

Creative Veggies

Standards of Learning

Science K.1, K.7, K.9, 1.1, 1.4, 2.1, 2.4, 2.8, 3.8, 4.4

English K.1, K.2, 1.1, 1.2, 2.1, 2.2, 3.1

Health K.1, 1.2, 2.2, 3.1

Objective

Students will:

- Investigate and understand that plants have functional parts
- Listen and respond to a variety of books

Materials

- *Tops and Bottoms* by Janet Stevens
- Blank white paper (one sheet for each student)
- Vegetable templates (sheets provided)
- Construction paper
- Scissors
- Glue
- Markers/colored pencils

Background Knowledge

This lesson focuses on the plant parts and characteristics of vegetables. Specifically, students will learn that plants have edible and non-edible parts. The edible parts may be on the top, bottom, or in the middle, depending on the plant. Carrots, radishes, and beets are examples of vegetables with edible bottoms. Lettuce, broccoli, and celery are examples of vegetables with edible tops. Corn is an example of a vegetable with an edible middle. Through literature and art connections, students will be introduced to these topics.

Depending on your students' abilities, the set up for the vegetable person activity may vary. The following set up suggestions may be beneficial: use the templates to cut vegetables from construction paper for the students; make copies of the templates on colored paper for the students to use; allow the students to create their own vegetables from construction paper. Any of these variations will work for the activity.

Procedure

1. Ask the students which vegetables are their favorite.
2. Ask the students to name them and write them on the board.
3. Ask the students if they know which part of the plant they eat when eating these vegetables.
4. Tell the students that the part which can be eaten is called the edible part.
5. Read the book, *Tops and Bottoms*, aloud to the class.
6. While reading, ask the following questions in reference to the page(s) listed.
 - How are the crops planted? (Page 8)
In rows
 - Who got the edible parts during the first harvest, Hare or Bear? (Pages 10-13)
Hare



- Which vegetables have edible bottoms? (Pages 10-13)
Carrots, radishes, beets
 - Who got the edible parts during the second harvest, Hare or Bear? (Pages 18-21)
Hare
 - Which vegetables have edible tops? (Pages 18-21)
Lettuce, broccoli, celery
 - Who got the edible parts during the third harvest, Hare or Bear? (Pages 26-29)
Hare
 - Which vegetable has edible middles? (Pages 26-29)
Corn
7. Tell the students that today they will be making their own vegetable people.
 8. Hand out the materials necessary for making the vegetable people: glue, scissors, construction paper, and templates.
 9. Ask the students to cut out their vegetables and glue them on their blank sheet of paper in the shape of a person.
 - Use the following guidelines:
 - i. Create the “feet” from a root.
 - ii. Create the “head” from an edible top.
 10. After the vegetables are glued on, tell the students to draw in any parts they need, such as eyes, nose, mouth, etc.
 11. After the person is completed, tell the students to label the vegetables they used on their paper.
 12. Tell the students to name their vegetable person.
 13. Finally, have students write a sentence about their vegetable person.
 14. Ask some students to share their vegetable people.
 15. While sharing, tell the students to include the vegetables they used and, if they know, to point out the edible parts.

Extension

- Ask students to choose a plant, find a picture of this plant, categorize it according to its characteristics (edible/non edible, flowering/non flowering, evergreen/deciduous), and present the information to the class.
- Copy a second set of vegetable templates and have students sort the cutouts by color, shape, size, and part eaten (Math 1.20).

References

Stevens, J. (1995). *Tops and Bottoms*. New York, NY: Scholastic Inc. ISBN: 0-590-97550-1



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