

Seeds & Roots

day four

Learn, Grow, Eat & Go!
EARLY CHILDHOOD
week 2

LESSON A:

Underground Roots Table

Crawl "underground" under a root table to play with "roots".



Song of the week:

Lead student learn The Roots Song with motions today.



Objective: Students will explore models of tap and fibrous root systems

Time: 10 minutes

Materials: Root Table (Prop a piece of peg board between 2 tables or shelves. Secure edges with tape, if needed. (As an option to peg board, you could also poke holes through a section of foam board), brown and green pipe cleaners

- Loop brown pipe cleaners between 2 holes in peg board going down as shown here. On half of the "plants," twist on additional pipe cleaners as needed to create more, shorter fibrous roots
- For the remaining "plants," twist on additional pipe cleaners to make longer, single tap roots.
- Fold green pipe cleaners up through peg board and twist on top going up. Twist on additional pipe cleaners as needed to form leaf shapes.

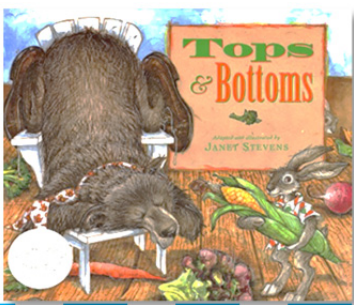


Lesson Narrative

1. This is a root table and the brown pipe cleaners represent roots, the green pipe cleaners represent stems and leaves. The peg board is like the ground
2. We are going to take turns going under the root table to play with the roots. You can touch and twist the roots together and we can see that some roots are making fibrous roots. (Allow students to crawl under the root table and gently "play" with the "roots.")
3. How does it feel to be under the table? What do the "roots" look like from under the table?
4. The root table will be available during center time.

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Literature connection:



Use the featured books to do a picture walk or discuss daily during this week. Below are some questions that can be discussed during the read aloud. Pick 1 or 2 questions each time you read or discuss the book.

1. What does a garden need to grow? What is a harvest?
2. The Hare, harvested the carrots, radishes and beets for his family to eat. He gave the tops to bear. Why did bear say that Hare kept the best parts?
3. What part of the plant are carrots, radishes and beets?
4. When Hare harvested the lettuce, broccoli and celery for his family and gave the tops to Bear, why did Bear scowl and say that Hare cheated him?
5. What part of the plant did Hare give Bear when he gave him the bottoms?
6. How did Hare trick Bear the last time he planted?

LESSON B: Roots We Eat

Objectives: Students will explore, taste and describe different forms of **fresh** carrots.

Time: 15 minutes

Materials/Prep:

A pulled carrot (from the bucket in yesterday's lesson), one bag each of carrot types (baby carrots, shredded carrots, and carrot chips), medium bowls to place each carrot type in, small paper plate for each child, if possible include an carrot of another color (such as red, purple or yellow)

Lesson Narrative:

1. **Raise your hand if you know what is in these bowls.** (Show the bowls of different colors and cuts of carrots to the group.)
2. **What do you see in each bowl?** Pass the bowls of carrots around for each student to view.
3. Allow them time to look closely at the different colors and forms of carrots.
4. **What is in the bowls?** Allow students to share their individual answers.
5. **If you guessed carrots, you are right! What is the same about the carrots? What is different about the carrots?** Show students what the carrot looked like from the bare bucket lesson and remind them that it is a root.
6. **Will these carrots taste the same?** Document the students' predictions on a graph and discuss the graph. **Now that we have made our predictions, let's taste the carrots.** (Give each student a paper plate. Encourage the student to take a carrot from each bowl.) Let's taste our carrots. Do they taste the same?
7. **This week we learned about roots. Roots are a very important part of a plant. We learned how the roots of a plant help it grow. And, plants like these carrots, give us food to eat so our bodies grow big and strong. Today we tasted carrots. Carrots are roots.**



