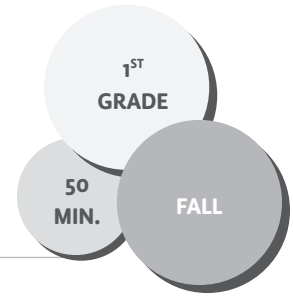


Plant Part Wraps

THEME: PREPARING AND ACCESSING HEALTHY FOOD



ESSENTIAL QUESTION

How can we work together to prepare a healthy snack?

LEARNING OBJECTIVE

✓ Students will be able to prepare fruits and vegetables for a healthy snack.

LESSON DESCRIPTION

In this lesson, students create plant part wraps to reinforce their knowledge of the six plant parts and discover a healthy snack option.

MATERIALS

- 1 Set of Plant Part Sorting Cards for each group of 4–6 students (p. 254–258)
- Plant Part Posters (optional)
- Simple Kid-Friendly Dressing Ingredients (optional, see below)
- 2–3 cutting mats for each group
- Materials for cleanup

A tray for each group of 4–6 students with one sample of each plant part. For example, your trays might have the following:

- ½ head of cauliflower
- 5 chard leaves
- 2–3 clementines
- Bowl of shredded beets
- Bowl of sliced celery
- Bowl of sunflower seeds

PREPARATION

- › Create a small poster for each plant part including its name and multiple visual examples (optional).
- › Photocopy and cut out a set of Plant Part Playing Cards for each group of students.
- › Wash the produce, and sort it into amounts sufficient for each table group. Prepare whatever produce you don't have the time, tools, or adult supervision for each student to do on their own (e.g., it makes sense to shred beets beforehand if you don't have the time to show students how to use the tool, don't have enough box graters to go around, or don't have enough eyes to watch tiny fingers at work.)
- › If using salad dressing, make it ahead of time and refrigerate.

NOTE: The six ingredients for your wraps will largely depend on what's in season in your location and what you can access—the chart below provides some suggestions. For this age group, anything they can pick, peel, shell, or hull is great (e.g., give each student a clementine to peel, have a table break down a head of cauliflower into tiny florets, shell peas, etc.)

Roots	Stems	Leaves
Carrots	Celery	Cabbage
Parsnips	Asparagus	Kale
Beets	Scallion	Romaine lettuce
Radishes		

Flowers	Fruits	Seeds
Broccoli	Tomatoes	Sunflower
Cauliflower	Apples	Pumpkin
Borage	Grapes	Pomegranate
Nasturtium	Bell peppers	
Violets	Cucumbers	
	Berries	
	Clementines	

Simple Kid-Friendly Dressing

- >3 parts olive oil
- >1 part rice vinegar
- >1 Tbsp honey
- >Salt to taste

ACTION STEPS

1. Engage: Gather students in a circle and ask them to turn and talk to a neighbor about what they like to eat for breakfast. Then say, *I ate seeds and a twig for breakfast. Can you guess what I ate?* Eventually you can reveal that you ate oatmeal and cinnamon, explaining that our foods can come from different parts of the plant. Tell students that today they'll be making a delicious snack using all six plant parts. **(5 min.)**

2. Sorting Plant Parts: Ask students if they can name the six plant parts. If you've made visual posters, reveal each one as students accurately

name them. Remind students that different plants are grown because we like to eat different parts of the plant. Give them an example, such as, *People like to eat celery or asparagus because they are tasty stems, but I don't know many people who grow strawberries to eat the stems. What part of the plant do people grow strawberries for?* (The fruit!) Explain that we also get different nutrients from different parts of plants and that with some plants we can eat all the parts, such as beets and radishes. Pass out the Plant Part Playing Cards for students to sort at each table group. Circulate through the room while they're sorting, asking encouraging questions about why they made certain choices. **(10 min.)**

