

CLASSROOM ACTIVITIES

STAGE ONE LESSON ONE



Learning Outcomes

- **ST1-4LW-S** describes observable features of living things and their environments
- **MA1-CSQ-01** Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning



Resources and Preparation

Resources

Video (V)

- Video 6 - [How does a seed become a plant?](#)

Worksheets (WS) and Powerpoints (PTT)

- [PowerPoint 4 - How do fruits and vegetables grow?](#)
- Worksheet 4 - Counting fruits and vegies
- Teacher Information Document (TID)

Materials

- Student's Crunch & Sip fruit and veg
- Classroom poster
- Blank paper or interactive whiteboard
- (Colouring) pencils

Preparation

Prior to lesson:

- This lesson could be done during or immediately before Crunch & Sip
- Print 1x WS4 per student

The science behind growing fruit & vegies

Students explore how fruits and vegetables grow and what they need to grow. They do calculations with their fruits and vegetables brought in for Crunch & Sip and pick the most popular one to be used for the classroom poster. They investigate their poster fruit/vegetable in more detail.

Introduction (5 mins)

Discuss with the students: What are fruits and vegetables and where do they come from? How/where do they grow and what do they need to grow? Brainstorm onto blank display posters or the interactive whiteboard.

Activity (40 mins)

1. Ask the students to get their Crunch & Sip fruit or veg.
2. Together with the whole class, use page 1 of WS4 to do some calculations with your student's Crunch & Sip fruits and vegetables.
3. Watch V6 or use PPT4 to learn about fruits and vegetables going from seed to plants and what they need to grow. Or find a video about your chosen fruit/vegetable for the classroom poster (see TID for suggestions).
4. Individually, students can complete page 2 of WS4. After, explain the classroom poster to the students and choose which fruit or vegetable will feature on the classroom poster.
5. Investigate the chosen fruit/vegetable for the poster together with the class. Have one student complete Week 1 on the classroom poster. Students keep track of their plants over the next weeks.

Conclusion (5 mins)

Students can share with the class what their favourite fruit or vegetable is, and using their drawing on WS4, explain how it grows and what it needs to grow.

Assessment

- For:** Students understand how fruits and vegetables grow.
- As:** Students use what they have learned and apply to their own favourite fruit or vegetable.
- Of:** Students correctly solve the fruit and vegetable math problems.

Differentiation

- Extend:** Students can brainstorm about how to control and speed up the growth of the plant (i.e. greenhouses, automatic watering systems, fertilising, etc).
- Simplify:** Skip page 2 of WS4, or do as a whole class.

School/Home Link

Students can use what they learned to explore fruits and vegetables in their own environment, together with their parents/carers

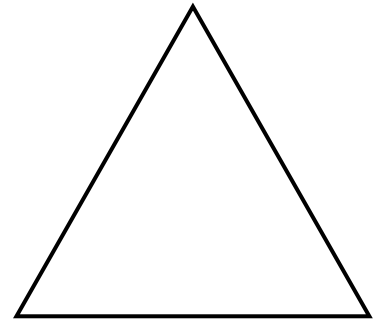
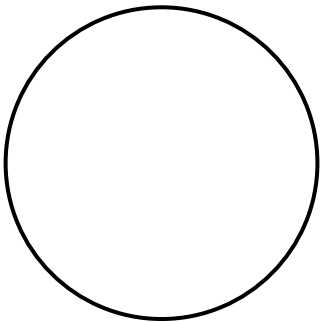
Duration | 50 minutes



Counting with your Crunch & Sip

1. Count the total number of fruits in your class:
2. Count the total number of vegetables in your class:
3. Are there more fruits or vegetables?
4. How many more?
5. Draw below:

- 3 strawberries in the TRIANGLE
- 2 bananas in the CIRCLE
- 4 apples in the SQUARE



6. What shape is your Crunch & Sip fruit or vegetable?

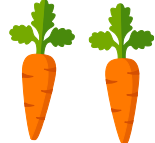
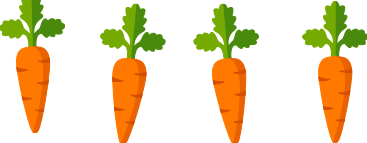
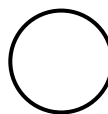
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7. Solve the additions below and write the answers in the circles:

