



Edible Plant Parts

Grades 2-3

Editors

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Agriculture in the Classroom

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California Foundation for Agriculture in the Classroom

Vision: An appreciation of agriculture by all.

Mission: To increase awareness and understanding of agriculture among California's educators and students.



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2nd Edition

September 2013



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Special Thanks



The California Foundation for Agriculture in the Classroom (CFAITC) is dedicated to fostering a greater public knowledge of the agriculture industry. The Foundation works with K-12 teachers, community leaders, media representatives, and government executives to enhance education using agricultural examples in order to help young people acquire the knowledge needed to make informed choices. This unit update was funded by a grant from the Network for a Healthy California.

This unit, *Edible Plant Parts*, for grades 2-3, was created to foster an appreciation for agriculture, while teaching students about healthy eating habits, including a diet rich in fruits and vegetables. *Edible Plant Parts* has been aligned to the most current Content Standards for California Public Schools, including the Common Core and Next Generation Science Standards.

The Foundation would like to thank the people who helped create, write, revise, and pilot test *Edible Plant Parts*. Their comments and recommendations contributed significantly to the development of this unit. Their participation does not necessarily imply endorsement of all statements in this document.

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Introduction and Unit Overview

Unit Length

Nine lessons of varying length

Objectives

Students will:

- ▶ Learn that people depend upon plants for food, fiber, shelter, fuel, and clean air
- ▶ Learn that all resources used by people and other animals ultimately come from the Earth
- ▶ Learn that fruits and vegetables are part of a healthy diet
- ▶ Taste various fruits and vegetables
- ▶ Understand that people get the energy they need from food
- ▶ Participate in a variety of activities designed to help them become effective listeners, speakers, readers, and writers
- ▶ Develop group interaction skills
- ▶ Develop an appreciation for California agriculture and the people who produce our food
- ▶ Classify, measure, and sort objects

Eating flowers at dinner? Serving stem and root hors d'oeuvres? These sound like unusual food dishes to say the least, but if you think about it, they are not so peculiar. Students will be fascinated to learn that when broccoli is served at dinner, they are eating flowers, and when celery and carrots are served with dip, they are eating stems and roots.

This unit, *Edible Plant Parts*, allows students and teachers to examine the six basic plant parts—roots, stems, leaves, flowers, fruits, and seeds—in a unique way. Through hands-on activities, students will learn about the different plant parts, as well as how to include fruits and vegetables into their daily meals as part of a healthy diet. Students will also learn about California agriculture and the people who produce our food.

The lessons can be used separately or together and may be taught in any order, however, it is recommended that the unit be taught in its entirety to fully address the concepts.

Curriculum Content Standards

A concerted effort to improve student achievement in all areas has impacted education throughout California. California Foundation for Agriculture in the Classroom provides educators with numerous resource materials and lessons that can be used to teach and reinforce the Content Standards for California Public Schools, Common Core State Standards, and the Next Generation Science Standards. The lessons encourage students to think for themselves, ask questions, and learn problem-solving skills while learning the specific content needed to better understand the world in which they live.

The specific content standards addressed are listed on the sidebars of each lesson. A matrix chart showing how the entire unit is aligned with the standards is included on pages 69-75.



Introduction and Unit Overview

Key Vocabulary

A glossary of terms is located on pages 76-79.

Thank you for recognizing the importance of helping students understand and appreciate agriculture. We hope you find this resource useful in your teaching endeavors.

Evaluation

This unit incorporates numerous activities and questions that can be used as evaluation tools, many of which can be included in student portfolios. With an emphasis on student inquiry, few lessons have right or wrong answers, but rather engage students in thinking critically about their learning experience and applying what they learn to real-life experiences.

Bulletin Board Ideas

- ▶ Enlarge a photo of a plant with the six different plant parts. Label each part and provide a brief description of each plant part's function.
- ▶ Title a bulletin board "Do You Know What You Are Eating?" Divide the board into the six plant parts. Have students bring in pictures of edible plants and discuss with them where the pictures belong. Use the pictures to create a collage. Grocery store ads are a good source of fruit and vegetable photos.

Why People Need Plants

Purpose

The purpose of this lesson is to teach students that plants provide people with food, clothing, shelter, and many other things that we use in our daily lives.

Time

Teacher preparation:

45 minutes

Student activities:

50 minutes

Materials

For the class:

- ▶ Space to write on the board, chart paper, or butcher paper

For each group of 3-4 students:

- ▶ Cotton fabric or cotton ball
- ▶ Flower
- ▶ Fruit
- ▶ Maple syrup
- ▶ Granulated sugar packet
- ▶ Perfumed vegetable soap
- ▶ Vegetable
- ▶ Paper
- ▶ Wooden object.

Background Information

Everything we eat and most of the things we use in our daily lives come directly or indirectly from plants. In addition to growing plants that we eat every day, farmers and ranchers grow plants that produce material we need, like fiber for clothing and wood for paper, pencils, and the homes we live in. California has a rich history in agriculture and continues to play a large role in feeding the people of our country. In fact, California is the largest food and agricultural economy in the nation.

Farming has changed a lot over the past one hundred years. Your grandparents or great-grandparents might have grown up on farms where their families raised much of their own food, but today most of us rely upon the 2% of people who live on farms in the United States to grow and produce food for the rest of us.



Modern technology, like tractors and irrigation systems, have made it possible for farmers to produce more food for more people on less land. In 1940, one U.S. farmer could produce enough food to feed 19 people and now, one U.S. farmer produces enough food to feed 155 people. One thing that has stayed the same, however, is that family farmers are still working hard to grow healthy and affordable food for all of us who don't live on farms.

Procedure

Part 1

1. Make space on the board or hang a piece of chart paper in front of the room. Ask students to help you make a list of things that people get from plants. List and discuss each item. Below is an example.
 - ▶ Food: vegetables, fruit, meat, eggs, dairy, etc.
 - ▶ Oxygen: plants make this through photosynthesis
 - ▶ Clothing: cotton jeans, flax, and rayon fabric



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Why People Need Plants

For each student:

- ▶ *People Need Plants* worksheet
- ▶ *Plants Around the Classroom* worksheet

Content Standards

Grade 2

Science 3e

Next Generation Science
2-LS2.A

Health 1.1N, 1.2N, 1.4N, 1.7N,
1.9N

History Social-Science 2.4.1

English Language Arts

- Writing 8
- Speaking and Listening 1a,
1b, 1c

Grade 3

History Social-Science 3.5.1

English Language Arts

- Writing 8
- Speaking and Listening 1a,
1b, 1c

- ▶ Medicine: herbal teas, cancer treatment medicines developed from bark of the Yew tree, active ingredient in aspirin was developed from bark of willow tree, etc.
- ▶ Paper: from wood pulp
- ▶ Furniture: lumber from trees
- ▶ Cosmetics: plant dyes, plant oil fragrances, nut shell exfoliants in facial wash, etc.
- ▶ Energy sources: biofuel, firewood, etc.
- ▶ Shelter: lumber from trees and straw bales for homes

2. Review the list with students and emphasize that plants make up the base of the food chain by gathering sunlight energy and turning it into food for themselves and other living organisms. Ask students if we could go a day without plants. Refer to the list to reinforce the importance of plants. Instruct students to use their *Plants Around the Classroom* worksheet to make a list of everything they see that comes from a plant.

Part 2

1. Organize students into groups of three or four.
2. Without telling the students the purpose of the lesson, distribute the following plant products to each group. To make the lesson more interesting, vary the items in each group.
 - ▶ Cotton fabric or cotton ball
 - ▶ Flower
 - ▶ Fruit
 - ▶ Maple syrup
 - ▶ Granulated sugar packet
 - ▶ Perfumed vegetable soap
 - ▶ Vegetable
 - ▶ Paper
 - ▶ Wooden object

Why People Need Plants

3. Have the groups discuss the origin of each product. For example, the piece of wood came from a tree. Have the students discuss where each item would fit on their *People Need Plants* worksheet, and fill out the appropriate spaces.
4. After groups are finished, ask one group where they placed the vegetable soap on the chart and ask them where they think the soap came from. Continue in this fashion until you have called on each group and have discussed the origin and category for each item.

Conclusion

Humans depend on plants for survival.

Variation

- ▶ Instead of doing the worksheet in groups, fill it out as a class while the teacher holds up an example of each item on the list.

Extensions

- ▶ Identify farmers in your community and have students write thank-you letters to them for providing the food that we eat. Ask the farmer to write back every month with a description of a few activities they are working on to produce their crops.
- ▶ Make a collage of things that come from plants.
- ▶ Have each student think of a plant from which we get at least three products, then share their information with a partner.
- ▶ Incorporate Agricultural Fact and Activity Sheets from CFAITC. www.LearnAboutAg.org/factsheets

ELL Adaptations

- ▶ Model *Think, Pair, Share* by showing students what to do when you ask them to turn to a neighbor or group member and *Pair Share* by having one student say something like, “What part of the carrot do we eat?” and the other student would respond, “We eat the root of the carrot.”
- ▶ When introducing new vocabulary words, show students an example of the object.

People Need Plants

Name: _____

We Use Plants For...

Shelter	Food	Clothing	Other Things

Plants Around the Classroom

Name: _____

Instructions

Look around the classroom or your house. What objects come from plants? Make a list.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Dig 'Em Up

Purpose

The purpose of this lesson is to review the functions of roots and to identify the roots of some plants as edible.

Time

Teacher preparation:

20 minutes

Student activities:

One 45-minute session and three 10-minute sessions over a two week period to measure and record root growth

Materials

For the class:

- ▶ Chart or butcher paper
- ▶ Markers
- ▶ Carrots, radishes, turnips, rutabagas, ginger, or parsnips (*preferably with the tops*)
- ▶ Knife and cutting board (*to be used by teacher*)

For each student:

- ▶ One clear plastic cup
- ▶ One paper towel
- ▶ 3-5 radish seeds
- ▶ Water
- ▶ Centimeter ruler to measure root growth

Background Information

Scientifically speaking, roots help anchor plants in the soil and take up water and nutrients that “feed” the plants and help them to grow. Some roots, such as beets, carrots, radishes, rutabagas, and turnips, also store sugars and starches. People eat these roots to obtain many of the essential nutrients they require for survival.

Procedure

1. Post a large piece of chart paper in front of the room.
2. Check the students’ understanding of the function of roots. Review that roots help hold the plant in place and take up water and nutrients from the soil. Write this information on the chart paper.
3. On the chart paper, brainstorm with the students to come up with a list of edible roots.
4. Display the selection of edible roots that you have brought in for the class to examine and assist the students in identifying them. Add any new edible roots to the list.
5. Using a clean cutting surface and knife, cut the washed roots into bite-sized pieces. Have students wash their hands and taste the vegetables.
6. Experiment: Create planters for observing radish seed growth. Give each student a clear plastic cup. Have students fold up a paper towel and place it inside the side of the cup. Have students pour just enough water into the bottom of the cup so that the water wicks up the paper towel. Once the paper towel is moistened all the way to the top, have students place three to five radish seeds between the paper towel and the side of the cup, about one inch from the top of the paper towel.
7. Observe the seeds daily. Every 4-5 days, measure root growth in centimeters with a ruler and record observations on the sheet provided.



Dig 'Em Up

Content Standards

Grade 2

Science 2a, 2d, 2e, 4b, 4f, 4g

Next Generation Science
2-LS2-1

English Language Arts

- Writing 8
- Speaking and Listening 1a, 1b, 1c, 3

Grade 3

Mathematics
Measurement and Data 4

Science 3a, 3d, 5c

Next Generation Science
3-LS3-2

English Language Arts

- Writing 8
- Speaking and Listening 1a, 1b, 1c

Conclusion

The roots of some plants are edible. Although we can't see them, roots are a vital plant structure. Roots anchor plants in the ground, hold soil in place, and absorb water and nutrients from the soil.



Extensions

- ▶ Have students go on a nature walk and pull weeds from school or home. Spread out and compare the various root types that were collected by the students. Discuss which are tap roots and which are fibrous roots and the differences between the two.
- ▶ As a class, read the book, *Tops and Bottoms* by Janet Stevens

Variations

- ▶ Plant some cups with radish seeds and some cups with carrot seeds. Compare and contrast results.

ELL Adaptations

- ▶ This lesson incorporates hands-on activities. Kinesthetic learning events provide an excellent learning environment for the English learner.
- ▶ Allow students to watch you set up the experiment and any variations prior to having students set up their own experiments. ELL students will benefit from observing the procedures before they get started.
- ▶ Model the *Think, Pair, Share* method: After seeing edible root vegetables, have students turn to a partner and say, “_____ are roots that we eat.”

Dig 'Em Up

Name: _____

Observations

I planted a _____ seed.

Drawing of my roots ____ days after planting	Drawing of my roots ____ days after planting	Drawing of my roots ____ days after planting
Root measurement in centimeters = _____	Root measurement in centimeters = _____	Root measurement in centimeters = _____



Snappy Stems

Purpose

The purpose of this lesson is to review the functions of plant stems and to demonstrate that the stems of some plants are edible.

Time

Teacher preparation:
20 minutes

Student activities:
One 60-minute lesson

Materials

For the class:

- ▶ Butcher paper or chart paper
- ▶ Markers
- ▶ Jar
- ▶ Water
- ▶ Food coloring
- ▶ Stalk of celery with leaves

For each group:

- ▶ Plate of sliced celery to eat as a healthy snack
- ▶ Toppings for celery: Peanut butter, hummus, ranch dressing, cheese

For each student:

- ▶ 3-inch section of celery
- ▶ *Celery Stems* worksheet

Background Information

Stems support leaves, flowers, and fruit. Liverworts, hornworts, and mosses are the only green plants that do not have stems. Stems can be very short, as in lettuce plants, or very tall, as in the trunks of redwood trees. Stems can be hollow, as in daffodils, or somewhat solid, as in tree trunks. Food produced in leaves through photosynthesis travels down the stems to the roots and fruits, while water and nutrients absorbed by the roots travel up the stems to other parts of the plant. Edible stems include celery, asparagus, bamboo shoots, rhubarb, and sugar cane. Other plant stems are also edible, such as broccoli and cauliflower, even though they are not necessarily grown for their stems.

Many interesting products come from stems. Granulated sugar is processed from the above-ground stems of sugar cane and sugar beets. Maple sugar is obtained from the trunks of maple trees. Cinnamon comes from the bark of trees in the *Cinnamomum* genus. Potatoes are special stems, called tubers, that grow underground.

Procedure

1. Demonstrate the function of the stem (*vascular tubes that carry water and nutrients*) by putting a stalk of celery with celery leaves in a jar of water with food coloring. Examine the celery in food coloring after a day or two to see how the leaves have changed color as a result of the xylem carrying the food coloring and water up the stem.
2. Cut a new bunch of celery stems into three-inch pieces and give each student a piece. Have students separate the vascular tubes (*xylem and phloem*) from the celery pieces.
3. Discuss the functions of the vascular tubes that the students have separated from the celery stem (*transport food and water throughout the plant*). Discuss the functions of the stem as a whole:
 - a. Supports plants
 - b. Transports water, food, and nutrients throughout the plant.
4. Have students go outside and observe a variety of stems on campus. Clarify with students whether or not you want them to pick the stems that they will be observing or simply observe them without picking the plant. Discover that stems come in all shapes and sizes.
5. Brainstorm types of edible stems that we eat.

