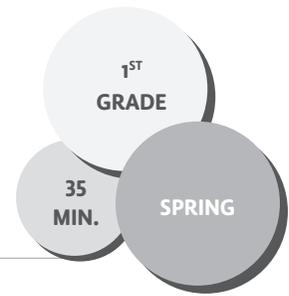


Tops and Bottoms Popsicles

THEME: PREPARING HEALTHY FOOD



ESSENTIAL QUESTION

How can we create a healthy snack using lots of fruits and vegetables?

LEARNING OBJECTIVES

- ✓ Students will be able to identify the different parts of a plant.
- ✓ Students will be able to prepare a healthy snack.

LESSON DESCRIPTION

In this lesson, students make Tops and Bottoms popsicles, which include a fruit, root, and leaf part of plants. This lesson is designed to be taught in conjunction with fall lessons, Plant Part Scavenger Hunt and Planting a Tops and Bottoms Bed.

MATERIALS

- Access to a freezer
- Blender
- Extension cord
- Ingredients for popsicles (see recipe below)
- Whole-food example of each ingredient, if possible

For each student:

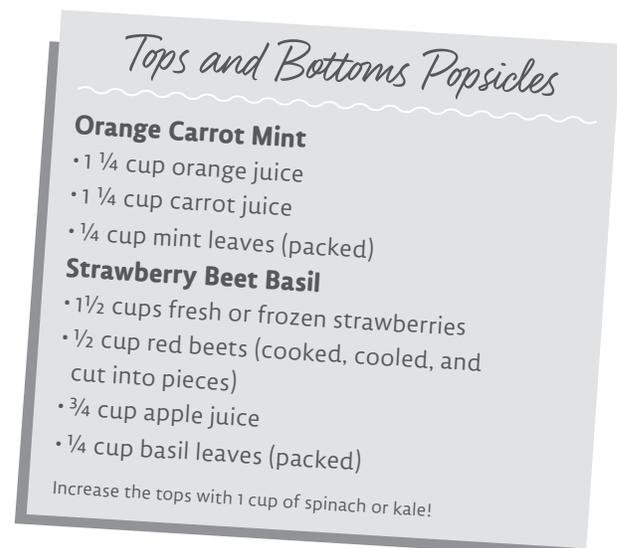
- Popsicle stick
- Small paper cup

For each group of 4–6 students:

- Bowl of herbs on stem or greens
- Bowl for finished product
- Markers
- Masking tape
- Materials for cleanup

PREPARATION

- › Check in with school staff to find a place where you can freeze popsicles.
- › Schedule a time for the classroom teacher to return, at least three hours after the activity (once popsicles have fully frozen), to taste the popsicles with the class.
- › Boil beets, if using, until you can easily poke a fork through them.
- › Portion your herbs or greens into bowls for each group of students.
- › Set up a station with your blender and other ingredients close to a power outlet where all students can see you.



ACTION STEPS

- 1. Engage:** Gather students in a circle and ask, *What are your favorite flavors of popsicles?* When students respond with types of fruit,

Say, *Did you know that strawberry, orange, and grape are all the fruit part of plants? Today we're going to make our own popsicles that include even more parts of the plant. The tops and the bottoms!* Ask students to recall the story *Tops and Bottoms* and other activities they've done on this topic. **(5 min.)**

2. Identifying Plant Parts: Show students the whole-food ingredients for your popsicles and ask, *Is this a top, bottom, or fruit?* As students answer, arrange the produce so it's categorized by plant part. Continue with each ingredient. **(5 min.)**

3. Wash Hands Break! (5 min.)

4. Preparing Herbs: Model for students how to pick herbs off the stem, or tear greens into smaller pieces, and then pass out herbs or greens and bowls to groups. If you're using two different recipes, each group will have a different herb or green. Circulate through the room, ensuring each student is getting an opportunity to contribute. **(5 min.)**

5. Making the Popsicles: Direct students' attention to where you've set up the blender. As you add each ingredient to the blender, ask, *What part of the plant is this ingredient?* Have a student volunteer pass out popsicle sticks and cups, and have students write their name on one end of their stick with a marker. If there is extra time, you might also have students decorate their cups. Once you've blended the ingredients, walk around the room pouring the popsicle mixture into each student's cup. If you've made two recipes, ask students which they think they'll prefer. **(5 min.)**

6. Tasting: Return the popsicles to the class at the time you've arranged with the teacher. **(5 min.)**

REFLECTION

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

- *What parts of the plant can you taste in our popsicles?*
- *What words would you use to describe the flavors of our popsicles?*
- *Why do you think it's healthy to have three different parts of the plant in our popsicles?*
- *What other ideas do you have for ingredients to put in *Tops and Bottoms* popsicles?*

ADAPTATIONS

Garden Setting: Harvest from your *Tops and Bottoms* bed for your popsicle ingredients.

Song: Sing "Roots, Stems, Leaves" by the Banana Slug String Band.

Cooking Variation: Make a *Tops and Bottoms* salad. Have students discuss the plant part of each food they are putting in their salad and what dressing ingredients make sense to bring out the flavors in their plant part salad. Encourage students to think about the parts of plants they eat during their meals and snacks.

Sharing: Work with your students to prepare a presentation for another class. Then make a double batch of popsicles, and invite your students to arrange a time to deliver the popsicles to another class. At that time, you can read *Tops and Bottoms* to the other class, and your students can act it out.

ACADEMIC CONNECTIONS

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.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

