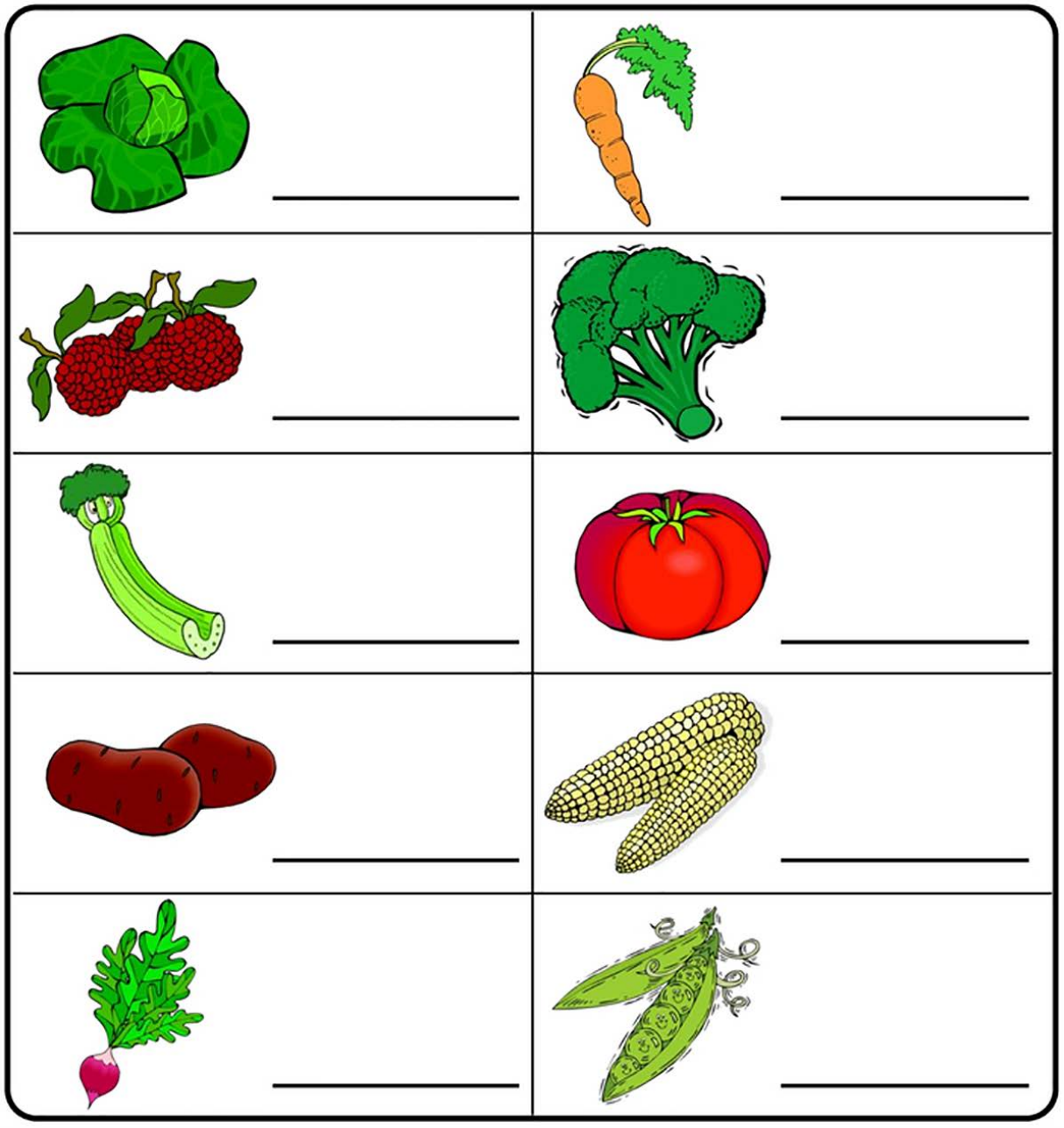
Directions: When we eat fruits and vegetables, we are eating various parts of plants. Write the part of the plant pictured: ***leaf, flower, seeds, fruit, stem, root***



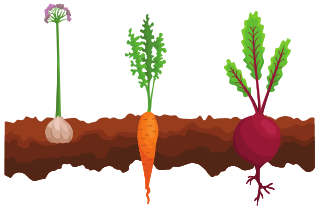
Nombre: _____

Partes de plantas que comemos

Instrucciones: Cuando comemos frutas y verduras, estamos comiendo varias partes de las plantas. Escribe la parte de la planta que cada imagen representa: hoja, flor, semillas, fruto, tallo, raíz



Family Letter:
Parts of the Plant



Dear Families,

Today your student made a salad out of the tops and bottoms of plants (roots, stems, leaves, flowers). They explored how all parts of the plant can provide key nutrients to help us grow and develop.

Parts of the Plant Salad

Makes About: 4 servings

Total Recipe Cost: Around $7.30

Ingredients

- 1 romaine lettuce head
- 2 carrots
- 1 small head of broccoli
- 1 bunch green onion
- ½ cup low-fat ranch dressing

Directions

1. Everyone washes their hands.
2. Wash vegetables.
3. Cut carrots, broccoli, and green onions into small pieces.
4. In a bowl, add vegetables, lettuce, and salad dressing and mix.
5. Eat and enjoy.

**Feel free to adjust ingredients depending on allergies and/or what you have at home.*

Link:
https://www.youtube.com/watch?v=6QtoAbSzk5E

Many vegetable scraps can be planted, and they will grow new edible parts. Simply plant leftover food scraps in soil or put them in water and place them in a sunny window. You can also plant them outdoors in a garden or pot.

- Plant these bottoms: green onion, romaine lettuce, and celery.
- Plant these tops: carrot, parsnip, beet, and turnip.

Use the link or scan the QR code to learn how to grow new plants with food scraps.

Try one of these physical activities that you can do in your seat or on your feet as a family.

- Scavenger hunt: Draw pictures of household objects, like a cup, a hairbrush, and a pillow, then time your student as they search for the real things.
- Dance party: Turn on your favorite music and move your body. Try the following dance moves: robot, superhero, grasshopper, and touchdown. Ask your student how many other dances they can create.

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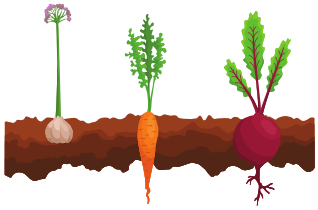
Carta familiar:
Partes de la planta



Queridas Familias,
Hoy su estudiante hizo una ensalada con la parte superior e inferior de las plantas (raíces, tallos, hojas, flores). Exploraron cómo todas las partes de la planta pueden proporcionar nutrientes importantes para ayudarnos a crecer y desarrollarnos.

Ensalada de partes de la planta

Rinde aproximadamente: 4 porciones

Costo total de la receta: Alrededor de $ 7.30

Ingredientes

- 1 cabeza de lechuga romana
- 2 zanahorias
- 1 cabeza pequeña de brócoli
- 1 manojo de cebollas verdes
- ½ taza de aderezo ranch bajo en grasa

Instrucciones

1. Todos se lavan las manos
2. Laven las verduras.
3. Corten las zanahorias, el brócoli y las cebollas verdes en trozos pequeños.
4. En un tazón, agreguen las verduras, la lechuga y el aderezo para ensaladas y mezclen.
5. Coman y disfruten.

**Cambie los ingredients que quiera según las alergias y/o lo que ya tengan en casa.*

Enlace:
https://www.youtube.com/watch?v=JGGcTuRCeKY&t=18s

Muchos restos de vegetales se pueden plantar para que crezcan nuevas partes comestibles. Simplemente planten los restos de comida en la tierra o colóquenlos en agua y pónganlos en una ventana soleada. También pueden plantarlas al aire libre en un jardín o maceta.

- Planten estos tallos: cebolla verde, lechuga romana y apio.
- Planten estas puntas: zanahoria, chirivía, remolacha (betabel) y nabo.

Use el enlace o escaneé el código QR para aprender a cultivar nuevas plantas con restos de comida.

Pruebe una de estas actividades físicas en familia que puede hacer desde su asiento o de pie.

- Búsqueda del tesoro: Dibuje objetos domésticos, como una taza, un cepillo para el cabello y una almohada luego tome el tiempo que su estudiante se toma en encontrar las cosas reales.
- Fiesta de baile: Enciendan su música favorita y muevan su cuerpo. Intenten los siguientes movimientos de baile: robot, superhéroe, saltamontes y touchdown. Pregúntele a su estudiante cuántos otros bailes pueden crear.

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Division of Food & Energy Assistance

Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés). Esta institución es un proveedor que ofrece igualdad de oportunidades.