



# Grades 1 - 3 Plant Parts You EAT

## TEACHER RESOURCES

This project goes well with the “Bean in a Bag” and can follow the “Plant Parts 1” activity.

Using simple at-hand materials you can explore basic anatomy of plants by looking at what you eat.



## Worksheet Only Activity

### MATERIALS:

- Five posters from this activity (p.6-10)
- Duplicate enough of page 4 and 5 for each student (single sided as page 4 will be cut up.) Page 3 is the answer key which you can use as a teaching aid
- scissors
- colouring pencils
- glue sticks

### PROCEDURE

1. Introduce the five posters and review the parts of plants (as slides or prints.)
2. Give them page 4 to fill in the name of the vegetables and colour. (You could alternatively duplicate page 3 and just have them colour it.)
3. Then ask students to cut out the rectangles with the vegetables.
4. These can now be glued onto page 5 underneath the correct titles for root, stem, flower, leaf or stem.

### Vegetable Activity

#### MATERIALS:

- Five posters from this activity (p.6-10)
- A variety of vegetables from Table 1, at least one from each column. Try to bring them in as a whole plant.

#### And/Or

- Prepare zip-lock bags for each student with a sample of each vegetable group for them to eat.

### SAFETY TIPS AND HINTS

- See if you can involve parent/adult volunteers to prep the vegetables.
- Be aware of student allergies as they will be handling and possibly tasting vegetables.
- If allowing student to taste vegetables, be sure to follow proper food handling hygiene.



Table 1: Plant Parts You EAT

Roots	Stem	Leaves	Flower	Seeds
Carrots	Celery	Cabbage	Broccoli	Corn
Potato	<i>Asparagus</i>	Lettuce	Cauliflower	Peas
Radish	<i>Rhubarb</i>	Spinach		Sunflower seeds
<i>Beets</i>				<i>Pumpkin seeds</i>

*(Items in gray are not included in the handout but can be used for show.)*

## PROCEDURE:

1. Hand out zip-lock bags of prepared vegetables if available.
2. Show one poster at a time. Discuss what plant part it is and a bit about it (how it grows, how it is cooked, etc.) If you have a sample, pass it around.
3. If you have vegetables in bags, have students find and eat the “correct” plant part as you discuss it.
4. If students have not completed page 5 yet, they can do this now.

## ENRICHMENT

Set up five stations, one for each kind of plant part. Have samples of the plants for students to handle. Have them draw one of each type of plant part they have eaten before or one they have not eaten. Challenge them to try these at home.

**BONUS** - Plant Parts poster on page 11

## VIDEOS

Plant Life Cycle of a Bean Seed - We Are Teachers

<https://www.youtube.com/watch?v=pg92cspLy0I>

What is a plant? - Free School (Grade 3-7)

<https://www.youtube.com/watch?v=qULkjDccCeY>

How Do Plants Grow? | CURIIOUS QUESTIONS (Gr 2-3)

[https://www.youtube.com/watch?v=i-eYGwOL\\_Uo](https://www.youtube.com/watch?v=i-eYGwOL_Uo)

Where Do Fruits and Vegetables Come From? -

WonderGrove Kids

<https://www.youtube.com/watch?v=CdPRZ3wjCxA>

Parts Of A Plant | The Dr. Binocs Show (vocab a bit high but visuals work)

<https://www.youtube.com/watch?v=p3St-51F4kE8&t=52s>

What Is Seed Germination? - Dr Binocs Show (vocab high but visuals work)

[https://www.youtube.com/watch?v=JSe\\_VUMym-jo&list=PLmJ33rwb1zZYj7vMjW7byQGRaaZKz6vB-G&index=28&t=154s](https://www.youtube.com/watch?v=JSe_VUMym-jo&list=PLmJ33rwb1zZYj7vMjW7byQGRaaZKz6vB-G&index=28&t=154s)



## Alberta Curriculum Connections

Gr.	Subject	Curriculum Connection	Detail
1	Science	Topic B: Seasonal Changes	-Identify and describe examples of plant and animal changes that occur on a seasonal basis
		Topic E: Needs of Animals and Plants	-Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care. -Identify ways that land plants depend on soil.
1-3	Health	Nutrition	-Recognize the importance of basic, healthy, nutritional food choices to well-being.
2	Math	Shape And Space (Measurement)	-Relate the size of a unit of measure to the number of units used to measure length. -Compare and order objects by length. -Measure length to the nearest nonstandard unit.
	Math	Statistics And Probability (Data Analysis)	-Gather and record data -Construct and interpret concrete graphs and pictographs
3	Math	Shape And Space (Measurement)	-Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks) -Demonstrate an understanding of measuring length (cm, m).

