

Table of Contents

Fruit and Vegetables	3
Bread	13
Healthy Eating	25
Across the Curriculum	43
English: Poetry Connections—Food Riddles	
Science: A Garden Plan—Plant Record—The Food Chain—How We Taste Foods—Water	
Maths: Food Match—Count on Food	
Society and Environment: Foods Around the World	
The Arts: Pastabilities—Food Play	
Life Skills: Table Manners—Food Safety—Pizza Party—Let’s Get Physical	
Culminating Activities	61
Food Fair—Healthy Eaters Game—Food Cards—Game Board	
Unit Management	66
Food Pyramid Bulletin Board—Cooking in the Classroom—Nutrition Newsletter	
Bibliography	77

Fruit and Vegetables

This integrated unit of work on FRUIT and VEGETABLES contains lesson ideas for you to select from. These activities may be further enhanced by using one or more of the suggested texts below, or choose a text from the Bibliography (pages 77-78).

- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- *Vegetables* Translated by Sarah Matthews
- *Growing Vegetable Soup* by Lois Ehlert
- *Oliver's Fruit Salad* by Vivian French

The outline below is a suggested plan for using the various activities that are presented in this unit. You should adapt these ideas to fit your own classroom situation.

Sample Plan

Lesson 1

- Prepare the Food Pyramid Bulletin Board (pages 66-73).
- Discuss the fruit and vegetables on display (page 4, Setting the Stage #3).

Lesson 2

- Sequence the story on sentence strips (page 6).
- Place the story vegetables in alphabetical order (page 7).
- Make a fruit or vegetable graph (page 9).

Lesson 3

- Sample fresh vegetables (page 4, Enjoying the Book #3).
- Use descriptions to tell about vegetables (page 7).
- Learn how we taste bitter, sour, salty, and sweet (page 50).

Lesson 4

- Make Vegetable Sculptures (page 8).
- Create some Fancy Treats with fresh vegetables (page 10).
- Send a note home for families to send vegetables for making soup and fruit salad (page 11).

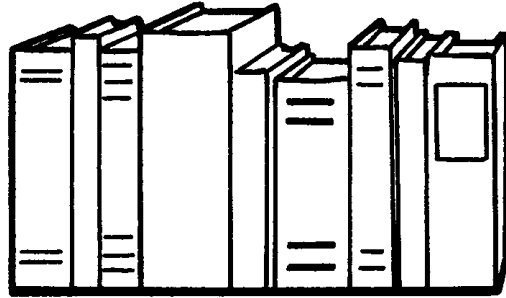
Lesson 5

- Make vegetable soup and fruit salad (page 10).
- Write a class recipe for making soup and fruit salad (page 7).
- Learn about the difference between fruits and vegetables. Complete the colouring activity on page 12.

Overview of Activities

Setting the Stage

1. Prepare a special space or table area in your classroom for your *Food and Nutrition* unit. Find food-related books and materials (see the Bibliography on pages 77 and 78. A library media specialist may serve as a good resource for locating additional materials.



2. Set the mood in the classroom with a Food Pyramid Bulletin Board. See pages 66 to 73 for complete patterns and directions.
3. Display and label a variety of fresh fruit and vegetables on a special table. After a day or two, remove the labels and let the children match the labels with the correct fruit and vegetables.
4. Take the children on an excursion to a supermarket or produce market where they can see fresh fruit and vegetables up close. Make arrangements for the produce manager to show the fruit and vegetables to the class and to share some interesting facts about each one.
5. Plant a class vegetable garden. Some ideas for planting and tending a garden are provided on pages 46 and 47.

Enjoying the Book

1. Introduce the selected book by calling attention to the display of fruit and vegetables. Ask the children to name each fruit and vegetable and then name the food group to which it belongs.
2. Cut apart the sentence strips on page 6 to sequence the process of making vegetable soup. Make enough sets so that each pair of children or a small group of children can put the strips in correct order.
3. Experience a variety of fresh fruit and vegetables. Discuss the fruit and vegetables named in the story. Let the children examine the fruit and vegetables and use all their senses to describe them (including tasting the vegetables). Afterwards, have the children draw a picture of one of the fruit or vegetables and write a descriptive sentence about it.

