

# Plants on My Plate

by Cathy Smith

## Overview

*Use this book to help children develop an awareness that when they eat fruits and vegetables, they are eating parts of plants.*

### Literacy Focus *Word Count: 101 words*

**High Frequency Words**  
*are, eat, from, these, they*

**Content Words**  
*seeds, plant, peas, leaves, spinach, stems, celery, roots, carrots, flower buds, broccoli*

**Decoding Skills**

- **Word Endings:** -s for plurals (*plants, buds, stems, roots, leaves, seeds*)

- **Vowel Digraphs:** *ea, ee* (*eat, leaves, peas, seeds*)

**Comprehension/  
Thinking Skills**

- Making predictions
- Using graphic sources to understand text
- Using prior knowledge

**Text Features**

- Labels
- Bold-faced type

**Writing/Speaking  
and Listening**

- Labeling part of plants
- Sharing understanding of plant structure
- Discussing the functions of parts of plants

**Observe/Assess**

See Using Graphic Organizers in the Assessment Handbook.

### Science Focus

**Content and  
Thinking Skills**

- Understanding that plants provide food for people
- Understanding that the fruit and vegetables we eat are parts of plants
- Naming the parts of plants that people eat

**Background Information**

Children may know that fruits and vegetables are plants, but they may not realize which part of the plant they are eating. The basic parts of edible plants include leaves, flowers, roots, seeds, and stems. Sometimes, more than one part of a plant can be eaten; for example, both the roots and leaves of beet plants are edible.

**Correlation to  
National Standards**

**Life Science**

- Characteristics of Organisms
- Organisms and Their Environments

*See Standards Chart on page 204.*

## Literacy Focus

### Set the Scene

Establish children's understanding that plants have parts, just as our bodies have parts. List what they already know about plants we eat.

*Are fruits and vegetables plants?*

*Do we eat the whole plant?*

*What parts of plants have you eaten?*

### Read and Discuss

#### Cover and Title Page

Show children the book. Point out the title and the name of the author. What do they think this book will be about? Name plants the children think might be included in the text.

#### Pages 2-3

Read the text and discuss the picture, naming the vegetables shown. Point out the words in bold-faced type and the labels.

#### Pages 4-5

*What is the child eating?*

*What part of the plant do you think it is?*

*Have you eaten this?*

Confirm predictions by reading the text and the labeled photograph.

#### Pages 6-12

Continue the same questioning strategy for each vegetable pictured. Make a list of children's responses to the question on page 12.

### Respond



#### Labeling Plants

Activity Master, page 128

Have children label the plants on the Activity Master, page 128.

- Ask children to find all the plural words in the text. How can they make each word mean just one?

○		○		○
plants	-s	=	plant	
buds	-s	=	bud	
stems	-s	=	stem	
roots	-s	=	root	
seeds	-s	=	seed	

- Ask children to find words in the text with the long *e* vowel sound. Point out that many are spelled with *ee* and *ea*.



#### Meeting

#### Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198-203.

## Science Focus

### Science Concept

Plants are made up of different parts. People eat the parts of some plants.

### Activities

#### Growing Plants

Collect some bean seeds and plant them in a pot of soil. Watch how the seeds grow and how the different parts of the plants appear.

#### Plants at Work

Find out what each part of the plant does. Share ideas and information in a group discussion.

*What job do the leaves have?*

*Why are the roots special?*

*Why do plants have stems?*

#### Class Chart

Make a class chart of the plants that children eat. After lunch, have children recall what they ate and what parts of vegetables and fruits they may have eaten.



#### Plant Parts

Activity Master, page 129

Reinforce understanding of the parts of plants by having children attach the four labels at the bottom of the page to the appropriate spots on the Activity Master, page 129.

#### Plant Sort

Cut out pictures of fruits and vegetables and discuss what part of a plant each one is. Help children sort the pictures into these categories: *flower buds*, *stems*, *roots*, *leaves*, and *seeds*.

Name \_\_\_\_\_

## Plants on My Plate

Label each plant.