3. Model: Model making a Plant Part Wrap. Take a lettuce or other large leaf, and fill it with a variety of fruits, vegetables, and seeds before wrapping it up. Tell students that each table group will get all the ingredients they need at their table and that they'll be sharing. Show them one table's set, and to check for understanding, ask them questions about what they see. For example, *If there are five clementines here and five people at my table, how many should I take?* (Just one!) *If there's a bowl of sunflower seeds, do I get to take the whole bowl?* (No) *I should take a little spoonful like this and wait and see if there's more after everyone's had some. Should I stick my hand right in the bowl or use a spoon?* (Spoon!) *Why is that important?* (Germs) **(5 min.)**

4. Wash Hands Break! (5 min.)

5. Making Plant Part Wraps: Pass out ingredients to each group and circulate through the room, providing guidance and support and reminding students to take only what they need so everyone has some. **(10 min.)**

6. Tasting: Have students wait until every student has their plant part wrap ready before tasting. (10 min.)

REFLECTION

Have students discuss the following questions in small groups, then share with the class: (5 min.)

- *What words describe what you taste?*
- *Which was our stem ingredient? Which was our seed ingredient?*
- *What other fruits would you like to eat in a Plant Part Wrap? What other roots would taste good?*
- *How could you make this at home?*
- *What did your team do that worked well when you were trying to share everything? What do you want to work on for next time?*

ADAPTATIONS

Age: This activity works well for all ages by giving older students increased autonomy. For older students who already have familiarity with knife safety and washing vegetables, have groups work together to prepare everything (e.g., while one group is using a box grater to shred beets, another is making bite-sized celery pieces, and yet another is using a salad spinner to wash and prepare a head of lettuce. Older students can also make the optional dressing.

Garden: Go on a plant part scavenger hunt in the garden. Look for and harvest the six plant parts together with your students. Once you have all six parts, chop, grate, or process everything together. Hand each student a big lettuce leaf, and have them add the other five parts to make their own wrap.

ACADEMIC CONNECTIONS

Next Generation Science Standards, Life Science Disciplinary Core Idea

NGSS LS1.A

Structure and Function – All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

