

Subject/Grade: 2-3 Science

Lesson Title: Plants are food  
For the world

Teacher:  
Mrs. Jasmine

### Stage 1: Identify Desired Results

**Established Goals:** (learning outcome)  
Analyze the role plants as food for the world.

**Understandings:** (can also be written as 'I Can' statements)  
*Students will understand that....*

I can understand the role different parts of plants as food.

I can examine that people from different parts of world consume plants in different ways.

**Essential Question:**  
Where the food comes from?  
How do we identify root as vegetable?  
How do we identify the vegetables or fruit as stem, leaves and flower of plant?

*Students will know....*

- Modifications of different parts of plants as food.
- Which food grows from which part of plant.
- What plants do people from different place eat.
- All vegetables and fruits we eat are parts of plant.

*Students will be able to....*

- Recognize which part of the plant they are consuming as food.

**Instructional Strategies:**

- Interactive Instruction: Students will share views regarding different food items comes from grains with their classmates.
- Direct Instruction: I will be able to talk about how plants are used in front of class.

### Stage 2: Determine Evidence for Assessing Learning

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### Stage 3: Build Learning Plan

**Set (Engagement):**

I will begin pulling up the PowerPoint and asking students if they know about how food comes from, and I will ask them their thought about plant.

**Development:**

1. I will explain about different views related to plants.
2. I will talk about food items provided by plants.
3. I will talk about vegetables as different parts of plant.
4. I will talk about roots as vegetables and its features along with examples.
5. I will talk about stem as fruit or vegetable with features and examples.
6. I will get the students know about leaves and flowers of plant as vegetable.
7. I will discuss about the fruit and its identifying characteristics.
8. I will make the student know about all vegetables we eat are the parts of plant.
9. I will talk about from where we get cereals.
10. The students will get learn about where do spices, oils, tea and coffee come from.
11. I will ask the students to identify the diverse parts of plants, different food products, from the pictures of people from parts of world.

**Closure:**

1. The students will write down the answers to questions and hand over their worksheets.

**Materials/Resources:**

- PowerPoint
- worksheets

**Possible Adaptations/  
Differentiation:**

- If a student finds it hard to identify different parts of plants as edible ones, I can help them.

**Management Strategies:**

Silent Coyote.  
Clapping.

**Safety Considerations:**

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**Stage 4: Reflection****Professional Development Goal/Target**

- Getting student attention.
- Procedures.
- Time management