Snappy Stems

Content Standards

Grade 2

Science 2d, 3e

Next Generation Science
2LS4-1

History-Social Science 2.4.1

Health 1.7N

Grade 3

Science 3a

History-Social Science 3.5.1

6. Celery potluck: In advance, ask students to bring tasty toppings to class. Examples include peanut butter, cheeses, hummus, dressing, and more. Discuss food allergies and wash hands before this activity. After the celery potluck, make a bar-graph on the board that shows which toppings were most popular.

7. Help students label the parts of a celery plant on their *Celery Stems* worksheet.

Conclusion

Stems of certain plants are edible. Stems come in all shapes and sizes. Celery is a healthy snack.

Extensions

- ▶ Do a class survey and calculate the percentage of students who prefer each type of celery topping.

ELL Adaptations

- ▶ This lesson incorporates hands-on activities. Kinesthetic learning events provide an excellent learning environment for the English learner.
- ▶ Demonstrate how to set up the experiment prior to allowing students to carry out their own experiments. ELL students will benefit from observing the procedures before they get started.
- ▶ Model the *Think, Pair, Share* method: After tasting celery with toppings, have students turn to a partner and ask, “What is your favorite topping for celery?” Their partner then replies, “My favorite topping for celery is _____.”

Snappy Celery Stems

Activity

Use the word bank to identify the parts of the celery plant. Then identify the structures of the stem.

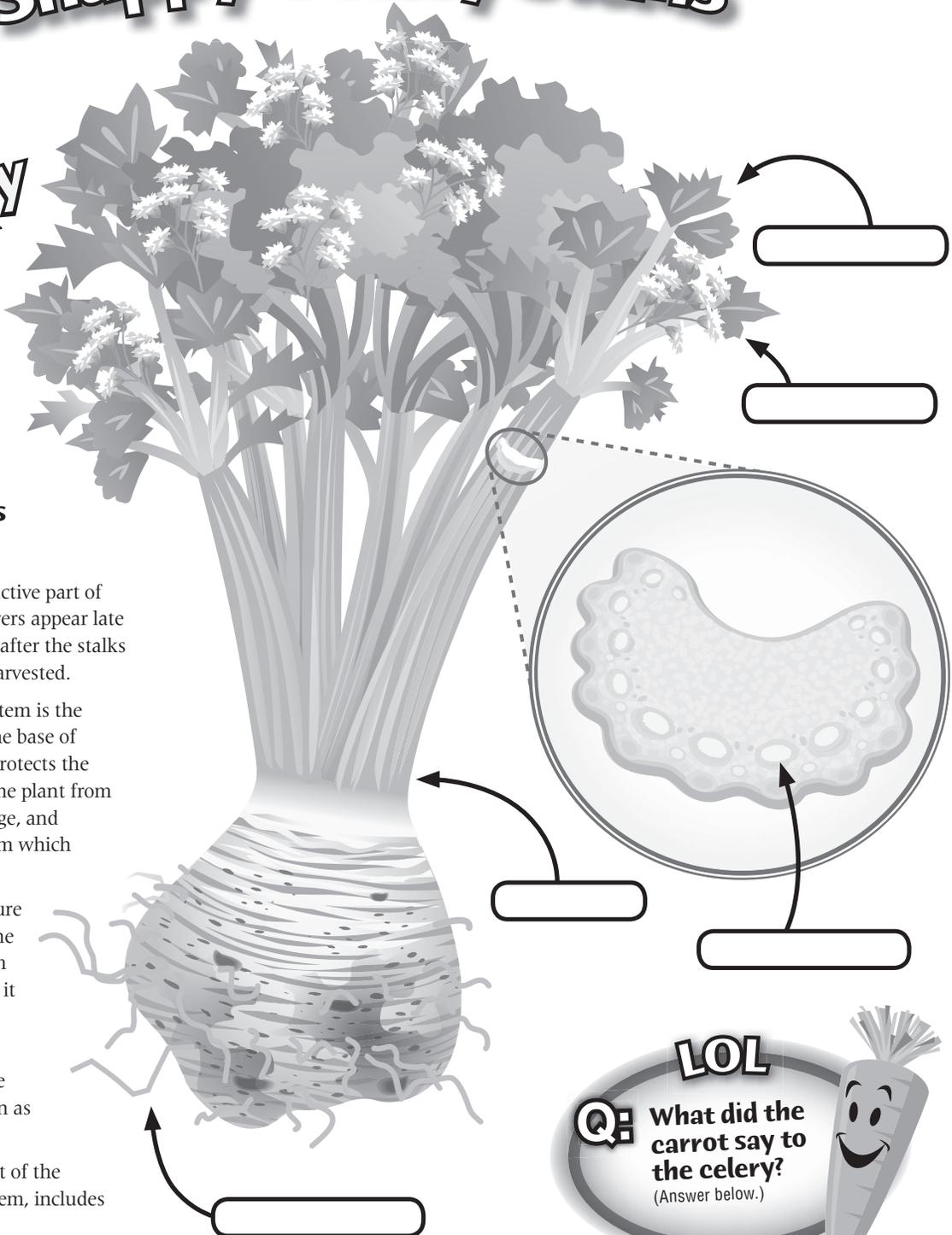
Flowers: The reproductive part of the plant. Celery flowers appear late in the growing cycle, after the stalks would normally be harvested.

Stem: In celery, the stem is the small white part at the base of the plant. The stem protects the vascular system of the plant from environmental damage, and supplies the buds from which the stalks grow.

Roots: Absorb moisture and nutrients from the ground, sucking them into the plant to help it grow.

Leaves: Capture sunlight to help make food, a process known as photosynthesis.

Vascular bundle: Part of the plant's transport system, includes xylem and phloem.



LOL
Q: What did the carrot say to the celery?
 (Answer below.)



A: Quit stalking me!



Luscious Leaves

Purpose

The purpose of this lesson is to review the functions of plant leaves and to develop an understanding of leaves as edible parts of some plants. Many edible leaves are part of a healthy diet and are a good source of vitamin A.

Time

Teacher preparation:
30 minutes

Student activities:
60-70 minutes

Materials

For the class:

- ▶ Area for students to wash hands
- ▶ Butcher paper or area to write on board

For each group:

- ▶ Five edible leaf samples: lettuce, kale, spinach, parsley, Swiss chard

For each student:

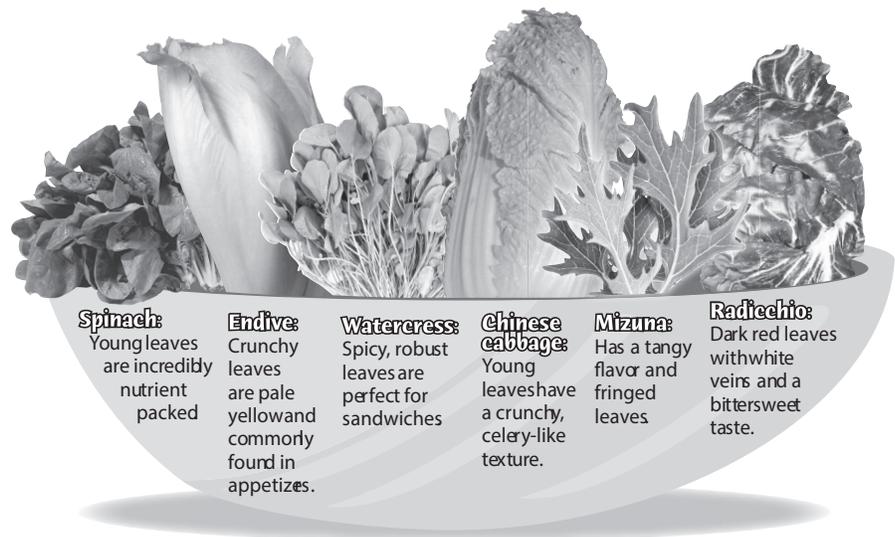
- ▶ Student handout with leaf investigation chart and vitamin A chart

Background Information

The main function of a plant's leaves is to gather energy from the sun to carry out photosynthesis and make food for the plant. During photosynthesis, leaves use light energy to convert carbon dioxide and water into sugar.

Many leaves of plants are edible and are grown for food. Edible leaves include cabbage, lettuce, grape leaves, parsley, spinach, mustard greens, and Swiss chard. We are fortunate to have many different varieties of edible leaves grown by farmers in California. As a result, we have many healthy options when shopping for produce in our supermarkets or farmers markets.

Make sure students understand that not all leaves are edible and that they should never eat anything they are unsure of unless it is approved by a responsible adult.



Luscious Leaves

Content Standards

Grade 2

Science 3e, 4b, 4c, 4e, 4g

Next Generation Science
2-LS4-1

Mathematics

- Measurement & Design 1, 4

Health 1.1N, 1.2N

English Language Arts

- Writing 8
- Reading 7
- Speaking and Listening 1a, 1b, 1c

Grade 3

Science 3a, 5c

Next Generation Science
3-LS3-1

Mathematics

- Measurement & Design 4

English Language Arts

- Writing 8
- Reading 7
- Speaking and Listening 1a, 1b, 1c

Procedure

Part 1

1. Discuss the functions of plant leaves with your class. Possible topics include making food for the plant, decomposing and adding nutrients to the soil, and providing habitats for animals. After you talk about the functions of leaves, ask your students if they can think of any edible leaves that people like to eat. Make a list on the board. Explain that leafy greens are part of a healthy diet. Students ages 4-8 need 1 ½ cups of vegetables per day and students ages 9-13 need 2 to 2 ½ cups of vegetables per day. Two cups of raw leafy greens is considered one cup from the vegetable group.
2. Tell your students that today they are going to investigate five different types of edible leaves, by tasting, smelling, measuring, and observing. They will also compare their nutritional value by looking at their levels of vitamin A per serving.
3. Tell students that vitamin A is important for maintaining good vision, fighting infection, supporting cell growth, and keeping skin healthy. Research has shown that consuming foods rich in vitamin A may even prevent some kinds of cancer.
4. Organize students into groups of three or four and have them wash their hands before sitting in their seats. Distribute worksheets to each student and tell them that they will be using the *Leaf Tasting Investigation* chart for the next part of the lesson.
5. Show your class one edible leaf and show them where it is listed on the chart. Demonstrate how you would like each group to record the color, texture, smell, taste, and length of each leaf in the chart. Use a ruler to measure the length of each leaf. Examples of texture could include smooth, fuzzy, bumpy, sandpapery, slippery, etc. Be sure to discuss possible vocabulary with your students before they begin describing leaf texture, smell, and taste. Distribute a washed sample of the leaf to each group and guide them through the data collection. When students have recorded data in their charts, instruct them to tear off a small piece of the leaf to taste.
6. Repeat this procedure with the remaining four leaves and have students fill out the questions on the chart.

Luscious Leaves

Part 2

1. Have students fill in their chart to compare the vitamin A levels of the five leaves they tasted in part one. Students should use the chart template on the back page of their tasting chart.
2. Write these vitamin A % values on the board for all students to see.

% Daily Value of Vitamin A for One Serving <i>(One serving of raw leafy greens = 2 cups)</i>				
Lettuce = 53%	Kale = 267%	Spinach = 112%	Parsley = 202%	Swiss Chard = 88%

3. Go through one example with the class and then have them work in their groups to fill in the bar graphs for the remaining leaves. Discuss which edible leaves are the best source of vitamin A and why this is an important nutrient.

Conclusion

Farmers grow some plants for their edible leaves. Many edible leaves are a delicious source of vitamin A, and many other nutrients that are important in a healthy diet.

Extensions

- ▶ Give each student a leaf and a crayon. Instruct students to remove the paper wrapping from the crayon. Have each student make a leaf rubbing by placing the leaf under a piece of paper and then rubbing the side of their crayon over the top of the paper. The image of the leaf will be visible. Mount the rubbings on colorful paper.
- ▶ Have students plant a lettuce or kale seed in a plastic cup. After the seedlings sprout, students can take them home to transplant and share healthy, leafy greens with their families.
- ▶ Bring in fresh and dried herbs. Discuss how they look and taste.

Luscious Leaves

Variations

- ▶ Make an edible leaf salad that the whole class can enjoy at the end of the lesson. For homework, have students track how many servings of leafy greens their family eats in a week.
- ▶ Discuss the following chart with the class and research why these nutrients are important in a healthy diet.

**There are many nutritional benefits of eating fresh,
green, leafy produce!**

Folate	Spinach, Chinese cabbage, leaf lettuce
Potassium	Beet greens, spinach, loose leaf lettuce, chard, parsley, endive
Vitamin A	Turnip greens, mustard greens, kale, collard greens, Chinese cabbage, leaf lettuce, romaine lettuce, spinach
Vitamin C	Kale, cabbage, collard greens, mustard greens, red cabbage, spinach
Iron	Spinach, chard, collard greens, parsley
Fiber	Spinach, collard greens, parsley

ELL Adaptations

- ▶ Model the *Think, Pair, Share* method: Have students turn to a partner and say, “What kind of leaves do we eat?” Explain that their partner should then respond, “We eat lettuce, spinach, and other examples.”
- ▶ When introducing new vocabulary words, show students an example of the object.
- ▶ Make a “word wall” of new vocabulary and have students cut out pictures from magazines to match the vocabulary words.

Leaf Tasting Investigation

Name: _____

Leaf	Length (cm)	Color	Texture	Smell	Taste
Lettuce					
Kale					
Spinach					
Parsley					
Swiss Chard					

Which leaf is the longest? _____ By how much? _____

My favorite leaf is _____, because _____

Leaf Tasting Investigation *(continued)*

Graphing

% Daily Value of Vitamin A for One Serving
(One serving of raw leafy greens = 2 cups)

Lettuce = 53%
 Kale = 267%
 Spinach = 112%
 Parsley = 202%
 Swiss Chard = 88%



	0	25	50	75	100	125	150	175	200	225	250	275
Lettuce												
Kale												
Spinach												
Parsley												
Swiss Chard												

Which type of leafy green has the most vitamin A? _____

How many cups is in one serving of spinach? _____

Fabulous Flowers

Purpose

The purpose of this lesson is to review the functions of flowers and to help students understand that some flowers are edible.

