

Classroom activities

Stage two / Lesson two



Learning Outcomes

A student:

- **ST2-10LW** Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
- **ST2-4WS** Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken.



Cross Curriculum Links

A student:

- **PHS2.12** Discusses the factors influencing personal health choices.



Resources and Preparation

Resources

- Access to interactive whiteboard.
- Interactive whiteboard materials – Vegetable Science S2 via www.fruitandvegmonth.com.au
- Worksheet 6 – Vegetable classification.

Resources and Preparation continued >

Vegetable Science

Students will learn how to classify vegetables and why a varied intake of vegetables is important.

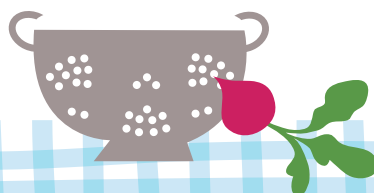
Introduction (15 mins)

- Display statements (IWB): 'We need to eat plant foods in order to survive. Vegetables are a very important plant food for humans.'
- Ask the students if they can think of reasons why vegetables are important for us. Write answers on brainstorm screen (IWB).
- Ask the students for examples of some of the vegetables they eat. Write up on IWB. How are these vegetables different? Guide students to think about the different colours, which part is eaten, what they look like or how they are grown.
- Display the statement: 'Our bodies need to eat lots of different types and colours of vegetables' (IWB). Ask students to predict why this might be.
- Advise students that they will be learning about the different types and colours of vegetables. They will then be learning how to classify vegetables according to colour and type and why it is important to eat a wide variety.

Activity (25 mins)

1. Teacher asks students: why might it be useful to classify vegetables into different groups (IWB)?
2. Teacher asks students to think about the colours they see in vegetables.
3. Students identify vegetables belonging in the various colour families (IWB).
4. Using the IWB, students learn about why the colours of vegetables are important, how they relate to plant chemicals and the roles of some plant chemicals.
5. Using the IWB, students classify vegetables according to their type.
6. As a class, undertake the interactive activity (IWB) to provide a wide range of vegetables (colours and types) to an example child.

Vegetable Science activity continued >



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Resources and Preparation

Preparation

Prior to lesson:

- access interactive materials ready for use.
- photocopy WS 6 – 1 per student.

Duration | 45 minutes



Conclusion (5 mins)

Class produces a statement as to why we need to eat lots of different types and colours of vegetables. Students provided with a copy of WS 6 to complete at home over a week.

Assessment

- For:** Student contribution to group discussion and group IWB tasks.
- As:** Student understands why a variety of different colours and types of vegetables are needed.
- Of:** Student accurately classifies vegetables using the worksheet.

Differentiation

- Extend:** Student writes an information report on one type of vegetable.
- Simplify:** Students provided with extra assistance in understanding concepts. Students undertake an earlier stage activity.

School/Home Link

Worksheet can be completed at home with support from parents.



Classifying vegetables

1. Write down the vegetables you ate each day:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

2. Classify the vegetables into their colour groups:

red	orange/yellow	blue/purple	green	white/brown

3. Classify the vegetables according to their type:

leafy (we eat the leaves)	flower (we eat the flowers)	fruit-type (has seeds inside)
root (we eat the roots)	bulb (has layers)	tuber (forms a lump on the root or stem which we eat)
stem (we eat the stems)	seed/pod (we eat the seed or seed pod)	fungi

**4. Did you eat lots of different types and colours of vegetables?
Explain your answer.**

5. Which colours or types did you miss out on this week?

6. What could you do to eat more types and colours of vegetables?
