

# April

..... HARVEST OF THE MONTH .....

# ROMAINE LETTUCE

## NC Standard Course of Study

### Science:

- 1.L.1** Understand the characteristics of various environments and behaviors of humans that enable plants and animals to survive.
- 1.L.2** Summarize the needs of living organisms for energy and growth.

### Materials needed:

- Paper
- Paint (optional – for extension)
- Writing Utensils
- Empty Plate Worksheets

### Goal:

Students will explore the benefits of romaine lettuce and learn about plant parts and their functions and edible examples of roots, stems, leaves, flowers, fruits, seeds.



### Activity Length:

45-60 minutes



### Location:

Classroom

# Lettuce Life Cycle



**Question for the class:** How does our ROMAINE LETTUCE GROW? What does it need to grow?

Invite students to join in narrating or acting out the process:

**Possible script:** It starts of as a tiny little SEED. If that SEED gets SOIL + WATER, it will start to GERMINATE. It will send ROOTS down into the SOIL. Then it sends up its STEM toward the sky. It sends out its LEAVES to collect more sun. Lettuce grows many LEAVES around its STEM, forming a HEAD. This is the part we eat! When it wants to make more plants, it will open up a FLOWER (when leafy greens like lettuce do this, it is called BOLT-ING). Inside the FLOWERS are lots of tiny SEEDS, which can each make a new plant!

## Optional warm-up songs:

Sun, Soil, Water & Air by the Banana Slug String Band

**Bonus:** Have students act it by starting as a tiny little seed (ball on the floor), pressing their roots (feet) into the floor, stretching their stem (body) towards the sky, and opening leaves (hands).

# Supply Chain



## Question for the class:

WHERE does LETTUCE GROW?



They grow on a farm or they can grow in a garden (do we have them in our garden?).

Where can we get or buy LETTUCE?



We can buy them at the grocery store, farmer's market, or we can eat them at the cafeteria.

HOW did the LETTUCE get from the farm to our plate? WHO helps?



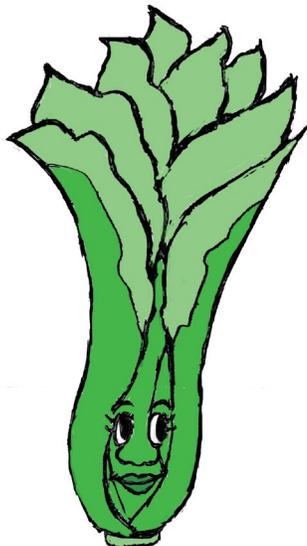
**Harvest:** The farmer had to harvest (pick) it

**Transport:** A driver had to drive them from farm to store or market

**Process:** Maybe someone chopped them before they got to the story

**Prepare:** Someone (a chef, family member, ) had to wash it

**Eat:** And finally... after all that... YOU get to eat it!



# Harvest of the Month Moment!



Before diving into the lesson, introduce the featured produce!

If space, gather in a circle or around the poster. Feel free to use this space to share your own experiences with the harvest and celebrate what students know.

*The Harvest of the Month for APRIL is LETTUCE!*

- *This leafy green loves the warm weather in April and May.*
- *Romaine Lettuce is a great source of the Vitamin A, which helps with eyesight and growth & development.*

Ask students to find the harvest on the What's Growing On? Poster. If available, pass around the harvest and invite students to share observations (*How does it feel, look, smell, sound? Does it remind you of another harvest we've done this year?*).

Consider asking some warm-up questions for students:

*Have you tried it? When did you try it?*

*How does your family like to prepare this fruit/vegetable?*

*Do you have anything that you know about this harvest that you'd like to share?*

## What's Growing On?



### 1. Introduction to Plant Parts

Show me on your fingers how many main plant parts you think there are. This is a silent vote. Four? Two? Ten?

Let's count them out!

Invite responses and draw a basic plant on the board, adding a section with each response. Ask, *what part of the plant grows out under the ground? (ROOTS). What part grows straight up from the ground? (STEM), etc. o Answer:*

1. Roots
2. Stem
3. Leaves
4. Flower
5. Fruit
6. Seed

- There are 6 main plant parts!
- Ask, April's Harvest of the Month is LETTUCE. What part of the lettuce plant do we eat? (LEAVES).

## 2. Song & Plant Part Dance

“Roots, Stems, Leaves” by the Banana Slug String Band  
<https://www.youtube.com/watch?v=u9RufgjTV4Y>

Teach the chorus:

*Roots, stems, leaves,  
Flowers, fruits, and seeds  
That's six plant parts that  
plants and people need*

**ACTIVE BREAK: Lettuce Dance!** Act out the different plant parts when they are mentioned in the song! Have students come up with a motion for each plant part. Example: point to feet for roots, stretch tall for stem, or open up arms for leaves

Now that we know what the plant parts are...what do they do?

## 3. Plant Parts & Functions

**Name each plant part. Ask students if they remember the function of each plant part mentioned in the song. Go over the functions of each part together:**

- **Roots:** reach down in the soil to soak up water and nutrients (like a straw in a glass of water)
- **Stems:** carries the sugar to the rest of the plant (like an elevator bringing the water and sugars up and down)
- **Leaves:** collect the sunlight that the plant turns into energy for itself
- **Flowers:** Attract pollinators like bees, birds, and insects. Flowers have pollen that is collected by pollinators and spread to other plants
- **Fruits:** Contain seeds. Spreads the seeds around (like when they fall on the ground) so new plants can grow.
- **Seeds:** Every new plant grows from them!

## 4. Edible Plant Parts

Ask students if they have eaten different plant parts. If they don't think so, brainstorm examples together.

- *Have you ever eaten a root before? No? Raise your hand if you've ever eaten a carrot before.*
- *Well, then you've eaten a root!*
- Brainstorm other “root” examples together (potatoes, radishes, turnips)
- Repeat for other plant parts. See list below for examples.

### Fruits

Tomatoes  
Apples  
Grapes  
Bell Peppers  
Cucumbers  
Berries  
Clementines

### Seeds

Sunflower  
Pumpkin  
Pomegranate  
Beans

### Roots

Carrots  
Parsnips  
Beets  
Radishes

### Stems

Celery  
Asparagus  
Scallions

### Leaves

Cabbage  
Kale  
Romaine Lettuce

### Flowers

Broccoli  
Cauliflower  
Violets  
Chamomile  
Squash Blossoms

## 5. Plant Parts Worksheet

- Pass out empty plate worksheets
- Let students design and draw their ideal snack using all six plant parts
- Put the above list up on the board for students to refer to
- Allow students to share their designed snack with a partner or with the whole class!

### Art Extension: Romaine Stamps

With ends of romaine stems, you can make beautiful stamps!

#### Materials needed:

- Paper
- Paint
- End of romaine stem to use as stamp

#### Steps:

- Cut a few romaine stems
- Lay out some newspaper to minimize mess!
- Put some paint on a tray
- Provide each student with paper
- Invite students to take turns stamping their print
- Simply apply paint to the lettuce stamp and stamp onto paper. Add a green stem to make it a flower!

## 6. Plant Part Snack

### Assemble Plant Part Wraps

- Create a buffet of the 6 plants parts
- Have students come scoop a little of each
- Demonstrate how to roll up ingredients inside Romaine Lettuce leaf (like a wrap or burrito)
- Remind students to wait until everyone has their snack in front of them before we start eating
- When everyone is ready, tell students

# ELA Connection: April is National Poetry Month

### *Lettuce Write Poetry!*

Invite students to write a poem about their favorite fruit & vegetable

- Short rhyming poem
- Acrostic poem

### Lettuce Acrostic Example

Leafy green, so yummy!

Eat it in a salad with

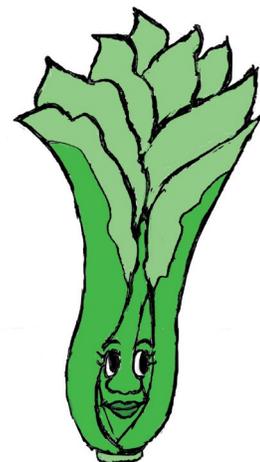
Tomatoes, carrots, peas

There are so many options

Unbe-LEAF-ably good!

Come on, LETTUCE celebrate, and

Eat lettuce every day!



**Plant Parts  
Worksheet**