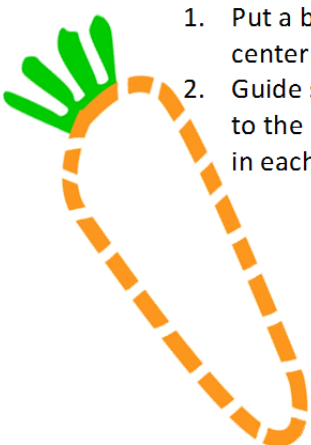
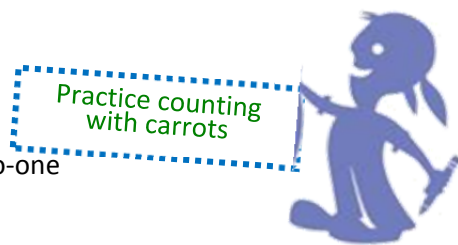
ACTIVITY: Counting Carrots

Objective: Students will practice counting and demonstrate one-to-one correspondence with carrots.

Materials: Bag of baby carrots, small bowl, Carrots Count Activity Sheet (next page)

Lesson Narrative:

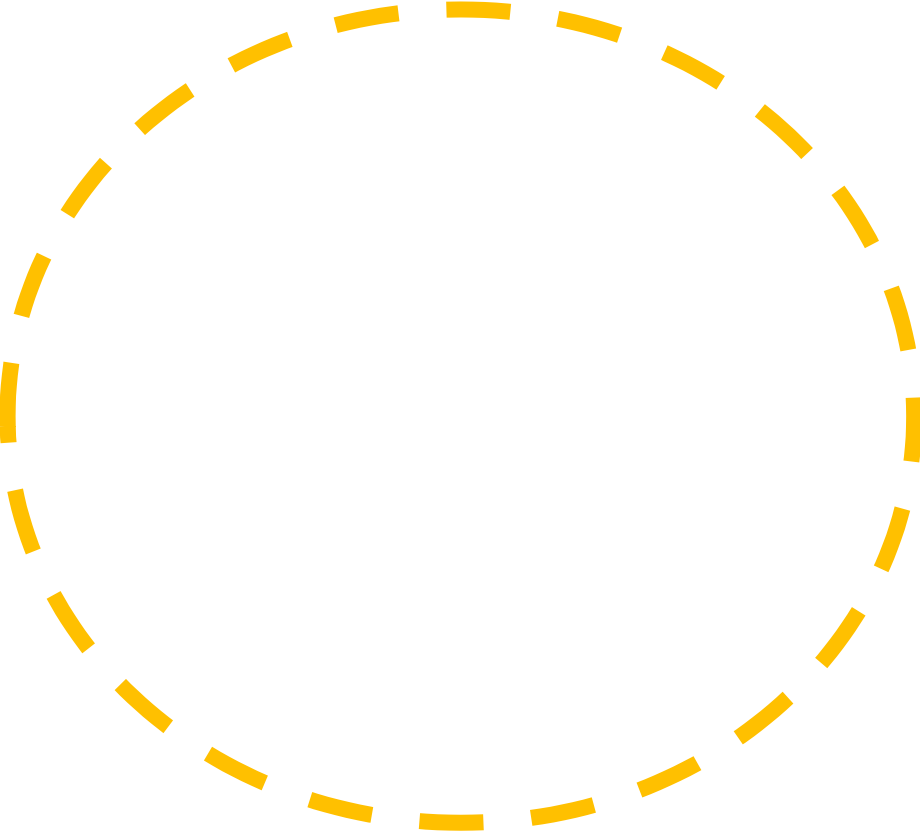
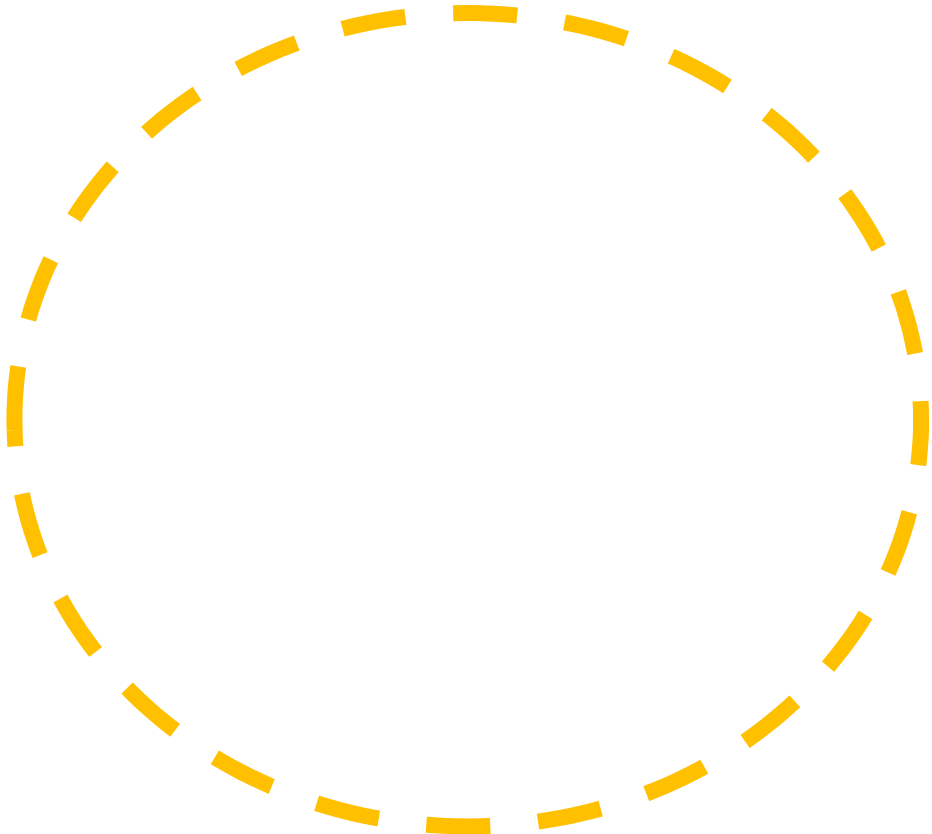
1. Put a bowl of baby carrots in the middle of the carrot counting activity sheets at the math center.
2. Guide students to put the number of carrots in the circle that corresponds to the number next to the circle. Encourage one-to-one correspondence. Make sure the correct number of carrots is in each circle and that adjustments are made. Support student success with the task.



today's garden journal prompt:

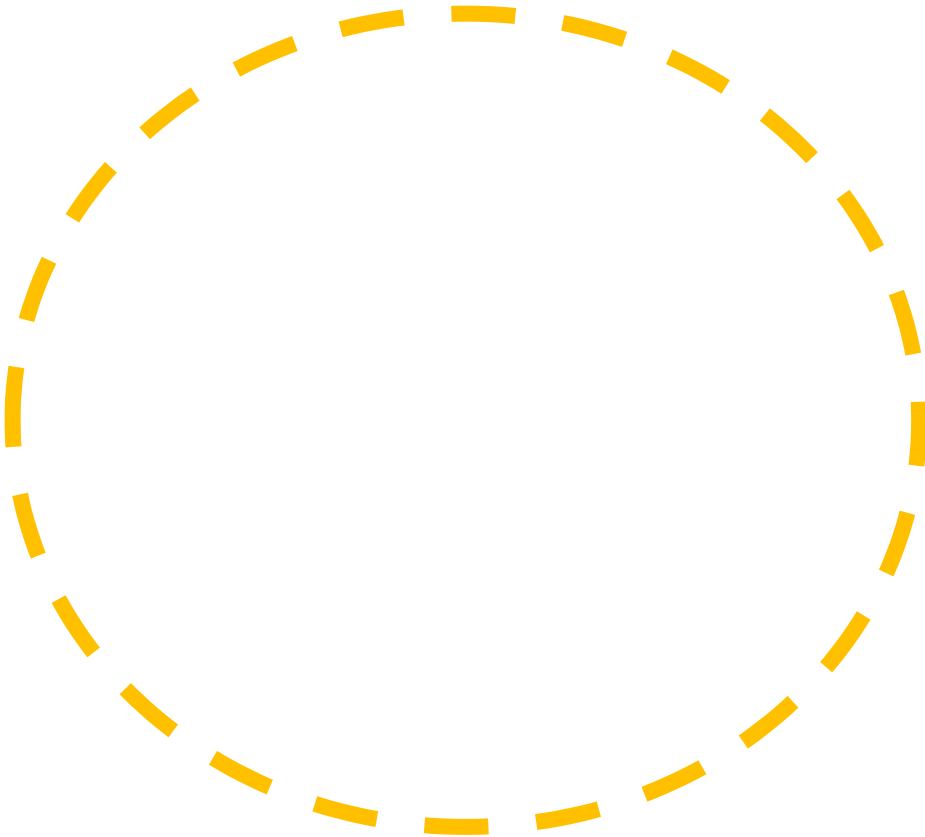
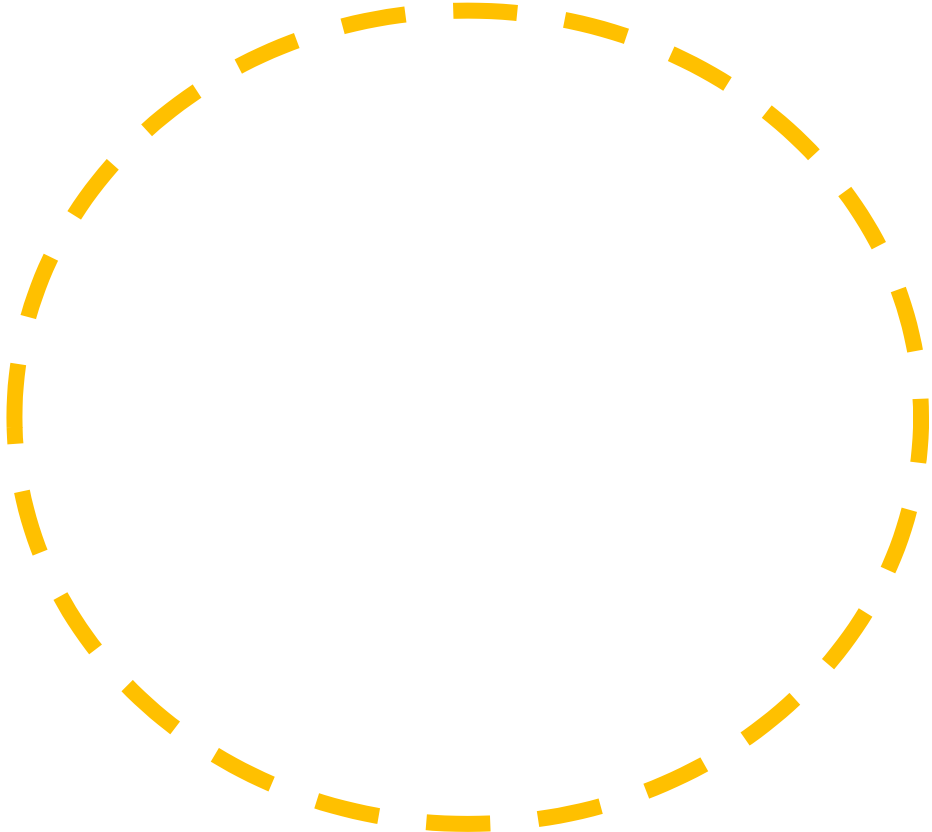
Draw a picture the seeds and roots we planted in the CD case