Time

Teacher preparation:
30 minutes

Student activities:
40 minutes

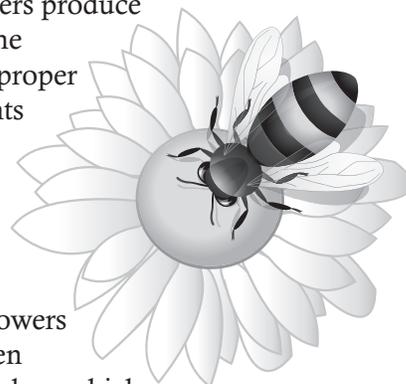
Materials

For the class:

- ▶ Broccoli
- ▶ Cauliflower
- ▶ Vase
- ▶ Vegetable dip
- ▶ Cotton balls spray painted yellow (*pollen*)
- ▶ Straws (*bee proboscis*)
- ▶ Flowers

Background Information

Flowers are the reproductive parts of plants. Some flowers have colorful petals and fragrances that attract pollinators such as bees, flies, butterflies, and moths. Most flowers produce seeds, which develop in the ovary of the fertilized flower. When planted in the proper environment seeds grow into new plants and the ripened ovary becomes the fruit.



Flowers of some plants are edible, including broccoli, cauliflower, and artichokes. Broccoli and cauliflower flowers are called “heads” and are usually eaten along with their stems, whereas artichokes, which are actually the buds of flowers, are eaten without the stems. Other flowers such as zucchini and orchid flowers, are considered a delicacy in some parts of the world.

Students should be warned that some flowers are poisonous and they should never eat anything they are unsure of, unless it is approved by a responsible adult.

Procedure

1. Review and discuss the reproductive functions of flowers with the class. The flower attracts pollinators, such as insects and birds, and makes seeds that will grow into new plants. Ask your students to describe characteristics of flowers and make a list on the board.
2. Ask students if they know what a pollinator is. Explain that pollinators are animals that move pollen from the male part of flowers to the female part of flowers. Most plants require pollination to reproduce. Ask students if they can think of any examples of pollinators.
3. Play the *Bee Pollination Game* outside. Half the class will play the role of a bee and half will play the role of a flower. The “flowers” will each stand outside holding a flower (daisy, rose, or another flower that is available) and a yellow cotton ball for pollen. “Bees” will each have a half of a straw for their proboscis. Bees will also have a cotton ball, which represents pollen that stuck to them as they were visiting flowers. Explain that bees must fly around the

Fabulous Flowers

Content Standards

Grade 2

Science 3e

Next Generation Science
2.LS2.2

Health 1.7N

English Language Arts
• Reading Informational
Text 7

Grade 3

Science 3a

Next Generation Science
3.LS1-1

English Language Arts
• Reading Informational
Text 7

garden looking for flowers so they can drink their nectar. Bees will go from flower to flower and pretend to drink nectar with their straw proboscis. At each flower “bees” and “flowers” are to trade “pollen” (cotton balls). Explain that as bees are busy gathering flower nectar for food, the pollen accidentally gets stuck on their legs or fuzzy body and this is how they end up carrying pollen from one flower to another, thus pollinating the flowers so they can develop fruit and seeds. At the end of one round, have students switch roles so everyone gets a chance to be the flower and the bee.

4. Arrange broccoli, artichokes, and cauliflower in a vase of water. Tell your students that you received a beautiful bouquet of flowers. Show them your bouquet. Discuss that broccoli, cauliflower, and artichokes are flowers that people eat.
5. Draw the life cycle of broccoli on the board. Begin with the seed, which grows into a plant with leaves, then show the buds on the head of a broccoli flower, then the flowering broccoli plant, and then back to the seed. Show students the stage at which we pick the broccoli to eat, just before it flowers.
6. Cut the broccoli and cauliflower into bite-sized pieces. Distribute them with vegetable dip and have the students taste the flowers.



Fabulous Flowers

Conclusion

Flowers are the reproductive parts of plants. Flowers attract pollinators and the flowers of certain plants are edible.

Variation

- ▶ Have students draw the life cycle of broccoli with you as you draw it on the board. Ask students to draw a bee at the stage in broccoli development when pollination would occur.

Extensions

- ▶ Have students make prints with an artichoke. Cut the artichoke in half lengthwise, dip the artichoke in paint, and then press it on construction paper.
- ▶ Invite a flower farmer into your classroom. Have the farmer discuss the flower operation and bring several examples of flowers for display. Contact your local county Farm Bureau for possible guest speakers.
- ▶ Place the stem of a whole head of broccoli in a vase of water to see if the flowers will bloom.
- ▶ Have students research pollinators and invite a beekeeper into your classroom. Contact your local county Farm Bureau for possible guest speakers.
- ▶ Go to your local supermarket or nursery and obtain flowers that are no longer sellable. Have the students dissect the flowers and identify the parts. Refer to Flower Hour lesson, in *What do Plants Need to Grow?* unit from CFAITC.
www.LearnAboutAg.org/lessonplans

ELL Adaptations

- ▶ Model the *Think, Pair, Share* method: Have students turn to a partner and say, “Why are bees important?” Their partner then responds, “Bees are important for pollinating many plants.”
- ▶ This lesson involves kinesthetic activities to help all students understand the role of bees in pollination by acting out the process.



Freshest Fruits

Purpose

The purpose of this lesson is to learn about fruit and its nutritional value, including vitamin C.

Time

Teacher preparation:
20 minutes

Student activities:
50 minutes

Materials

For the teacher:

- ▶ Fruit knife

For the class:

- ▶ Paper towels
- ▶ One different type of fresh fruit for each group (*Example: apple, peach, kiwifruit, orange, avocado, strawberry, grapes*)
- ▶ Rulers

For each student:

- ▶ *As I See It* handout (page 34)

Background Information

Crops that are usually listed as fruits are grown on trees, shrubs, or vines and produce fruit for a number of years. These include apples, apricots, avocados, cherries, dates, berries, figs, grapes, lemons, nectarines, olives, oranges, and pears. The fruit of a plant generally surrounds the seeds of a plant. The fruit protects the seeds and attracts animals and insects. When animals eat the fruit they usually also eat the seed, which will later be deposited with the animal's scat, or waste. The scat provides nutrients for the seed to grow into a plant. This process helps disperse seeds and plants to new areas. For example, birds might eat berries in one location, then fly to another location and deposit their scat with the berry seeds in the new location. A person might pick an apple from a tree, then carry it to a different place to eat, and drop the seeds in this new location.

Today, Californians are fortunate to have access to fresh fruit year round. This wasn't always the case. When the gold rush in California began in 1849, hundreds of thousands of people began to move west to California seeking their fortunes in the gold mines. These miners and their families lacked fresh foods, especially those rich in vitamin C. A lack of vitamin C causes a disease called scurvy. Symptoms of scurvy include general weakness, bleeding of gums, and rupture of capillaries under the skin. In the gold rush days, citrus juice was often prescribed as a medical cure for scurvy and was sold for \$1 an ounce.

While many miners did not strike it rich in gold, some discovered that the fertile soil in many parts of California was ideal for farming. Many crops were planted, including fruit orchards in order to meet the demand for fresh fruit from miners and settlers. Modern refrigeration was not yet available to keep fruit fresh after it was picked. Canning was the method used to preserve fruit after harvest so it could be eaten throughout the year and shipped to consumers in other parts of the state. Today, shipping of produce has become much faster and efficient than in the 1800s, and both fresh and canned fruit are readily available in our grocery stores all year long. California is the leading agricultural state in the nation, growing over 400 crops.

Fruits are an excellent source of vitamin C in our diets. Vitamin C helps the body heal wounds and lowers the risk of infection. It also helps keep the body from bruising and builds the tissue that holds muscles and bones together. Known as ascorbic acid, Vitamin C also helps the body absorb the iron found in foods and strengthens the immune system.

Freshest Fruits

Content Standards

Grade 2

Science 2a, 2f, 4b, 4e, 4g

Next Generation Science
2-LS2.A

English Language Arts

- Writing 8
- Speaking and Listening 1a, 1b, 1c

Health 1.7N, 1.4.N

History-Social Science
2.4.1, 2.4.2

Grade 3

Science 3a

Next Generation Science
3-LS1.B

English Language Arts

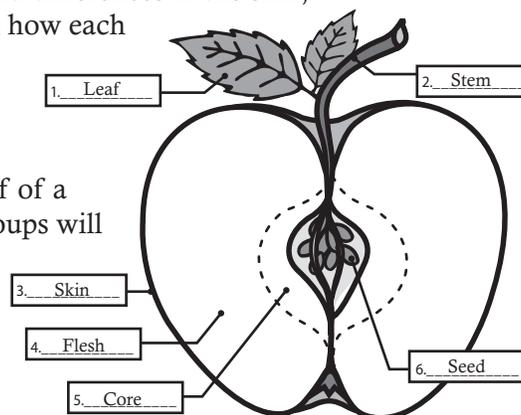
- Writing 8
- Speaking and Listening 1 a, 1b, 1c

History-Social Science
3.1.2, 3.3.2, 3.5.1

Procedure

1. Prior to class, cut each of your fresh fruits in half.
2. Before group work begins, display the entire selection of fruits for the students to observe. Hold each fruit up in front of the class and discuss the similarities and differences in the skin, seeds, and flesh. Explain how each fruit is grown.

3. Organize students into groups of two or three. Give each group one half of a piece of fruit. Not all groups will have the same type of fruit. Instruct students to examine the inside of the fruits and complete the *As I See It* handout.



4. After students complete the handout, discuss the answers as a class. Have students hold up their fruit for all of the class to see and point out the seed, flesh, and skin. Discuss the purpose of these different parts.
5. Have students find the listed percentage of vitamin C for their fruit. Students ages 4-8 need 1 to 1 ½ cups of fruit per day. Students ages 9-13 need 1 ½ cups of fruit per day.
6. These are listed on the *As I See It* handout. Call on each group and ask them for the % vitamin C in their fruit. Write the numbers on the board and make a bar graph for students to see.
7. Ask students to look at the bar graph and determine which two fruits are the best sources of vitamin C. Discuss how vitamin C plays an important role in our diets.
8. As a concluding discussion, review with the class:
 - a. California grows an abundance of fruit crops.
 - b. Fruit is a nutritious snack and provides important dietary requirements like vitamin C.
 - c. The flesh of the fruit attracts animals who eat the fruit. When fruit seeds are planted or deposited in animal scat, they grow into new seedlings and the life cycle of the fruit plant continues.

Freshest Fruits

Extensions

- ▶ Visit a fruit packing plant or farm. Learn how fruit is grown, graded, and packed.
- ▶ Have students research a particular fruit and make a poster that illustrates how it is grown and how it gets from the farm to our homes.
- ▶ Make a collage using the seeds from the different types of fruit.

Variations

- ▶ Prior to the lesson, ask students to brainstorm ideas for what they should do with the fruit that is used in this activity. Display some recipes for healthy fruit snacks.
- ▶ If fruit is not available, examine pictures of fruit from cooking magazines and identify the parts.

ELL Adaptations

- ▶ Demonstrate activity procedures before allowing students to begin. ELL students will benefit from observing the procedures before they get started.
- ▶ This lesson incorporates hands-on activities. Kinesthetic learning events provide an excellent learning environment for the English learner.

As I See It

Name: _____

1. In the box provided, draw what you see after your fruit is cut in half. Label the skin, flesh, and seed or seeds.

How many seeds does your fruit have? _____

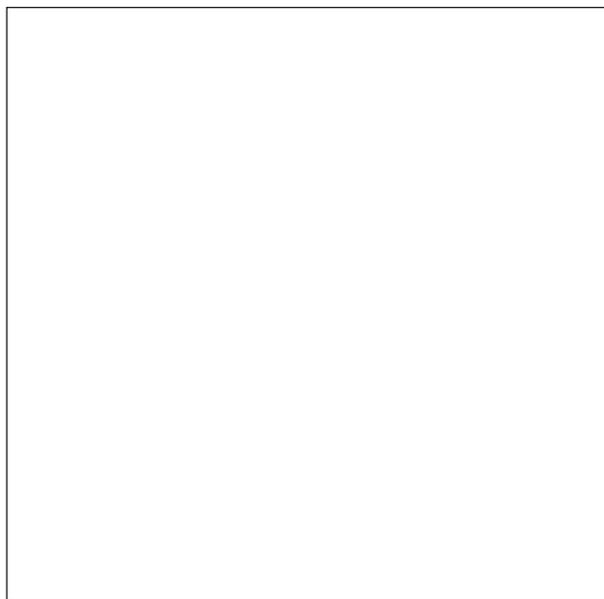
Measure the length of your seed. _____

Measure the width of your seed. _____

2. Describe the texture of the fruit skin. _____

3. Why do plants have fruit? _____

4. Why do plants have seeds? _____



5. Which of the fruits that were examined by your class have the highest content of vitamin C? _____

6. Why is vitamin C important? _____

7. How did the Gold Rush play a part in California's agricultural history? _____

% Daily Value of Vitamin C Per One Cup Serving of Fruit			
Apple = 8%	Grape = 8%	Peach = 18%	Strawberry = 142%
Avocado = 24%	Grapefruit = 120%	Pear = 10%	Mandarin = 86%
Banana = 22%	Kiwifruit = 278%	Pineapple = 130%	Watermelon = 20%
Cantaloupe = 98%	Orange = 160%	Raspberry = 50%	
Cherry = 14%	Plum = 26%	Blackberry = 50%	

Source: www.nal.usda.gov/fnic/foodcomp/search



Supreme Seeds

Purpose

The purpose of this lesson is to review the functions of seeds and to learn about plants that are grown for their edible seeds.

Time

Teacher preparation:
15 minutes

Student activities:
40 minutes

Materials

For each student:

- ▶ Poster board or cardboard

For each group of four students:

- ▶ A wide variety of dried seeds such as beans, sunflower seeds, peas, rice, caraway, or millet. You can buy birdseed mix or bags of beans in the soup section of your grocery store.
- ▶ Felt pens
- ▶ Glue
- ▶ Egg carton

Background

Plants produce seeds so their species will continue to exist in nature. Each seed contains a tiny plant embryo with one or two cotyledons or “seed leaves,” which supply the seed with energy and materials for growth until the young plant grows its first true leaves and makes food for itself through photosynthesis.

Seeds provide nourishment to people all over the world. Corn, oats, rice, and wheat seeds are known as cereal grains and are part of the grains food group. Whole grains are an important source of dietary fiber, which is important for proper bowel function and may lower the risk for heart disease and obesity. Grains are also a source of B vitamins, which help the body release energy from the food that we eat.

Edible seeds, known as legumes, include peanuts, peas, and beans. Other edible seeds include nuts, such as walnuts, almonds, pistachios, and pecans. These nuts have protein and are part of the protein food group. Proteins are an important part of our diet because they serve as building blocks for muscle, cartilage, bones, blood, and skin.

Procedure

1. Place a wide variety of seeds in to the compartments of the egg cartons. Distribute one filled egg carton to each group of four students.
2. Provide time for the students to examine the seeds. As a class discuss the similarities and differences between the seeds. Sort them into piles. Which seeds do people eat? Which seeds do birds or other animals eat?
3. Discuss the function of seeds.
4. Read selected stories about different seeds such as *Which Seed is This?* by Lisa Amstutz, *Seeds* by Vijaya Bodach, *Spot the Difference: Seeds* by Charlotte Guillain, and *A Packet of Seeds* by Deborah Hopkinson. See page 66 for related literature.
5. Have each student make a seed mosaic as follows:
 - a. Have each student sketch a simple picture or design on posterboard or cardboard. Ideas include basic outlines of fish, tractors, cars, birds, pears, trees, and more.

