



Plants and People

10

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify things that plants provide to people: oxygen, food, and important products

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between the read-aloud on fruits and what parts of plants people eat, and the ways plants are important to people (RI.K.3)
- ✓ Define and use new words, such as *bouquet*, from the read-aloud and the discussion about “Plants and People” (RI.K.4)
- ✓ Describe an image of fruits and vegetables in “Plants and People,” using the image to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Plants and People” (RI.K.10)
- ✓ Listen to a variety of texts, including informational text such as “Plants and People”
- ✓ Prior to listening to “Plants and People,” identify orally what they learned about fruit and what parts of fruit people eat

Core Vocabulary

bouquet, n. A bunch of flowers that has been arranged and wrapped

Example: I gave my mom a bouquet of roses on Mother's Day.

Variation(s): bouquets

lumberjack, n. A person who cuts down trees; a logger

Example: The lumberjack carefully cut down the huge oak tree.

Variation(s): lumberjacks

medicines, n. Substances given to a sick person to help them feel better

Example: The doctor gave Javier two different medicines to help him feel better.

Variation(s): medicine

oxygen, n. A gas found in air and water


Example: We breathe in oxygen and breathe out carbon dioxide.

Variation(s): none

provide, v. To supply or give something

Example: Your teacher will provide the paper, but you must bring a pencil.

Variation(s): provides, provided, providing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Plants and People		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Bouquet		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Plant Parts We Use	Instructional Master 10B-1	15



Plants and People

10_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they have already learned several different ways that people make use of different parts of plants. Guide them as needed in remembering the different fruits and the parts of those fruits that people eat. Ask students to name a couple of the fruits that they have learned about. Remind students about the gigantic turnip they heard about, and review with them the parts of a turnip that people eat (both the tops, or greens, and the roots).

Tell students that in today's lesson, they will learn that plants provide two very important things for animals and humans to survive: oxygen and food. Have students take a deep breath. Tell students that when you breathe in, oxygen goes into your body. Just like we must eat everyday, we must also breathe oxygen in order to survive.

Purpose for Listening

Tell students that eating and breathing are only two of the many ways that people use plants. Tell students to listen carefully to find out how plants provide oxygen as well as some other ways people use plants.



Plants and People

◀ Show image 10A-1: Woman eating lettuce

Where would we be without plants? The truth is that life for animals, insects, and human beings would be impossible if it weren't for plants.

The most obvious reason plants are important is that they **provide** food.¹ People, including you, eat plants or parts of plants every day. What does the woman in this picture have in her mouth? It's lettuce! Of course, you don't see too many people chomping on lettuce in this way, but you will find lettuce in salads and on sandwiches. Lettuce is good for you. It is a healthy vegetable that comes from a plant.

1 *Provide* means to give or supply something.



◀ Show image 10A-2: Fruits and vegetables collage²

Just like fruit, all vegetables are parts of plants, including potatoes, beans, peas, carrots, peppers, cucumbers, and squash. Each comes from different plants—and from different parts of plants—but they all come from plants nonetheless.³ Many fruits and vegetables are healthy and tasty, so you should try to eat some every day.

2 What fruits and vegetables do you see in this picture?

3 [Briefly review the different parts of the plant.]



◀ Show image 10A-3: Corn

This is a picture of an ear of corn and a cornfield. Believe it or not, corn comes from a special type of grass. Do you like to eat corn on the cob?



◀ Show image 10A-4: Wheat and wheat products

Have you eaten any bread lately? It is likely, then, that you have eaten wheat. Wheat also comes from a type of grass. Its seeds are ground up and used to make wheat flour, and wheat flour is used in many kinds of breads, cereals, and cakes.



← **Show image 10A-5: Rice**

This is a picture of a bowl of rice and a rice paddy, or field. People all over the world eat rice. It is used to feed billions of people every day!

You have just learned about three important grains: corn, wheat, and rice. Grains are seeds that come from different types of grasses.



← **Show image 10A-6: Cotton crop**

Plants and plant products can also be used to make fabric, or cloth. Fabrics are used to make clothing, blankets, and other everyday things. This picture shows cotton plants. Fluffy, white cotton is often dyed, or colored, to make colorful clothing and blankets.



← **Show image 10A-7: Flowers**

When people are feeling sick or sad, it is nice to give them a **bouquet** of flowers.⁴ Flowers can cheer people up and let them know they are loved. Have you ever received or given flowers?

4 A bouquet is a bunch of flowers arranged together.



← **Show image 10A-8: Rubber tree and tire**

There are many things that you would not guess have anything at all to do with plants, such as the tires on a car, which are made of rubber. In fact, much of the rubber we use—for everything from tires to rubber bands to basketballs—comes from the sap of rubber trees.⁵

5 [Explain to students that the white liquid coming out of this rubber tree is sap, which is turned into rubber.]



← **Show image 10A-9: Sap of a maple tree⁶**

Another type of sap we use comes from maple trees. This type of sap is clear and gives us something much better-tasting than rubber: maple syrup! In early spring, people drill small holes into the trunks of maple trees and insert spouts, which allow the sap to drip out into buckets or holding tanks. When the sap is boiled, it turns into maple syrup. Don't worry—the holes don't hurt the trees! They heal during the summer and fall, and people pick a different spot on the trunk to drill the next spring.

6 [Point to the different parts as you talk about them.]



← **Show image 10A-10: Using plants as medicines**

Some plants and plant parts can be used to make **medicines** for curing diseases or healing wounds. Using plants to make medicine requires a great deal of knowledge. A person must know how to find the right kind of plant, and he or she must know exactly which part of the plant to use and how to use it. In some parts of the world, knowledge of medicinal plants has been passed down from generation to generation—from parents to their children—for thousands of years.



← **Show image 10A-11: Aloe vera plant**

One very common medicinal plant is the aloe vera plant. Inside its thick green leaves is a clear gel, which many people use to help heal small cuts and to soothe sunburns. Some doctors and scientists think that eating or drinking parts of the aloe plant is good for your stomach, and can help prevent many diseases.



← **Show image 10A-12: Lumberjack**

People use the wood from trees to build houses and to make many other things. This **lumberjack**, a person who cuts down trees, is using a powerful chain saw to cut down a great big pine.⁷ After he chops this tree down, the lumberjack will saw off all the branches. The bare trunk will be loaded onto a truck and taken to a lumber mill, where it will be turned into boards.

7 Why do you think this lumberjack is wearing ear plugs?



← **Show image 10A-13: Uses for wood**

People also use the wood from trees to make fires when it is cold outside. This person is splitting logs to burn in the fireplace. Wood is also used to make tool handles, instruments, and other objects. Baseball bats are often made of wood from the ash tree, one of the strongest trees in the forest. It is very important to plant a new tree for every old tree that is cut down, so that there will be plenty of trees for other people to use in the future.



← **Show image 10A-14: Child and trees**

8 What is this process called?
(Photosynthesis.)

9 Take a deep breath. You just
breathed in oxygen.

Here is another important thing to know about plants: they help keep the air clean and fresh. When plants make their own food, they release oxygen into the air.⁸ When you breathe in, that same oxygen travels to your lungs. Oxygen keeps you alive; you need oxygen all day, every day.⁹

Did you have any idea how important plants are to people?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes



← **Show image 10A-6: Cotton crop**

1. *Literal* What are some foods that plants provide? (Plants provide corn, wheat, rice, vegetables, and maple syrup.)
2. *Literal* What can people make from cotton plants? (People can make clothes and blankets from cotton plants.)
3. *Literal* What kind of plants are car tires, basketballs, and rubber bands made from? (Car tires, basketballs, and rubber bands are made from rubber trees.)
4. *Literal* Many plants are used for medicine. Which plant is used for cuts and burns? (The aloe vera plant is used to heal cuts and burns.)
5. *Literal* What is lumber, or wood from trees, used for? (Lumber is used for building houses and making things, like baseball bats.)
6. *Inferential* How do plants help people breathe? (Plants help people breathe by providing oxygen.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will have several of you share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Which of the ways that people use plants surprised you the most? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Bouquet

5 minutes

1. In the read-aloud you heard, "When people are feeling sick or sad, it is nice to give them a *bouquet* of flowers."
2. Say the word *bouquet* with me.
3. A bouquet is a bunch of flowers, sometimes tied together with a string or placed in a vase.
4. Ava gave her mother a bouquet of flowers for her birthday.
5. Tell me who you would like to give a bouquet of flowers to and why. Try to use the word *bouquet* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would give a bouquet to _____, because . . ."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Share which favorite flowers you would use to make a bouquet, (e.g., roses, tulips, irises, daisies, etc.). What other kinds of decorations would you add to the bouquet (toys, balloons, etc.)? Whom would you give this bouquet to? Be sure to begin your responses with "I would use _____ to make a bouquet because . . ."



Complete Remainder of the Lesson Later in the Day



Plants and People

10_B

Extensions

15 *minutes*

Plant Parts We Use (Instructional Master 10B-1)

With your help, have students match each item on the left with the plant that it comes from on the right. This instructional master is not intended to be used as an assessment; instead, it should be used for informational purposes and to allow for more discussion before the actual assessment. Remember to repeat and expand upon students' responses, using richer and more complex vocabulary, including, if possible, any read-aloud vocabulary.

- ✈ **Above and Beyond:** Have students complete this activity on their own.