



BC Agriculture in the Classroom Foundation

La plante, c'est délicieuse!

Students will learn all about plants in this French Immersion unit – from different plant parts, to the life cycles of plants, and how plants connect to our health and well being. Students will also look at how plants are produced and travel from the farm, to stores, to their plates.

Subject Levels/ Suggested Grade

Kindergarten Français langue seconde (FRAL)

Kindergarten Science

Kindergarten Social Studies

Kindergarten Physical and Health Education



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Grade and Subject	Curricular Competencies	Content Connections
K Français Langue Seconde (FRAL)	<p>Become involved in activities and discussions in order to develop a sense of belonging to the class through the use of the French language</p> <p>Actively participate in listening and reading to facilitate understanding of the text</p> <p>Make connections between personal knowledge and one's learning</p>	<ul style="list-style-type: none"> • communication strategies (e.g., active listening, turn-taking in a conversation) • elements of a story: characters settings events
K Science	<p>Make exploratory observations using their senses</p> <p>Demonstrate curiosity and a sense of wonder about the world</p> <p>Observe objects and events in familiar contexts</p> <p>Experience and interpret the local environment</p> <p>Represent observations and ideas by drawing charts and simple pictographs</p> <p>Discuss and Share observations and ideas orally</p> <p>Transfer and apply learning to new situations</p> <p>Express and reflect on personal experiences of *place</p>	<ul style="list-style-type: none"> • basic needs of plants and animals • weather changes
K Social Studies	<p>Explain the significance of personal or local events, objects, people, or places (significance)</p> <p>Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</p> <p>Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</p>	<ul style="list-style-type: none"> • ways in which individuals and families differ and are the same • people, places, and events in the local community, and in local First Peoples communities
K Physical and Health Education	<p>Identify and explore a variety of foods and describe how they contribute to health</p>	<ul style="list-style-type: none"> • relationships between food, hydration, and health
K Arts Education	<p>Explore artistic expressions of themselves and community through creative processes</p>	<ul style="list-style-type: none"> • elements in the arts, including: • dance: body, space, dynamics, time, relationships, form

Teacher Background

Rationale

Across my five years as a French Immersion kindergarten teacher, I have always been aware of the need to learn about and teach children about healthy eating, which includes exploring plants and animals that make up many of the recommended healthy eating guidelines (e.g., Canada's Food Guide on the Government of Canada website). However, I have found that my way of examining healthy eating to be somewhat rushed, without much passion instilled. Thus, as an elective for my Masters in early childhood education, I chose to pursue British Columbia Agriculture in the Classroom to learn more about our local connections to agricultural practices (e.g., plant farming and animal farming). This course has shown me how important the topic of agriculture in the classroom really is. For example, the BC Dairy Association (n.d.) asks the poignant question "Do you really know where your food comes from?" (BC at the Table section, para. 1). It is evident that many young children would not be able to answer this question, hence having little connection to the food they eat on a daily basis. This is further emphasized by Berry (2009) who states that "for [urban shoppers], then, food is pretty much an abstract idea — something they do not know or imagine — until it appears on the grocery shelf or on the table" (para. 4). Therefore, there is a clear need for all children learn where their food comes from and to make real connections with this food. A great example of this comes from Waters (n.d.), who says it best by stating that a school garden is a place where you can "reconnect yourself with the source of your food" (0:34) and that these meaningful, hands-on experiences result in the children "open[ing] their eyes and their nose and their mouths and their ears...it's learning by doing" (1:12). Overall, I hope to instill this sense of curiosity within the children I teach, with the hope that they want to learn the answer to this question through inquiry and hands-on experiences.

Therefore, the purpose of this project is to create a comprehensive unit plan focusing on plant growth and healthy eating. More specifically, students will be learning about the plants that we eat, how they grow, and lastly how they get into our grocery stores and homes. This unit plan is targeted to French Immersion kindergarten teachers; lesson plans are explained in English and the resources are in French. Within this project, you will see how this unit is embedded within the British Columbia kindergarten curriculum. All in all, the overall goal is to instill interest, curiosity and knowledge about plants as a source of food.

Lesson 1: C'est quoi une plante?

