

WHAT PART OF THE PLANT DO WE EAT

Grades K-2 • 45 minutes



COLLARD GREENS

OBJECTIVES

Students will be able to identify three different parts of a vegetable plant that we eat.

ESSENTIAL QUESTIONS

- Why do plants have different parts?
- Why do we eat different parts of different plants?
- What vegetables do we eat that are tops, middles or bottoms?

MA STATE FRAMEWORK(S)

- K-LS1-2(MA)

MATERIALS NEEDED

- [Tops and Bottoms](#) by Janet Stevens
- Video: youtu.be/sm5nAcqWmJU
- collard leaves
- drawing paper
- writing implement

PROCEDURE

Go around the circle and ask students to share one vegetable they like to eat. Record their ideas on the board or chart paper. After all students have shared, look at the list and ask students if they can name which vegetables on the list are the top or the leaves of the plant? (For example, lettuce, spinach, and collard greens.) Ask students to identify what vegetables we eat that are the bottom or the root of the plant. (For example, carrots, radishes, potatoes, onions and beets.) Ask students what vegetables they are eating when you eat the middle and the seeds of the plant? (For example, corn, and peas.) What about when we eat the fruit of the plant? (For example, tomatoes, cucumbers, strawberries, and apples.)

Read the story [Tops and Bottoms](#) by Janet Stevens. Ask students to share what stood out the most to them.

Break the class up into groups and give each student a piece of drawing paper. Put one collard green leaf at each table and ask students to sketch the leaf. Is the collard green leaf the top, middle or bottom?

Have a gallery walk for students to look at each other's sketches.

EXTENSIONS & VARIATIONS

Cook up collard greens and have a taste test.

Compare the collard greens to other types of brassicas such as cabbage, kale, brussel sprouts. What do they have in common? What looks different?