

LEARNING WITH *Sweetpotatoes*

Mini-Lesson



Let's Make It Digital: Parts of the Sweetpotato Plant

Grades K-2

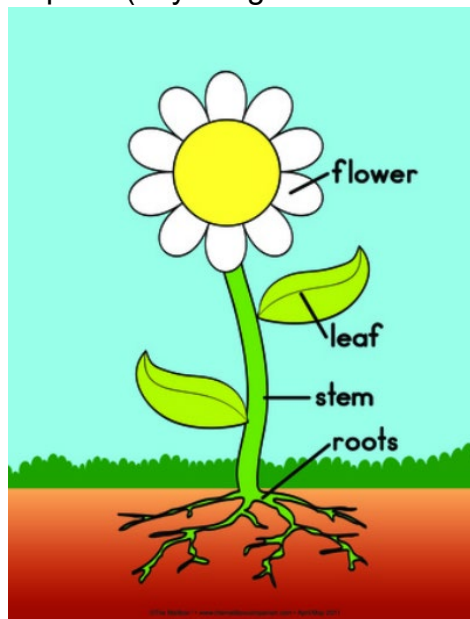
Using the [K-2 Lesson: Learning the Life Cycle of a Sweetpotato](#)

Mini-Lesson Focus:

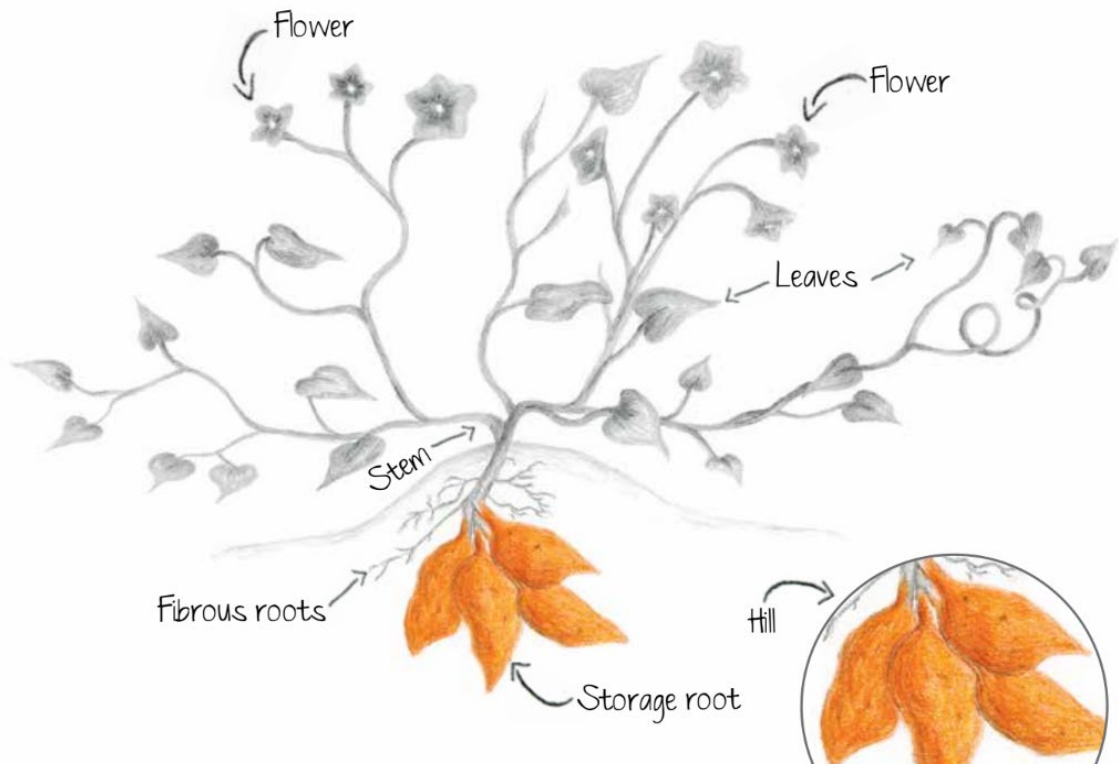
- Parts of a sweetpotato

Procedures:

1. Ask students to draw a picture of a sweetpotato plant. Do not give any instructions beyond that.
2. Have students share their drawings.
3. Show an image of parts of the sweetpotato plant.
 - You can use the parts of the plant image on page 10 of the lesson (linked above, and pictured below).
4. Explain the importance of providing specific details by asking questions:
 - How many parts does a plant have?
Students may identify many numbers. After a few guesses, show students a diagram of parts of a plant (any image that shows the basics will do):



- Ask students, “How many parts do you see? What does each part do?”
Give time for open discussion.
5. Say, “Now let’s go back to our drawings.” Show this image:



6. Have students share what instructions could have been given to better describe and draw the image of a sweet potato plant, specifically.
7. Ask questions:
- Are there specific similarities and differences you see?
 - Talk briefly about the structure and function of the parts of a plant.
 - Focus on the parts of the plant we eat—specifically about the parts of the sweet potato plant we eat. We eat the roots!
 - Extension: Have a discussion about the differences between potatoes and sweetpotatoes.

Let’s make this activity digital!

1. Visit a web 2.0 tool to create/draw the diagram of the sweet potato plant.
2. Discuss [Wixie](#) with the group.
3. Have students draw a diagram of a sweet potato plant using the [Sweetpotato K-2 Project Rubric](#). Students should label their plant diagram for proof of knowledge pertaining to the sweet potato plant.

Subset of Standards:

English Language Arts

L.K.5.A Sort common objects into categories (eg. Shapes, foods) to gain a sense of the concepts the categories represent.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.7 Use the illustrations in a text to describe its key details.

L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5.A Sort words into categories (colors, clothing, etc.) to gain a sense of the concepts the categories represent.

Science

K.P.2 Understand how objects are described based on their physical properties and how they are used.

K.P.2.1 Classify objects by observing physical properties (including size, color, shape, texture, weight, and flexibility).

First Grade

1.L.1 Understand characteristics of various environments and behaviors of humans that enable Lesson Plans Available Online at ncagintheclassroom.com Page | 4 plants and animals to survive.

1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food, and shelter and that these may be found in their environment.

1.L.1.2 Given examples of the needs of different plants and animals can be met by their environment in NC or different places throughout the world.

1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g. reuse or recycle products to avoid littering).

Thank you
to our partners