Materials:

- Book: Planting a Rainbow by Lois Ehlert (1988)
- Chart Paper and markers (Prep ahead and write "C'est quoi une plante?")
- Outdoor clothing (for nature walk)
- iPad or device to take photos of student observations

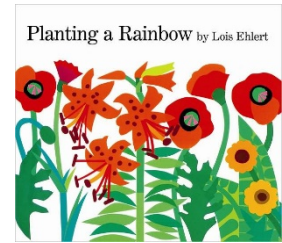


Image courtesy of Bing Online Images 1

Activity - 40 minutes (split into two 20 minute blocks):

1. (A) Gather students as a whole class and read the story: Planting a Rainbow by Lois Ehlert (or something about plants and planting).
2. After the story is over, ask students to describe aspects of the story (e.g., likes/dislikes, things that stood out, things they remembered, etc.)
3. Next, show them the chart paper with the question "C'est quoi une plante?"
4. Make a class list of student answers, circle any that fit a plant definition (e.g. flower, tree, apple, lettuce).
5. Ask students to remember the book and our list.
6. (B) Go for a nature walk to point out plants we see (take photos of student examples)
7. Afterwards, show pictures that were taken of plants we found during our nature walk

Assessment:

- Billet de sortie (exit slip): at the end of the day, each student must name a plant before leaving the class.

Lesson 2: Les legumes et les fruits sont des plantes aussi?

Materials:

- Book: Growing Vegetable Soup by Lois Ehlert (1987)
- “Mystery Box” (a medium sized, opaque box that will hold vegetables)
- Vegetables (e.g., carrot, celery, spinach, broccoli, sunflower seeds)
 - Try and have at least one example of each part of a plant: seed, root, stem, leaf, flower)
- Lunch bags (ready on tables)
 - (give parents notice a day or two before the activity so each child will hopefully have a vegetable in their bag)
 - If some children do not have a vegetable, consider supplementing with the School Fruit and Vegetable program delivery if applicable, or have students copy from a neighbour’s lunch.
- Journals
- Colouring materials



Image courtesy of Bing Online Images 2

Activity - 30 minutes:

1. Gather students as a whole class and read the story: Growing Vegetable Soup by Lois Ehlert
2. After the story is over, ask students to describe aspects of the story (e.g., likes/dislikes, things that stood out, things they remembered, etc.)
3. After discussion/sharing, pull out the mystery box.
 - Mystery box: pull out various types of vegetables, ask students what each one is, pass each one around, and talk about how they are plants too – plants that we can eat!
4. Next, invite students to sit at the spot at the table with their lunch bag (make sure they don't open it yet!) Then, move into the “plant hunt”.
5. Plant hunt (Think, Pair, Share style): Do you have plants in your lunch bag? Think about some of the plants we saw in our story and in the mystery box. Let's open our bags and see what's inside. Pull out any plants you see and tell your neighbour what it is. Now raise your hand if you would like to share with the whole class!

Assessment:

Draw a picture in your journal showing what plant(s) you have in your lunch bag.

Lesson 3: Les besoins d'une plante

Materials:

- Books used in lesson 1 and 2 (Planting a Rainbow, Growing Vegetable Soup)
- Chart Paper, line down centre
 - Left side: Les besoins d'une personne
 - Right side: Les besoins d'une plante
- Markers
- Technology to play videos (e.g., projector, computer, speakers)
 - <https://youtu.be/IC8mC3VX7s4>
 - <https://youtu.be/dUBIQ1fTRzI>
- Worksheet: *Les besoins des plantes, by Maternelle avec Mme Andrea (2015)

Activity – 20 to 30 minutes:

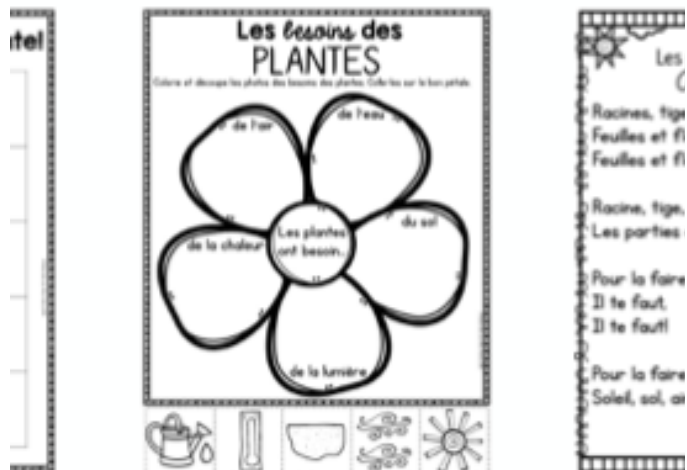
1. Revisit the books from Lesson 1 and 2, particularly the sections with the soil, water, and sun
2. Ask students to think about what people need to grow. Write down their answers on chart paper.
3. Next, ask them to think about plants and how they grow. What do they need? Now, show them video on needs of a plant (choose language preference)
 - French Video: les besoins vitaux des vegetaux, par : Nicolas Renaud
 - <https://youtu.be/IC8mC3VX7s4>
 - English Video: The Needs of a Plant (song for kids about 5 things plants need to live), by: Harry Kindergarten Music
 - <https://youtu.be/dUBIQ1fTRzI>
4. After video, ask students to share what they saw about plant needs. Write down their answers and guide them to any missing answers
5. Next, briefly introduce worksheet and go over the task: can you show me what plants need to grow?
6. Send them off to complete worksheet: *Les besoins des plantes.

Assessment:

- Completed worksheet

Worksheet Preview Courtesy of
Maternelle avec Mme Andrea (2015):
Les besoins des plantes

D'autres activités et une chanson



Lesson 4: Cycle de vie d'une plante et les parties d'une plante

Materials:

- Large *"Cycle de vie" book, by Maternelle avec Mme Andrea (2015)
- Individual copies of mini *"cycle de vie" booklets, by Maternelle avec Mme Andrea (copyright)
- Technology to play videos (e.g., projector, computer, speakers)
 - <https://youtu.be/MlvUFUWvlsI>
- Worksheet: *Les parties de la plante, by Maternelle avec Mme Andrea (2015)

Activity – 15 minutes for reading and discussion; 30 minutes for buddy/family time:

1. Read the "Cycle de vie" book to the class (Maternelle avec Mme Andrea resource)
2. After reading, revisit each phase of the life cycle and watch this video to see life cycle of a bean plant: <https://youtu.be/MlvUFUWvlsI>
3. Hand out mini booklets (for buddy/family reading)
4. With buddy class or morning family reading, read the mini booklet together. Next, take a "les parties de la plante" worksheet and label parts of a plant together.

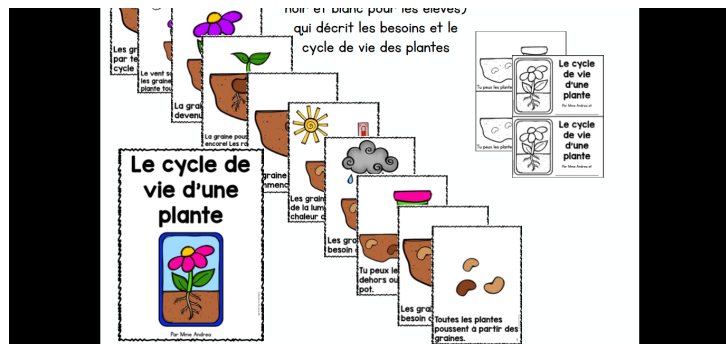
Assessment:

- Completed worksheet.
- Ask each student to explain to you the life cycle of a plant.

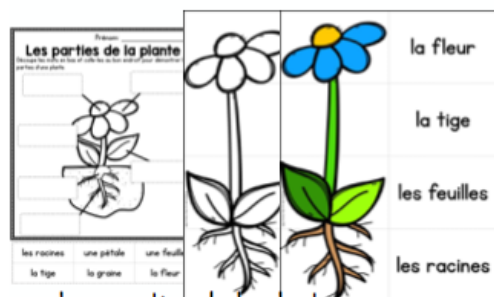
Worksheet Preview Courtesy of Maternelle avec Mme Andrea (2015):

<https://www.teacherspayteachers.com/Product/Les-plantes-FRENCH-Plants-Worksheets-and-Activities-1857175>

Large *"Cycle de vie" book and mini "cycle de vie" booklets



Les parties de la plante



Les parties de la plante

feuille de travail + casse-tête

Lesson 5: On mange la plante!

Materials:

- Large chart paper with plant life cycle
 - Can draw or print out * “Affiche cycle de vie”, by Maternelle avec Mme Andrea (2015)
- Song lyrics: “Les parties de la plante”
- Whiteboard/Chart Paper
- Markers
- 5 Hula Hoops
- “Les parties de la plante” labels resource (created by Malika Conroy)
- 5 copies (each set a different colour) of “je mange toute la plante” resource (created by Malika Conroy) in large envelopes. Make sure each vegetable is cut out individually.
- 1 teacher copy of “je mange toute la plante” resource to be displayed and mixed up during activity. Make sure each vegetable is cut out individually.

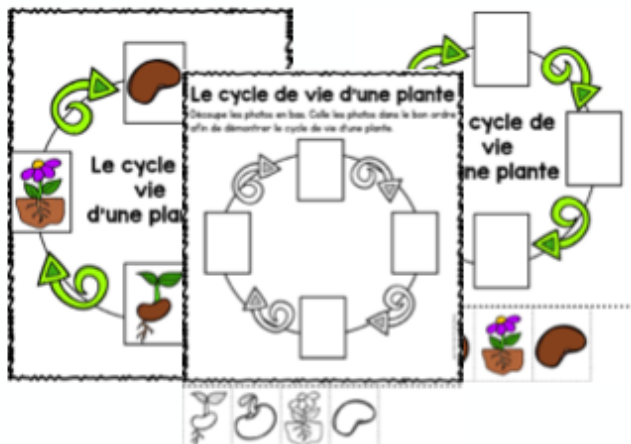
Activity – 40 minutes (split into two 20 minute blocks):

1. (A) Now we should feel confident that plants include the vegetables we eat. Ask students if they recall the life cycle book and how plants have different parts: start as a seed, roots, stem, leaves, and flower.
2. Show them chart paper with plant life cycle (drawing or * “Affiche cycle de vie”)
3. To reinforce what we’ve learned, let’s learn a song and dance about parts of a plant!
4. Teach song and dance (tune: head and shoulders, knees and toes)
5. Perform as a whole class
6. (B) Prior to this next activity starting:
 - lay out 5 hula hoops around the room
 - place the individual “les parties de la plante” labels inside the hoops
 - Display teacher copy of “je mange toute la plante” for reference
7. Let’s discover what part of the plant these vegetables are! First, show the teacher copy of the vegetables and briefly name them all
8. Next, Explain the rules:
 - Take out the pictures of different vegetables and in your groups put them in the spot you think they belong (is it a flower, a leaf, a stem, a root, or a seed?)
9. Make groups of 4 and give each group their packet
10. Send them on their way!
11. Post Activity/Debrief: make a whole class chart paper version together with the teacher copy

Assessment:

- The results from the activity and post activity discussion.

Worksheet Preview Courtesy of Maternelle avec Mme Andrea (2015):
Affiche cycle de vie



Affiches + feuille de travail
(Cycle de vie d'une plante)

Worksheets created by Malika Conroy:
Song lyrics: "Les parties de la plante"

Les parties de la plante
Sur l'air de "tête, épaule, genoux, orteille."

Fleur, tige, feuille et racine
Feuille et racine
Feuille et racine

Fleur, tige, feuille et racine
Les parties de la plante!

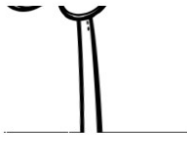
“Les parties de la plante” labels

******(Some images from this resource are a modified version of “Casse-tête les parties de la plante” by Maternelle avec Mme Andrea, 2015)******

Les racines



La tige



Les feuilles



La fleur

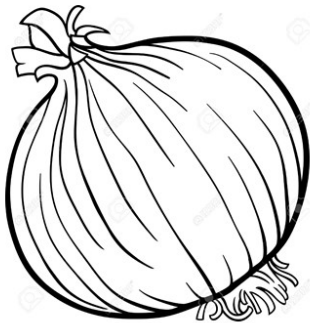


La graine

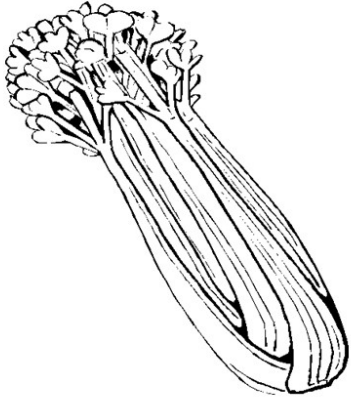
“Je mange toute la plante”