Supreme Seeds

Content Standards

Grade 2

Science 2f, 4c

Next Generation Science
2-PS1-1, 2-PS1-3

Visual Arts 1.1, 2.1, 2.2, 5.1

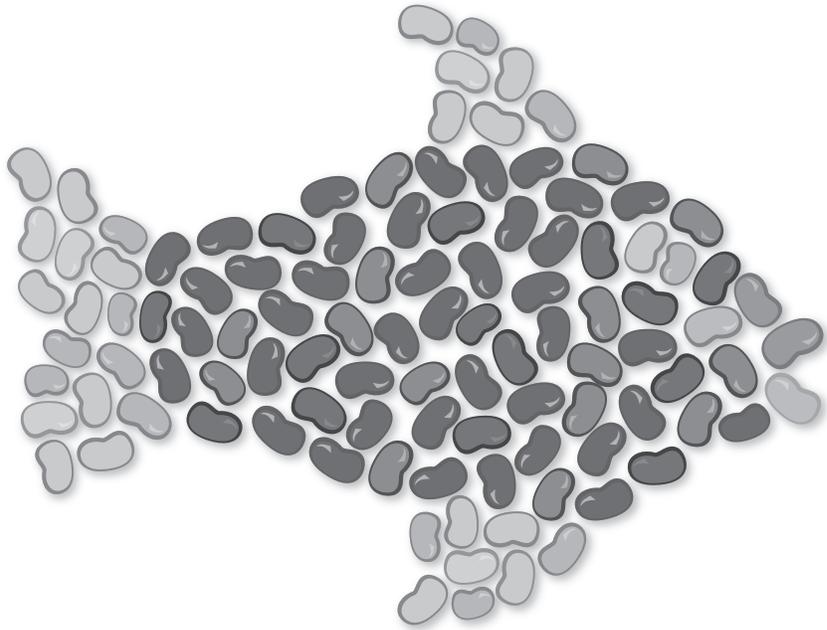
Health 1.1N

English Language Arts
• Reading Informational
Text 10

Grade 3

Visual Arts 1.1, 1.5

- b. After giving students a demonstration of how they can glue seeds on their poster board to create different designs, have students create their own colorful display.



- c. Display the mosaics in the classroom, school hallways, and offices.

Conclusion

Seeds come in various shapes and sizes. Seeds have many functions, including plant reproduction, and are also a common food source around the world.

Extensions

- ▶ Have the students examine a mature sunflower. Instruct the students to estimate the number of seeds in the sunflower, then count the seeds as they remove them. Roast the seeds and enjoy eating them.
- ▶ Have students save seeds from fruits and vegetables they eat. Have students draw a picture of the fruit or vegetable and then glue the seeds onto the paper to form an outline of the drawing. Bind the samples together to make a class seed book.

Supreme Seeds

- ▶ Organize a “Seeds for Lunch” day. Each dish must contain edible seeds. Examples include corn bread, peanut butter and jam sandwiches, rice pudding, granola, burritos, popcorn balls, banana-nut bread, chocolate covered raisins, and corn on the cob.
- ▶ Have the students examine various ways seeds promote their own dispersal. For example, some seeds get caught in animal fur while others are carried by the wind. Seeds, such as coconuts and cranberries, float, some get dispersed in animal scat, and others spread by exploding.

Variation

- ▶ Use birdseed or feed grains in a classification activity and discuss the different seeds that are fed to livestock.

ELL Adaptations

- ▶ Model the *Think, Pair, Share* method: Tell students to ask a partner, “Name a type of seed that people eat.” Their partner should then respond, “People eat sunflower seeds.”
- ▶ Provide a variety of seeds and their name labels for display.



Edible Plant Game

Purpose

The purpose of this activity is to reinforce the concept that plants consist of six basic parts: roots, stems, leaves, flowers, fruits, and seeds. Students will recognize these different edible plant parts and the important role they play in our diets.

Time

Teacher preparation:
20 minutes

Student activities:
Two, 50-minute sessions

Materials

For the class:

- ▶ Edible Plant Part Cards (pages 41-54), 28 cards printed on cardstock.
- ▶ Colored pencils
- ▶ PowerPoint presentation showing color photos of fruits and vegetables. Download from www.LearnAboutAg.org/edibleplantparts to see the following: almonds, artichoke, avocado, brussels sprouts, carrot, cauliflower, celery, cotton, grapes, iceberg lettuce, kiwifruit, lemon, olive, onion, peach, parsnip, pear, potato, pumpkin, rice, silage, spinach, strawberry, herbs, tomato, wheat, and more.

Background Information

This activity will be most beneficial if it is performed by the students after they have done the lessons on individual plant parts. It incorporates the knowledge students have gained about plant parts with the fact that plants provide people with the nutrients and energy needed for a healthy lifestyle.

Procedure

1. Show the *Edible Plant Game* PowerPoint slide show to the class. Discuss the description of each fruit or vegetable as you show each picture. Talk about how the fruit or vegetable is grown, what part of the plant is consumed, and what nutrients it provides. Explain to students that they will be playing a game based on the information from the presentation.
2. Reproduce the edible plant cards on cardstock. Give one to each student and instruct them to color their plant card with colored pencils.
3. You will need 28 participants for this activity. If you have fewer students, assign more than one card to several students. If you have more students, make extra copies of some of the cards.
4. After students have colored the cards, collect them and shuffle them. Pass a card out to each student. Instruct students to form a large circle and hold their edible plant card in front of them.
5. Begin the game by having one student read his or her question from the card aloud. The student who has the correct answer will hold his or her card up for the class to see and say, *I am a _____*. Then that student will read the question from their card aloud to the class. Continue the game until all 28 cards have been shared.
6. After the class has done the activity once, redistribute the cards so everyone has a new food. Do the activity again, this time a little faster!
7. Optional: Download the “Harvest of the Month Survey” from the Assessment section of the Educator’s Corner page of the Harvest of the Month website: www.harvestofthemonth.cdph.ca.gov/EdCorner Instruct students to fill out the survey and discuss answers as a class.

Edible Plant Game

Content Standards

Grade 2

Science 4c, 4g

Next Generation Science
2-LS2.A

Health 1.2N, 1.7N

English Language Arts
• Reading Text 1, 10

Grade 3

Science 3a, 5c, 5e

English Language Arts
• Reading Text 1, 10

Extensions

- ▶ Take a trip to the produce section of a grocery store. Identify the produce as roots, stems, leaves, flowers, fruit, and seeds.
- ▶ Have the students keep a food journal for a week, recording the leaves, stems, seeds, flowers, roots, and fruit that they eat.
- ▶ Make a KWL chart on the board and have the class brainstorm to fill in the things students *Know*, what they *Want* to know, and what they have *Learned* from the lesson.

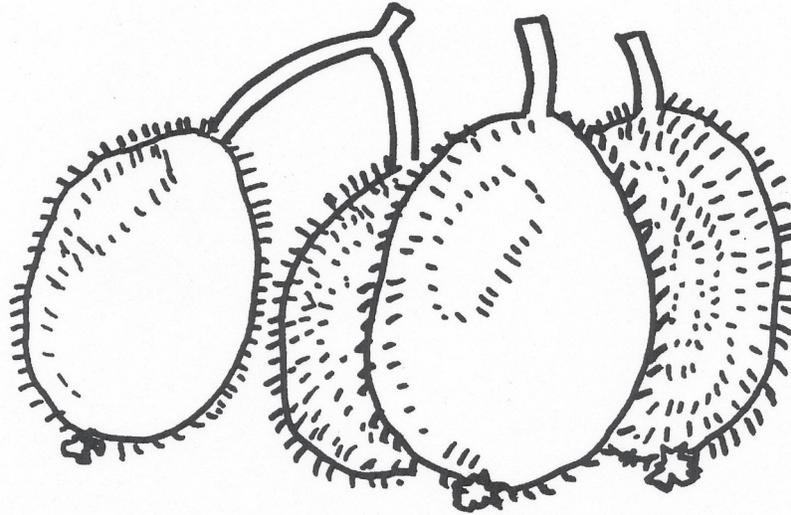
Variation

- ▶ Make a set of 28 edible plant cards for each group of four students. Have students play the game in small groups rather than as a whole class.

ELL Adaptations

- ▶ Have the class cut out pictures of fruits and vegetables from magazines and grocery store ads and place them on a bulletin board next to the appropriate name label.
- ▶ Model a couple examples of the game question and answers before beginning the activity.

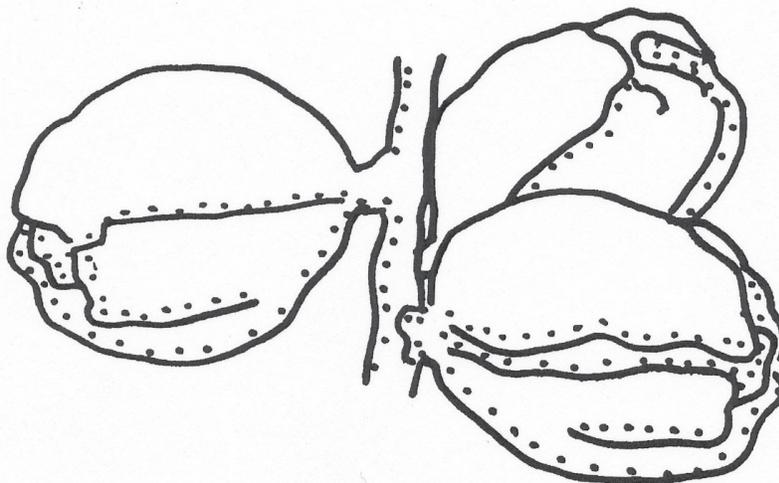
I AM A KIWIFRUIT



Who looks like a baby cabbage and is a good source of Vitamin C?

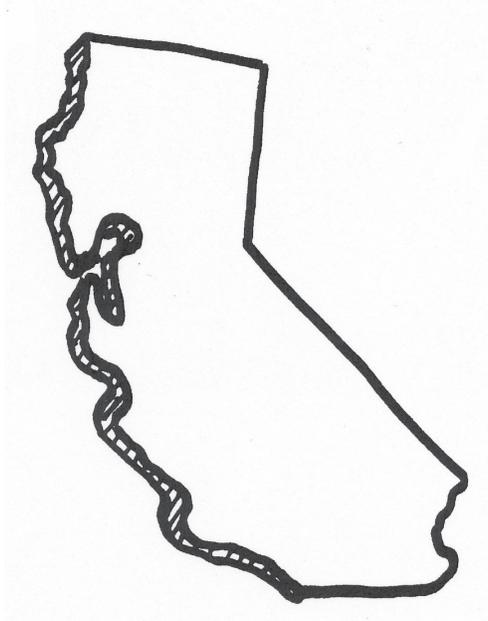


I AM A BRUSSELS SPROUT



Who is the top producing agricultural state in the U.S.?

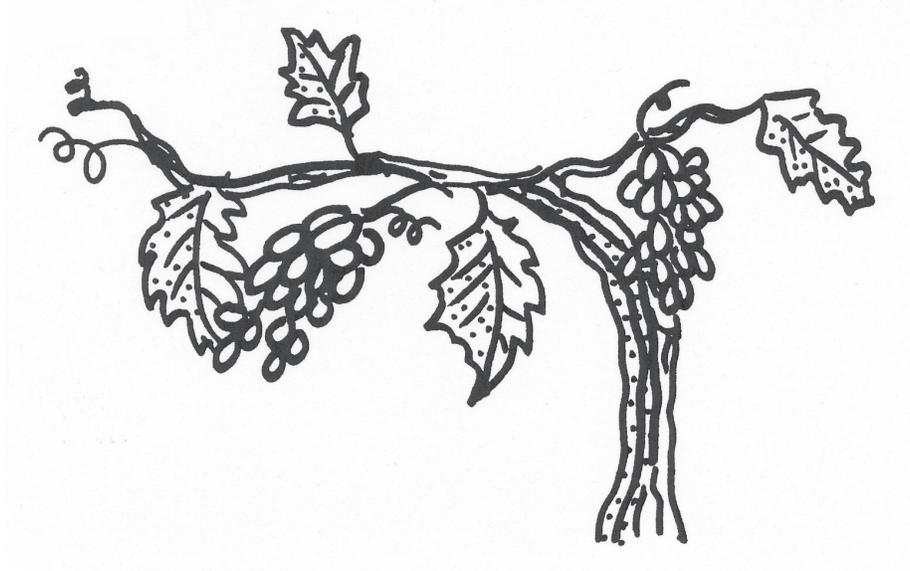
I AM CALIFORNIA



Who is the fruit that can be dried to make raisins?

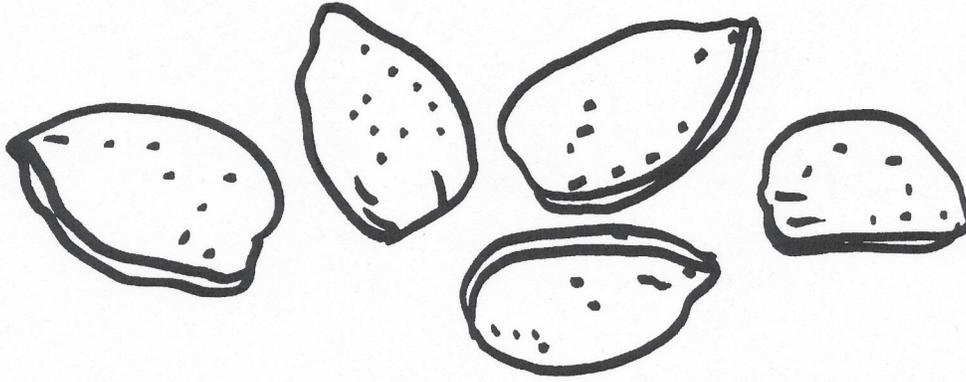


I AM GRAPES



Who is the nut that may be eaten roasted or raw?
California is the world's top producer of these nuts.

I AM AN ALMOND



You should fill half of your plate with fruits and _____?