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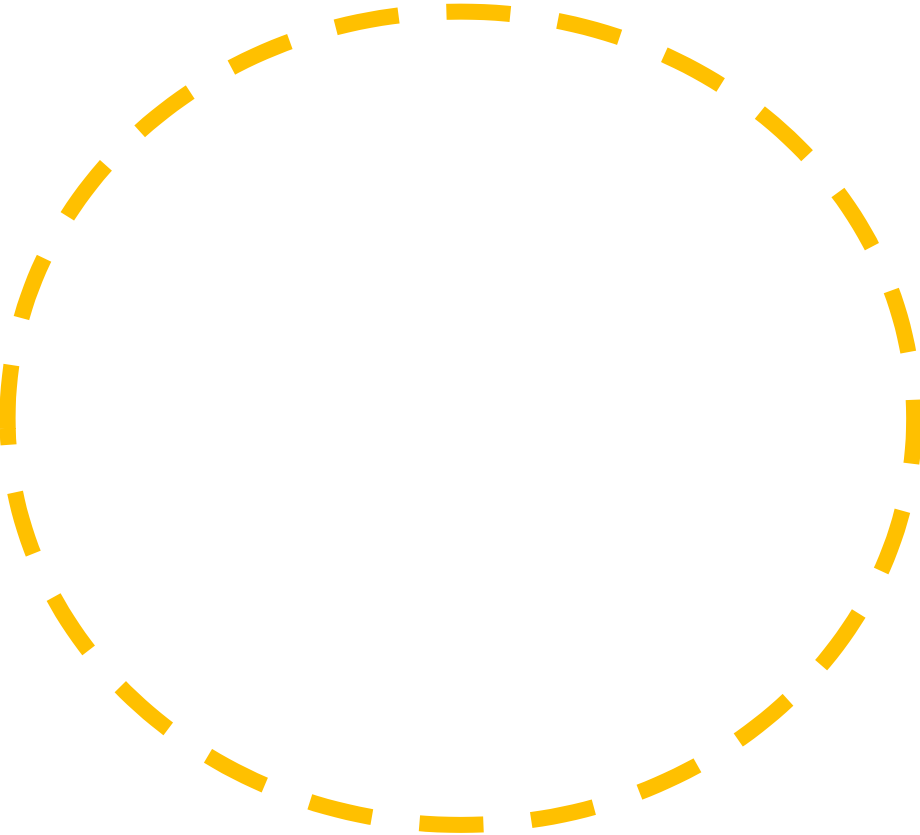
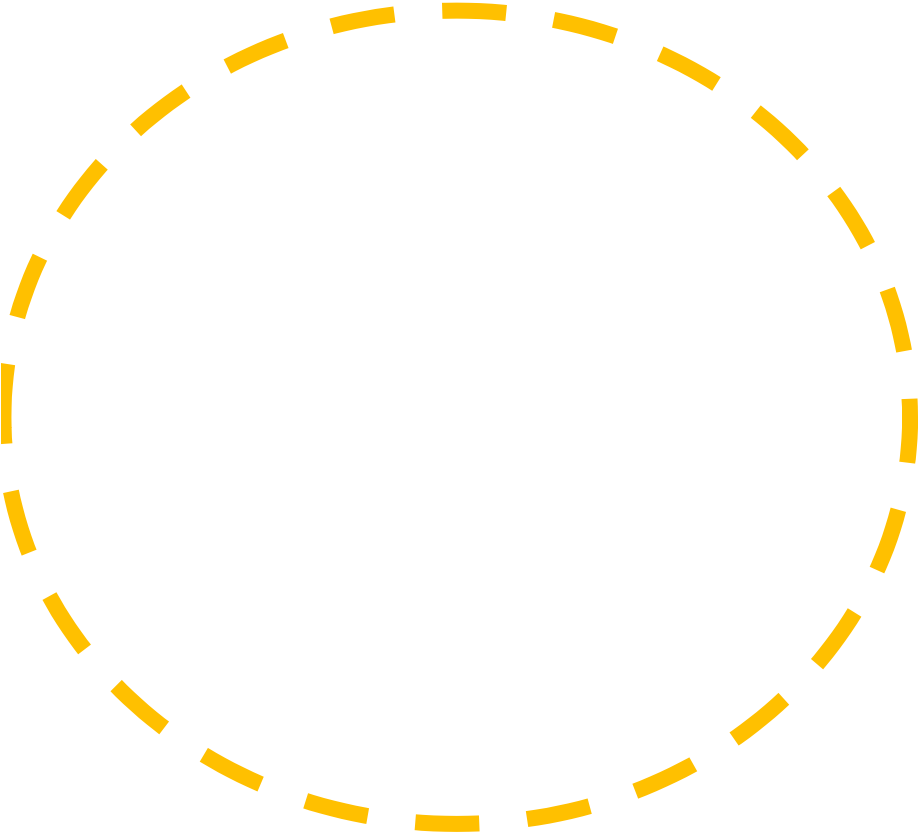
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