

### Lesson 3: Fruit and vegetables

**Children will learn to:** identify and describe different types of fruit based on climate, how they grow and the type of seeds; identify parts of plants where vegetables are from and whether we cook them or eat them raw; design a leaflet to promote eating fruit and vegetables

**Main outcome:** Children design and write a leaflet to promote eating fruit and vegetables

**Cognitive skills:** predicting, applying knowledge, deducing, comparing and contrasting, classifying, describing, creating

**Main language:** *I think it's ... because ... They are ... / They have ... / They grow on ... It's got ... is / are the ... of the plant. Do you cook / eat ... raw? We think we cook ... / eat ... raw.*

**Main vocabulary:** names of fruit and vegetables, *temperate, subtropical, tropical, seeds, stone, bush, tree, ground, big, medium size, small, colours, parts of plant (root, stem, leaves, flower, fruit, bulb, seed, tuber), cook, raw, calories, fat, vitamins, fibre, variety, snack, natural sugar, sweet*

**Materials:** Worksheet 1: A world of fruit (copy for each child); Worksheet 2: Vegetable variety (copy for each child); pictures or photos of different fruit and vegetables (optional)

#### Revision activity

- Ask *How many food groups are there? (six) / Can you name them? (Grains, Meat and beans, Dairy products, Fruit, Vegetables, Fats, oil and sweets)* and listen to the children's response.
- Divide the class into two teams. Name different foods and children from each team take turns to say the food group, e.g. *Spaghetti / Grains!; Cheese / Dairy products!* and score points for their team. The team with most points at the end wins.

#### Introduction and setting objectives

- Ask *Which food group do you need to eat most of every day? (Grains) Which two food groups do you need to eat a lot of food from every day? (Fruit and Vegetables).* Ask *Why are fruit and vegetables good for you?* and listen to the children's response, e.g. *You get vitamins and fibre from fruit. / Fruit has got natural sugar. / Fruit is low in calories. / You get vitamins, iron, calcium, carbohydrates and fibre from vegetables. / Vegetables are also low in fat and calories.*
- Say *In this lesson we're going to identify and describe different types of fruit. We're also going to identify parts of plants that vegetables come from and how we eat them. For our e-zines (magazines) we're going to design a leaflet to promote eating fruit and vegetables.*

#### Suggested lesson procedure

##### Activity 1

- Show children pictures or photos of fruit if you have these available. Use these to introduce and/or revise the names of fruit.
- Choose four photos or pictures of fruit and stick them in a row on the board, e.g. banana, cherry, melon, raspberry. Alternatively, draw simple pictures of the fruit in a row.
- Ask children to tell you which fruit is the odd one out (or different to the others). Make it clear that there is no single correct answer and encourage them to think creatively. Listen to their ideas and be ready to expand their answers and introduce vocabulary as necessary, e.g. *I think it's banana because bananas grow in hot countries / are long (or are a different shape) / are yellow; I think it's cherry because cherries are small / have one seed (or stone) / are black / are often joined to another cherry by their stalk; I think it's melon because melons are big / grow on the ground / have many small seeds; I think it's raspberry because raspberries are a berry / grow on a bush / grow in cold countries, etc.*
- Use the children's responses to get them to identify some of the ways in which fruit is different: where they grow (hot or cold countries), how they grow (on trees, on the ground, on bushes), their seeds (whether they have many seeds or a single stone), their size, shape and colour.

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• Repeat the odd one out activity using four different fruit, e.g. apple, strawberry, kiwi, pineapple. Encourage children to use the criteria and language introduced previously to identify the differences in the fruit. Be ready to explain that kiwis grow on climbing plants and that pineapples don't have seeds as such but that new fruit grows from the small growths on the segments of the outer skin which are called 'fruitlets'.

