



## What Plant Part are We Eating?



### Materials:

- *The Ugly Vegetables & Community Garden*
- Several pictures of vegetables that represent root, stem, leaf, flower, seed, bulb parts of plants, and that correspond to the soup ingredients (e.g. celery, onion, broccoli, carrot, cabbage, corn, pumpkin)
- non-fiction expository texts about vegetables
- blank books
- clipboards
- paper
- post-it notes
- writing and drawing utensils

### Vocabulary:

- **Root vegetables:** underground plants eaten for food
- Leaf-
- **Stem:** the stalk of a plant
- **Flower:** the part of a plant where seeds are stored
- **Seed:** the part of the plant that can grow a new plant
- **Bulb:** underground mass of food storage from which plants grow

### Preparation:

Set up materials.

### Intro to Centers:

“Remember the girl and her mother in *The Ugly Vegetables* grew vegetables in a garden. They picked them and cooked them in a pot to make a delicious soup. Kioni and her **neighbors** in *Community Soup* also made from the soup from **vegetables** they grew in a **community garden**.”

“Vegetables come from different parts of the plant. On some plants we eat the vegetables that grow above the ground and sometimes we eat the vegetables that grow below the ground.”

“Today in Library and Listening, you can use research to see what part of the plant you like to eat.”

*Show pages in both books.*

*Show images of stem vegetables and root vegetables that are found in soup.*

***During Centers:***

Encourage children to collaborate in their research, i.e., one child writes facts and another child creates illustrations. Encourage children to compare and contrast vegetables. Encourage children to use scientific illustrations, i.e. diagrams, graphs, etc. to convey information. Compare and contrast photographs and drawings in non-fiction texts.

***Guiding Questions during Centers:***

- What information did you discover about \_\_\_\_\_ (vegetable)?
- What could you do if you didn't know what part of the plant you like eating?
- How will you use your research?
- Some people get fruit and vegetables fresh from a garden; others buy them in cans or packages at the store. What kind of vegetables does your family eat? Where do they come from?

***Thinking & Feedback:***

Invite children to share their processes. Encourage children to describe the challenges they might have encountered in their research.

***Documentation:***

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children to present their research in multiple ways, i.e., sharing a recipe, creating a three-dimensional representation of a plant or vegetable using Beautiful Stuff.

Encourage children to consider the impact of humans on gardens growing fruits and vegetables.