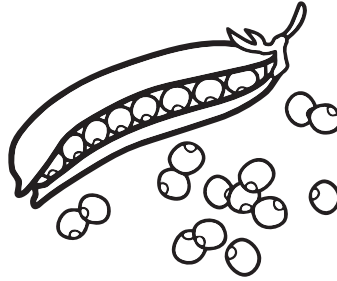
# Colour these vegetables. Then cut the squares out.

Decide if they are roots, stems, leaves, flowers or seeds  
and paste them on the next sheet in the correct row.

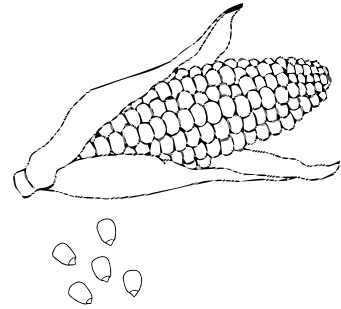
**cauliflower**



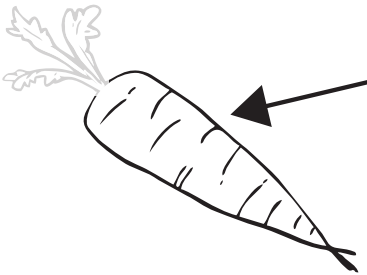
**peas**



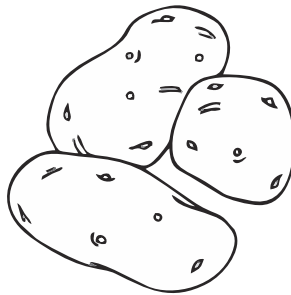
**corn**



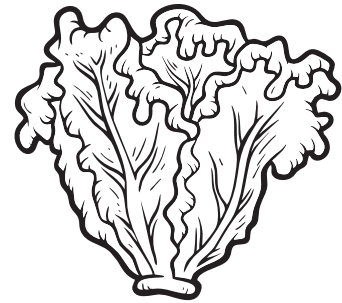
**carrot**



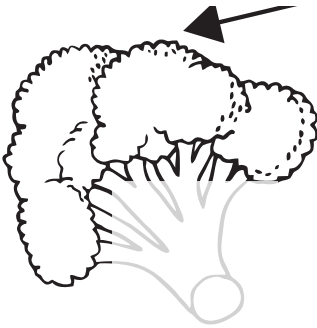
**potatoes**



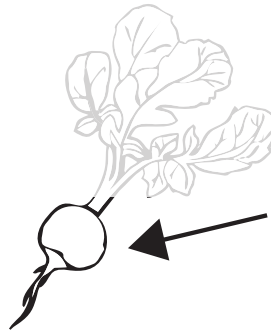
**lettuce**



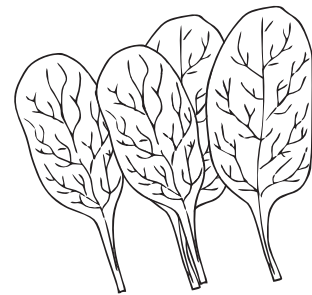
**broccoli**



**radish**



**spinach**



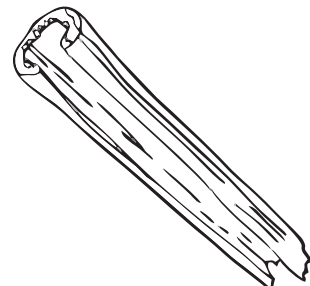
**cabbage**



(from a) **sunflower**

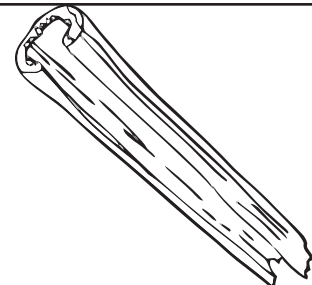
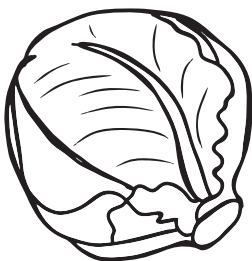
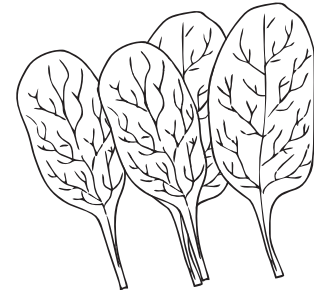
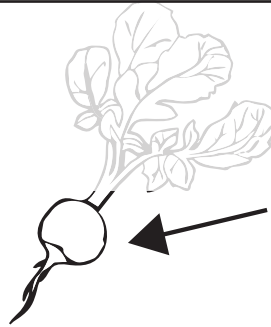
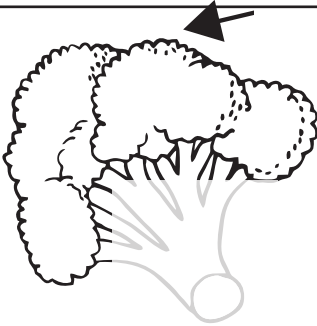
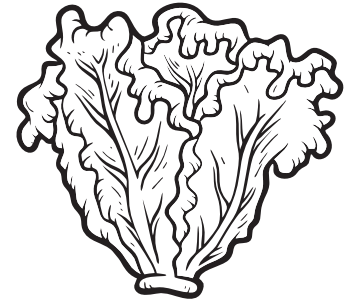
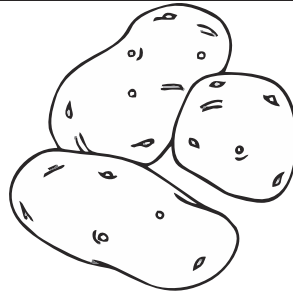
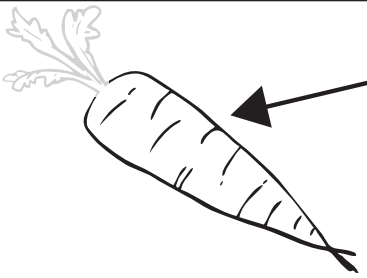
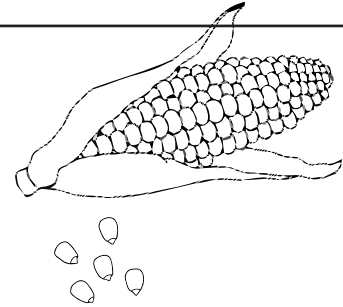
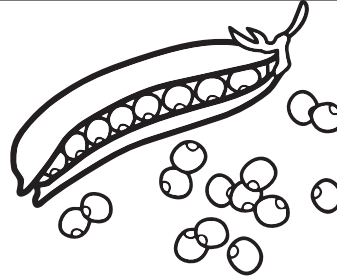


**celery**



# Name and colour these vegetables. Then cut the squares out.

Decide if they are roots, stems, leaves, flowers or seeds  
and paste them on the next sheet in the correct row.



**Roots**

**My Name:** \_\_\_\_\_

**Leaves**

**Seeds**

**Flowers**

**Stem**

# Plant Parts We EAT!

## Roots



**carrot**

stock.adobe.com/cal/rea



**potato**

stock.adobe.com/cal/rea



**radish**

stock.adobe.com/cal/rea

# Plant Parts We EAT!

## Stems



**celery**

stock.adobe.com/cal/free



**asparagus**

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**rhubarb**

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# Plant Parts We EAT!

## Leaves



**cabbage**

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**lettuce**

stock.adobe.com/ca/free



**spinach**

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# Plant Parts We EAT!

## Flowers



**broccoli**

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**cauliflower**

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# Plant Parts We EAT!

