FOOD CROPS

LEARNING GOALS

By the end of the lesson, students will be able to:

- Use key vocabulary for plant parts to describe food crops, orally and in writing
- Use sequential words such as *first, then, finally* to describe how plants grow, orally and in writing
- Use the article "the" to describe plant growth, orally and in writing
- Summarize learning, using sentence frame "We learned about…"

Approximate time: 3 hours (2 days)

MATERIALS

- Diagram showing how a seed grows into a plant (page 4)
- Diagram showing growth of an eggplant plant (page 4)
- *From Seed to Plant* by Gail Gibbons (pp. 22-29)
- Word wall card for "food crops", "first", "then", "finally"
- Pictures of different food crops (page 5-8)
- Sets of life cycle of plant pictures (from p. 1 of life cycle of plants handout) (page 9)
- Chart paper/board, markers
- Food crops writing template (pages 10-11)

SEQUENCE

Ongoing Observation	5 minutes	Have students record their observation and measurement for both lettuce and bean in English. Refer to the word wall if needed for support.
Activating Prior Knowledge	5 minutes	Show the diagram of how a seed grows. Ask students what they see (review of plant parts). Show the diagram of how an eggplant plant grows. Ask what grows at the end (eggplant), and what plant part is an eggplant (fruit). Explain today we will learn about food crops that can be found in Kosrae/RMI, and how they grow.
Building Background/ Vocabulary Word Wall	20 minutes	Introduce the term "food crops" and teach meaning (plants grown for food). Remind students about the guest speaker. Ask students to name some food crops found in Kosrae/RMI. If students need hint, show pictures of different common food crops. Ask students how they would put the different food crops in different groups (e.g., by color, by shape, by size).

Reading	60 minutes	• Refer to the common food crops and ask students when we eat each food crop, what plant part do we eat? Take a few guesses and let students know we will return to that question later. • Reread pages 22-29 of *From seed to plant*. Pay attention to what plants need to grow (review). Pay attention to the use of "first", "then" on p. 23, "finally" on p. 27. Add the sequential words to word wall. • Using the illustrations as support, ask students how a seed grows into a plant. Model and practice using the sequential words "first", "then", "finally". E.g., "First, the seed goes into the soil. It gets rain and sun. Then, the roots grow. Then, the stem and leaves grow up. The plant gets big. Finally, the plant grows flowers and fruits." Have students practice with a partner MINI LESSON on article "the": use "the" instead of "a" or "an" when we are specific about which object we are referring to. In this case, we are specific about the plant parts. • Distribute sets of the Life Cycle of Plant cards to pairs of students. • Have students work with their partners to arrange the cards in the order plant's growth, starting from the beginning. Afterwards, orally talk about the order of plant growth, using the sequential words. Have student volunteer share out the order. • Refer back to the common food crops from earlier, and ask students when we eat each food crop, what plant part do we eat? • Go over the plant parts for the food crops (e.g., cucumber, banana, breadfruit: fruits; taro: roots; rice: seeds; lettuce: leaves) • Ask students what other food crops do we eat in Kosrae/RMI? What plant parts do those food crops come from? Record the names of the food crops and plant parts on chart paper or board
Writing	60 minutes	• Select one food crop, and draw on chart paper/board a series of pictures showing how the food crop grows from a seed. (e.g., how a cucumber seed grows cucumber). • Model for students how to write the first sentence on chart paper/board to describe the first stage, using sequential word and "the" (e.g., First, the cucumber seed goes into the soil.). • Ask student volunteer to come up and write the next sentence based on the second picture. Engage rest of class to help write the sentence. (e.g., Then, the rain falls. The sun comes out.) • Repeat the above step until all pictures have sentences. • Together, write a concluding sentence about eating the food crop (e.g., I like to eat cucumbers. They are the fruits of the cucumber plant.) • Explain to students they will now pick their favorite food crop (except food crops that are seeds) and draw and write about how the food crop grows from a seed.