#### Activity 2

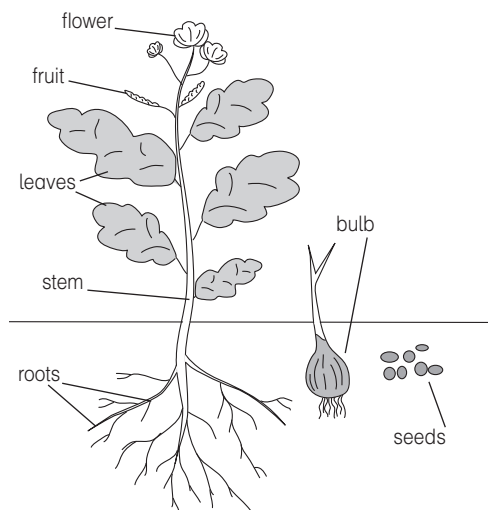
- Give a copy of Worksheet 1 to each child.
- Read the text while children follow on the worksheet. Ask questions to check children understand the difference between temperate, subtropical and tropical fruit, e.g. *Which fruit needs a cold season? (temperate) Which fruit needs warm or mild temperatures all the year? (subtropical) Which fruit can't survive cold or frost? (tropical).* Clarify the meaning of vocabulary, e.g. *mild, frost* as necessary.
- Read the headings in the table and draw the children's attention to the example. Ask the children to work individually and read and complete the table with information about the four other fruit shown. Explain that they may not find all the information in the text.
- When they are ready, check the answers. Get children to take turns to ask questions about any missing information, e.g. *How do cherries grow? What type of seeds do melons have?* Encourage other children to try and answer based on their existing knowledge of fruit but be ready to supply the answer yourself (see key below).
- Divide the class into pairs. Explain that you want the children to work with their partner and complete the table with information about three more fruit. Explain that children can *either* choose fruit in the text *or* different fruit, e.g. apricots, lychees, grapefruit, etc. Children *either* complete the table based on their knowledge of the fruit they choose *or* they can research this on the internet.
- When they are ready, ask different pairs to take turns to tell the class about one fruit they have researched, e.g. *Apricots are a temperate fruit. They grow on trees. They are small and yellow or orange. They have a single stone.*
- Children use their completed tables to write descriptions of one or more fruit depending on time. If you like, they can also draw pictures to illustrate their descriptions.

#### Key:

Name of fruit	Type of fruit	How they grow	Size and colour	Type of seed
oranges	subtropical	on trees	medium size, orange	many small seeds
cherries	temperate	on trees	small, black or red	one single stone
melons	subtropical	on the ground	big, green or yellow	many small seeds
mangoes	tropical	on trees	medium size, yellow/ orange	one single stone
grapes	temperate	on vines	small, green or black	many small seeds

#### Activity 3

- Ask the children *What's the difference between a fruit and a vegetable?* and listen to their response, e.g. *A fruit is sweet. / You eat fruit for dessert. / A fruit is a part of a plant. / Fruit grows on trees. / Vegetables don't grow on trees. / Some vegetables grow under the ground, etc.*
- Use the children's responses to explain or clarify that the word 'fruit' refers to the part of a flowering plant that contains the plant's seeds. This means that food like tomatoes, cucumbers and peppers which contain the plants' seeds are also strictly speaking 'fruit'. In everyday use, however, we usually use the word 'fruit' to refer to sweet or juicy food like oranges and apples that we eat for desserts and snacks. The essential difference between fruit and vegetables is that whereas fruit all comes from the same part of the plant, the part with seeds, vegetables come from different parts of plants.
- Draw a simple drawing of a generic plant on the board. Use the picture to elicit or introduce the names of different parts of plants: roots, stem, leaves, seeds, bulb, fruit, flower.



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- Ask the children if they can think of vegetables which come from different parts of plants and listen to their suggestions, e.g. *Onions are the bulbs of the plant./Tomatoes are the fruit of the plant.* Use this as an opportunity to pre-teach or remind children of the names of different vegetables.
- Give a copy of Worksheet 2 to each child.
- Say *Look at the examples* and elicit sentences about each one, e.g. *Carrots are the roots of the plant. / Celery is the stem of the plant.*
- Divide the class into pairs. Ask the children to work with their partner and add at least one more vegetable to each section of the web. If you have bilingual dictionaries or the internet available, children can look up the names of vegetables in English. Alternatively, if you have pictures or photos of vegetables available, these can act as a prompt for the children's ideas.
- At the end, ask the pairs to report back on the vegetables they have identified which go in each category. Be ready to explain, if necessary, that potatoes grow off the roots of the plant underground and are called *tubers*.

### Key:

*Some possible vegetables to include in each section of the web in addition to the examples are:*

*roots: beetroot, parsnips, turnips*

*stems: asparagus*

*leaves: cabbage, spinach*

*flowers: broccoli*

*fruit: cucumbers, peppers*

*bulbs: leeks, spring onions*

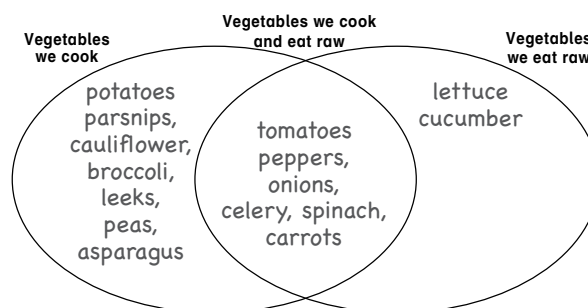
*seeds: broad beans*

### Activity 4

- Ask the children *How do we eat vegetables? Do we cook them or do we eat them raw?* Elicit or explain the meaning of *raw* and listen to the children's response.
- Read the instruction for part 2 on the worksheet. Explain that a Venn diagram is a type of visual or graphic organiser that helps us to classify things that have different features or features in common. Read the headings for the different parts of the Venn diagram. Draw the children's attention to the examples. Elicit a few more suggestions of vegetables to go in each part of the diagram.

- Divide the class into pairs. Ask the children to work with their partner and classify the vegetables from the previous activity and/or others they can think of according to whether we cook them or eat them raw or do both.
- At the end, ask pairs to take turns to report back and compare the way they have classified the vegetables. Be ready to accept different answers especially if you are working with a mixed cultural and nationality group and explain that there are often cultural differences in the way we cook and eat vegetables.

### Key:



### Activity 5

- Divide the class into their project groups. Explain that you want children to write a leaflet to promote eating fruit and vegetables for their e-zine (or magazine). Elicit and establish positive reasons for eating fruit and vegetables, e.g. *They're low in calories / They give you vitamins, minerals and fibre. They're good to eat as snacks. / They help you digest food. / They may protect you from disease. / There's a lot of variety and different tastes. / They don't have added sugar, salt or fat. / They taste delicious.* Explain that in addition to reasons for eating fruit and vegetables, the leaflet can include descriptions of fruit based on the completed table in Worksheet 1 and/or descriptions of vegetables and how we eat them based on Worksheet 2.
- *Either* give out A4 paper for children to prepare and write their leaflets (show children how to fold the paper into three parts to make a leaflet) *or* children work at computers and prepare leaflets to promote eating fruit and vegetables to go in their e-zines (or magazines). Children can also optionally illustrate their e-zines (or magazines) with pictures or photos. These can be completed either as homework or in a follow-up lesson as necessary.

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### Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? How did the reading activity and completing the table help you learn about fruit? How did the classifying activity and Venn diagram help you learn about vegetables? What did you enjoy most / find most interesting / difficult?*

### Optional extra

Play an alphabet game with the whole class to elicit the names of fruit and vegetables. Say the letters in turn and children name fruit or vegetables they know or have learnt during the lesson, e.g. *A - Apples! Asparagus! / B - Banana! Beetroot! / C - Cauliflower! Celery!*, etc. If the children can't name a fruit or vegetable for the letter, they say *Pass!* Keep a record of answers. Children win the game if they can name at least one fruit or vegetable beginning with each letter more than they say *Pass*.

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**Read and complete the table. Ask questions to find out the missing information. Complete for three more fruit of your choice.**

There are three types of fruit based on the climate where they grow: temperate fruit, subtropical fruit and tropical fruit.

Temperate fruit needs an annual cold season to grow well. Temperate fruit includes apples, cherries, strawberries and grapes.

Subtropical fruit needs warm or mild temperatures all the year. Subtropical fruit includes citrus fruit such as oranges and lemons. Fruit such as figs, melons and kiwis are also subtropical.

Tropical fruit grows in the tropics and cannot survive cold or frost. Tropical fruit includes bananas, pineapples and mangoes.

Some fruit, such as apples, grow on trees. Some fruit, such as raspberries, grow on bushes, and grapes grow on vines. Some fruit, such as melons and strawberries, grow on the ground. Other fruit, such as kiwi, grow on climbing plants.

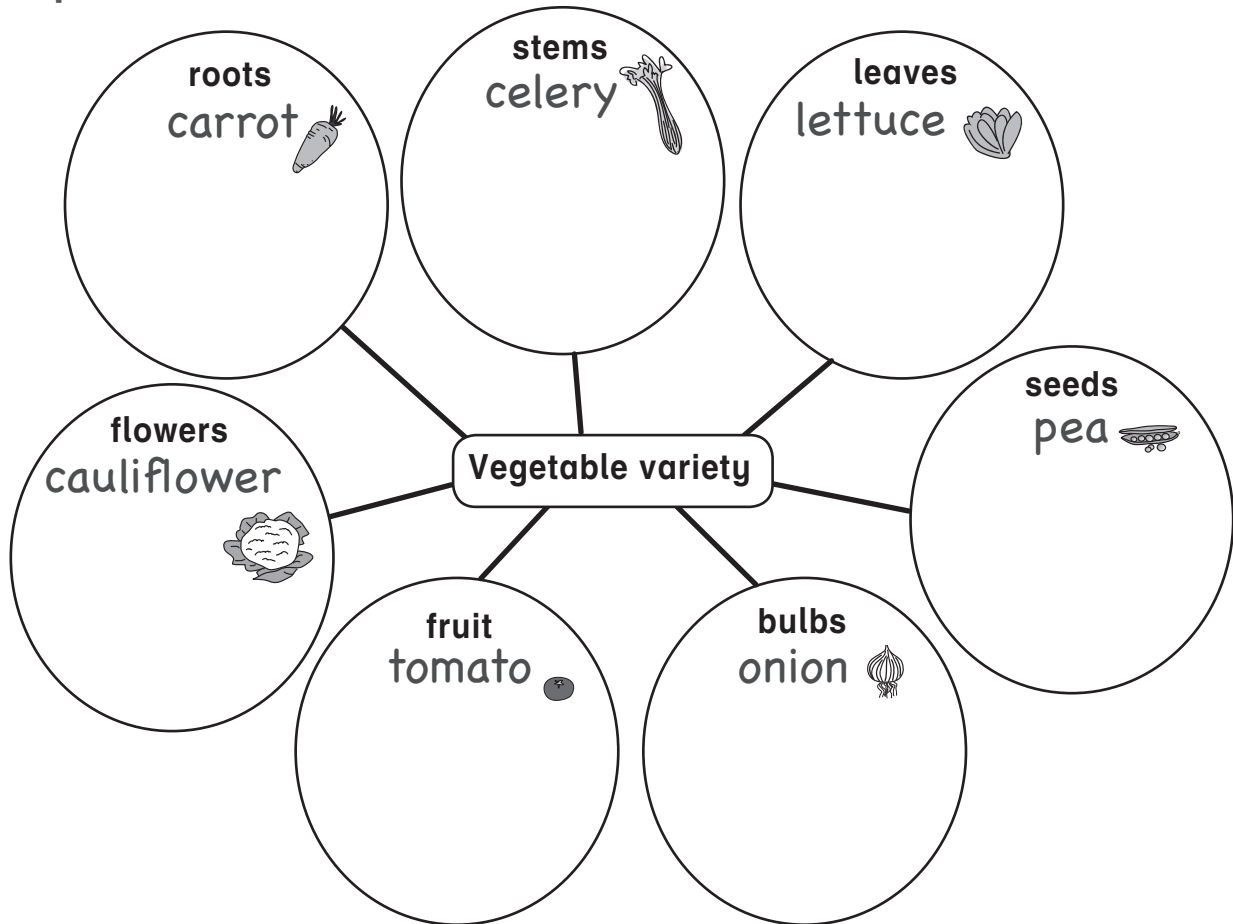
Some fruit, such as peaches and cherries, have a single stone. Some fruit, such as grapes and pears, have many small seeds. Other fruit, such as bananas and pineapples, have no visible seeds.

Name of fruit	Type of fruit	How they grow	Size and colour	Type of seed
oranges	subtropical	on trees	medium size, orange	many small seeds
cherries				
melons				
mangoes				
grapes				



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1. Think about vegetables you eat. Write the names in the correct places.



2. Complete the Venn diagram.

