



Learning Outcomes

- **PD1-6** Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity
- **PD1-7** Explores actions that make home and school healthy, safe and physically active spaces
- **EN1-9B** Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts



Resources and Preparation

Resources

- Worksheet 14 – Fruit and vegetable onomatopoeia
- Onomatopoeia video via healthy-kids.com.au/teachers/fruit-veg-month/2021-resources/
- Pencils for writing
- Optional - A variety of fruit and vegetables, whole and sectioned, for display

Preparation

1 day prior to lesson:

- optional - organise fruit and vegetables for display

Prior to lesson:

- print out WS 14 per student

Fruit & veg fun

Students celebrate fruit and vegetables through the use of wordplay. Students learn about onomatopoeic words that describe how fruit and vegetables sound when eaten.

Introduction (10 mins)

Recall information learnt in previous lessons such as the importance of fruit and vegetables, their colours and types and why people like particular fruit and vegetables. Use the display of fruit and vegetables, and the KWL chart, to assist in this task if required. Teacher adds to the KWL chart as needed. Advise students that, to help celebrate fruit and vegetables, they will be having some fun with wordplay.

Activity (25 mins)

1. Students watch *Onomatopoeia* video.
2. Discuss onomatopoeia as a class and ensure students understand the concept.
3. Provide students with a copy of WS 14.
4. Ask students to think about the sounds that fruit and vegetables make when being prepared for eating or when eaten.
5. Students complete WS 14.
6. In pairs or small groups, students select or are allocated one of the fruit and vegetable related onomatopoeic words. Each pair/group develops an A4-sized poster that displays the word and which fruit and vegetables make that sound.

Conclusion (10 mins)

Students share their posters with the class. The posters can be displayed around the school.

Assessment

- For:** Student understands the concept of onomatopoeia during class discussion. Student provides the names of fruit and vegetables that correspond to the onomatopoeic sounds. Student provides fruit and vegetable names.
- As:** Student understands onomatopoeia. Student can provide fruit and vegetable names.
- Of:** Student worksheet task. Student pair/group task.

Differentiation

- Extend:** Students undertake the poster task individually. Students write sentences that incorporate fruit and vegetables and their onomatopoeic sounds.
- Simplify:** Students undertake the task in mixed ability pairs or groups. Worksheet task is undertaken as a class activity. Provide practical opportunities for students to hear the sounds through tasting and food preparation activities. Provide a word bank of possible fruit and vegetables for students to refer to.

School/Home Link

Images of the poster are sent home.

Duration | 45 minutes

Fruit and vegetable sound

Fruit and vegetables make sounds when they are eaten or when they are being prepared for eating (e.g. being cooked or cut up).

What fruit and vegetables make these sounds?

Write as many fruit and vegetable names for each sound as you can.

Crunch = _____

Squish = _____

Slurp = _____

Munch = _____

Chomp = _____

Snap = _____

Pop = _____

Squelch = _____

Ooze = _____

Drip = _____