		• Distribute a couple pieces of template to each student so they can draw and write a series of more than 3 pictures. • Have volunteers present their drawings and writing.
Wrap-Up	15 minutes	Refer back to how students group the food crops from Vocabulary Instruction/Building Background. Ask students if they can group them another way (by plant parts). Ask students to show how to group the food crops by plant parts. Summarize learning using sentence frame "We learned about _____"

http://1.bp.blogspot.com/_TA21Q3gw-so/TH-9u1Hw8XI/AAAAAAAAAD0/8XzUNuDbYwU/s1600/seed_to_a_plant.jpg

https://pixabay.com/en/sapling-plant-growing-seedling-154734/

http://vegetablegardeningideas.com/wp-content/uploads/2009/04/how-to-grow-cucumbers-300x225.jpg

http://upload.wikimedia.org/wikipedia/commons/b/b6/Banana.plant.kewgardens.arp.jpg

http://www.esri.com/news/arcnews/summer12articles/summer12gifs/p7p1-lg.jpg

http://survivalfoodplants.com/wp-content/uploads/2011/05/taro-colocasia-esculenta-1.jpg

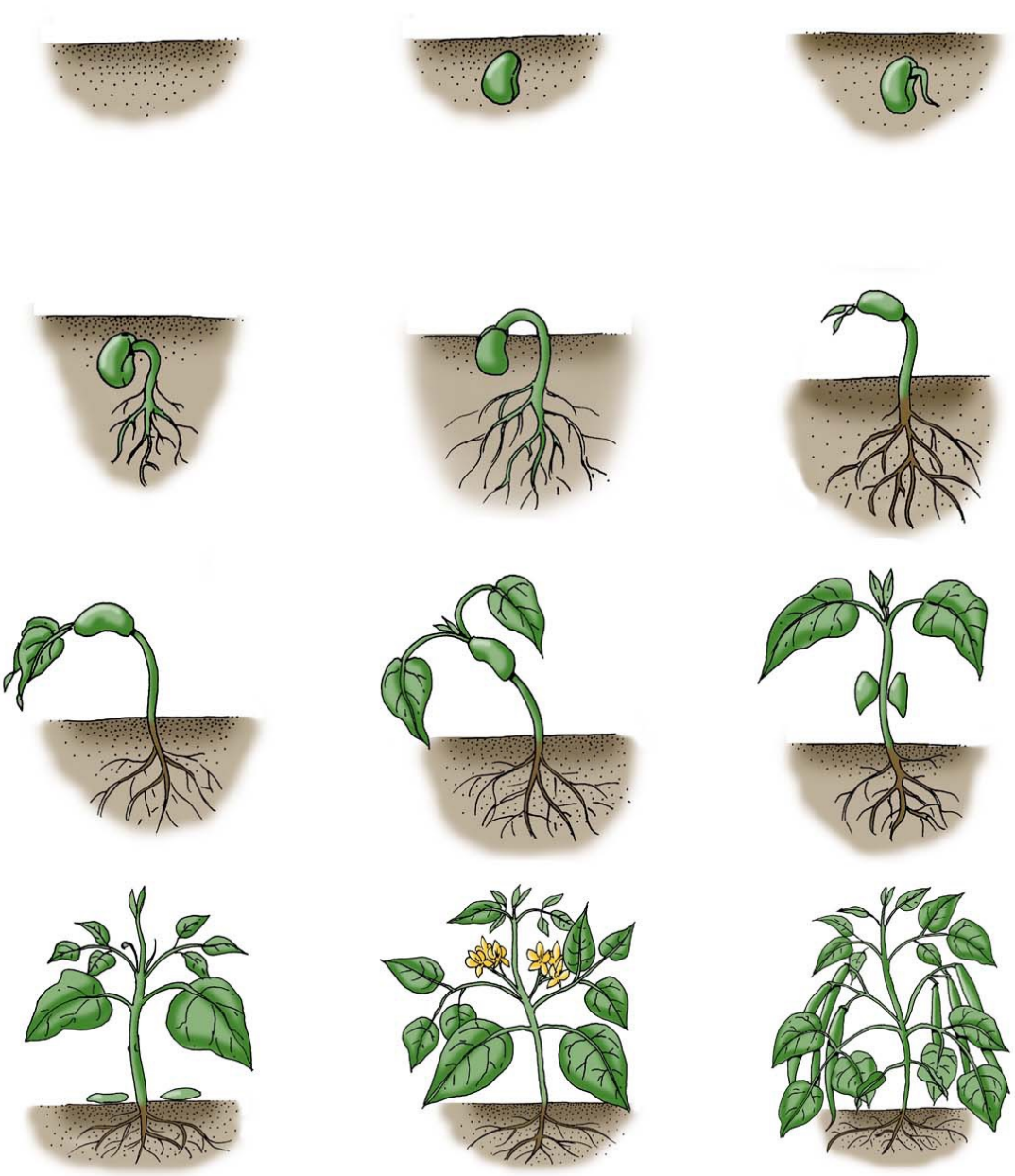
http://adalidda.com/wp-content/uploads/2013/07/rice-field.jpg

