

Plant Parts and Vegetables



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VITAL INFORMATION

Subject(s): Science

Topic or Unit of Study: Plant types, parts, and uses.

Lesson Type: Direct instruction and Exploration

Grade/Level: 2-3

Language of Lesson: English

Prerequisites for Student(s): Student should be able to work in small groups.

Source:

Summary: Students will explore plant parts by looking at different types of vegetables. They will categorize the vegetables into groups, and explain why they categorized it as such. Afterwards the teacher will explain the eight main categories of plant parts, and talk with the class about what vegetable belongs where.

LESSON DESCRIPTION

Description of Student Group: This lesson can be used for any language level. Students should be grouped in language-homogeneous groups to allow for group discussion. Students should not be required to work in English.

Objective: Students will be able to identify different parts of plants after exploring different vegetables. (Tuber, Flower, Root, Seed/Nut, Stem/Stalk, Leaf, Bulb, Fruit)

Standards:

 **CA- California K-12 Academic Content Standards**

- **Subject :** Science

- **Grade :** Grade Three

- **Area :** Life Sciences

- **Sub-Strand 3:** Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- **Standard a:** Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

Materials: One-page worksheet, divided into eight sections. (Attached .DOC)

A Large selection of vegetables, including at least one from each of the eight

groups. A suggested selection would be:

Broccoli, Cauliflower (flower)
Potato, Garlic (Tuber)
Celery (Stalk/Stem)
Lettuce (Leaf)
Beets, Carrot (Root)
Onion, (Bulb)
Peas, Nuts (Seed/Nut)
Bell Pepper, Squash (Fruit)

Procedure:

The teacher should begin by describing to the class that plants have different parts. The teacher should ask the class to think about the different parts of a plant that they know, and to share out the names of those parts.

After the share-out, the teacher should introduce the main portion of the lesson. They will explain that the class will be exploring different types of plants by looking at different plant parts that are edible.

The teacher should explain that all the main categories of plant parts are represented, but not give the actual names of the categories.

The teacher should pass out different vegetables to the groups, and ask them to talk about what they think should go together in groups, and why. They should write (in pencil) on their worksheets. After they categorize their vegetables, they should pass them on to another group.

Once all the groups have had a chance to categorize their plant parts, the teacher should initiate a class discussion on why groups decided to group certain things together. This talk should be centered around the place on the whole plant that each vegetable grows: celery is the stalk, squash is a fruit, etc.

This discussion should also be a time where the teacher introduces the vocabulary of plant parts: tuber, root, stalk, seed, fruit, leaf, bulb, and flower.

As each category becomes solidified, the teacher should explain the attributes of each (stalk is defined as... root is defined as...)

As an extension, students could be asked to draw a diagram of the whole plant for each vegetable, and identify what portion of the plant we eat.

Accommodations for English Learners:

Students should be grouped in homogeneous language groups for the group discussion.

Word cards can be created to match pictures to first language words for the vegetables.

Accommodations for Special Needs Students:

Students with special needs should be assisted in categorizing vegetables. Since this portion of the activity is open-ended in nature, those students should be expected to explain their reasoning.

Research Base:

Technology:

Time Allotment:

ASSESSMENT AND REFLECTION

Evaluation of Lesson:

Reflection:

Assessment/Rubrics: