

# READY, SET, GROW! GARDEN JOURNAL

3-5





**Essential Question**

**WHAT CAN WE LEARN FROM THE GARDEN?**



Parts/Categories of the Garden	Living Y or N	Illustration/Sketch/ Example	Role/Job in the Garden
<i>AIR</i>			Provides carbon that plants take in as a source of energy.
<i>SOIL</i>			Provides protection and nutrients.
<i>PLANTS - FIND 3</i>			Stabilize soil; provide food to animals.
<i>ANIMALS- FIND 2</i>			Spread seeds, make space for roots, and release carbon.
<i>STRUCTURES</i>			Contain roots/growth or allow plants to spread out.
<i>WATER</i>			Provides hydrogen.
<i>SUN</i>			Provides energy that plants use to grow and make nutrients.

**SUMMARY:** How do the parts of the garden work together?



**Essential Question**

**HOW DO SCIENTISTS LEARN FROM PLANTS?**



Vocabulary	Illustration/Sketch/ Example	Definition
<b>ORGANISM</b> <i>ORG-AN-ISM</i>		An individual living thing: Animal, plant, or single-celled being.
<b>STRUCTURE</b> <i>STRUC-TURE</i>		The way a plant part is shaped. Describes how it looks.
<b>FUNCTION</b> <i>FUNG-TION</i>		The job a plant part has in the survival of that organism.
<b>PARTS OF A PLANT</b>		
<b>LIFE CYCLE OF A PLANT</b>		
<b>Lab Station 1: Seeds</b>		
Plant Part Sketch	Part of Plant Life Cycle	Evidence of how the plant structure supports its function. Strength of my evidence: _1 _2 _3 _4 _5
<b>Lab Station 2: Roots</b>		
Plant Part Sketch	Part of Plant Life Cycle	Evidence of how the plant structure supports its function. Strength of my evidence: _1 _2 _3 _4 _5



**Essential  
Question**

**HOW DO SCIENTISTS  
LEARN FROM PLANTS? (CONTINUED)**



**Lab Station 3: Stems**

Plant Part Sketch	Part of Plant Life Cycle	Evidence of how the plant structure supports its function. Strength of my evidence: _1 _2 _3 _4 _5
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**Lab Station 4: Leaves**

Plant Part Sketch	Part of Plant Life Cycle	Evidence of how the plant structure supports its function. Strength of my evidence: _1 _2 _3 _4 _5
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**Lab Station 5: Flowers and Fruits**

Plant Part Sketch	Part of Plant Life Cycle	Evidence of how the plant structure supports its function. Strength of my evidence: _1 _2 _3 _4 _5
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**SUMMARY:** What evidence did I collect that supports or counters my hypothesis?

Blank space for student summary.



**Essential Question**

**HOW CAN WE USE THE GARDEN AS FOOD?**

**Kitchen Procedure:**

**Plant Part Salsa**

1. Wash hands.
2. Identify the plant parts that will be used to make a salsa.
3. Collect nutrition labels for the ingredients selected.
4. Identify which plant part will be used to make the salsa.

**Seeds:**

**Leaves:**

**Roots:**

**Stems:**

**Flowers/Fruits:**

5. Create a salsa using safe food preparation skills.
6. Prepare eight samples (four for the group, four for other students).
7. Proceed to sample salsa as directed by your teacher.
8. Complete the sampling rubric for each sample tasted.
9. Return to your station and clean the area.
10. Review the feedback to your group in the tasting rubrics.

**Data Gathering**      **What should be elements of a tasty salsa dish:**

**Experimentation**      What is the serving size and nutrition of your salsa dipping ingredient?

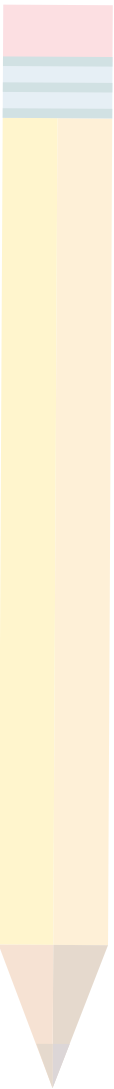
**Experimentation**      **Salsa ingredients and proportions:**

**Observation**      **What does the salsa look like, taste like, smell like to you?**



## TASTING RUBRIC:

Observation	How do samplers evaluate your salsa?			
<b>SUMMARY:</b> How can we use the garden as food?				
<b>TASTING RUBRIC:</b>				
Criteria	Beginning (1)	Acceptable (2)	Recommended (3)	Award-Winning (4)
<b>NUTRITION VALUE</b>	Recipe has some plants that are healthy, but may include things that are not as healthy to eat.	Recipe has some plants that are healthy to eat.	Recipe uses ingredients from the Chef's Plate that are healthy for me to eat.	Recipe meets all the recommendations from the Chef's Plate.
<b>TASTE AND PRESENTATION</b>	The recipe was good to try but not something I would choose again.	The recipe is good. I would eat it again, but it could be improved.	This recipe is something I would select again.	The recipe is delicious and presented well. I would recommend or make it for others.
<b>TOTALS</b>				





**Essential  
Question**

**HOW CAN I SHARE WHAT I  
LEARNED IN THE GARDEN?**



What do I <b>KNOW</b> ?	What do I want to <b>SHARE</b> ?
<p><i>ABOUT THE PLANT:</i></p>	
<p><i>ABOUT THE NUTRIENTS IT PROVIDES:</i></p>	
<p><i>ABOUT HOW IT CAN BE PREPARED OR WHAT RECIPES COULD BE MADE WITH THIS FOOD?</i></p>	
<p><i>HOW MUCH OF THE FOOD MAKES A SERVING?</i></p>	
<p><b>HOW</b> will I share what I know? What format will I choose to publish my research?</p>	
<p><b>WHAT</b> is my timeline for completing the project?</p>	



## WRITERS CHECKLIST:

Students should complete this checklist for their reporting.

### | MY WRITING INCLUDES:

- A description or illustration of a plant with all its parts (seeds, roots, stems, leaves, flowers, fruit)
- The nutritional value of the plant or edible plant part
- Ways the plant or plant part can be prepared or consumed
- A recipe
- Final draft meets the expectations for publication in *Our Food Chronicles*

### | MY WRITING IS READY FOR SUBMISSION TO OUR FOOD CHRONICLES WHEN IT:

- Uses proper punctuation including:
  - 
  - 
  - 
  -
- Uses complete and high-quality sentences which have:
  - 
  - 
  - 
  -
- Uses correct vocabulary and definitions.
- Other criteria our class established including:
  - 
  - 
  - 
  -







What are some things we learned about seeds in the story/video?		
<b>Vocabulary</b>	<b>Diagram/Example</b>	<b>Definition</b>
<b>SEED</b>		Seeds are a part of the plant that contains everything needed for plant life.
<b>GERMINATION GER-MI-NA-TION</b>		The process of sprouting from a seed into a plant.
<b>EMBRYO EM-BRY-O</b>		The baby plant inside of the seed.
<b>COTYLEDON COT-Y-LE-DON</b>		The food source within the seed.
<b>SEED COAT</b>		Layer on the outside of the seed that protects it from insects, disease, and moisture.
What observations did you make about seeds in our garden?		
What are some ways seeds are similar and different?		
<b>SUMMARY:</b> What did we learn about how seeds support the life of a plant?		



## Essential Question

## WHAT CAN I LEARN ABOUT SEEDS IN THE GARDEN?



How do the structures of seeds help them support the germination, or start of a new plant?	
How can seeds be part of a healthy diet?	
<p><b>Lab Procedure:</b></p> <ul style="list-style-type: none"> <li>• Visit stations for three to four seeds.</li> <li>• Sketch and label each seed to identify its seed coat, cotyledon, and embryo.</li> <li>• Hypothesize how the seed structure supports its function.</li> <li>• Hypothesize how the seed's environment might be related to its structure (where it grows, how long it takes to germinate, likely risks for a particular seed, how it spreads).</li> </ul>	
<b>NAME OF SEED 1:</b>	<p>Sketch of Seed</p>    <p>How might this seed's structure help it survive and grow?</p>
<b>NAME OF SEED 2:</b>	<p>Sketch of Seed</p>    <p>How might this seed's structure help it survive and grow?</p>
<b>NAME OF SEED 3:</b>	<p>Sketch of Seed</p>    <p>How might this seed's structure help it survive and grow?</p>



**Essential  
Question**

**WHAT CAN I LEARN ABOUT  
SEEDS IN THE GARDEN?**



<p>What do all seeds have in common?</p>	
<p>What ways are seeds different from each other?</p>	
<p>What is your hypothesis (educated guess) about how a seed's structure is related to how and where it grows?</p>	
<p><b>SUMMARY:</b> How are seeds important to a plant and to our healthy diet?</p>	



## Essential Question

## HOW CAN THE GARDEN HELP ME BE HEALTHY?



What are the key ingredients of the recipe we chose:	
What health benefits are part of this recipe? <b>*Nutrition Cards</b>	
What do I like about this recipe?	
What could be improved in this recipe?	
What did I learn from other kitchen groups?	
How are the recipes I tried similar or different from those I eat at home?	
<p><b>SUMMARY:</b> Using your experience in the lab and/or kitchen, describe ways that you can eat seeds to promote health for you and/or your family.</p>	

## TASTING RUBRIC:

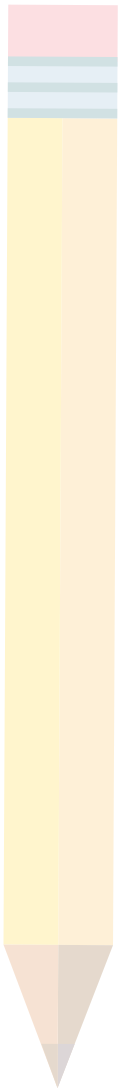
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<b>TASTE AND PRESENTATION</b>	The recipe is good to try but not something I would choose again.	The recipe is good. I would eat it again, but it could be improved.	This recipe is something I would select again.	The recipe is delicious and presented well. I would recommend or make it for others.
<b>TOTALS</b>				





**Essential Question**

**WHAT CAN I SHARE ABOUT SEEDS IN OUR GARDEN?**



Mentor Story Title

ORDERING WORDS

SIMILE OR METAPHOR

CHARACTERS

DIALOGUE

KEY EVENTS

What seed do I want to use for my story?	
What will my seed be like?	

READY,  
SET,  
GROW!

SEEDS WE EAT | GARDENERS TAKE ACTION

3-5



My Seed Story Board

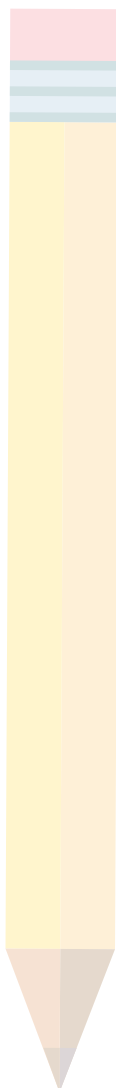



• **WRITERS CHECKLIST: MY SEED STORY**

- Introduction helps the reader know the situation.
- I compare things using similes or metaphors.
- I have at least one character that is a seed.
- At least three events occur with the seed and I use ordering words like “first”, “next”, “then”, “after”, or “later”.
- The events my seed has are related to how seeds function in the life of a plant.
- I described the character’s emotion in some events.
- I use some dialogue to help the reader understand what is happening.
- I have at least three illustrations to make the story more interesting.

*My writing is ready to be submitted for publishing in Our Food Chronicles when I:*

- Use proper punctuation including:
  - Use complete and high-quality sentences which have:
  - Uses correct vocabulary and definitions when appropriate.
- Meet other criteria our class established including:







**Essential Question**

**WHAT CAN THE GARDEN TEACH ME ABOUT ROOTS?**



What hypotheses do I have about what roots do for a plant?

Vocabulary Word	Diagram/Example	Definition
<i>ROOT</i>		
<i>ABSORPTION</i>		
<i>SOIL</i>		
<i>TAPROOT</i>		
<i>FIBROUS ROOT</i> <i>FI-BROUS</i>		
What observations did you make about roots in our garden?		
What are some ways roots are similar and different?		
<b>SUMMARY:</b> What did you learn about how roots support the life of a plant? (Germination, Growth, Reproduction, Death)		



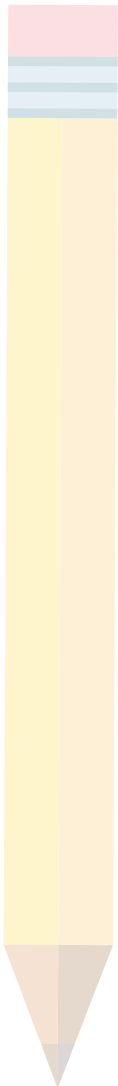
**Essential Question**

**WHAT CAN THE GARDEN TEACH ME ABOUT ROOTS?**

**PROCEDURE:**

1. Form groups of four students and greet each other.
2. Visit four lab stations in total. Two stations will be tap roots; two stations will be fibrous roots.
3. At each lab station, observe each of the plants.
4. Use words or sketches to record data.
5. Work with your lab members to be sure all students in the group are recording similar data.
6. Clean up stations if directed to do so by your teacher.

Vocabulary Word	Diagram/Example	Definition
<b>TAPROOT</b>		
<b>FIBROUS ROOT FI-BROUS</b>		
<b>LAB STATION</b>	Observations/Data: What do you observe about this plant? You may use words and sketches.	
<b>LAB STATION 1 ROOT TYPE:</b>	<p>What does the root look like?</p> <p>What does the plant look like?</p> <p>Other observations:</p>	





<b>LAB STATION 2</b> <b>ROOT TYPE:</b>	What does the root look like?  What does the plant look like?  Other observations:
<b>LAB STATION 3</b> <b>ROOT TYPE:</b>	What does the root look like?  What does the plant look like?  Other observations:
<b>LAB STATION 4</b> <b>ROOT TYPE:</b>	What does the root look like?  What does the plant look like?  Other observations:
<b>SUMMARY:</b> After reviewing your data and that of your classmates, what hypothesis can you draw about tap and fibrous roots and how they help the plant to grow? How does the structure of the root specifically help the plant?	

- **HYPOTHESIS:** What type of environment would be best for taproots versus fibrous roots?



## Essential Question

## HOW CAN THE GARDEN HELP ME BE HEALTHY?

### PROCEDURE:

1. Wash hands and prep area as instructed for safe food handling.
2. Select a Nutrition Card for as many ingredients as possible from your recipe.
3. Use 20-25 minutes to prepare the recipe as directed.
4. Prepare eight tasting samples for the class. Four samples are for your group; four samples are for other students.
5. Sample two recipes offered by other groups and rate the recipe using the rubric.
6. Clean prep area and cooking materials.
7. Compost any remaining plant material if possible.

What are the key ingredients of the recipe we chose?

What health benefits are part of this recipe?  
\*Nutrition Cards

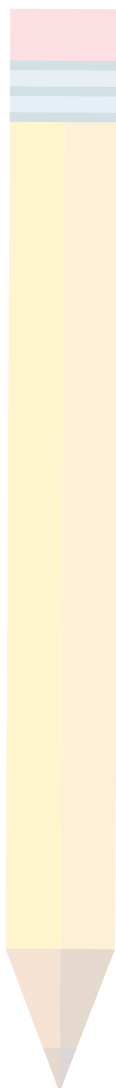
What do I like about this recipe?

What could be improved in this recipe?

What did I learn from other kitchen groups?

How are the recipes I tried similar to or different from those I eat at home?

**SUMMARY:** Using your experience in the lab and/or kitchen, describe ways that you can eat roots to promote health for you and/or your family.



## TASTING RUBRIC:

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<b>TOTALS</b>				





**Essential  
Question**

**HOW CAN I SHARE WHAT  
I LEARNED ABOUT ROOTS?**

What should I share about the function of roots for plants and people? Record the source.

Illustrations/Diagrams that help people understand the topic.

Topic Sentence or Thesis

Concluding Sentence

Headings or sections I need to include to organize the content.

Transition words or phrases I will use to make the writing clear.

**SUMMARY:** What do you want people to do after learning about the function of roots for plants and people?



**- MY WRITING INCLUDES:**

- Important facts about the function of roots in the growth of a plant
- Important facts about the benefits of roots in a healthy diet
- Quotes, definitions, or other details that help explain the topic
- Illustrations or diagrams that help the reader understand the information
- Headings, sections, or categories to organize the information
- A conclusion that helps people know what to do with the information I have provided

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- Meet other criteria our class established including:





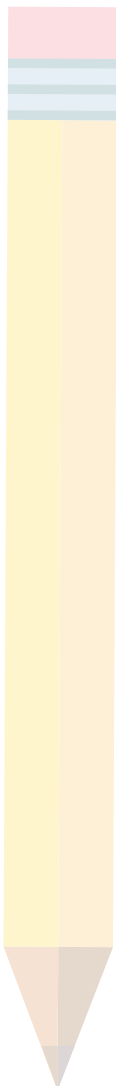
## Essential Question

## WHAT CAN THE GARDEN TEACH ME ABOUT STEMS?

What hypotheses do I have about what stems do for a plant?

Vocabulary Word	Diagram/Example	Definition
<b>STEM</b>		The part of the plant that transports water, nutrients, and food to
<b>XYLEM</b>		Tissue in the plant stem that transports water and nutrients from the plant roots to the leaves.
<b>PHLOEM</b>		Tissue that transports food from the leaves to the rest of the plant.
<b>TRANSPORTATION</b>		The way water, nutrients, and food are moved within a plant.
What observations did you make about stems in our garden?		
What are some ways stems are similar and different? (Words, sketches, or diagrams may be used.)		

**SUMMARY:** What did we learn about how stems support the life of a plant? (Germination, Growth, Reproduction, Death)







**Essential Question**

**WHAT CAN I LEARN ABOUT STEMS FROM THE GARDEN?**

**PROCEDURE:**

**DAY 1**

- Place equal amounts of water in four glasses or beakers.
- Measure water levels with a ruler.
- Record the amount of water for each cup under Day 1.
- Use a piece of masking tape to label each cup//beaker with numbers one through four.
- Cut the bottom of the celery stem with scissors or a knife.
- Using a magnifying glass or microscope, observe the vascular bundle containing the xylem and phloem.
- Record “Yes” if you can see it, “No” if you cannot.
- Record the color of the celery stalk.
- Record any other observations you make.
- Repeat steps for the stem with a flower and the other stem.

**DAY 2**

- Measure the water in each cup and record.
- Observe any color changes for each plant and record.
- Pick up the stem and determine if you can see the vascular bundle and record.
- Note any other changes to the plant and record.

Sample 1: Water Only (Control Sample)	Water Measurements	Color of Plant Parts	Vascular Bundle Visible?	Other Observations
Day 1			Yes No	
Day 2			Yes No	
Sample 2: Celery	Water Measurements	Color of Plant Parts	Vascular Bundle Visible?	Other Observations
Day 1			Yes No	
Day 2			Yes No	
Sample 3: Flower	Water Measurements	Color of Plant Parts	Vascular Bundle Visible?	Other Observations
Day 1			Yes No	
Day 2			Yes No	





Data Collection					
Sample 4: Tuber or Bulb	Water Measurements	Color of Plant Parts	Vascular Bundle Visible?		Other Observations
Day 1			Yes	No	
Day 2			Yes	No	

**ANALYSIS/HYPOTHESIS:** How might the changes in the water level relate to the needs of the plant and the kind of environment in which the plant will survive?

- **DIGGING DEEPER:**
- [Celery Lab Video](#)
- [Images of vascular bundles for many plants](#)
- [Images of vascular bundles in celery](#)



**Essential  
Question**

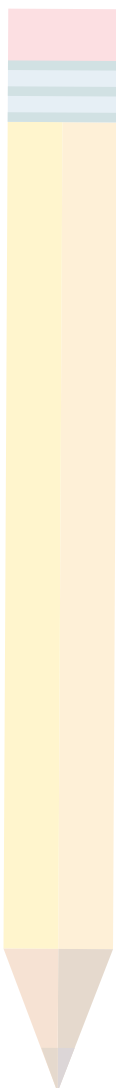
**HOW CAN THE GARDEN  
HELP ME BE HEALTHY?**



What are the key ingredients of the recipe we chose?	
What health benefits are part of this recipe? *Nutrition Cards	
What do I like about this recipe?	
What could be improved in this recipe?	
What did I learn from other kitchen groups?	
How are the recipes I tried similar to or different from those I eat at home?	
<b>SUMMARY:</b> Using your experience in the lab and/or kitchen, describe ways that you can eat stems to promote health for you and/or your family.	

## TASTING RUBRIC:

Criteria	Beginning (1)	Acceptable (2)	Recommended (3)	Award-Winning (4)
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<b>TOTALS</b>				





**Essential  
Question**

**WHAT CAN I SHARE WITH OTHERS  
ABOUT HOW STEM HELP PLANTS  
AND PEOPLE?**

What about the video makes it useful and interesting?

What criteria should be used to publish our own videos/speeches?

Storyboard: Each square represents a section of the video. Be sure to review the criteria for production.


**SUMMARY:** Why is it important to share what we know about eating healthy food?





**Essential  
Question**

**WHAT CAN I SHARE WITH OTHERS  
ABOUT HOW STEMS HELP PLANTS  
AND PEOPLE?**

- What about the video makes it useful and interesting?
- What criteria should be used to publish our own videos/speeches?

*Script Frame: Answer the questions using the actual words you will say in the video/speech in the journal or on another piece of paper. Be sure to review the criteria for production.*

- 1. Introduction: Who you are and what is something interesting about you?
- 2. What are you making and why is it a good choice?
- 3. What are the ingredients?
- 4. What are the steps to prepare this recipe?
- 5. How does this recipe remind you of something in your life or another recipe you like that is similar?
- Other ideas?
- **SUMMARY:** Why is it important to share what we know about eating healthy food?





**Essential  
Question**

**WHAT CAN THE GARDEN  
TEACH ME ABOUT LEAVES?**



<p>What hypotheses do I have about what leaves do for a plant?</p>	
<p>Create a diagram or rubbing of two leaves you harvested in the garden.</p>	
<p>What are some ways leaves are similar and different? (Words, sketches, or diagrams may be used.)</p>	
<p><b>SUMMARY:</b> What did we learn about how leaves support the life of a plant? (Germination, Growth, Reproduction, Death)</p>	



**Essential Question**

**WHAT CAN I LEARN ABOUT LEAVES IN THE GARDEN?**



Vocabulary Word	Diagram/Example	Definition
<b>LEAF</b>		Part of the plant that makes food needed for it to survive.
<b>PHOTOSYNTHESIS</b>		The process plants use to change carbon dioxide and sunlight into sugar (food for the plant). This happens in the leaves of plants.
<b>CARBON DIOXIDE</b>		Compound from the air used to make food.
<b>ABSORPTION</b>		To take something in or soak it up. Leaves absorb sunlight and carbon dioxide.
<b>BLADE</b>		The broad, flat part of the leaf.
<b>VEIN</b>		The part of the leaf that carries food and water.
How does the leaf support the growth of the plant?		
What structures or parts do leaves have that help them do their job?		
How can edible leaves be part of a healthy diet?		





**Essential Question**

**WHAT CAN I LEARN ABOUT LEAVES IN THE GARDEN?**

**PROCEDURE:**

1. Select three different leaves available at your lab station.
2. Observe each leaf and record observations in the section below.

Leaf Sample 1: Name of Plant

Diagram/Rubbing of the leaf	Describe the blade	Describe the veins

Leaf Sample 2: Name of Plant

Diagram/Rubbing of the leaf	Describe the blade	Describe the veins

Leaf Sample 3: Name of Plant

Diagram/Rubbing of the leaf	Describe the blade	Describe the veins

**ANALYSIS:** Based on the size and shape of the leaves, what predictions do you have about the type of environment the plant needs to survive?





**Essential Question**

**HOW CAN THE GARDEN HELP ME BE HEALTHY?**

**PROCEDURE:**

1. Wash hands and preparation area as instructed for safe food handling.
2. Wash vegetables as directed in the Harvest Card.
3. Select a Nutrition Card for as many ingredients as possible.
4. You will have 20-30 minutes to prepare the recipe as directed.
5. Prepare eight tasting samples. Your group will sample four, and four are for other students.
6. Place Nutrition Cards out for students to view during the tasting.
7. Sample your own recipe and complete a rubric.
8. Sample one or two other recipes and complete the rubric for each.
9. Clean the prep area and cooking materials.

What are the key ingredients of the recipe we chose?

What health benefits are part of this recipe?  
\*Nutrition Cards

What do I like about this recipe?

What could be improved in this recipe?

What did I learn from other kitchen groups?

How are the recipes I tried similar to or different from those I eat at home?

**SUMMARY:** Using your experience in the lab and/or kitchen, describe ways that you can eat leaves to promote health for you and/or your family.



**TASTING RUBRIC:**

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<b>TOTALS</b>				





**Essential Question**

**WHAT CAN I SHARE ABOUT LEAVES IN OUR GARDEN?**

What are the photos saying?	
What makes some more powerful than others?	
What are some ideas for images that represent the power of leaves for plants and people?	

**ACROSTIC**

Always  
Consider  
Respecting  
Other  
Students'  
Thoughts  
Ideas  
Concerns

**Diamante**

Noun  
Adjective, Adjective  
Verb, Verb, Verb  
Noun, Noun, Noun, Noun  
Verb, Verb, Verb  
Adjective, Adjective  
Noun

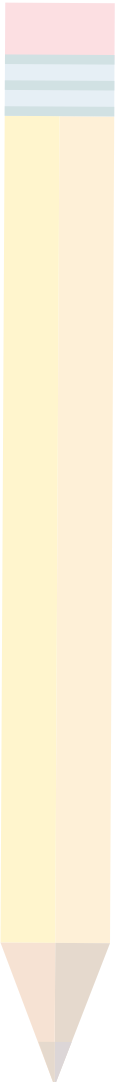
Opposite ends can be synonyms or antonyms

**Haiku**

5 Syllables  
7 Syllables  
5 Syllables

**Rhyming poems repeat a pattern of rhyming words:**

Today we all went to the fair  
In hopes we could play all day there  
When the rain came so quickly, we had to think fast  
Our umbrella we all had to share



**ARTIST'S CRITERIA FOR PUBLICATION IN OUR FOOD CHRONICLE:**

- My pieces tell about the importance of leaves.
- My pieces use words and images that make the message powerful and clear.
- My pieces use vocabulary from the lessons about leaves.
- My pieces use correct spelling and are in final draft form.
- I am ready to share the work I created.
- Others:

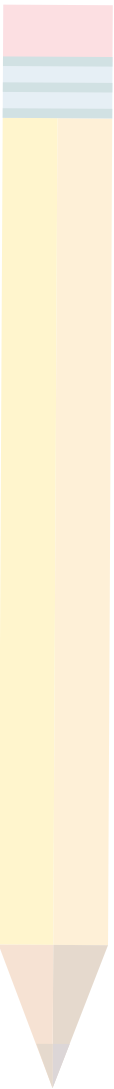
**SUMMARY:** Using your experience in the lab and/or kitchen, describe ways that you can eat leaves to promote health for you and/or your family.





**Essential Question**

**WHAT CAN THE GARDEN TEACH ME ABOUT FRUITS AND FLOWERS?**

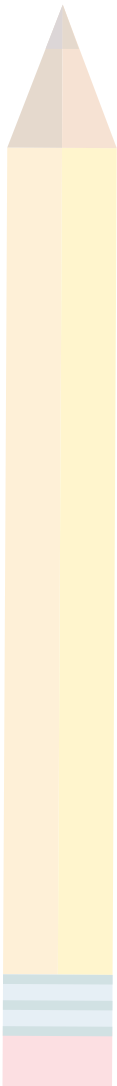


What hypotheses do I have about what fruits and flowers do for a plant?	
Create a sketch of one fruit and one flower you observed or harvested in the garden.	
What are some ways fruits and flowers are similar and different? (Words, sketches, or diagrams may be used.)	
<p><b>SUMMARY:</b> What evidence did you find that supports your hypothesis and how fruits and flowers function in the plant's life cycle? (Birth, Growth, Reproduction, Death)</p>	



**Essential  
Question**

**WHAT CAN I LEARN ABOUT  
FRUITS AND FLOWERS FROM  
THE GARDEN?**



Vocabulary	Illustration/Diagram	Definition
<b>FLOWER</b>		Showy part of the plant that supports reproduction.
<b>STAMEN</b>		The male reproductive part of a flower includes anther and filament.
<b>PISTIL</b>		The female reproductive part of a flower includes stigma, style, ovary, and ovules.
<b>SEPAL</b>		<b>The part of the flower that protects the bud.</b>
<b>PETALS</b>		Brightly colored part of the flower that attracts insects.
<b>FRUIT</b>		The ripened ovary of a flower that protects seeds from the surrounding environment.
<b>SEED</b>		Remember?
How does the flower support reproduction of the plant?		
How does the fruit support reproduction of the plant?		
How can edible fruits and flowers be part of a healthy diet?		



