

GEORGIA AG EXPERIENCE

A MOBILE CLASSROOM POWERED BY



LESSON TITLE: VEGETABLES

Subject: VEGETABLES	Grade Level: 3-5	Estimated Time: 1 hour
Resources & Materials: • Assortment of fresh vegetables or vegetable pictures • Pictures of Georgia vegetable farms • Vegetable plant diagrams • Georgia map • Vegetable observation worksheet • Pencils/crayons • Optional: small vegetable samples for tasting • Optional: magnifying glasses		
Standards: 3rd Grade • S3L1 – Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within Georgia’s geographic regions. • S3L1a – Ask questions to differentiate between plants, animals, and habitats found within Georgia’s geographic regions. • S3L1c – Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another. I Inspire 4th Grade • S4L1 – Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. • S4L1a – Develop models to explain the roles of producers, consumers, and decomposers in a community. • S4L1b – Develop models to illustrate the flow of energy through a food web. 5th Grade • S5L1 – Obtain, evaluate, and communicate information to group organisms using scientific classification procedures. • S5L1a – Develop a model to illustrate how plants are classified. • S5L1b – Develop an understanding of how organisms are classified based on similarities and differences.		

Learning Objectives:

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

1. Define a vegetable in basic agricultural terms.
2. Identify at least five different vegetables.
3. Identify the plant part that people eat for different vegetables.
4. Explain that vegetables come from different parts of plants.
5. Identify at least two vegetables grown in Georgia.
6. Describe at least two steps farmers use to produce vegetables.

Guiding Background Knowledge & Fun Facts:

Vegetables can come from many different parts of a plant. Depending on the vegetable, people may eat the root, stem, leaf, flower, fruit, or seed of the plant.

Georgia farmers grow many different vegetables, including onions, sweet corn, tomatoes, peppers, cucumbers, squash, cabbage, collards, carrots, and sweet potatoes.

Fun Facts:

- Carrots are roots.
- Sweet corn is a seed.
- Lettuce and collards are leaves.
- Onions are modified underground stems.
- Tomatoes are botanically fruits but are commonly used as vegetables.
- Sweet potatoes are storage roots.
- Farmers must provide crops with the right amount of water, nutrients, sunlight, and protection from pests.

INTEREST APPROACH:

Estimated Time: 10 minutes

Place several vegetables in a basket or bag. Allow students to look at or feel the vegetables without immediately telling them what they are.

Ask:

- “What vegetable do you think this is?”
- “Where do you think it grows?”
- “Does it grow above or below the ground?”
- “Which part of the plant do we eat?”
- “Can you name a vegetable grown in Georgia?”

Show students several different vegetables and explain that vegetables can come from many different parts of a plant.

Tell students:

“Today we are going to become Vegetable Detectives and discover which parts of plants we eat and how Georgia farmers grow vegetables for our tables.”

LEARNING ACTIVITY #1:

Estimated Time: 20 minutes

Resources & Materials:

- Fresh vegetables or vegetable pictures
- Vegetable observation worksheet
- Plant-part diagram
- Pencils/crayons
- Magnifying glasses, if available

Vocabulary:

Vegetable, crop, root, stem, leaf, flower, seed, plant, harvest, farmer

Instructor Directions:

Divide students into small groups. Give each group several vegetables or vegetable pictures. Have students observe each vegetable and determine which part of the plant they think people eat. Create six categories:

- Root
- Stem
- Leaf
- Flower
- Fruit
- Seed

Have students place each vegetable into the appropriate category.

Content/Procedure:

Discuss examples with students:

Roots: Carrots, radishes, sweet potatoes

Stems: Celery, asparagus

Leaves: Lettuce, spinach, collards, cabbage

Flowers: Broccoli, cauliflower

Fruits: Tomato, cucumber, pepper, squash Seeds:

Sweet corn, peas, beans

Explain that some foods we commonly call vegetables are technically fruits because they develop from the flower of a plant and contain seeds.

Have students choose one vegetable and draw the plant part that we eat.

LEARNING ACTIVITY #2:

Estimated Time: 20 minutes

Resources & Materials:

- Pictures/cards showing vegetable production
- Georgia map
- Pictures of Georgia vegetable farms
- Vegetable cards
- Optional vegetable samples

Vocabulary:

Agriculture, commodity, producer, harvest, crop, irrigation, processing, consumer

Instructor Directions:

Give students cards showing different stages of vegetable production.

Have students work in groups to put the cards in the correct order:

1. Farmer prepares the soil.
2. Seeds or young plants are planted.
3. Plants receive water and nutrients.
4. Plants grow and develop.
5. Farmer monitors the crop for pests and disease.

6. Vegetables mature.
7. Farmer harvests the vegetables.
8. Vegetables are transported to consumers.

Explain that Georgia farmers grow many different vegetables. Different vegetables have different growing requirements and may be planted and harvested at different times of the year.

Show students pictures of Georgia vegetable farms and discuss how vegetables can be grown on farms of different sizes.

Ask students:

**“What would a farmer have

SUMMARY:

Estimated Time: 5 minutes

Review the lesson by asking students to name different vegetables grown in Georgia and identify which part of the plant we eat. Discuss how Georgia farmers plant, care for, harvest, and transport vegetables. Emphasize that vegetables can come from different plant parts, including roots, stems, leaves, flowers, fruits, and seeds. Students will explain one new thing they learned about Georgia vegetables and agriculture.

EVALUATION:

Estimated Time: 5 minutes

Students will complete a short exit ticket. Students will:

1. Name one vegetable grown in Georgia.
2. Identify the part of the plant that we eat.
3. Describe one step a farmer takes to grow vegetables.
4. Explain how vegetables get from the farm to the consumer.
5. Draw one vegetable and label the part of the plant that is eaten.

Assessment: Students who correctly answer 4–5 questions demonstrate understanding of the lesson. Students who answer 2–3 questions will receive additional practice, while students who answer 0–1 questions will receive reteaching and teacher support.