## Seeds



**corn**

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**peas**

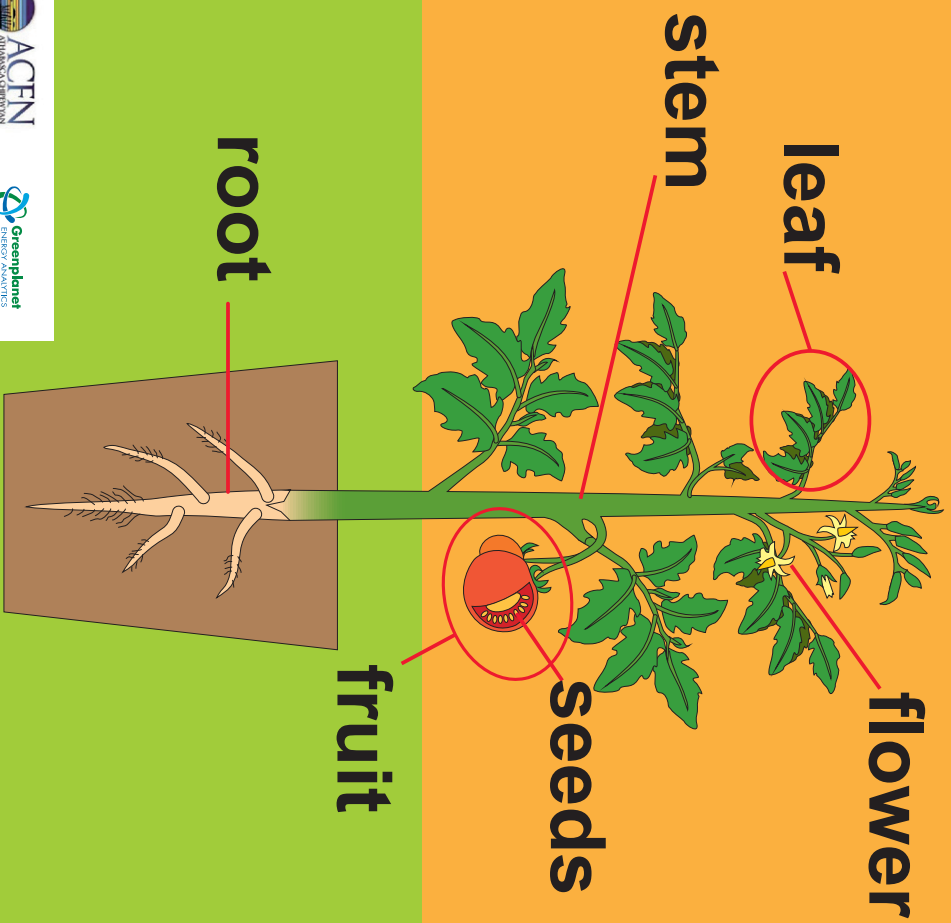
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**sunflower**

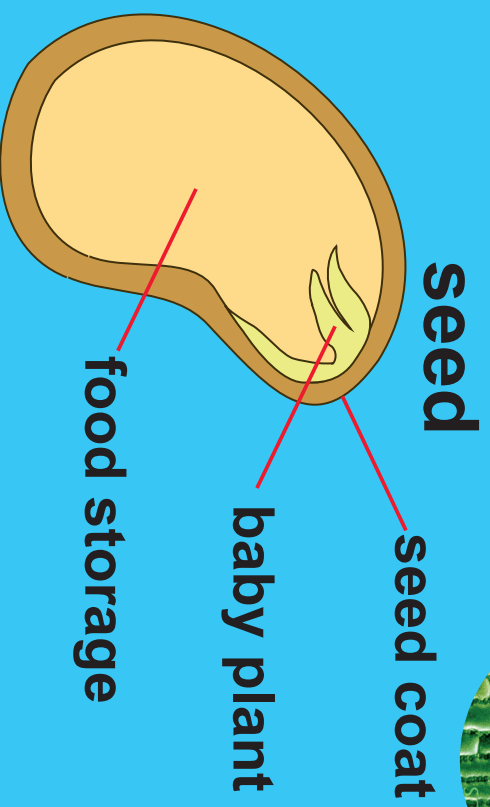
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# Grow Tomatoes **ALL YEAR** in your window!



## DID YOU KNOW?

Leaves have  
"BREATHING HOLES"



Roots  
"know"  
to grow  
down.



They "feel" GRAVITY!

