

## Day One, Lesson #1

Time Estimate: 20-30 minutes  
Content Area: Language/Social Studies  
Grouping: Large Group

### Objectives

- ◆The student will demonstrate basic knowledge of peanuts.
- ◆The student will share ideas in a brainstorming session.

### Materials

- ◆Activity Sheet #1 for each student
- ◆Chart or blackboard
- ◆Marker or chalk
- ◆Bag of in-shell peanuts

### Procedure

1. Pass out Activity Sheet #1 and state, "I want to know how much you know about peanuts." Give students about five minutes to complete the activity sheet.
2. Go over correct answers on sheet as a class.
3. Ask the students what they would like to learn about peanuts. Write ideas on chart/blackboard.
4. Hold up a bag of peanuts to stimulate brainstorming about what event might have in-shell peanuts for sale. Write these ideas on the chart/blackboard.
5. Tell students there are several kinds of peanuts. Have students think of all the foods and products which might contain peanuts or peanut oil. Write these on chart/blackboard.
6. Point out how many things you have written about peanuts giving the class lots to talk about in the next few days!

### Assessment Questions

Do students have some knowledge of peanuts?  
Did each student participate in brainstorming?

## Day Two, Lesson #2

Time Estimate: 45-60 minutes  
Content Area: Science/Language  
Grouping: Partners

### Objectives

- ◆The students will use vocabulary skills to label parts of peanut.
- ◆The students will work together as partners to label the peanut and peanut plant.
- ◆The students will demonstrate ability to label parts of their picture.

### Materials

- ◆Blackboard and chalk
- ◆In-shell peanuts for each student
- ◆Activity Sheets #2 and #3 for each student

### Procedure

1. Have students choose a partner with whom to work. Have a helper pass out a peanut and Activity Sheet #2 to each student.
2. List the parts of the peanut on the board: germ, endocarp, mesocarp, exocarp, pericarp, cotyledon and testa. Discuss the meanings of the prefixes such as Endo-, Meso- and Exo-.
3. Have students work together to figure out which part of the peanut matches each label (5-10 minutes). Allow students to share their guesses before revealing the correct answers.
4. Have students name the different ways food grows (on trees, on vines, underground, on bushes).
5. Pass out Activity Sheet #3. Have students label the peanut plant.

### Assessment Questions

Were students able to correctly label some parts of the peanut and peanut plant? Did students work together as partners?