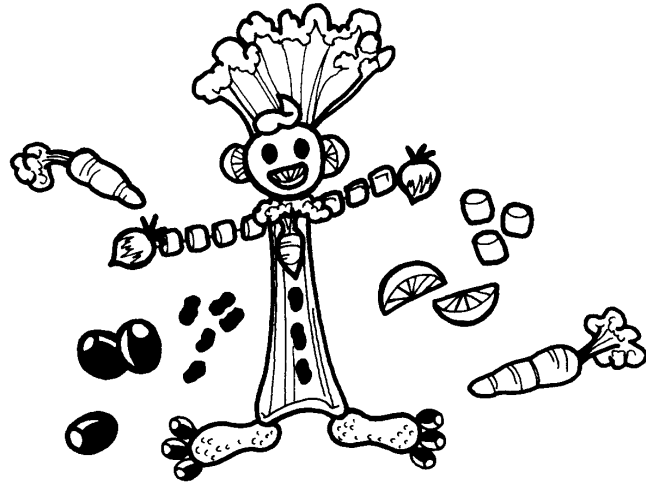
**My celery is green and
bumpy and tastes crunchy.**






Overview of Activities *(cont.)*

Enjoying the Book *(cont.)*

4. Make fruit and vegetable sculptures (see page 8 for complete directions). Attach smaller vegetables to zucchini, potatoes, squash, eggplant, and carrots to make funny and amazing creatures. Ask the children to name their sculptures and identify the fruit and vegetables they used. Share the pictures from the book *Play with Your Food* by Joost Bliffers. The children will certainly enjoy the whimsical creatures depicted.
5. Cook some vegetables or eat them raw. Let the children taste a variety of vegetables from fresh to frozen vegetables and canned vegetables.
6. Construct a class graph of fruit and vegetable favourites. See page 9 for more information and how-tos on this project. To make a permanent, reusable graph see the directions on page 15 (*Extending the Book*, #3).



Vegetable	Votes				
tomato 					
green bean 					
carrot 					

Extending the Book

1. Learn the differences between fruits and vegetables. Find out which vegetables are often referred to as fruits although they are actually vegetables. A colouring and visual discrimination activity can be found on page 12 to help the children learn about fruits and vegetables.
2. Read the book *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. Have the children identify all the fruits and vegetables pictured. Divide the children into groups and let them create their own fruit and vegetable alphabet books.
3. For a culminating activity, make vegetable soup and fruit salad. Send a note home to parents asking for donations of specific vegetables and fruits. A sample note for you to use can be found on page 11.

Sentence Strips

Use these sentence strips to review the order of events when making vegetable soup. Let the children work as partners or in small groups to complete the activities.

Activities

1. Enlarge and copy the sentence strips (below). Cut apart the strips and glue each one onto an oaktag sentence strip. Place the cards in scrambled order on a chalktray or in a pocket chart. Have the children arrange the cards in correct story order.
2. Make copies of the sentence strips below (one set per child or teams of two children). Glue each strip to the bottom of a separate sheet of paper. Have the children then illustrate the sentences and make big books.
3. Reproduce the sentence strips and cut them apart. Then cut apart the words on each sentence strip, taking care to keep each sentence strip's words separate. Glue each word onto half of an index card. Place each mixed-up sentence in a pocket chart, chalktray, or on a flat surface. Direct the children to put the words in correct sentence order.

Sentences

We are going to make vegetable soup.

Our tools are ready and we plant the vegetable seeds.

The sun and water help the vegetables grow.

We watch and weed the vegetables.

The vegetables are ready to be harvested.

We take the vegetables home and wash them.

The vegetables are cut up and put into a pot of water.

The vegetables cook into the best soup ever.