

DELICIOUS NUTRITIOUS ADVENTURES

# Root for the Root!

## SUBJECTS



NUTRITION



SCIENCE

**Aa**

LANGUAGE  
ARTS

## GRADE LEVEL

**K-3**

## TIME

**45 min**

# Root for the Root!

## Objectives

Students will:

- See, say and spell vocabulary words associated with root vegetables.
- Construct a class list of known root vegetables.
- Compare and contrast a variety of root vegetables using their senses.
- Recall nutrition facts about root vegetables
- Share a crazy root veggie fact with their families.
- Students will create a journal entry to reflect, draw, write and share what they learned during the lesson.

## Materials & Preparation

Root vegetables for display and tasting. These could include:

- Whole carrots, preferably multi-colored (display and tasting)
- Fresh beet (for display)
- Roasted or canned beets (for tasting)
- One fresh sweet potato (for display)
- Pieces of cooked sweet potato or bag of sweet potato chips (for tasting)
- Additional root vegetables such as: parsnips, radish, turnip, celery root, etc.
- Root vegetable [recipe cards](#)

Read aloud book options:

- The Gigantic Turnip, by Aleksei Tolstoy & Niamh Sharkey
- The Giant Carrot, by Jan Peck
- Carrots Grow Underground, by Mari Schuh
- The Magic Beet, by Kiya Kahl
- The Carrot Seed, by Ruth Krauss

## Preparation at Home

If using the tasting lesson component:

- Set aside the fresh display vegetables so that kids can observe them and touch them. These do not need to be washed and should not be cut.
- Wash, peel and cut all tasting veggies into small pieces, about 1 - 2 inches, and keep in separate containers. You will want there to be enough for kids to try a 2 inch bite of each vegetable.

# Root for the Root!

## Lesson Introduction

(15 minutes)

### Part 1: Story Time!

Read aloud from one of the read-aloud book suggestions

### Part 2: Getting to Root Vegetables!

Ask, have any of you heard of ROOT VEGETABLES? Hold up each of the root vegetables you have brought for students to see. Introduce each by name and write the names on the board.

Ask: Why do you think these vegetables are called ROOT Vegetables?

- › Allow students to hypothesize why they might be called root vegetables. Explain that root vegetables grow underground just like the roots of a tree or flower and absorb all the nutrients from the soil needed to grow a healthy plant above. We eat the part that grows underground! If you cannot see the vegetable when it grows, it's a root vegetable.
- › Use the display root vegetables (or a picture) to show which part of the vegetable grows underground, and which part you can see from above ground. Use a white board to draw a picture to display this.

Ask students if they can think of other root vegetables. List those on the board.

- › Examples: Potatoes (all kinds, white potatoes, sweet potatoes, redskin potatoes, even blue potatoes), celery root, beets, radishes, turnips, sweet potatoes, jicama, onions, and garlic.

Explain how vegetables help keep our bodies strong and healthy. Tell the students you have four great facts about root vegetables that you would like to share with them. Write out ROOT vertically on the board.

R - Root veggies grow underground and absorb NUTRIENTS from the soil

O - Our eyes need VITAMIN A and we get this from carrots

O - Our hearts need POTASSIUM to regulate our blood pressure (Have students clap out PO-TASS-I-UM.)

T - Tummies stay full because of the FIBER in root veggies

Ask students, what sound do you hear when you bite into a carrot? Allow students time to consider the question and respond. If they have trouble, help them by explaining that when you bite into a carrot it makes a CRISP or CRUNCHY sound. Tell students that before cooking root vegetables they are CRISP or even HARD.

Explain to students that root vegetables often are cooked and mashed up like mashed potatoes. Ask, have you ever eaten mashed potatoes? How would you describe the texture and flavor of mashed potatoes? Many people describe them as SOFT or CREAMY.

Ask students if they can think of other foods that are sometimes CRUNCHY and sometimes SOFT or CREAMY.