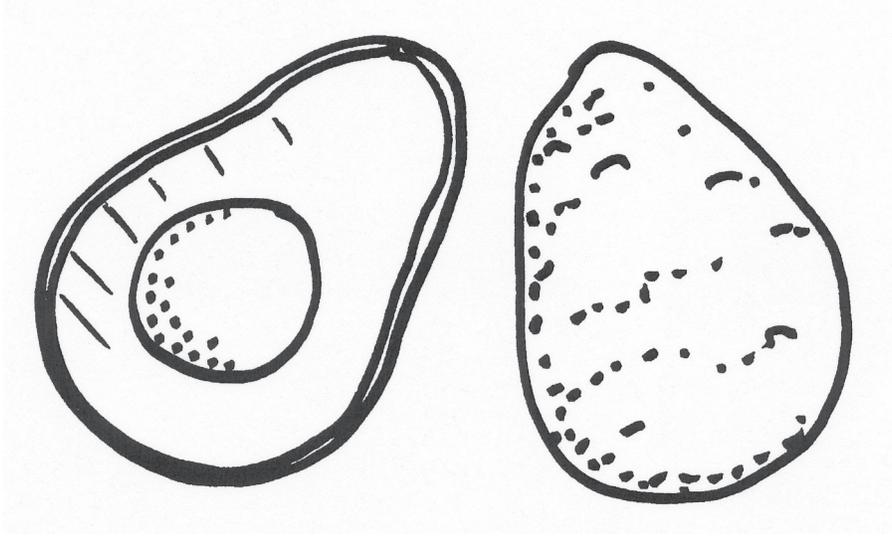


I AM VEGETABLES



Who is a green fruit that when mashed up makes a tasty dip for chips and topping for tacos?

I AM AN AVOCADO



Who is a type of squash grown for Jack O' Lanterns
at Halloween and pies at Thanksgiving?

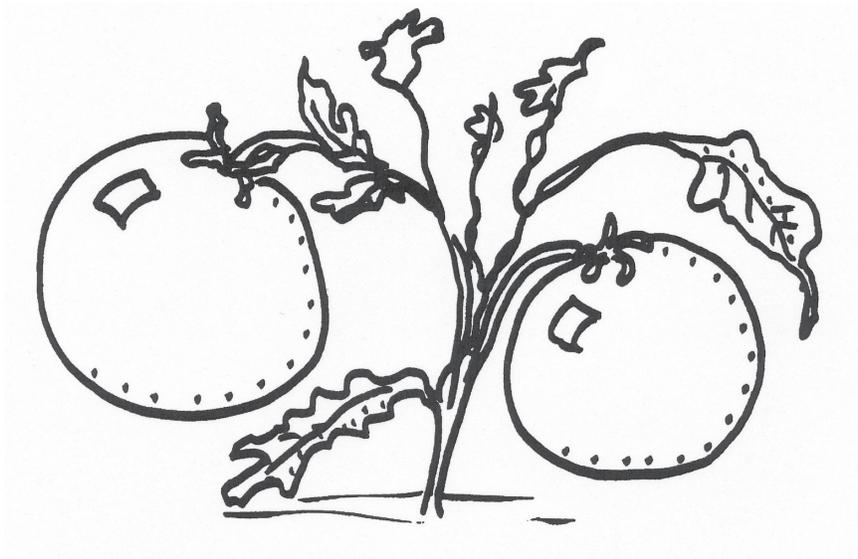


I AM A PUMPKIN



Who is a red fruit that is used in pizza and spaghetti sauces
and is a good source of Vitamin C?

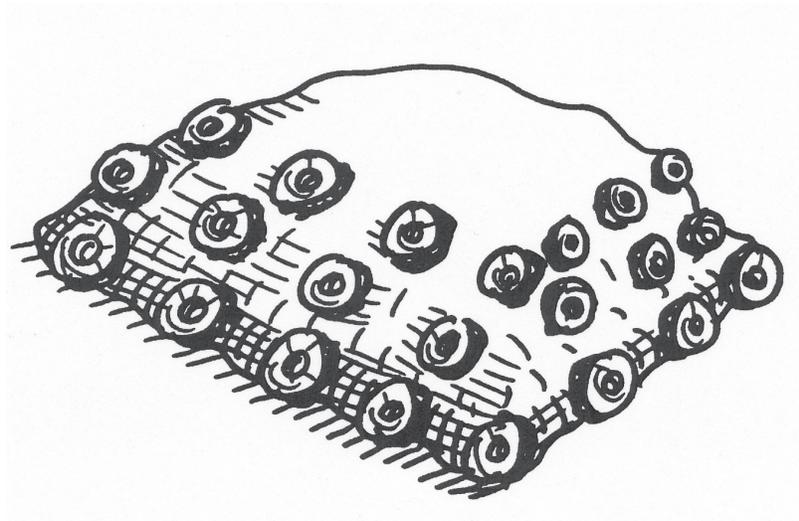
I AM A TOMATO



Who is a livestock feed made of fermented grass crops like clover, alfalfa, and corn ?

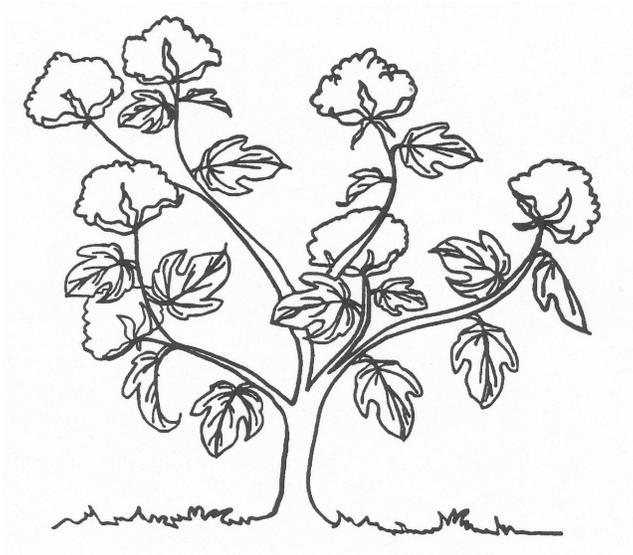


I AM SILAGE



Who is a plant that makes fabric for clothes?

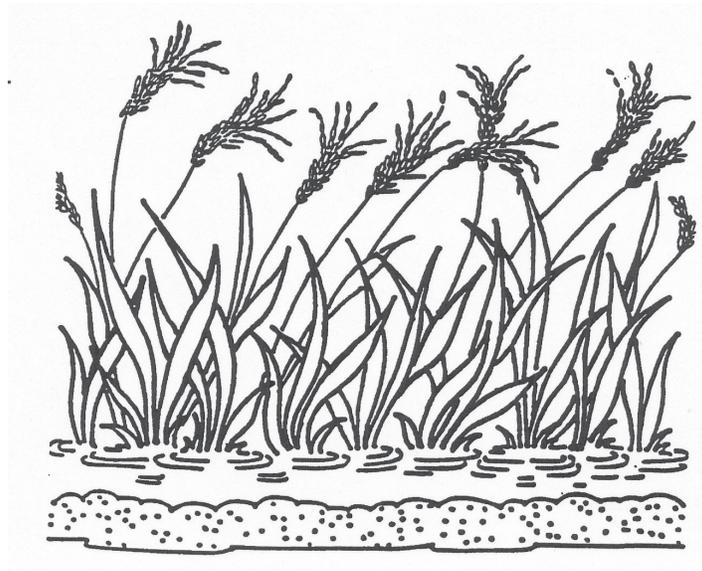
I AM COTTON



Who is a grain that is planted by dropping seeds from airplanes that fly over flooded fields?

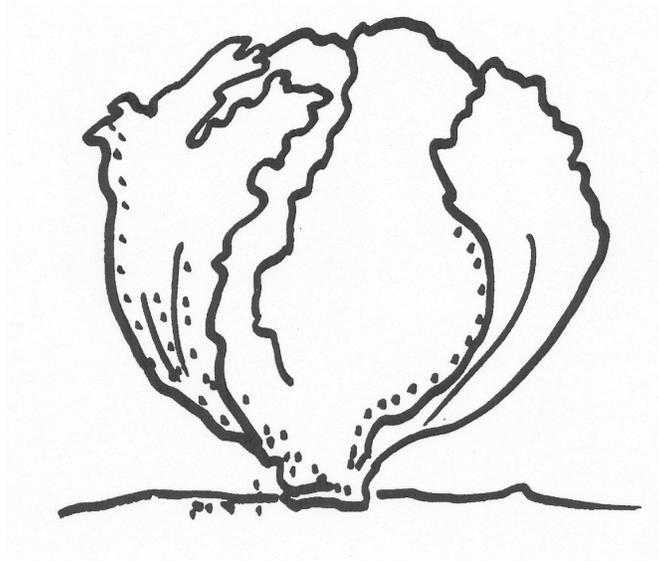


I AM RICE



Who is the type of salad green that has a very cold name?

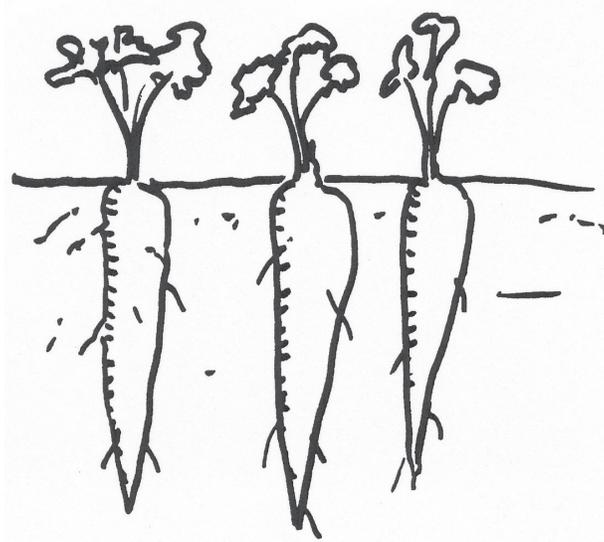
I AM ICEBERG LETTUCE



Who is an orange root that is full of Vitamin A?

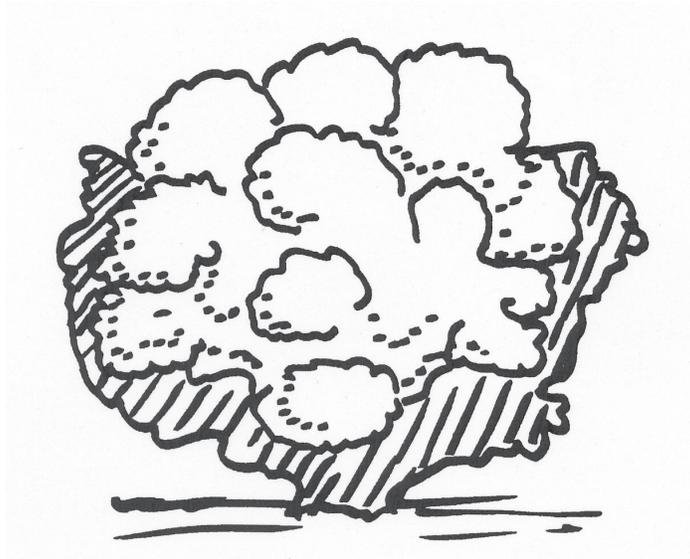


I AM A CARROT



Who is a white flower that people eat?

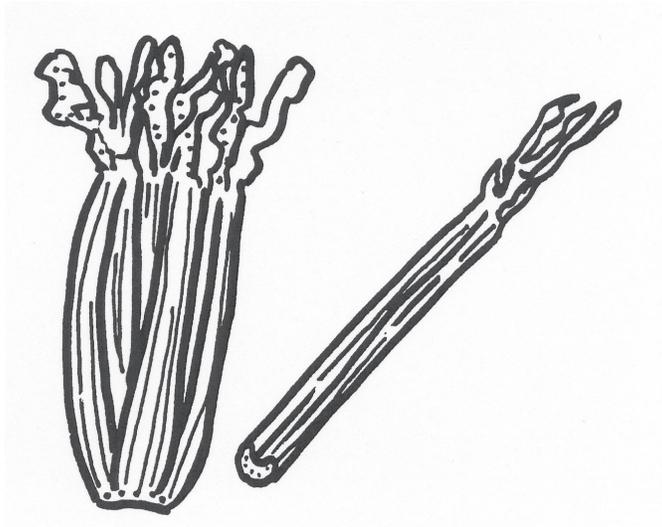
I AM CAULIFLOWER



Who is a green stem that is sometimes eaten
with peanut butter or cream cheese?



I AM CELERY



Who is a red fruit that is a good source of Vitamin C
with lots of tiny seeds on its outside?

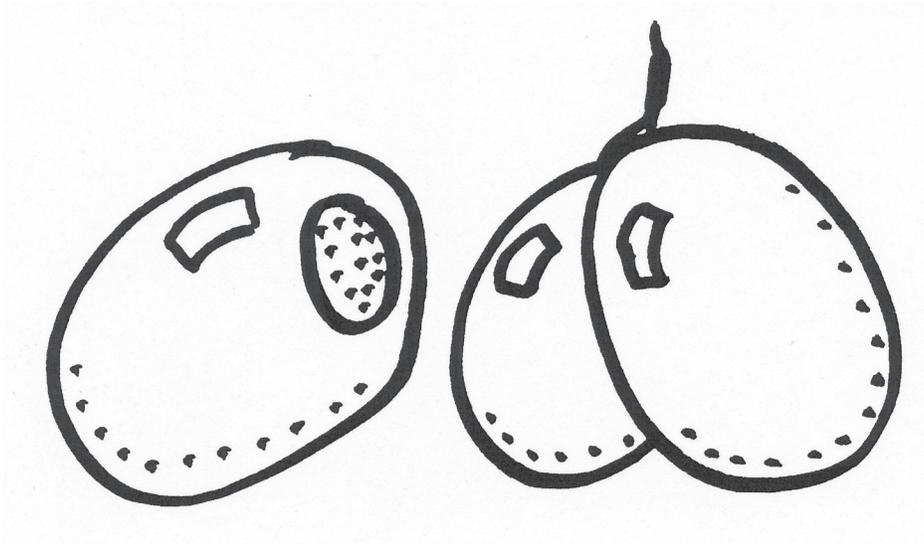
I AM A STRAWBERRY



Who is a black or green fruit that is sometimes put on pizzas and is used to make cooking oil?

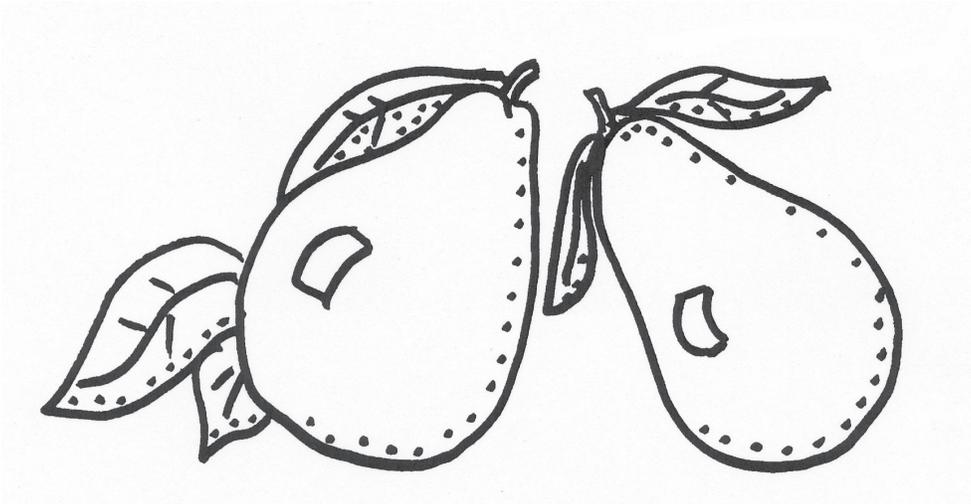


I AM AN OLIVE



Who is a yellow, green, or brown tree fruit that is high in fiber and has a slightly gritty texture?