**Essential  
Question**

**WHAT CAN I LEARN ABOUT  
FRUITS AND FLOWERS FROM  
THE GARDEN?**

**PROCEDURE:**

1. Split lab group into two pairs. One person will do the flower dissection, the other the fruit dissection.
2. Each pair selects one flower from the lab station.
3. Slowly remove the sepals from the flower. Create a sketch or a drawing of your sample.
4. Record its function during reproduction.
5. Slowly remove each part as directed in the video. Create a sketch or a drawing of your sample. Record its function during reproduction.
6. Switch roles in the pair.
7. Use a butter knife to slice the fruit from the top to the bottom at the leaves or stem.
8. Slice one half of the fruit from side to side to view both ways.
8. Make observations of what you find when looking from both views.
9. Create a sketch or drawing from your sample of both views. Record its function during reproduction.
10. Clean up your lab area as directed by your teacher. Compost plant parts that were used for the lab or throw away if no compost is available.

<b>SEPAL</b>	Illustration/Diagram	Function
<b>PETAL</b>	Illustration/Diagram	Function
<b>STAMEN</b>	Illustration/Diagram (label the anther and filament)	Function
<b>PISTIL</b>	Illustration/Diagram (label the stigma, style, ovary, and ovules)	Function







<b>FRUIT</b>	Illustration/Diagram	Function
<b>SEED</b>	Illustration/Diagram	Function
<b>ANALYSIS/HYPOTHESIS</b> : Fruits and flowers all have similar parts. Why might they be different in other ways? Based on your evidence, what might that mean about the type of environment that the plant needs?		
Solution Station Evidence:		



**Essential  
Question**

**HOW CAN THE GARDEN  
HELP ME BE HEALTHY?**

**PROCEDURE:**

1. Wash hands and preparation area as instructed for safe food handling.
2. Select Nutrition Cards for as many ingredients as possible.
3. Use 20-30 minutes to prepare the recipe as directed.
4. Prepare eight tasting samples (four for the group, four for other students).
5. Sample your recipe and one or two offered by other groups. Rate each recipe with the tasting rubric.
6. Clean their prep area and cooking materials.
7. Compost food material if possible.

What are the key ingredients of the recipe we chose?

What health benefits are part of this recipe?  
\*Nutrition Cards

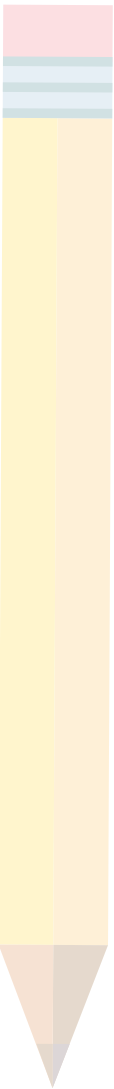
What do I like about this recipe?

What could be improved in this recipe?

What did I learn from other kitchen groups?

How are the recipes I tried similar to or different from those I eat at home?

**SUMMARY:** Using your experience in the lab and/or kitchen, describe ways that you can eat fruits or flowers to promote health for you and/or your family.



## TASTING RUBRIC:

Criteria	Beginning (1)	Acceptable (2)	Recommended (3)	Award-Winning (4)
<b>NUTRITION VALUE</b>	Recipe has some plants that are healthy, but may include things that are not as healthy to eat.	Recipe has some plants that are healthy to eat.	Recipe uses ingredients from the Chef's Plate that are healthy for me to eat.	Recipe meets all the recommendations from the Chef's Plate.
<b>TASTE AND PRESENTATION</b>	The recipe is good to try but not something I would choose again.	The recipe is good. I would eat it again, but it could be improved.	This recipe is something I would select again.	The recipe is delicious and presented well. I would recommend or make it for others.
<b>TOTALS</b>				