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## Body of Lesson: Tasting Time!\*

(20 minutes)

### Part 1: RULES FOR HEALTHY EATING LESSONS

Polite bite: Our first rule is that we ask everyone to take a polite bite.

- Can you tell how something tastes by looking at it? You never know whether you'll like something if you don't try it.
- Please take one small bite so that you can know for sure whether you like it or not.

No-Yuck Zone: Our second rule is that this room is a No-Yuck zone.

- If I try something and say, "That's delicious," you'll all likely want to try it. But if I said, "Ew, that's the worst thing I've ever tasted," no one else will want to try it and you will miss out. Everyone has different taste buds, and it's important to respect that.
- What's a polite way to explain that you don't like what you've tried? "Not tasty to my taste buds."

### Part 2: TASTING TIME!

- Pass out pieces of the prepared root vegetables for students to try. Pass around the display root vegetables and let them feel these as well.
- Ask students to observe with their eyes the root veggies in front of them. Ask them to describe their observations. What's different or alike about each of them?
- Ask students to notice similarities or differences between the vegetables (color and size).
- Taste the root vegetables one by one starting with CARROTS, then BEET, and finally the SWEET POTATO CHIP.
- Discuss how each root vegetable tastes and encourage students to use vocabulary words like CRISP, CREAMY, and CRUNCHY as they taste.
- Encourage students to use their senses as they try each one. Do these have different smells? Feel different when you touch them? Make a sound when you bite them?

## Conclusion

(5 minutes)

### Part 3: DISCUSSION

- Which was your favorite root vegetable? Why?
- What is something new that you learned about root vegetables?
- What words would you use to describe the taste and texture of root vegetables?
- Thank them for trying new foods and encourage them to make healthy eating choices and share some fun facts about root vegetables with their families.
- Send kids home with root vegetable [recipe cards](#) that they can try making at home for fun.

## Assessment

(10 minutes)

- At the end of the lesson, have each student create a journal entry about the lesson, using age-appropriate strategies such as drawing, dictating or writing.

\*Note: See extension section for optional activities to use if tasting is not feasible for your classroom.

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## Extensions

### Draw handprint carrots:

- Supplies: paper, pencils/markers/crayons or paint
- Instructions: direct each student to stretch and overlap their fingers into a long point and then trace their hand, from their fingers down to below their wrist. Then have them flip the drawing so the point goes down and draw the carrot greens. Next, have students color in their carrot!

### Sing I'm A Little Bean:

(To the tune of "London Bridge is Falling Down")

- › We are making root veggie soup
- › Root vegetable soup, Root veggie soup
- › We are making root veggie soup
- › Now put in the (root vegetable of choice).
- › Take the \_\_\_\_\_ and stir it up,
- › Stir it up, stir it up,
- › Take the \_\_\_\_\_ and stir it up
- › While making root veggie soup.

### KWL (KNOW, WANT, LEARNED):

- Have students write one sentence about what they KNOW about root vegetables, what they WANT to know and what they have LEARNED.

### Clap The Syllables:

- Together as a class, clap out the number of syllables for different root vegetables, such as CARROTS, BEETS, TURNIPS, PARSNIPS, RUTABAGA, SWEET POTATO, POTATO, CELERY ROOT, RADISH and ONION.

### Acrostic Poem:

- Have students write a poem that spells out different root vegetables (BEET, CARROT, RADISH, POTATO, etc) vertically. Each letter of the word will become the first letter of each sentence of the poem.

### Root vegetable storytime:

- Have students write a brief descriptive story about their favorite root vegetable, using the vocabulary adjectives learned in the lesson.
- Or, write a story as a class. Have each student contribute one sentence. Collect the sentences and read the full story aloud.

### Root Veggie the Action Hero:

- Have students work in pairs to create a comic strip about a root veggie superhero and the power of root veggies to keep us healthy.

