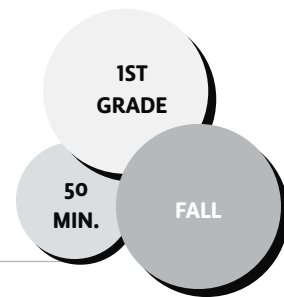


Plant Part Wraps

THEME: PREPARING AND ACCESSING NOURISHING FOOD



ESSENTIAL QUESTION

How can we work together to prepare a nourishing snack?

LEARNING OBJECTIVE

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

CONCEPTS

nutrients pollinate six plant parts

ENGAGING THE CLASSROOM TEACHER

- During Action Step 2, suggest that the teacher circulate through the room to support students as they sort the cards into the different plant parts.
- During Action Step 5, suggest that the teacher support students who need additional help as they create their plant part wraps.
- During Action Step 6, suggest that the teacher make a plant part wrap themselves and taste it with the class.

LESSON DESCRIPTION

In this lesson, students create plant part wraps to reinforce their knowledge of the six plant parts and discover a nourishing snack option. This lesson is designed to be taught in conjunction with lessons Plant Part Mystery,

Plant Part Scavenger Hunt, and Planting a Tops and Bottoms Bed.

MATERIALS

- 1 Set of Plant Part Sorting Cards for each group of 4–6 students (pp. 147-151)
- Plant Part Mini Posters (p. 152, optional)
- Simple Kid-Friendly Dressing ingredients (optional, see below)
- Plant Part Wraps ingredients (see recipe below)
- 2–3 cutting mats for each group
- Materials for cleanup

PREPARATION

- › Find a way to display each plant part visual. (optional).
- › Photocopy and cut out a set of Plant Part Sorting 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 adults to watch tiny fingers at work.)
- › If using salad dressing, make it ahead of time and refrigerate.
- › Set up a tray for each group of 4–6 students with one portion of each plant part.

For example, your trays might have the following:

head of cauliflower
chard leaves
2–3 clementines
cup shredded carrots
 $\frac{3}{4}$ cup sliced celery
cup sunflower seeds

PLANT PART WRAPS

Yield: 30 servings, 1 wrap per student

Sample Plant Part Wrap Ingredients*

2 heads cauliflower, broken into small florets
3 bunches chard (1 large leaf for each person)
4 carrots, shredded
Dozen clementines
1 bunch celery, thinly chopped
1 cup sunflower seeds

*Choose ingredients based on seasonality, what's most readily available, your region, and how familiar or preferred they are with your students.

- Lay out one large leaf and add small pinches or amounts of each prepared fruit and vegetable, making sure to not add too much (e.g., a couple small florets of cauliflower, a small pinch of shredded beets, a couple clementines, 3–4 pieces of celery).
- Sprinkle a small pinch of sunflower seeds on top and a little drizzle of dressing, if desired.
- Roll up your leaf if using a long leaf, or fold over each side if using a round leaf.

NOTE: The chart below provides some suggestions for the six ingredients to include in plant part wraps. 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

Carrots
Parsnips
Beets
Radishes

Stems

Celery
Asparagus
Scallions

Leaves

Cabbage
Kale
Romaine lettuce

Flowers

Broccoli
Cauliflower
Borage
Nasturtium
Violets

Fruits

Tomatoes
Apples
Grapes
Bell peppers
Cucumbers
Berries
Clementines

Seeds

Sunflower
Pumpkin
Pomegranate

SIMPLE KID-FRIENDLY DRESSING

3 parts olive oil
1 part rice vinegar
 $\frac{1}{2}$ part honey
Salt to taste

Shake ingredients in a lidded jar until dressing is emulsified.

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 they'll be making a delicious snack today using all six plant parts. Consider passing around whole versions of each ingredient that'll go into your wrap for students to touch, smell, and observe. **(5 min.)**

2. Sorting Plant Parts: Ask students if they remember the six plant parts. If you've made visual posters, reveal each one as students accurately name them. If you've previously taught students the Plant Part Song, reinforce each plant part by having them say the name aloud while they perform the associated gesture. 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 Sorting 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. If you have access to a document camera, use it to project your demonstration for students. 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. Hand-Washing 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.)**

Social and emotional learning

- *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?*

Check for understanding

- *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?*

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.

Salad Variation: Instead of a wrap, have students make a plant part salad. Each table group can put their veggies into a zip lock bag with dressing and shake the ingredients.

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.

Art Extension: Have students draw each plant part they ate today in their plant part wrap.

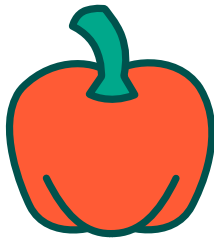
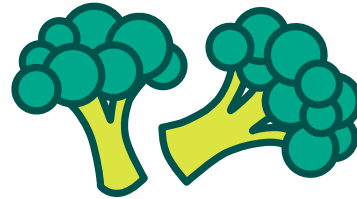
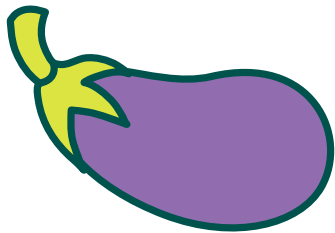
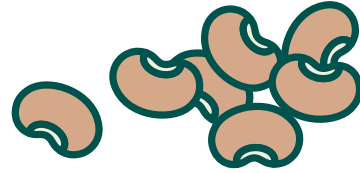
ACADEMIC CONNECTIONS

Next Generation Science Standards, Life Science Disciplinary Core Idea

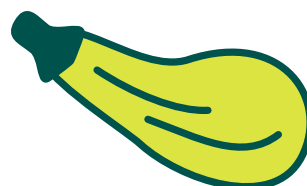
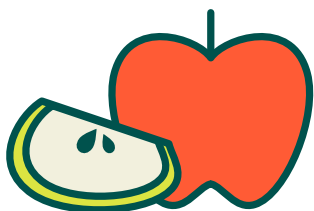
NGSS LS1.A

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.

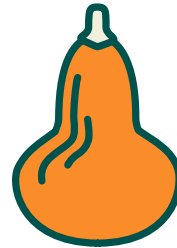
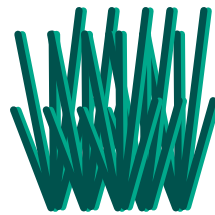
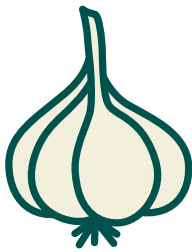
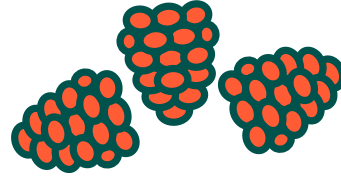
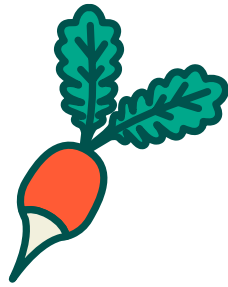
Plant Part Sorting Cards



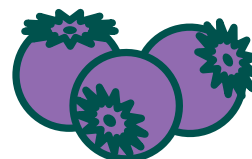
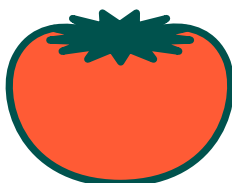
Plant Part Sorting Cards



Plant Part Sorting Cards



Plant Part Sorting Cards



Plant Part Sorting Cards



Plant Part Poster