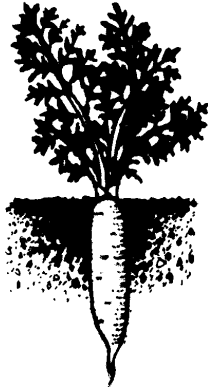
### Word Bank

spinach

celery

carrot

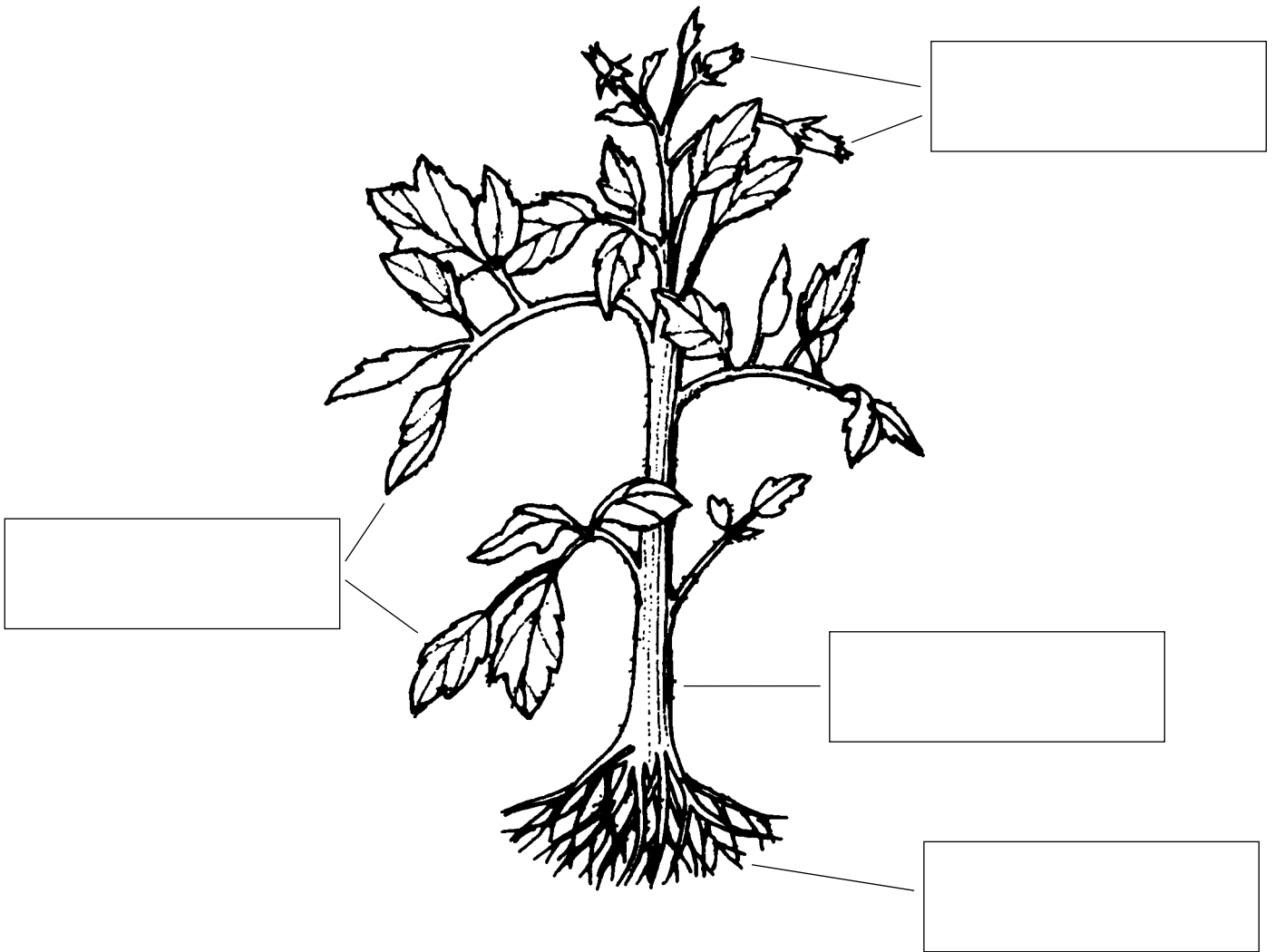
broccoli



Name \_\_\_\_\_

# Plants on My Plate

Glue each label next to the plant part it names.  
Color the plant.



✂

flower buds	roots
leaves	stems