**Essential  
Question**

**WHAT CAN I SHARE WITH  
OTHERS ABOUT HOW FRUITS  
AND FLOWERS HELP PLANTS  
AND PEOPLE?**



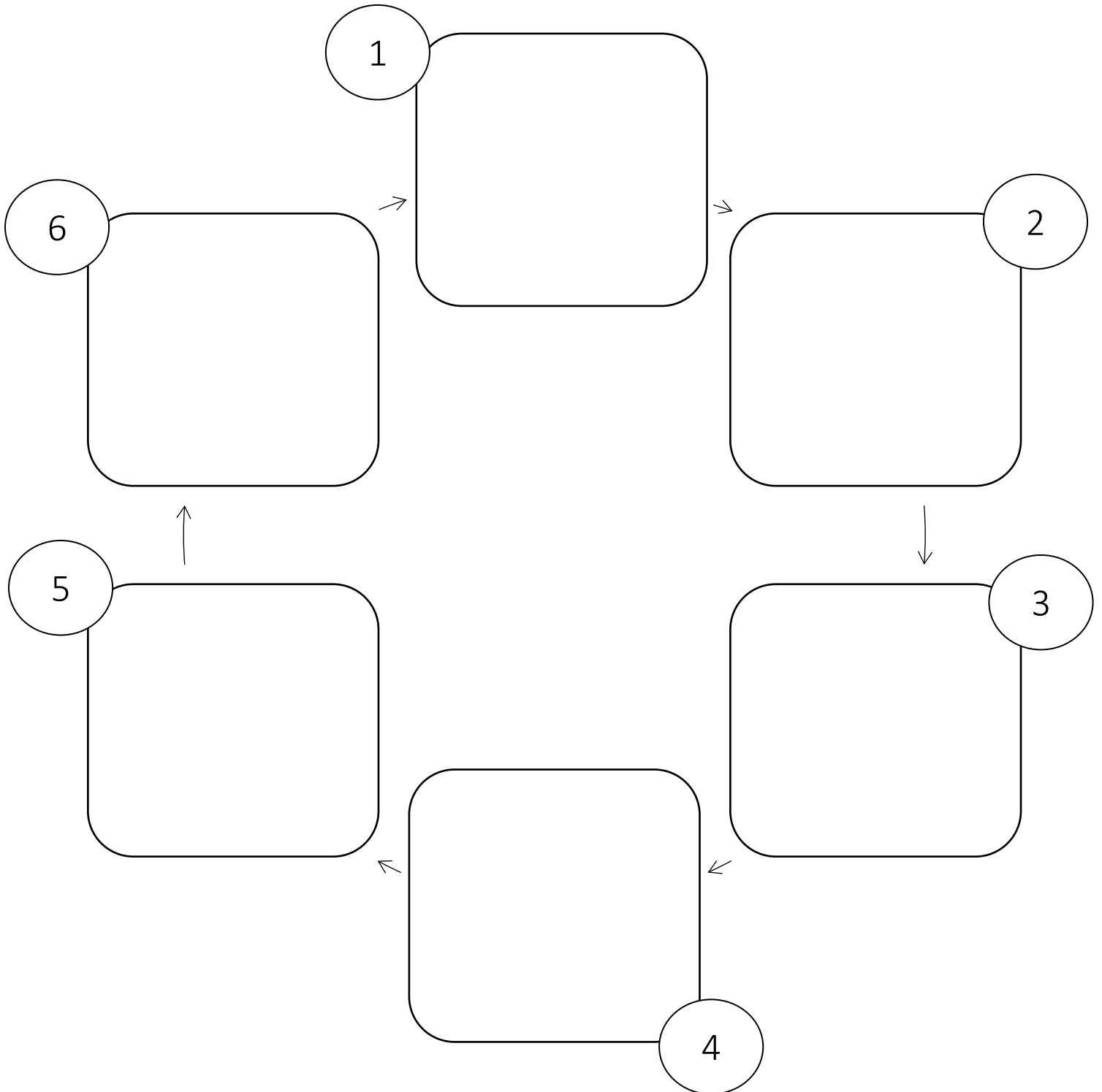
<p><b>SAVORY:</b> Salty or spicy Fruit/Flower Examples:</p>	<p><b>SWEET:</b> Tasting like sugar or honey Fruit/Flower Examples:</p>
Reasons to eat savory fruits and flowers	Reasons to eat sweet fruits and flowers
<p><b>SUMMARY:</b> Who in my family or neighborhood can I share this information with this week? What are the most important things for me to tell them?</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Lifecycle of: \_\_\_\_\_

Write the name of the plant you will be sketching above. Below sketch out the different stages of the lifecycle. If you are finished early you can start to color in your lifecycle stages.



Name:

Date:

# Edible plant parts

**Step 1:** Look at the images below and identify each plant part.

**Step 2:** Describe the plant part's function.

**Step 3:** In your school's garden, take an inventory of plants that have the same edible plant part!



Plant Part:

Plant Part:

Plant Part:

Plant Part Function:

Plant Part Function:

Plant Part Function:

Garden Inventory:

Garden Inventory:

Garden Inventory:

# Edible plant parts

**Step 1:** Look at the images below and identify each plant part.

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**Step 3:** In your school's garden, take an inventory of plants that have the same edible plant part!



Plant Part:

Plant Part:

Plant Part:

Plant Part Function:

Plant Part Function:

Plant Part Function:

Garden Inventory:

Garden Inventory:

Garden Inventory: