Take This

Fresh fruit or veggies

Read:
Good Enough to Eat:
A Kid's Guide to Food
by Lizzy Rockwell

What's for lunch?
Connected 1, 2006, p.26

Years 1-2

GEOMETRY

Shape
Explore the different shapes of fruit/vegetables. Record and use shape language, long, fat, round, curved, no corners, pointed, pear-shaped.

Have students use play dough (or clay) to make their own fruit or vegetables. Use the shape language of rounded items to describe these.

Provide a simple template for a small box. Support students to construct their fruit box. Develop and record the descriptive language of square-shape, corners, sides, edges, cube etc.

Recognize that many shapes in nature are curved and without corners, and many man made shapes have straight edges and corners. List examples of each.

GEOMETRY

Transformation
Explore symmetry and reflection by cutting fruit (eg. apple) in half, recognising and discussing the symmetry of the inside shape. Make paper available with a line drawn down the centre. Have students draw half of the shape, then swap with a partner and complete the other half 'reflection'.

MEASUREMENT

Order and compare objects by capacity, mass, and temperature
Plan to use a juicer/blender to create a fruit/vegetable drink. Talk about the process, count the food items, have students predict how full the jug of juice will be. Develop the language of capacity: full empty, nearly full, halfway etc. In sharing the juice into small cups of the same size, predict the number that will be filled. Develop key understanding associated with non standard units of measure, (begin empty,(o), no overflows, count each unit, same units of measure (all little cups the same).

Have student compare, hold and compare the weight of several vegetable items (eg. potatoes, kumara). Order these from lightest to heaviest. Develop and record the language of mass. Using balance scales and a non-standard unit (eg. blocks, marbles), measure each item to confirm the given order. Develop key ideas using non-standard units for measuring mass (scales balance first, count and record the units for each item weighed).

Together, prepare vegetables (eg. potatoes, kumara, pumpkin) to roast or bake. Highlight that the large numbers on the oven dial mean that the heat of the oven is so hot that it will burn people. Use student language and together create a temperature scale that the students understand. (eg. burning/boiling, too hot to touch, hot but can touch, warm and just right to eat, cool, cold like the fridge, frozen like in the freezer.) Refer to the scale when its time to eat the vegetables.

STATISTICAL INVESTIGATIONS AND LITERACY

Pose the class question in the context of healthy eating (food pyramid), "Which kind of fruit or vegetable do people in our class eat most often?" On 4cm squares of paper, have each student draw, colour and name the fruit (or vegetable) they eat most often. Collate these onto an A4 sheet. Make sufficient copies for each student, or pairs to cut onto individual squares and sort into categories. With modeling and support, have students create their own pictograph. Have students count, compare and find the difference between fruit types. Have them make statements and answercomparison questions. Talk about why some fruits are eaten more often than others, origins of some kinds of fruit/vegetables, fruit on special in the supermarket etc. , availability in own gardens. List reasons why fruit/vegetables are good for us.

NUMBER AND ALGEBRA

Develop a range of counting grouping, and equal sharing strategies as students carry out their statistical investigations and measurement. As part of ongoing numeracy work, explore the commutative property of addition eg. 6 apples plus 3 oranges (6+3) equals the same amount as 3 oranges plus 6 apples (3 + 6) Record this, 6 + 3 = 3 + 6, and explore other examples. As contextual problems are recorded, develop a sound understanding of how symbols and expressions are used.

Eg. 6 apples, 3 oranges and 7 bananas were eaten.

- How many more people ate bananas than apples?
  6 + ☐ = 7
- What is the difference between 3 and 7? How do we write this? 3 + ☐ = 7, 7 – 3 = ☐
- How many fewer people ate oranges?
- How many people ate these three fruits?
  6 + 3 + 7 = ☐
- Altogether 19 people ate fruit. So how many people ate pears? How could you write this?
  6 + 3 + 7 + ☐ = 19