



Food

MODULE 10

Identifying fruits and vegetables from evidence

TIME

1 hour

MATERIAL

Vegetables listed in teachers' notes
Chopping boards
Knives
Photocopies of sheet F34

SKILLS

Observing
Comparing
Reasoning
Categorising
Justifying

KEYWORDS

Roots
Stem
Leaves
Seed
Bud
Fruit
Vegetable

CROSS-CURRICULAR

ACTIVITY

Literacy
PSHE

Overview

Children will focus on making observations, comparisons, categorising and drawing conclusions by sorting a range of vegetables according to their plant part.

Aims

To enable children to recognise that plants we eat directly can be grouped according to their different plant parts. They can also be grouped as 'vegetable' or 'fruit' – in the botanical and culinary sense.

Teaching sequence

1. In groups children sort a range of fruits and vegetables into plant parts - (seed, root, stem, leaves, flower, bud or fruit).
2. Children cut vegetables and fruits open to explore what is inside and investigate the different characteristics with reference to parts of a plant.
3. Children should justify their conclusions in their science notebook using headings from sheet F34.
4. Ask children to discuss 'can a vegetable also be a fruit'?
5. Ask children to come to a group 'definition' of what do we mean by 'vegetable' and what do we mean by 'fruit'. Children should write the definitions up in their science notebooks.

Teachers' notes

Identifying vegetables from evidence is a lesson that will be helpful before the school visit to a botanic garden. There is a PowerPoint that may be helpful for this module, see Media Gallery Food M1 Vegetable pictures.

Before the lesson the teacher should ask each pupil to bring samples of two or three vegetables, which together will provide a representative range of the 'parts' on the vegetables listed in the following table. Alternatively arrange for purchase of a range of vegetables and fruits. It is important that all parts of the plant are represented. In the UK we used the word vegetable to mean something savory that we eat and which is more often than not cooked. The word fruit can be used to mean something that is sweet or a desert, however to a botanist a fruit is a container that hold seeds. For a fuller understanding of how we use the terms see Art Module 7 Teacher' notes.

This module (M10) is another approach to the activity described in the Food Module 3 (using evidence cards); it reinforces that activity, and allows progression as children articulate their own research and observations. They can work systematically and improve their scientific literacy.

The Media Gallery Food M12 Plant families provides information on some of our more important food plant families (carrot, cabbage, tomato, bean, mint and courgette families). These can be used as background information on food plants if wished, or teachers may like to read them to be able to recognise and support children during the food modules. Plant images are also available for use on the Media Gallery Food M12 Vegetable library.



Health and Safety

It is useful to allow the children to cut open some of the 'easier' vegetables themselves, e.g. peppers, beans, aubergines – providing that there is enough supervision. Some vegetables are quite hard to cut into safely and children will need help, e.g. cabbages, squashes. If cutting up by the children is not allowed due to school Health and Safety policy, the teacher could cut open any vegetables the children want to investigate.

Children should be pre-warned about cutting open chillies as these contain an irritant juice which can burn sensitive skin, and can be painful if it gets into eyes, mouths, noses etc.

Red cabbages and some peppers can produce coloured marks on hands and clothes. This is not harmful; however children should be aware and might like to wear aprons or old T-Shirts. After handling any foodstuffs, children should wash their hands.

Extension activity

Materials in the Media Gallery include a sheet on the names of vegetables in the languages of the other countries that worked on this project (German (Austria), Italian, Bulgarian) Food M10 Information about vegetable plant names in different countries and additional teacher information about plant parts we eat as vegetables Food M10 Teacher information about plant parts we eat as vegetables.

Children could research up to 4 of the plants on the list and write about them to an imaginary pen-friend, in one of these countries. They should explain what each vegetable looks like, which part we eat, and how we cook it, referring to the correct name for the plants in that particular country's language.

Plant parts - group decision

<p>We think that are seeds because</p>	<p>We think that are roots because</p>
<p>We think that are stems because</p>	<p>We think that are leaves because</p>
<p>We think that are flowers because</p>	<p>We think that are fruits because</p>



Today I learned