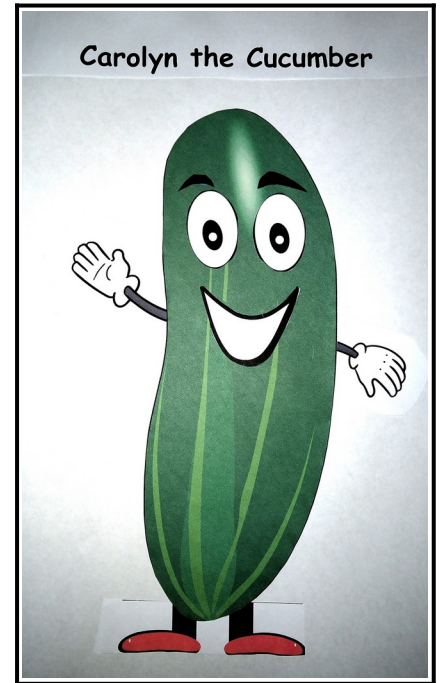


## My Life as A Vegetable (Grades 3-5)

**OVERVIEW:** Learning how a plant grows into each of its six parts can be creative and fun! Ask your students to imagine that they are their favorite vegetable. Have them discuss and describe how they grow, starting as a seed until they are ready to be harvested for someone's tasty treat. Ask students to research what obstacles plants face as they grow: adverse weather, hungry insects and animals, competition from weeds. Read books about how seeds grow into plants. Then ask students to create a poster or write a story describing their life as their favorite vegetable!

**GRADES:** 3-5

**OBJECTIVES:** The students will be able to:  
explain the life cycle of a vegetable plant by describing how a plant develops from seed to roots, stems, leaves, flowers, fruits, and seeds again.



Describe some of the obstacles a specific vegetable might encounter as it grows: adverse weather, disease, attacks by insects or animals, competition from other plants.

### **MATERIALS:**

Paper

Crayons or markers for portrait

*Optional: Books such as:*

*The Amazing Life Cycle of Plants by Kay Barnham*

*From Seed to Plant by Gail Gibbons*

*Pumpkin Circle: The Story of a Garden by George Levenson*

### **PROCEDURE:**

Ask your students what they know about how plants grow. Discuss how plants start as seeds and grow five more parts, starting with roots, then stems, leaves, flowers, fruits and seeds. Discuss what each part does for the plant. Read one or more of the books that describe how a plant grows.

Ask your students to pick a favorite vegetable and research how it grows and what obstacles it faces: what is its perfect weather condition for growth? What happens when the weather is bad? What insects eat this plant? Are there any beneficial insects that come to the rescue? What animals eat the plant? Is it prone to disease?

Students can either work individually to research a favorite vegetable or they can work in small groups to research the same vegetable.

Then students create their own posters or write a story describing their life as a vegetable, including the stages of growth and what happens to them as they grow.

EVALUATION:

Completed poster or story.

EXTENSION:

In small groups, students create a short play about the life of a vegetable, which they can perform for younger students in the school.

New Jersey Learning Standards

*Science:* 3:LS1.B 4:LS1.A 5:LS2.A

*English Language Arts:* 3:W.3.3.A-D, W.3.4,7,8 4:W.4.3.A-E, W.4.4,7,8  
5: W.5.3.A-E; W.5.4,7,8