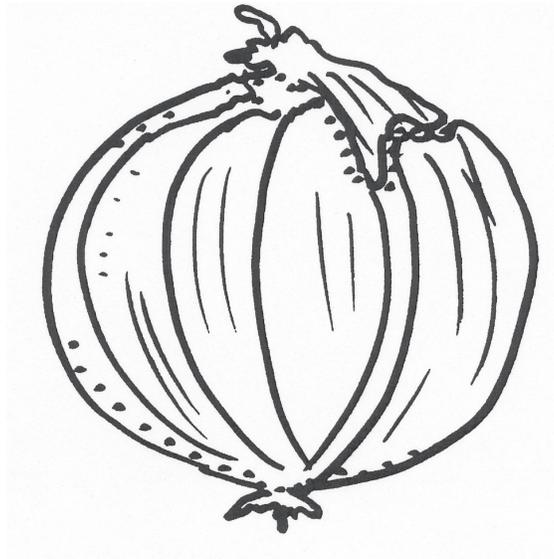
I AM A PEAR



Who is a bulb that grows underground and makes your eyes water when you cut it?



I AM AN ONION



Who is a green, edible flower with spiky ends?
California is a leading producer of these vegetables.

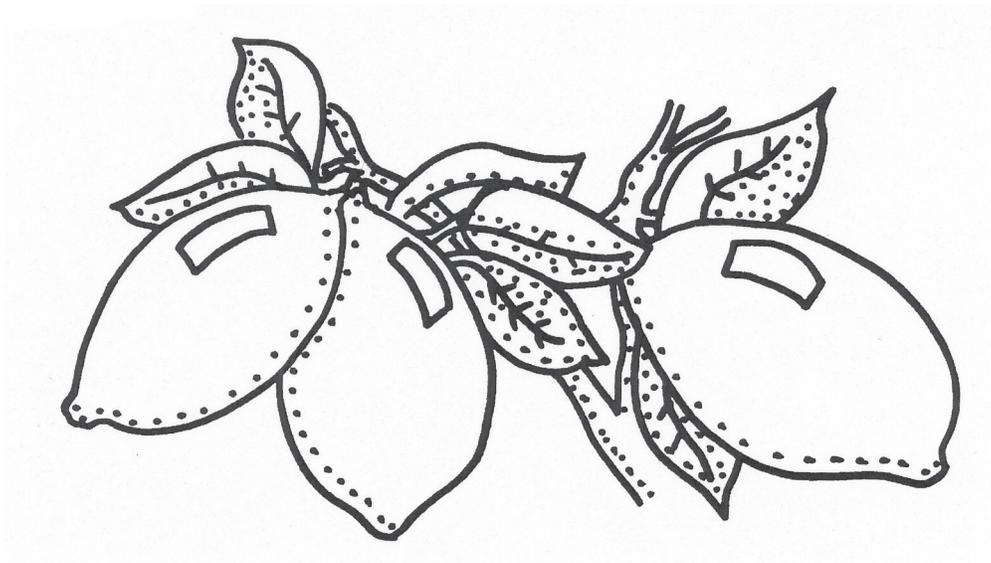
I AM AN ARTICHOKE



Who is a sour yellow citrus fruit?



I AM A LEMON



Who is a grain used to make most breads in the United States?

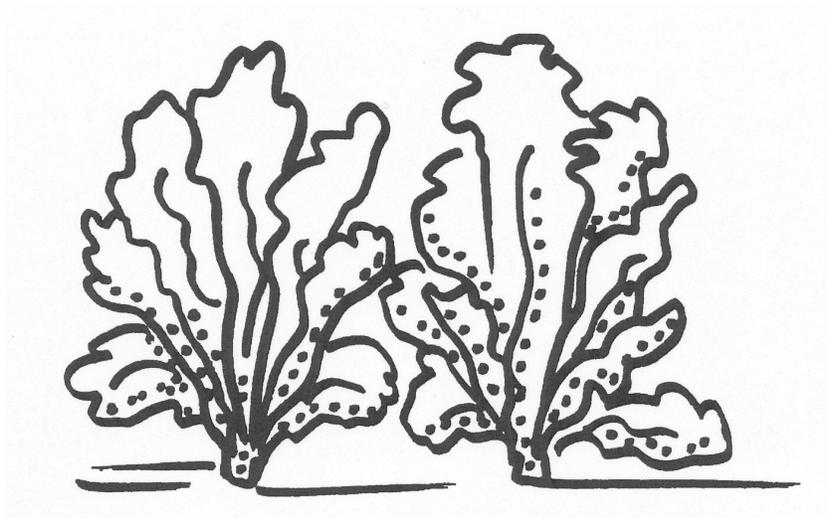
I AM WHEAT



Who is a leaf that is often added to salads for a source of Vitamin A?

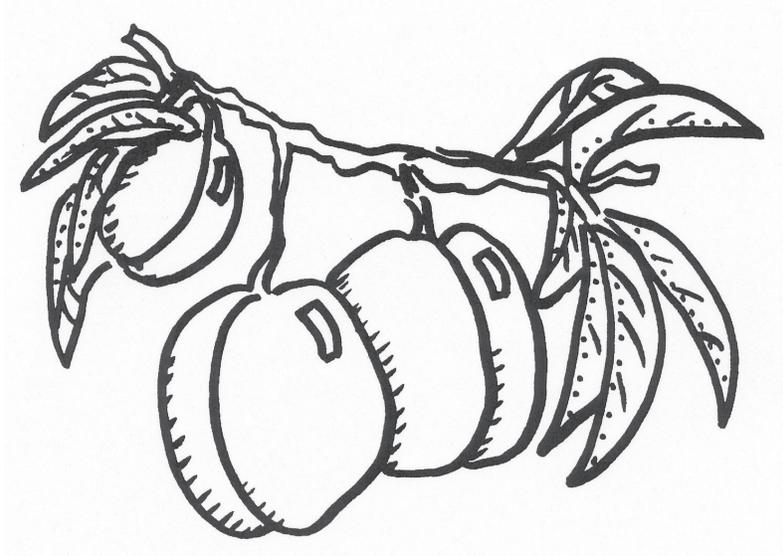


I AM SPINACH



Who is a fuzzy fruit with yellow to pink skin that can be eaten fresh or canned?

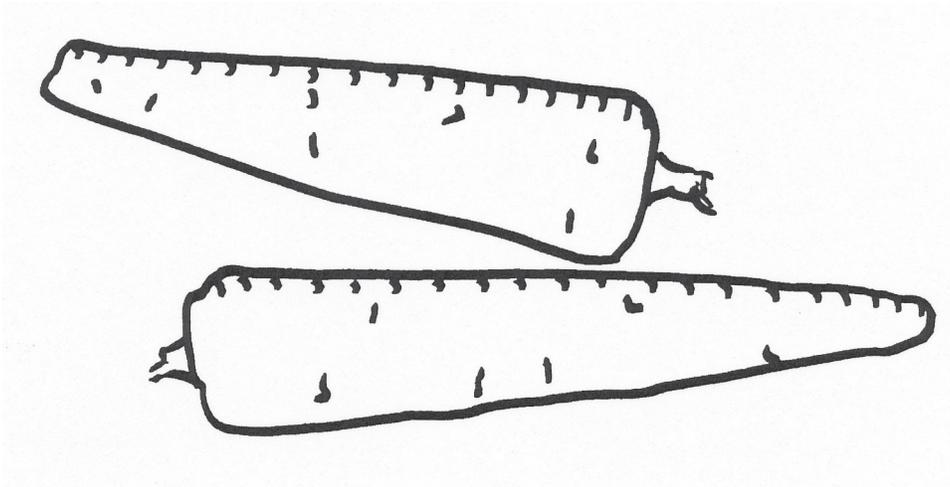
I AM A PEACH



Who is a white root vegetable that looks something like a carrot?



I AM A PARSNIP



Who is a pink to red melon with black seeds?
Sometimes these melons can be seedless.

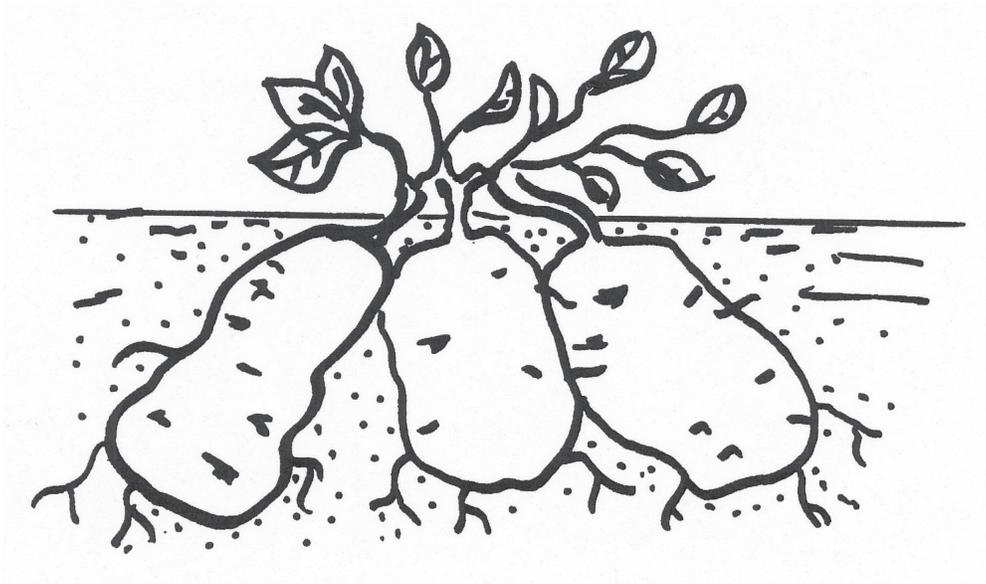
I AM A WATERMELON



Who is an underground stem called a tuber that comes in many varieties, including russet, red, and Yukon Gold?



I AM A POTATO



Who is a brown, furry skinned fruit with green flesh and black seeds?



Eat 'Em Up

Purpose

The purpose of this lesson is for students to review the plant parts that they eat, and choose a favorite fruit or vegetable to feature in a healthy recipe that they will share with their families. Students will work with an adult family member to prepare the recipe, and share its nutrition information as part of a home-cooked meal.

Time

Teacher preparation:
15 minutes

Student activities:
50 minutes
Homework: 1½ hours

Materials

For the class:

- ▶ Internet access

For each student:

- ▶ *Edible Plant Parts Parent Letter* (page 58)

Background Information

California farmers produce an abundance of fresh produce that provides Californians with many options for healthy meals. Fruits and vegetables are an excellent source of the nutrients students need for healthy growth and development. In order to get the recommended daily value of fruits and vegetables, the USDA recommends that children between the ages of 4 and 8 consume approximately 1 to 1½ cups of fruit and 1½ cups of vegetables per day. For children between the ages of 9 and 13, the USDA recommends 1½ cups of fruit and 2 to 2½ cups of vegetables per day. A visit to the supermarket or farmers market will showcase the variety of produce that is available and the different plant parts that are harvested for consumption.

The following list provides some examples of edible plant parts (*some foods fit into more than one category*):

Roots	Stems	Flowers	Leaves	Fruits	Seeds
Beet	Asparagus	Broccoli	Cabbage	Tomato	Corn
Carrot	Bok Choy	Cauliflower	Basil	Apple	Rice
Ginger	Broccoli	Artichoke	Bok Choy	Banana	Beans
Onion	Potato/ Sweet Potato	Zucchini	Lettuce	Strawberry	Coconut
Radish	Celery	Sunflower	Mint	Grape	Pumpkin
Potato/ Sweet Potato	Rhubarb		Spinach	Pumpkin	Sunflower
Turnip			Parsley	Zucchini	



Eat 'Em Up

Content Standards

Grade 2

Health 1.2N, 1.4N, 1.6N, 1.7N,
3.1N, 6.1.N, 8.1N

English Language Arts

- Reading Informational
Text 1, 10

3rd Grade

Health 2.1G, 7.1.G, 6.1M, 6.1P,
8.1P

English Language Arts

- Reading Informational
Text 1, 10

Procedure

1. Visit your local produce department and ask if there are any items that could be donated or purchased at a discount for display in your classroom. Gather a variety of vegetables that fit into the root, stem, flower, leaf, fruit, and seed categories. Spread these fruits and vegetables out on a table in your classroom. Invite students to inspect the samples. As a class, organize the produce into categories based on what part of the plant we eat. Remember that some fruits and vegetables will fit into more than one category. Discuss USDA nutrition recommendations with your students. A healthy diet for children between the ages of 4 and 8 includes approximately 1 to 1½ cups of fruit and 1½ cups of vegetables per day. For children between the ages of 9 and 13, the USDA recommends 1½ cups of fruit and 2 to 2½ cups of vegetables per day. Emphasize to your students that they have many choices to help them meet the recommended daily intake of fruits and vegetables, and that healthy eating makes us feel good and gives us energy to grow, learn, and play.
2. Send home the parent letter for the *Edible Plant Parts* unit, page 58.
3. Explain that the class will be going to the computer lab so each student can look up a recipe featuring a favorite fruit or vegetable. Once they have found their recipe, students will go home and prepare the recipe with an adult family member and share it with their family during a meal.
4. In the computer lab, give students the following step-by-step instructions once they have logged on to www.harvestofthemonth.com
 - a. Click on the large purple icon called “Download Monthly Elements” in the upper-right corner.
 - b. Choose a favorite fruit or vegetable from the fall, winter, spring, or summer column and click on it.
 - c. Click on the PDF for “Family Newsletter” (*Choose English or Spanish*).
 - d. Find the recipe on the Family Newsletter.
 - e. Print or write down the recipe to prepare at home.
5. Provide students with the parent letter/instruction sheet for preparing their recipe at home. The instruction sheet will need to be signed by an adult family member to show that the recipe was prepared and served to the family.



California Foundation for
Agriculture in the Classroom

Eat 'Em Up

Extension

- ▶ In the computer lab, allow your students to explore the “Kids’ Place” section of MyPlate. There are a number of fun and educational games and activities that teach students about the benefits of healthy eating and exercise habits.

[www.choosemyplate.gov /kids](http://www.choosemyplate.gov/kids)

Variation

- ▶ Instead of buying fruits and vegetables for display, draw columns on the board for roots, stems, flowers, leaves, fruits, and seeds and ask students to help you fill in examples of each.



Edible Plant Parts Unit

Dear Parents,

Our class is studying a unit on *Edible Plant Parts*. This unit teaches students about plant anatomy, agriculture, and healthy eating habits. As a culmination to this activity, your student chose a healthy recipe featuring their favorite fruit or vegetable. We ask that you help your student prepare the recipe and serve it as part of a meal at home. We selected recipes in the computer lab at school using the Harvest of the Month website from the Network for a Healthy California. Directions for the project are listed below. Please sign and have your students return this paper to class once you have completed the project. Thank you for your participation.

Procedure for Parents and Students

1. Purchase ingredients for the recipe chosen by your student. If you have a computer, you may view other recipes by clicking on the “Monthly Elements” tab at www.harvestofthemonth.com
2. In the Family Newsletter you can find recipes, daily serving size, nutrition facts, and other information about your selected fruit or vegetable.
3. Answer the following questions using the information on the family newsletter where your recipe is listed.
 - a. What fruit or vegetable are you featuring in your recipe? _____
 - b. What is the name of the recipe that you will be preparing? _____
 - c. What is one serving size for the recipe you will be preparing? _____
 - d. How many people will the recipe serve? _____
 - e. What are some key nutrition benefits of your chosen fruit or vegetable? _____

4. Prior to cooking, wash cookware, cooking surfaces, produce, and your hands.
5. Prepare your recipe as outlined in the directions.
6. Serve the recipe to your family during a meal. Explain the nutrition benefits of your chosen fruit or vegetable to your family.

This project has been completed: _____ Date: _____

Parent Signature



California Foundation for
Agriculture in the Classroom

Agricultural Organizations

General

California Farm Bureau Federation

2300 River Plaza Drive
Sacramento, CA 95833
Phone: (916) 561-5500
Email: cfbf@cfbf.com
Website: www.cfbf.com

California Federation of Certified Farmers' Markets

Post Office Box 1813
Davis, CA 95617
Phone: (530) 753-9999
Email: CFCFM@comcast.net
Website: www.cafarmersmarkets.com

California Foundation for Agriculture in the Classroom

2300 River Plaza Drive
Sacramento, CA 95833
Toll free: (800) 700-2482
Fax: (916) 561-5697
Email: info@LearnAboutAg.org
Website: www.LearnAboutAg.org

California Rare Fruit Growers

The Fullerton Arboretum - CSUF
Post Office Box 6850
Fullerton, CA 92834-6850
Website: www.crfg.org

Community Alliance with Family Farmers

Post Office Box 363
Davis, CA 95617
Phone: (530) 756-8518
Fax: (530) 756-7857
Website: www.caff.org

Network for a Healthy California

California Department of Public Health
Post Office Box 997377
Sacramento, CA 95899-7377
Phone: (916) 449-5417
Fax: (916) 449-5415
Website: www.harvestofthemoonth.com

Produce for Better Health Foundation

7465 Lancaster Pike, Suite J, 2nd Floor
Hockessin, DE 19707
Phone: (888) 391-2100
Fax: (302) 235-5555
Website: www.fruitsandveggiesmorematters.org

Apples

California Apple Commission

770 East Shaw, Suite 310
Fresno, CA 93710
Phone: (559) 225-3000
Fax: (559) 225-3111
Website: www.calapple.org

United States Apple Association

8233 Old Courthouse Road, Suite 200
Vienna, VA 22182
Phone: (703) 442-8850
Fax: (703) 790-0845
Website: www.usapple.org

Apricots

Apricot Producers of California

2111 Geer Road, Suite 611
Turlock, CA 95382
Phone: (209) 632-9777
Fax: (209) 632-9779
Website: www.apricotproducers.com



California Foundation for
Agriculture in the Classroom

Agricultural Organizations

Artichokes

California Artichoke Advisory Board

Post Office Box 474
Castroville, CA 95012
Phone: (831) 633-4411
Fax: (831) 633-0215
Website: www.artichokes.org

Asparagus

California Asparagus Commission

1432 McCabe Cove
El Centro, CA 92243
Phone: (760) 356-4906
Email: ccwatte@calasparagus.com
Website: www.calasparagus.com

Avocados

California Avocado Commission

12 Mauchly, Suite L
Irvine, CA 92618-6305
Phone: (949) 341-6305
Fax: (949) 341-1970
Website: www.avocado.org

Calavo Growers of California

1141-A Cummings Road
Santa Paula, CA 93060
Phone: (805) 525-1245
Website: www.calavo.com

Beans

California Dry Bean Board

531-D North Alta Avenue
Dinuba, CA 93618-3203
Phone: (559) 591-4866
Fax: (559) 591-5744
Website: www.calbeans.org

Blueberries

California Blueberry Association

770 E Shaw Avenue, Suite 310
Fresno, CA 93710
Phone: (559) 225-3395
Website: www.calblueberry.org

U.S. Highbush Blueberry Council

80 Iron Point Circle, Suite 114
Folsom, CA 95630-8593
Phone: (916) 983-0111
Fax: (916) 983-9022
Website: www.blueberry.org

Cantaloupe

California Cantaloupe Advisory Board

531-D North Alta Avenue
Dinuba, CA 93618
Phone: (559) 591-5715
Fax: (559) 591-5744
Website: www.cmrh.org

Carrots

Grimmway Farms

Post Office Box 81498
Bakersfield, CA 93380
Phone: (800) 301-3101
Website: www.grimmway.com

Cherries

California Cherry Advisory Board

1521 I Street
Sacramento, CA 95814
Phone: (916) 441-1063
Fax: (916) 446-1063
Website: www.calcherry.com



California Foundation for
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Agricultural Organizations

Cherry Marketing Institute

Post Office Box 30285
Lansing, MI 48909-7785
Phone: (517) 669-4264
Email: info@choosecherries.com
Website: www.choosecherries.com

Corn

National Corn Growers Association

632 Cepi Drive
Chesterfield, MO 63005
Phone: (636) 733-9004
Fax: (636) 733-9005
Website: www.ncga.com

Cranberries

Cape Cod Cranberry Growers' Association

2 Carver Square
Carver, MA 02330
Phone: (508) 866-7878
Fax: (508) 866-4220
Email: info@cranberries.org
Website: www.cranberries.org

Dates

California Date Administrative Committee

Post Office Box 1736
Indio, CA 92201
Phone: (800) 223-8748
Fax: (760) 347-6374
Email: dates2000@earthlink.net
Website: www.datesaregreat.com

Figs

California Fig Advisory Board

600 West Shaw Avenue, Suite 300
Fresno, CA 93704
Phone: (559) 243-8600
Fax: (559) 243-8605
Email: info@californiafigs.com
Website: www.californiafigs.com

Grapefruit

California Citrus Growers Association

1019 North Demaree, Suite B
Visalia, CA 93291
Phone: (559) 622-9758
Fax: (599) 622-9840
Website: www.calcitrusgrowers.com

Grapes

California Table Grape Commission

392 West Fallbrook, Suite 101
Fresno, CA 93711-6150
Phone: (559) 447-8350
Fax: (559) 447-9184
Website: www.tablegrape.com

Concord Grape Association

5775 Peachtree-Dunwoody Road, Suite 500-G
Atlanta, GA 30342
Phone: (404) 252-3663
Fax: (404) 252-0774
Website: www.concordgrape.org

California Association of Winegrape Growers

1325 J Street, Suite 1560
Sacramento, CA 95814
Phone: (800) 241-1800
Fax: (916) 379-8999
Website: www.cawg.org



California Foundation for
Agriculture in the Classroom

Agricultural Organizations

Kiwifruit

California Kiwifruit Commission

1521 I Street
Sacramento, CA 95814
Phone: (916) 441-0678
Fax: (916) 446-1063
Website: www.kiwifruit.org

Lemons

California Citrus Growers Association

1019 North Demaree, Suite B
Visalia, CA 93291
Phone: (559) 622-9758
Fax: (599) 622-9840
Website: www.calcitrusgrowers.com

Lettuce

Leafy Greens Council

33 Pheasant Lane
St. Paul, MN 55127
Phone: (651) 484-7270
Website: www.leafy-greens.org

Mushrooms

American Mushroom Institute

1284 Gap Newport Pike, Suite 2
Avondale, PA 19311
Phone: (610) 268-7483
Fax: (610) 268-8015
Email: MushroomNews@kennett.net
Website: www.americanmushroom.org

Mushroom Council

2880 Zanker Road, Suite 203
San Jose, CA 95134
Phone: (408) 432-7210
Fax: (408) 432-7213
Email: info@mushroomcouncil.org
Website: www.mushroominfo.com

Olives

California Olive Committee

770 East Shaw Avenue, Suite 310
Fresno, CA 93710
Phone: (559) 456-9096
Fax: (559) 456-9099
Website: www.calolive.org

California Olive Oil Council

801 Camelia Street, Suite D
Berkeley, CA 94710
Phone: (888) 718-9830
Fax: (510) 898-1530
Website: www.cooc.com

Onions

National Onion Association

822 7th Street, Suite 510
Greeley, CO 80631
Phone: (970) 353-5895
Fax: (970) 353-5897
Website: www.onions-usa.org

Oranges

California Citrus Growers Association

1019 North Demaree, Suite B
Visalia, CA 93291
Phone: (559) 622-9758
Fax: (599) 622-9840
Website: www.calcitrusgrowers.com

Papayas

Calavo Growers of California

1141-A Cummings Road
Santa Paula, CA 93060
Phone: (805) 525-1245
Website: www.calavo.com



California Foundation for
Agriculture in the Classroom

Agricultural Organizations

Peaches

California Cling Peach Board

c/o Echo Communications
1195 Park Avenue, Suite 212
Emeryville, CA 94608
Phone: (510) 654-5400
Fax: (510) 654-5402
Email: calclingpeach@echopr.com
Website: www.calclingpeach.com

California Canning Peach Association

2300 River Plaza Drive, Suite 110
Sacramento, CA 95833
Phone: (916) 925-9131
Fax: (916) 925-9030
Website: www.calpeach.com

Pears

California Pear Advisory Board

1521 I Street
Sacramento, CA 95814
Phone: (916) 441-0432
Fax: (916) 446-1063
Website: www.calpear.com

Pear Bureau Northwest

4382 SE International Way
Milwaukie, OR 97222-4635
Phone: (503) 652-9720
Fax: (503) 652-9721
Website: www.usapears.org

Persimmons

California Fuyu Growers Association

Post Office Box 1301
Valley Center, CA 92082
Email: jl bathgate@worldnet.att.net
Website: www.sdfarmbureau.org/fuyu

Potatoes

United States Potato Board

7555 East Hampden Avenue, Suite 412
Denver, CO 80231
Phone: (303) 369-7783
Fax: (303) 369-7718
Website: www.potatogoodness.com

Prunes (Dried Plums)

California Dried Plum Board

3840 Rosin Court, Suite 170
Sacramento, CA 95834
Phone: (916) 565-6232
Fax: (916) 565-6237
Website: www.californiadriedplums.org

Raisins

California Raisin Marketing Board

2445 Capitol Street, Suite 200
Fresno, CA 93721
Phone: (559) 248-0287
Fax: (559) 224-7016
Email: info@raisins.org
Website: www.calraisins.org

Sun-Maid Growers of California

13525 South Bethel Avenue
Kingsburg, CA 93631
Phone: (559) 896-8000
Fax: (559) 897-6209
Website: www.sunmaid.com

Spinach

Fresh Express

Post Office Box 80599
Salinas, CA 93901
Phone: (831) 772-6054
Fax: (831) 759-4782
Website: www.freshexpress.com



California Foundation for
Agriculture in the Classroom

Agricultural Organizations

Strawberries

California Strawberry Commission

Post Office Box 269
Watsonville, CA 95077-0269
Phone: (831) 724-1301
Fax: (831) 724-5973
Email: info@calstrawberry.com
Website: www.calstrawberry.com

Sweet Potatoes

North Carolina Sweet Potato Commission

700 E Parrish Drive, Suite C
Benson, NC 27504
Phone: (919) 894-1067
Fax: (919) 894-7018
Website: www.ncsweetpotatoes.com

Sweet Potato Council of California

Post Office Box 366
Livingston, CA 95334
Phone: (209) 358-1685
Fax: (209) 358-2750
Website: www.cayam.com

Tangerines

California Citrus Growers Association

1019 North Demaree, Suite B
Visalia, CA 93291
Phone: (559) 622-9758
Fax: (599) 622-9840
Website: www.calcitrusgrowers.com

Tomatoes

California Tomato Farmers

1521 I Street
Sacramento, CA 95814
Phone: (916) 441-3010
Fax: (916) 446-1063
Website: www.californiatomatofarmers.com

California Tomato Growers Association

2300 River Plaza Drive, Suite 100
Sacramento, CA 95833
Phone: (916) 925-0225
Fax: (916) 925-0213
Website: www.ctga.org

Watermelon

National Watermelon Promotion Board

3361 Rouse Road, Suite 150
Orlando, FL 32817
Phone: (877) 599-9595
Fax: (407) 657-2213
Website: www.watermelon.org



California Foundation for
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Related Websites

This list is offered as an informational resource only. It contains websites established by various entities and at the time of printing related to nutrition and agriculture. The list is not considered to be all-inclusive.

The entities or contents of the sites on this list are not endorsed by the California Foundation for Agriculture in the Classroom or by the authors of *Edible Plant Parts*.

4-H

www.4-h.org

Alliance for a Healthier Generation

www.healthiergeneration.org

American Farm Bureau Foundation for Agriculture

www.agfoundation.org

American Dietetic Association

www.eatright.org

American Heart Association

www.americanheart.org

American School Health Association

www.ashaweb.org

California Foundation for Agriculture in the Classroom

www.LearnAboutAg.org

California Farm Bureau Federation

www.cfbf.com

Champions for Change

www.cachampionsforchange.cdph.ca.gov

Community Alliance for Family Farmers

www.caff.org

Fruits and Veggies: More Matters

www.fruitsandveggiesmorematters.org

Harvest of the Month

www.harvestofthemonth.com

MyPlate

www.choosemyplate.gov

National Foundation for Agriculture in the Classroom

www.agclassroom.org

Nutrition

www.nutrition.gov

Produce for Better Health Foundation

www.pbhfoundation.org

The Great Plant Escape

www.urbanext.illinois.edu

Related Literature

Aboff, Marcie. *The Fantastic Fruit Group*. Capstone Press, 2012. This comic-style book will help readers understand the various types of fruits, how they are grown, and how they contribute to MyPlate. ISBN 978-1-4296-6090-7

Adler, Karen. *California Fruit Raps*. Karen Adler Books, 2007. After singing along with Karen Adler, students will be motivated to make healthy choices by visiting the produce section at the market. This interactive CD and song book motivates students to eat California fruits. ISBN 978-0967977256

Adler, Karen. *The Story of Raisins*. Karen Adler Books, 2005. This nonfiction story tells how raisins were discovered and how they are grown. ISBN 978-0-9679772-3-2

Adamson, Heather. *A Day in the Life of a Farmer*. Capstone Press, 2003. Spend a day with Farmer Dave in his Midwest farm as he feeds animals, drives a tractor, and brings in the harvest. ISBN 978-0-7368-2283-1

Amstutz, Lisa J. *Which Seed Is This?* Capstone Press, 2012. Seeds come in many shapes and sizes. Through the picture book, learn which seeds will grow into which fruits, vegetables, or flowers. ISBN 978-1-4296-7552-9

Bodach, Vijaya Khisty. *Seeds*. Capstone Press, 2007. This book describes how seeds are spread, what they need to grow into plants, and some that are good to eat. ISBN 978-0-7368-9623-8

California School Garden Network. *Gardens for Learning*. California School Garden Network, 2006. This comprehensive guidebook provides a strong foundation to support the growing school garden movement. ISBN 978-0-9788693-0-4

Dickmann, Nancy. *Vegetables (Healthy Eating with MyPlate)*. Heinemann-Raintree, 2012. In this book, learn about vegetables and their nutritional benefits. ISBN 978-1-4329-6974-9

Durrant, Lynda. *The Sun, the Rain, and the Apple Seed*. Clarion Books, 2003. Historical fiction about real-life American folk hero Johnny Appleseed. ISBN 978-0-618-23487-5

Related Literature

Farmer, Jacqueline. *Apples*. Charlesbridge, 2007. This educational book features the history, uses, and anatomy of apples. Also includes recipes and nutritional information. ISBN 978-1-57091-694-6

Gibbons, Gail. *The Vegetables We Eat*. Holiday House, 2008. Enjoy a wealth of information about a variety of vegetables, from how they are planted to how they get to stores. ISBN 978-0-8234-2153-4

Guillain, Charlotte. *Spot the Difference: Flowers*. Heinemann Library, 2008. This book introduces children to the parts of a flower using intriguing photos of a variety of plants to provide child-friendly examples. ISBN 978-1-4329-0952-9

Guillain, Charlotte. *Spot the Difference: Seeds*. Heinemann Raintree, 2008. Learn about seeds and how they are different from plant to plant. ISBN 978-0-431-19232-1

Hesser, Leon. *The Man Who Fed the World*. Durban House, 2009. A biography of Dr. Norman Borlaug, Nobel Peace Prize recipient for averting hunger and famine. He is credited with saving hundreds of millions of people from starvation. ISBN 978-0-9818486-6-2

Hewitt, Sally. *Your Food*. Crabtree Publishing, 2009. Engage students with information about where their food comes from and how they can eat healthfully. ISBN 978-0-7787-4106-0

Hopkinson, Deborah. *A Packet of Seeds*. HarperCollins, 2004. A packet of seeds brings hope to a pioneer family as they leave their home and journey west. ISBN 978-0-06-009089-0

Hughes, Meredith Sayles. *Stinky and Stringy: Stem and Bulb Vegetables*. Lerner Publications Company, 1998. Examines the discovery and migration of onions, garlic, leeks, celery, asparagus, and rhubarb, as well as their roles in cooking, technology, and world cultures. ISBN 978-0-8225-2833-3

Hunter, Sally M. *Four Seasons of Corn: A Winnebago Tradition*. Lerner Publications Company, 1996. Enjoy learning how the Native American Winnebagos grow and process corn and the traditions they have. ISBN 978-0-8225-9741-4

Kalman, Bobbie. *I Eat a Rainbow*. Crabtree Publishing, 2010. Shows colorful fruits and vegetables illustrating a balanced diet comes from every color of the rainbow. ISBN 978-0-7787-9412-7

Related Literature

Kite, Patricia L. *Gardening Wizardry for Kids*. Barron's Educational Services, 1995. History and folklore associated with common fruits and vegetables and the methods for raising, eating, and crafting with them. ISBN 978-0-8120-8362-0

Peterson, Cris. *Harvest Year*. Boyds Mills Press, 1996. Full-color photos and clear, concise text take readers month-by month through a sampling of the wide diversity and volume of crops grown throughout the United States. ISBN 978-1-56397-571-4

Peterson, Cris. *Seed, Soil, Sun: Earth's Recipe for Food*. Boyds Mills Press, 2010. Seed, soil, and sun are three ingredients for growing food. ISBN 978-1-59078-713-7

Rand, Casey. *The Technology of Farming: Producing Vegetables*. Capstone. Explore where the vegetables you buy in the grocery store come from. ISBN 978-1-4329-6407-8

Scott, Emily. *Dinner from Dirt: Ten Meals Kids Can Grow and Cook*. Gibbs Smith Publisher, 1998. This book provides experiential ideas for planting and then cooking with the products. ISBN 978-0-87905-840-1

Spilsbury, Louise and Richard Spilsbury. *Plant Reproduction*. Heinemann Library, 2003. Describes how plants scatter their seeds by using insects, animals, and the wind. ISBN 978-0-431-11889-5

Spilsbury, Louise and Richard Spilsbury. *Why Do Plants Have Flowers?* Heinemann Library, 2006. Explains what pollen is, why some flowers are so colorful, and why plants make fruit. ISBN 978-1-4034-7368-4

Stevens, Janet. *Tops and Bottoms*. Harcourt Brace and Co., 1997. Folktale involves a hare and a bear as they plant and harvest vegetables. ISBN 978-0-15-292851-3

Matrix of Standards 2nd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
Science										
Life Sciences 2a	Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.		x				x			
Life Sciences 2d	Students know there is variation among individuals of one kind within a population.		x	x						
Life Sciences 2e	Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.		x							
Life Sciences 2f	Students know flowers and fruits are associated with reproduction in plants.						x	x		
Earth Sciences 3c	Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	x								
Earth Sciences 3e	Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.	x		x	x	x				
Investigation & Experimentation 4b	Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.		x		x		x			
Investigation & Experimentation 4c	Compare and sort common objects according to two or more physical attributes.				x			x	x	
Investigation & Experimentation 4e	Construct bar graphs to record data, using appropriately labeled axes.				x		x			
Investigation & Experimentation 4f	Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.		x							
Investigation & Experimentation 4g	Follow oral instructions for a scientific investigation.		x		x		x		x	

Matrix of Standards

2nd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
Next Generation Science										
2-LS2-1 Ecosystems	Plan and conduct an investigation to determine if plants need sunlight and water to grow.		x							
2-LS2-2 Ecosystems	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.					x				
2-LS2.A Interdependent Relationships in Ecosystems	Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.	x					x		x	
2-LS4-1 Biological Evolution	Make observations of plants and animals to compare the diversity of life in different habitats.			x	x					
2-PS1-1 Matter & Its Interactions	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.							x		
2-PS1-3 Matter & Its Interactions	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.							x		
English Language Arts										
Reading Informational Text 1	Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.								x	x
Reading Informational Text 7	Explain how specific images contribute to and clarify a text.				x	x				
Reading Informational Text 10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.							x	x	x
Writing 8	Recall information from experiences or gather information from provided sources to answer a question.	x	x		x		x			

Matrix of Standards

2nd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
Speaking & Listening 1a	Follow agreed-upon rules for discussions.	x	x		x		x			
Speaking & Listening 1b	Build on others' talk in conversations by linking their comments to the remarks of others.	x	x		x		x			
Speaking & Listening 1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	x	x		x		x			
Speaking & Listening 3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		x							x
Mathematics										
Measurements & Data 1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				x					
Measurements & Data 4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				x					
Health										
1.1N Nutrition	Classify various foods into appropriate food groups	x			x			x		
1.2N Nutrition	Identify the number of servings of food from each food group that a child needs daily.	x			x				x	x
1.4N Nutrition	List the benefits of healthy eating.	x					x			x
1.6N Nutrition	Describe how to keep food safe from harmful germs.									x
1.7N Nutrition	Identify a variety of healthy snacks.	x		x		x	x		x	x
1.9N Nutrition	Explain how both physical activity and eating habits can affect a person's health.	x								

Matrix of Standards

2nd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
3.1N Nutrition	Identify resources for reliable information about healthy foods.									x
6.1N Nutrition	Set a short-term goal to choose healthy foods for snacks and meals.									x
8.1N Nutrition	Practice making healthy eating choices with friends and family.									x
History-Social Science										
2.4.1 People Who Make a Difference	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	x		x			x			
2.4.2 People Who Make a Difference	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.						x			
Visual Arts										
1.1 Artistic Perception	Perceive and describe repetition and balance in nature, the environment, and in works of art.							x		
2.1 Creative Expression	Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.							x		
2.2 Creative Expression	Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.							x		
5.1 Connections and Applications	Use placement, overlapping, and size differences to show opposites.							x		

Matrix of Standards

3rd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
Science										
Life Sciences 3a	Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.		x	x	x	x	x		x	
Life Sciences 3d	Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.		x							
Investigation & Experimentation 5c	Use numerical data in describing and comparing objects, events, and measurements.		x		x				x	
Investigation & Experimentation 5e	Collect data in an investigation and analyze those data to develop a logical conclusion.								x	
Next Generation Science										
3-LS1-1 From Molecules to Organisms	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.					x				
3-LS1.B Growth & Development of Organisms	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.						x			
3-LS3-1 Heredity	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.				x					
3-LS3-2 Heredity	Use evidence to support the explanation that traits can be influenced by the environment.		x							
English Language Arts										
Reading Informational Text 1	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.								x	x

Matrix of Standards

3rd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
Reading Informational Text 7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).				x	x				
Reading Informational Text 10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.								x	x
Writing 8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	x	x		x		x			
Speaking & Listening 1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	x	x		x		x			
Speaking & Listening 1b	Follow agreed-upon rules for discussion.	x	x		x		x			
Speaking & Listening 1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	x	x		x		x			
Mathematics										
Measurements & Data 4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.		x		x					
History-Social Science										
3.1.2 Continuity & Change	Trace the ways in which people have used the resources of the local region and modified the physical environment.						x			
3.3.2 Continuity & Change	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.						x			

Matrix of Standards 3rd Grade

Standard	Description	Why People Need Plants	Dig 'Em Up	Snappy Stems	Luscious Leaves	Fabulous Flowers	Freshest Fruits	Supreme Seeds	Edible Plant Game	Eat 'Em Up
3.5.1 Continuity & Change	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	x		x			x			
Health										
2.1G Growth & Development	Explain how individual behaviors and one's family and school influence growth and development.									x
7.1G Growth & Development	Determine behaviors that promote healthy growth and development.									x
6.1M Mental, Emotional, & Social Health	Make a plan to help at home and show responsibility as a family member.									x
6.1P Personal & Community Health	Set a short-term goal for positive health practices.									x
8.1P Personal & Community Health	Support others in making positive health choices.									x
Visual Arts										
1.1 Artistic Perception	Perceive and describe rhythm and movement in works of art and in the environment.							x		
1.5 Artistic Perception	Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.						x			

Glossary

Agriculture: The science and business of growing crops and raising livestock.

Ascorbic acid: Another name for vitamin C; necessary in the body for healthy cells.

Bulb: An underground bud which enables a plant to live through winter; formed of stem and surrounded by fleshy leaves.

Citric acid: An organic acid which acts as a natural preservative. It is also used to add an acidic, or sour, taste to foods and beverages.

Climate: The weather conditions of a region, such as temperature, air pressure, humidity, precipitation, sunshine, cloudiness, and winds.

Commodity: Fruits, vegetables, nuts, or grains, as a unit that are bought or sold.

Conservation: The careful use of resources such as water.

Consumer: A person or thing that eats or uses something.

Crop: An agricultural plant grown and harvested.

Cup equivalent: The amount of a food product that is considered equal to 1 cup from the vegetable, fruit, or milk food group. A cup equivalent for some foods may be less than a measured cup because the food has been concentrated (*such as raisins or tomato paste*), or more than a cup for some foods that are airy in their raw form and do not compress well into a cup (*such as salad greens*).

Discoloration: A change in color.

Distribution center: A place where food or other items are stored until they are transported to a store, wholesale market, or elsewhere.

Edible: Something that can be eaten.

Embryo: A tiny plant within a seed.

Farm: A piece of land where crops or animals are raised.

Glossary

Farmer: A person who produces food, fiber, or plants, for others to use.

Fiber: An indigestible carbohydrate found in plant foods that is important to the health of the digestive tract.

Fibrous root system: A root system of fine, shallow, branching roots with no single large tap root. Plants such as grasses have fibrous root systems.

Flatbed: A truck or trailer without sides.

Fruit: Scientifically speaking, the matured ovary of a flower and its contents; some fruits such as squash are called vegetables because they are vegetation that is prepared for the table.

Fungus: A simple plant that lacks chlorophyll. Fungi get their food from decaying material.

Flower: The reproductive part of a plant. The color, shape, and fragrance of the flowers aid in pollination, which leads to seed production.

Geography: The mountains, valleys, lakes, rivers, and other physical elements that make up an area.

Grain: A small hard seed of a cereal plant such as wheat or rice.

Harvest: The gathering of a crop.

Leaf: The flat, thin expanded part of a plant that branches off the stem. Leaves are the main site of photosynthesis.

Map: A picture that represents all or part of the Earth's surface.

MyPlate: Developed by the United States Department of Agriculture, a visual cue that reminds consumers how to make healthy food choices. MyPlate replaced MyPyramid in 2011.

Nutrient: A chemical component of food that is essential, in some quantity, to a living organism.

Glossary

Nutrition: The interaction between food and a living organism.

Ounce equivalent: The amount of a food product that is considered equal to 1 ounce from the grain group or the protein foods group. An ounce equivalent for some foods may be less than a measured ounce if the food is concentrated or low in water content (*nuts, peanut butter, dried meats, or flour*), or more than an ounce if the food contains a large amount of water (*tofu, cooked beans, cooked rice, or cooked pasta*).

Oxidation: The interaction between oxygen molecules and all the different substances they may contact, from metal to living tissue.

Percent Daily Value: The recommended amount of a nutrient to eat each day to stay healthy. The values on the label are based on a 2,000-calorie diet.

Phloem: Specialized plant cells that transport food throughout the plant.

Photosynthesis: The process by which plants make their food using sunlight, water, and carbon dioxide.

Pollen basket: The concave surface on the outer hind leg of the honey bee that is fringed with long, curved hairs to catch pollen.

Proboscis: The long, slender, hairy tongue of the honey bee that acts like a straw to bring nectar from the flower to the bee's mouth.

Produce: Fresh fruits and vegetables.

Root: The underground part of a plant. The root's functions are to anchor the plant, absorb water and minerals, and store food.

Seed: The part of a flowering plant that contains an embryo within its protective coat and a stored food supply.

Scientific method: The techniques scientists use for investigating phenomena and acquiring new knowledge.

Stem: The main supportive part of a plant; part of the transport system carrying water from the roots and food produced during photosynthesis to other parts of the plant.

Glossary

Tap root system: Tap root systems consist of a single, large root that grows deep into the soil. Smaller lateral roots branch off of the tap root. An example of a plant with a taproot is a dandelion.

Tuber: The short, thickened, fleshy part of an underground stem, which can grow new shoots. A potato is a tuber.

Vegetable: The edible part of a plant which is generally served as part of a main meal; also known as vegetation that is prepared for the table.

Vitamins: A group of essential nutrients used in small quantities to regulate body processes.

Xylem: Specialized plant cells that transport water throughout the plant.