**Tops and Bottoms**

**Grade Level:** K-2

**Season:** Fall

**Larger IGS Unit:** Garden

**Essential Question:** Where does food come from?

**Objective:** Students will understand how plants grow. They will be able to identify different parts of the plant, and recognize what parts of plants we eat.

**Materials:**
- *Tops and Bottoms*, by Janet Stevens
- Tops and Bottoms Worksheet
- Paper
- Crayons
- Variety of vegetables, either in the garden or on display in the classroom (carrot, tomato, lettuce, beet, potato, kale, squash, etc.)

**Introduction:**
Read *Tops and Bottoms* aloud to the students. Ask students to list the vegetables they heard in the book, and where they grew in the garden. Make a list on the board.

**Activity:**
In the garden, invite students to explore with a partner. See if they can find vegetables that grow in different places in the soil. Individually, or with a partner, students complete the Tops and Bottoms Worksheet.

- If in the classroom, students complete the worksheet using the vegetables on display.

Back in the classroom, students choose one vegetable that they will draw. Each student takes an 8 ½ x 11 piece of paper and folds it in half. They may draw a line across the fold to highlight the soil area. Then they draw their vegetable, according to where it grows in relation to the soil level.

**Wrap up/ Assessment:**
- Tops and Bottoms Worksheet
- Tops and Bottoms drawing

**Extensions:**
- Planting in the garden