

# Very Much a Vegetable

## Playing with Plant Parts - Lesson 3



### For the Classroom:

- Group structure - whole group or small group
- Location - in an open space
- Approximate time - 5 minutes on Day 1, 10 minutes on Day 2

### Standards:

- SKL2b. Construct an argument supported by evidence for how plants can be grouped according to their features.
- S1L1a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.

### Materials:

- [Sample Lunch Menu](#)



### Procedures - Day 1:

#### 1. Engage:

- a. “We were scientists and we collected evidence and discovered that okra is the fruit of the plant.”
- b. “When we are cooks, do we think of okra as a fruit too?”

#### 2. Explore:

- a. Display your school lunch menu (or the sample school lunch menu attached). “Would okra be in a fruit salad like we see on our school lunch menu? Why or why not?”
- b. “Let’s ask some cooks we know if they would put okra in their fruit salad and why or why not.”  
Allow students to interview school nutrition staff or caregivers at home to collect responses to why or why not.

### Procedures - Day 2:

#### 1. Explore:

- a. “Put your hand in the air if you’d like to share, would cooks put okra in their fruit salad, why or why not?” Select students to share.

#### 2. Explain:

- a. “When we are cooks in the kitchen, we group plants in different ways than when we are scientists in the garden.”

#### 3. Elaborate:

- a. “What foods are fruits in the kitchen? What do they have in common?”
- b. “What are all of the other plants, like okra, called in the kitchen?”
- c. “In the kitchen, a vegetable is typically any plant part that doesn’t taste sweet - even if it is the fruit of the plant!”

Lesson Created by Jenna Mobley for Georgia Organics