Je mange toute une plante

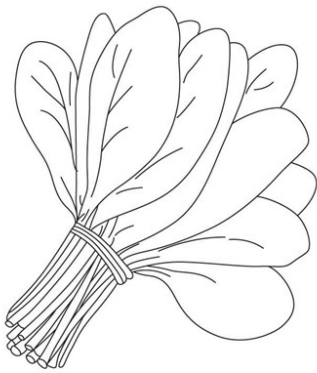
Les racines



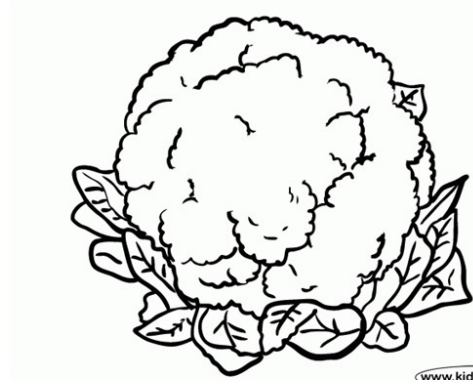
La tige



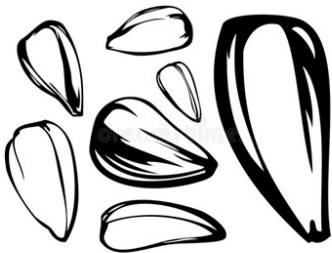
Les feuilles



La fleur



La graine



Lesson 6: D'où viennent les plantes qu'on mange?

Materials:

- Journals
- Colouring materials
- General Field Trip procedures (must be arranged prior to unit)
 - Visit BC Agriculture in the Classroom Foundation website to find farm tours in your area (<https://www.bcaitc.ca/farm-tours-field-trips>)
 - Visit Save-On Foods website to find a Nutrition tour in your area (<https://www.saveonfoods.com/nutrition-tours/>)

Activity – Full day:

- Take the class on a field trip to a local farm that will show students where their (potential) produce can come from.
- Next, head over to your local Save-On Foods to take a Nutrition Tour, where students can connect how produce goes from the farm and travels to the store and finally ends up in on their plate.
- Once back at school, have students write/draw a journal about the two experiences. Ask them to show how the vegetables they saw move from place to place.

Assessment:

- Journal entry

Extension Activities

- Enforce the learning of plant parts by enrolling your class in “Spuds in Tubs” or “Planting a Promise” through BC Agriculture in the Classroom.
- Incorporate existing school gardens into the unit lessons as applicable, or start a school garden through the “Harvest Bin Project”.

Credit

BC Agriculture in the Classroom Foundation (2019). Farm tours & field trips [website]. Retrieved from: <https://bcaitc.ca/farm-tours-field-trips>

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Harry Kindergarten Music [Screen name]. (2014, May 19). *The needs of a plant (song for kids about 5 things plants need to live)* [Video file]. Retrieved from: <https://youtu.be/dUBIQ1fTRzI>

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Nix, P. (2009). An experiment in "gardenizing" schools, inspired by Wendell Berry [website]. Retrieved from: <https://www.ecoliteracy.org/article/experiment-gardenizing-schools-inspired-wendell-berry>

Renaud, N. [Screen name]. (2016, August 24). *Les besoins vitaux des végétaux* [Video file]. Retrieved from : <https://youtu.be/lC8mC3VX7s4>

Save-On Foods (2019). Nutrition tours [website]. Retrieved from: <https://www.saveonfoods.com/nutrition-tours/>

Waters, A. (n.d.). *Edible education* [Video file]. Retrieved from: <http://www.nourishlife.org/2011/03/edible-education/>

Appendix For Resources:

* Copyright Resources: Link to shop page to purchase *Maternelle avec Mme Andrea (2015)* resource package if interested: <https://www.teacherspayteachers.com/Product/Les-plantes-FRENCH-Plants-Worksheets-and-Activities-1857175>

Lesson 1

- “Making a Rainbow” by Lois Ehlert

Lesson 2

- “Growing Vegetable Soup” by Lois Ehlert

Lesson 3

- YouTube Links:
 - <https://youtu.be/IC8mC3VX7s4>
 - <https://youtu.be/dUBIQ1fTRzI>
- **Les besoins des plantes*

Lesson 4

- YouTube Links:
 - <https://youtu.be/MlvUFUWvlsI>
- **Les parties de la plante*
- **Cycle de vie* book and mini booklets

Lesson 5

- **Affiche cycle de vie*
- Song lyrics to “Les parties de la plante”
- “Je mange tout la plante” – 5 student copies and one teacher copy

Lesson 6

- Fieldtrip resources (dependent on farm tour location)