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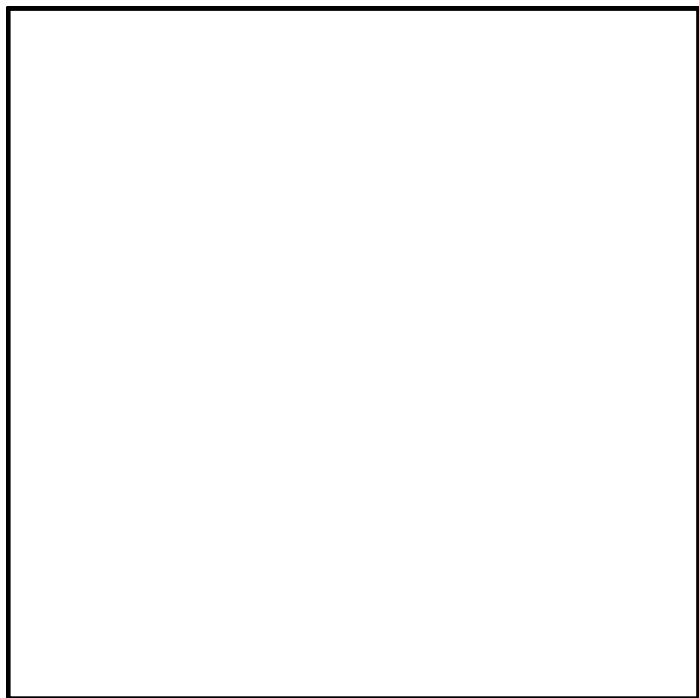
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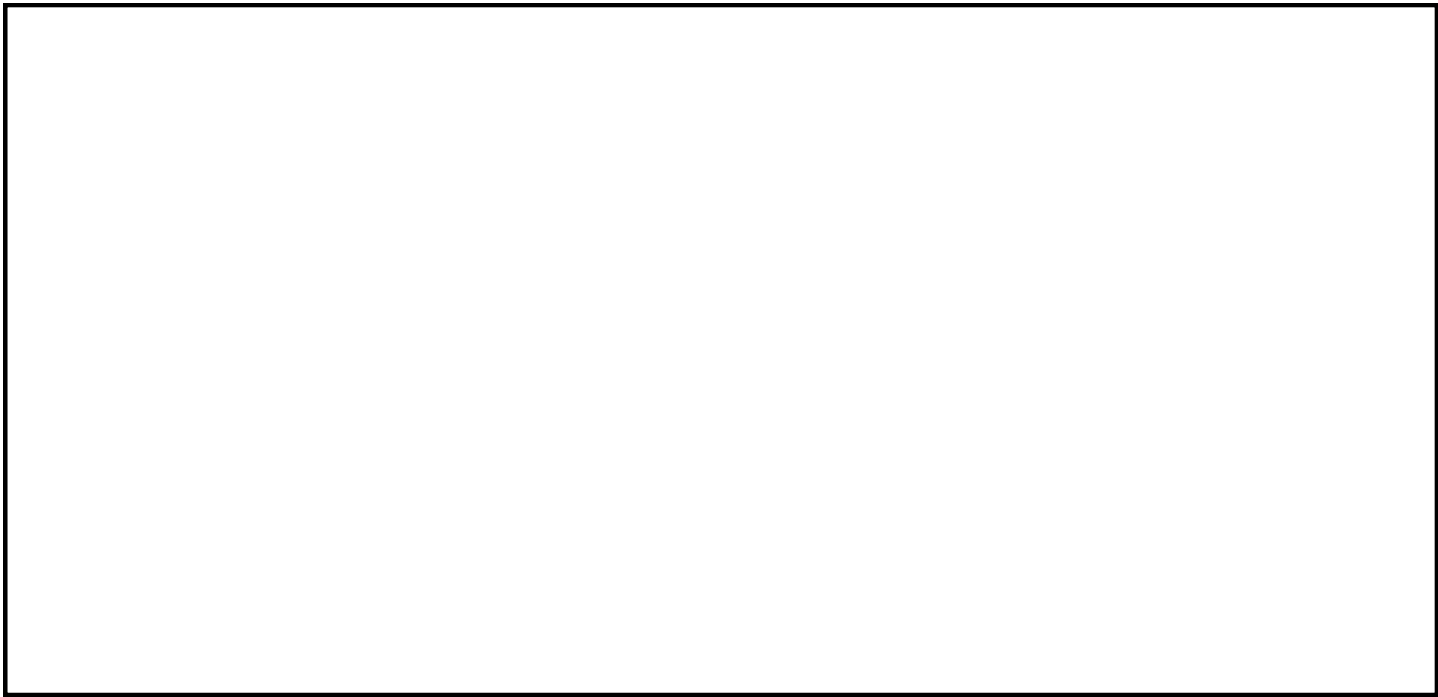
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Write the name of your favourite fruit or vegetable. Draw it in the square below:



Draw how your favourite fruit or vegetable grows from seed to plant:



What are 3 things a plant needs to grow?