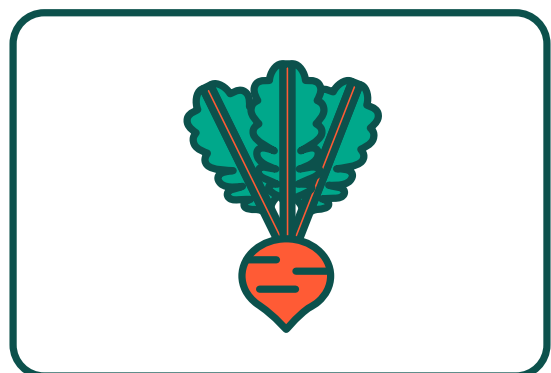
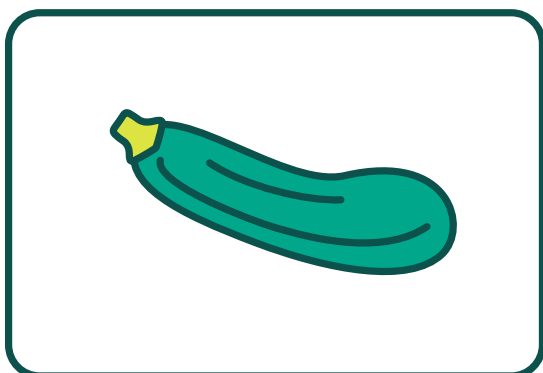
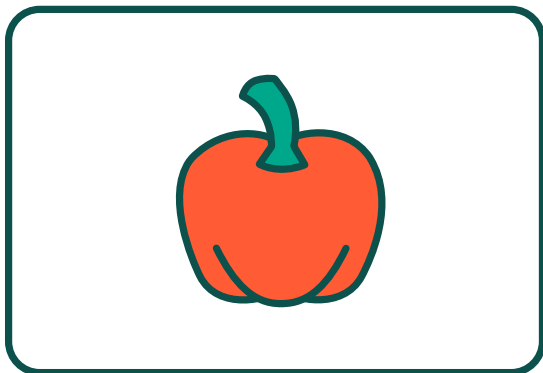
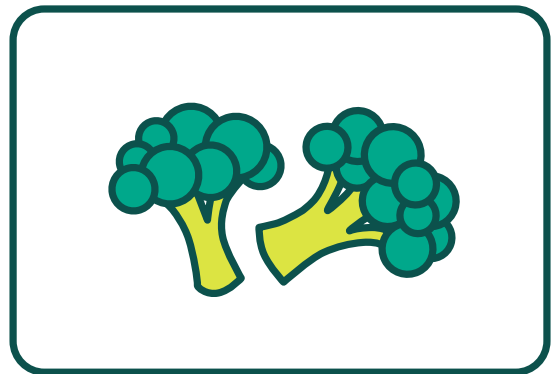
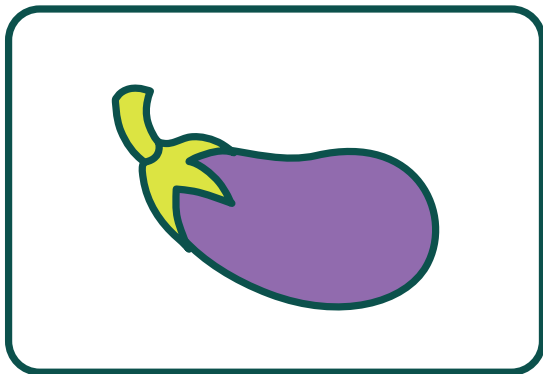
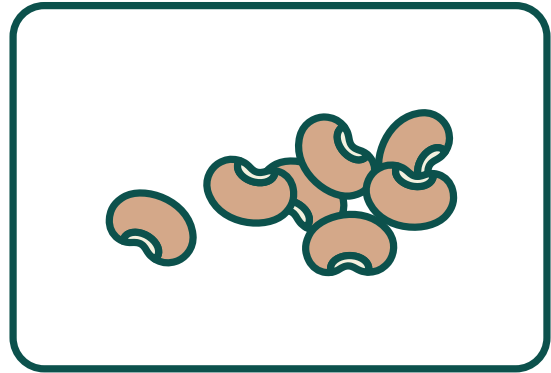
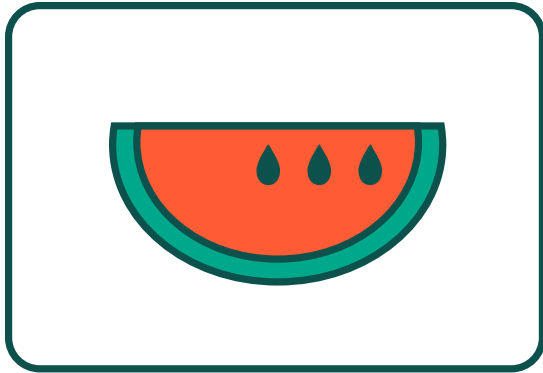
English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.1.1

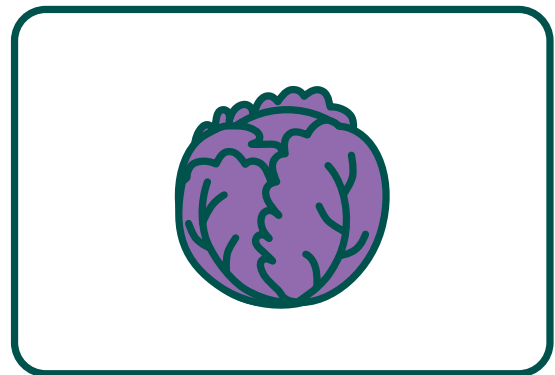
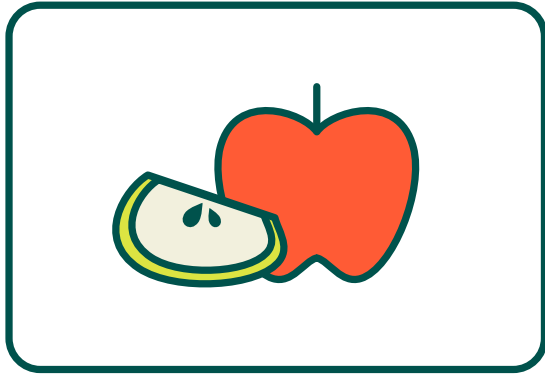
Participate in collaborative conversations with diverse partners *about grade 1 topics and texts* with peers and adults in small and larger groups.



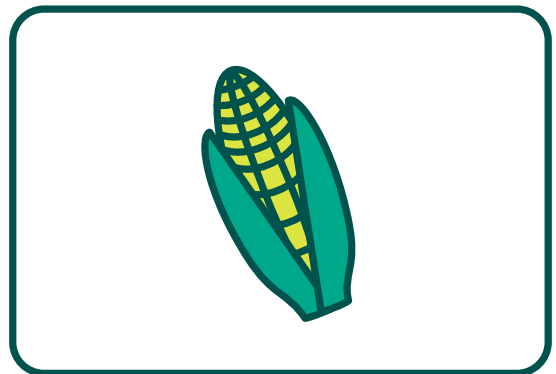
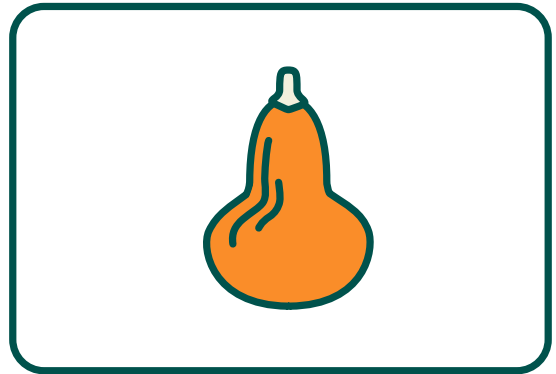
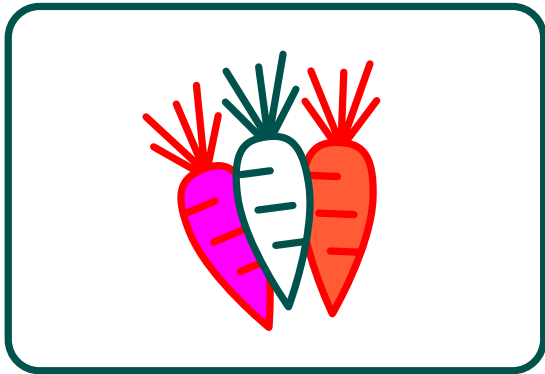
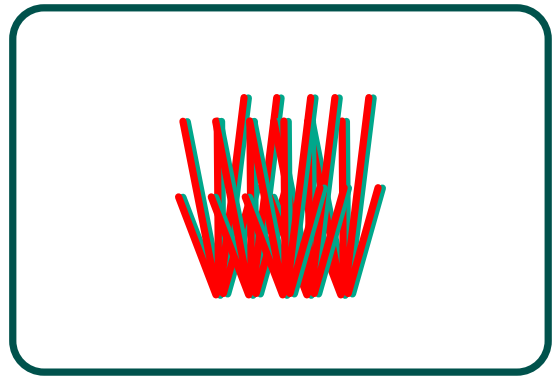
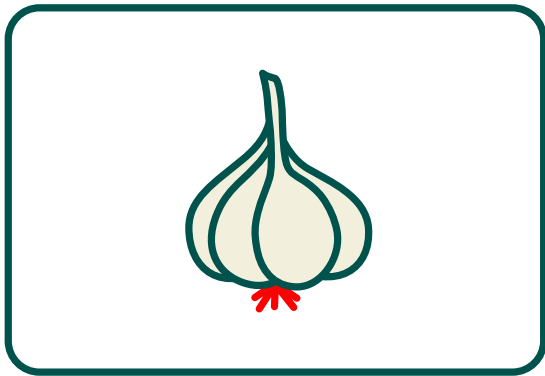
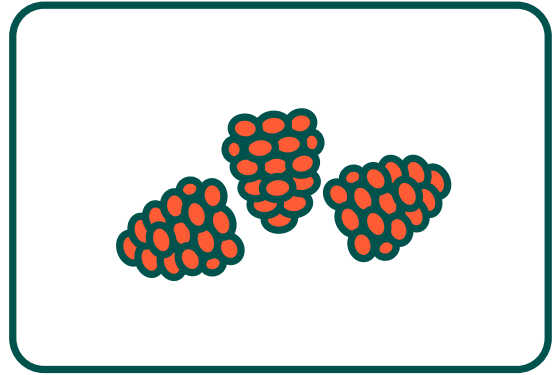
Plant Part Sorting Cards



