

Classroom activities

Stage one / Lesson four



Learning Outcomes

A student:

- **EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.



Cross Curriculum Links

A student:

- **MA1-17SP** Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results.
- **PHS1.12** Recognises that positive health choices can promote wellbeing.



Resources and Preparation

Resources

- Worksheet 5 – My favourite vegetable.
- Variety of vegetables – cut into bite-sized pieces. To provide in case students do not bring in their own vegetable snack.
- Serving plate and serving utensils.
- Paper towel or other equipment for cleaning hands after eating.
- Pencils for writing, drawing and colouring.

Resources and Preparation continued >

Vegetable Yum

Students are encouraged to explore why a particular vegetable is their favourite.

Introduction (5 mins)

- Teacher asks students what vegetables they have brought in as their favourites and why. Advise students that they will be undertaking a task to describe their vegetable (appearance, texture, taste) and then determining which vegetable is the class favourite.

Activity (30 mins)

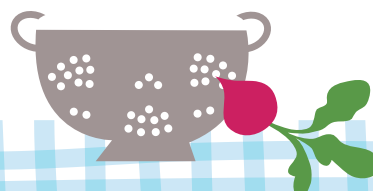
1. Students eat their vegetables.
2. While eating teacher asks students to brainstorm words (adjectives) to describe their vegetable. Guide students to think of words that relate to taste, texture and appearance. Teacher writes words up on whiteboard.
3. Students clean their hands.
4. Using WS 5.1, students complete the Y-chart.
5. Using WS 5.2, students write a descriptive sentence about their favourite vegetable and draw a picture.



Conclusion (10 mins)

Class develops a graphic display using completed copies of WS 5.2 by sorting them into groups. Using the display, students determine which vegetable was the class favourite.

Vegetable Yum activity continued >



Classroom activities

Stage one / Lesson four continued

Resources and Preparation

- Whiteboard pens.
- Bluetac or drawing pins for attaching student work to classroom wall.

Preparation

1 week prior to lesson:

- send a note home requesting students bring in their favourite vegetable for lesson.

1 day prior to lesson:

- organise a variety of vegetables as extras.

Prior to lesson:

- photocopy WS 5.1 – 1 per student.
- photocopy WS 5.2 – 1 per 3 students.
- cut WS 5.2 into strips.
- prepare extra vegetables.
- ensure students have washed hands prior to eating. Allow extra time if this task is to be included in the lesson.

Duration | 45 minutes

Ensure lesson is planned for Crunch&Sip or prior to a meal break

Assessment

For: Student contribution to group discussions.
Student ability in sorting and grouping.

As: Student is able to complete WS task.

Of: Quality of student work.

Differentiation

Extend: Students create graphic information independently.

Simplify: Students complete worksheet task with assistance.
Students complete tasks in pairs.

School/Home Link

Student interviews family members to find out which is their favourite vegetable and why. Students collect data and display using a picture graph.



My favourite vegetable

My favourite vegetable is: _____

Looks like



Feels like

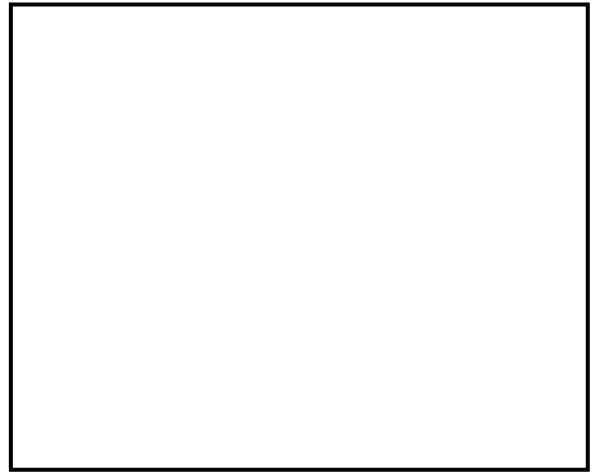


Tastes like



My favourite vegetable is

because _____



My favourite vegetable is

because _____



My favourite vegetable is

because _____

