

## TOPS AND BOTTOMS: WHAT GROWS WHERE?

**Focus Lesson:** Tops and Bottoms: What Grows Where?

**Materials:**

*Tops & Bottoms* by Janet Stevens  
 Chart paper  
 Markers  
 Paper

**Time:** 45 minutes

**\*Common Core Standards:**  
**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**Thinking Skill:**  
**Organizing information**  
**Note taking**

**Objective:**

Students will take notes on which vegetables grow above ground and below ground, and will then organize that information into a graphic to display.

**Connection:**

Students will see what vegetables look like before they reach their tables, and where vegetables grow. Students will see that vegetables have different parts, some of which they do not eat.

**Explicit Instruction:**

Elicit students' prior knowledge on vegetables. How many different vegetables can they name? What vegetables grow with the part you eat above ground? What vegetables grow with the part you eat below ground?

Tell students to get out a piece of paper and divide it in two. One side will be vegetables that grow above ground and the other will be vegetables that grow below ground.

**Guided Practice:**

Read *Tops & Bottoms* by Janet Stevens.

When the first vegetable comes up, show students how to put it on their graphic organizer.

### **Independent Practice:**

As you continue reading, students will continue filling out their chart of vegetables that grow above and below ground.

### **Reflection – Group Share:**

On large chart paper, draw a line to represent the ground.

Create a class graphic organizer of all the vegetables mentioned in the story representing if they grow above or below ground.

Students can work in groups to color and label the graphic organizer.

When finished, brainstorm other vegetables that grow above or below the ground.  
Use pictures to show students how they grow.

### **Reading List:**

*Tops & Bottoms* by Janet Stevens

(Consider: Integrated Marketing Services. (2012). *Fresh Produce Guide: 300(+) Fruits, Vegetables and Herbs*. Apopka, FL: Integrated Marketing Services)

**Teacher Note:** If these vegetables are something that many of the students are not familiar with seeing in their more natural state it could enhance the lesson to bring them in and show students what they really look like. Pictures could also be used.