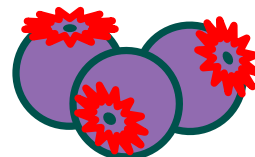
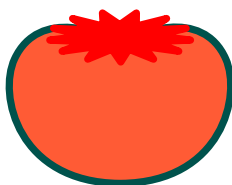
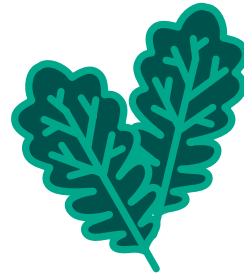
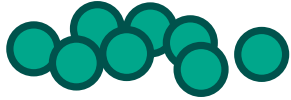
Plant Part Sorting Cards



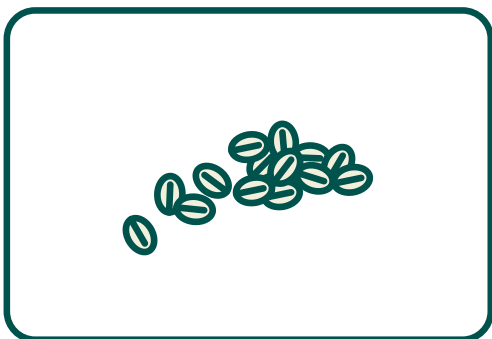
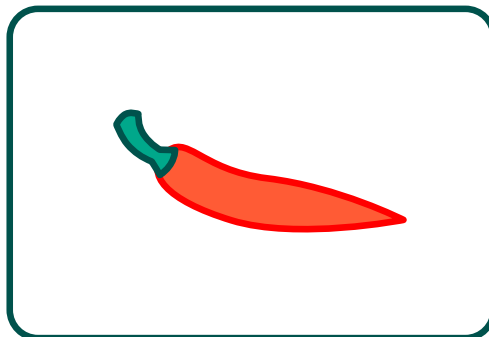
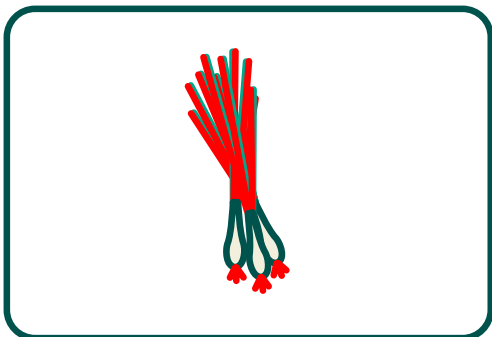
Plant Part Sorting Cards



Plant Part Sorting Cards



Plant Part Sorting Cards



Plant Part Poster