http://www.fda.gov/ucm/groups/fdagov-public/documents/image/ucm319871.jpg

http://upload.wikimedia.org/wikipedia/commons/4/49/Lettuce_mix.jpg

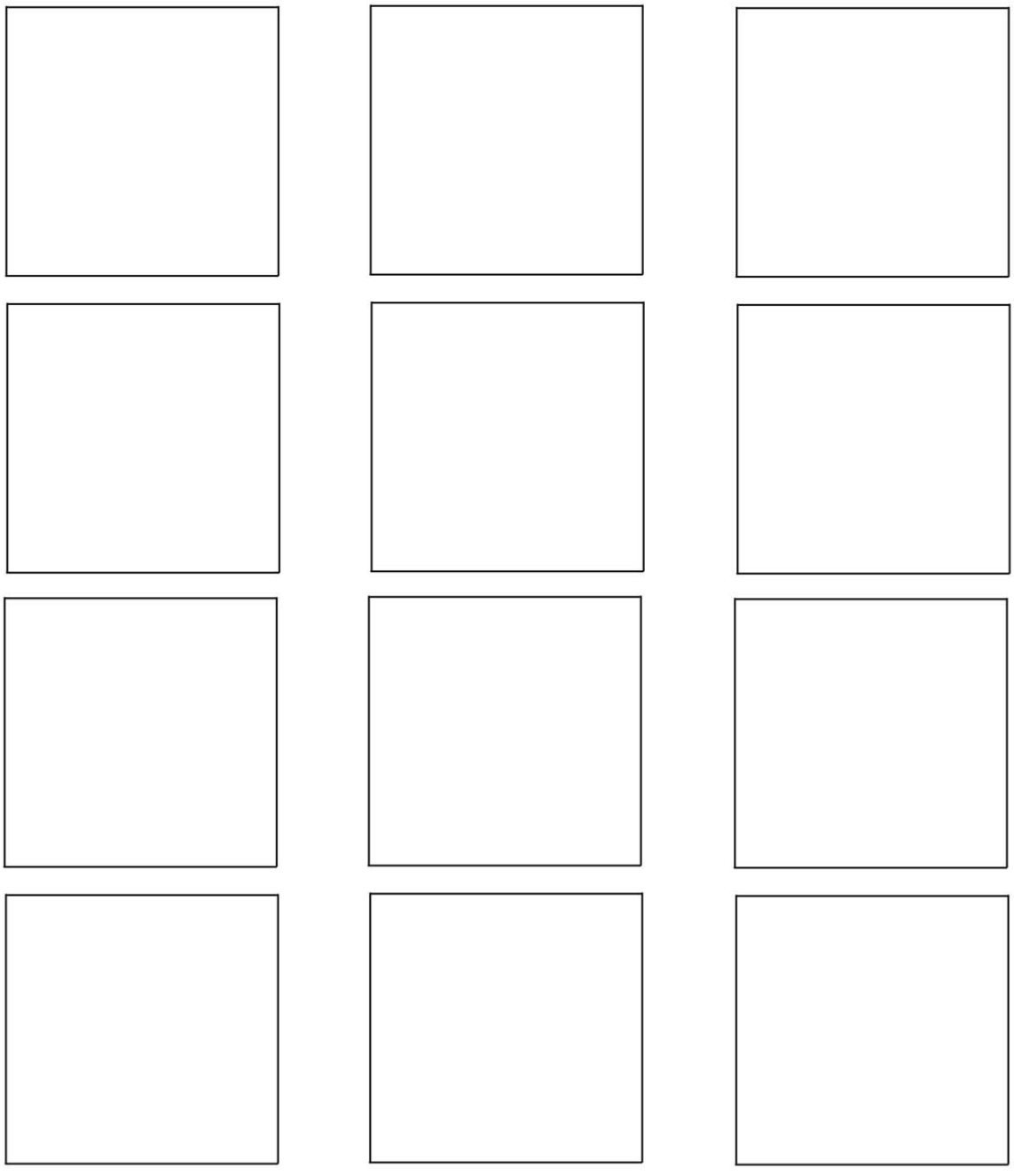
Learning the Plant Life Cycle

Cut up the plant squares and ask students to put them in order on the Life Cycle of Plants answer sheet.



The Life Cycle of Plants

Arrange the different stages of the plant life cycle in the correct order.



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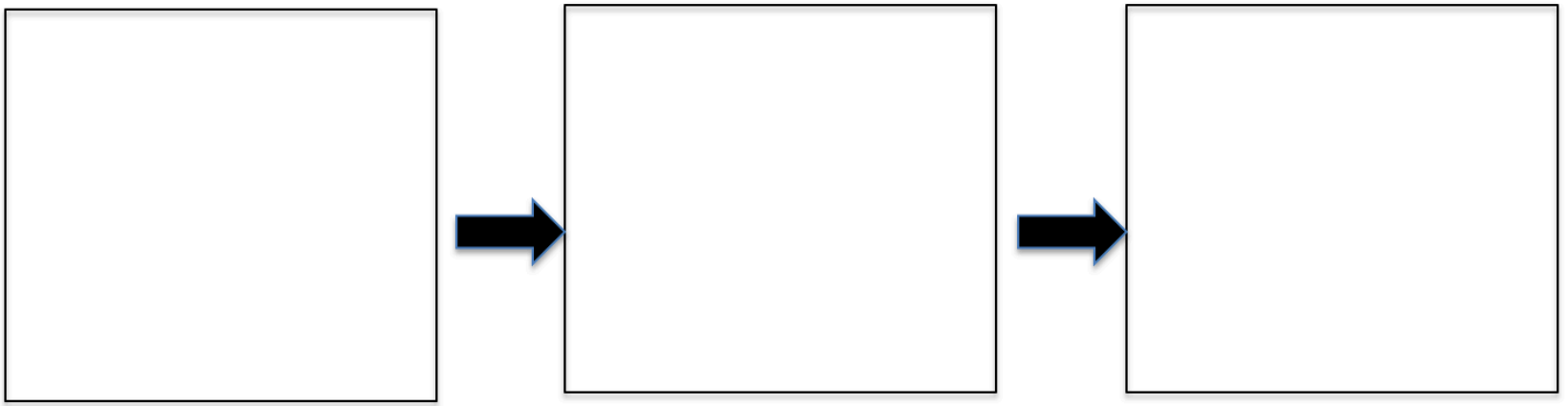

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