

Lesson 3 : Variety of Vegetables

30-45 minutes Whole group activity

A parent helper would be helpful for this lesson

This lesson requires preparation in advance at home.

Activity Overview:

Students will have the opportunity to sample different vegetables and fill in a "Vegetable Passport."

Objectives: Students will be able to:

- *Identify foods that are part of the Vegetable Group
- *Describe different vegetables and express their opinions about their taste.
- *Understand why our bodies need vegetables.

Materials and Preparation: See page 2

Lesson Plan: See pages 3-5

Third Grade Science Docent Lesson 3

Materials and Preparation:

- 1) Laminated character name cards and board magnets -These were also used in lesson 1 (located in hanging file box)
- 2) 20 laminated copies of Five Food Group Dragon mini poster- collect at the end of the lesson (located in hanging file box)
- 3) Plastic Food models (on cart)
- 4) 20 copies of "My Vegetable Passport" (in hanging file box)
- 5) Napkins (on cart)
- 6) Ink stamp (on cart)
- **7) You will need to purchase and prepare the following items for the class. Save your receipt (make sure you don't have any personal grocery items on the receipt) and you will be reimbursed by PTC. You will need 4 different vegetables already cleaned and sliced- make sure you have enough of each vegetable for 20 students. It would also be helpful to have a whole sample of the vegetable so students can see what it looks like before it is sliced. Try to select a couple of vegetables most kids are familiar with as well as one or two that are unusual.
- ** If you think the students will have a hard time tasting "plain" vegetables, purchase some ranch dressing as well-but then you'll also need paper plates!
- 8) Dragon body part for the Vegetable Group: one per class (in hanging file box.) Classroom teacher will provide a small bulletin board area in which to display the dragon head and attach the green body part.

Lesson Plan: Lesson 3

Review:

Think back to the story we heard last time about the Royal Food Family and Little D. Which character represents the Vegetable Group? Princess Peapod

1. *Today we are going to learn about the Vegetable Group.*

**Why is she a good character to teach about the Vegetable Group?*

Because peas are in the Vegetable Group.

2. Distribute the Five Food Group Dragon mini poster to each student. Remember to collect them at the end of the lesson.

**Which Vegetable Group foods do you see on the poster? Accept all reasonable answers.*

3. **Read the following to the class:**

Vegetables keep your eyes healthy and give you healthy skin. Vegetables can be found as leaves, stalks, roots, flowers, and seeds. Vegetables can be eaten raw or cooked. They provide vitamins such as vitamins A and C, and minerals such as iron and magnesium. Vegetables are naturally low in fat and contain fiber. Vegetables may also help protect your heart from disease.

4. Ask : *What are some of your favorite vegetables?*

Is there a vegetable that you prefer cooked or raw?

5. *Does anyone know what a passport is?* A passport is an official document that allows you to travel to different countries. It identifies who you are and where you are from. It also shows

where you have traveled. Official stamps are used to show when you entered and left a country.

6. *Today we are going to make a Vegetable Passport and you will have the opportunity to taste some vegetables. Some of the vegetables you may have tasted before and some may be new to you. If you try a vegetable you will get an "official" stamp on your passport. We'll also talk about some of your opinions.*

Remember to only give a sample to students that want to try, and also only to those students that have returned their permission to taste form. You may want to review some basic manners: Yes, please; No, thanks.

7. *I am going to pass out a paper to you called "My Vegetable Passport." Please write your name at the top and wait for instructions.*

We are going to have the chance to sample 4 different vegetables. For each vegetable that you sample, you will receive a stamp on your passport. If you choose not to sample a particular vegetable, that's fine, but you won't receive a stamp for that vegetable.

If you try a vegetable, take a small bite first! You may not spit out your food!

Our first vegetable is _____. **Let's write that on your paper. Write the name of the vegetable on the board as well so students can see how it is spelled. This is what a _____ looks like. I have sliced it up so you can try it. Pass out a sample to each student. If a student doesn't want to try it, that's fine. (Positive reinforcement will go a long way with this activity!)**

After students have tried the sample, brainstorm some words that would fit in the "Description" column. Try to go beyond words like "good" and "bad." You might suggest words like

"crunchy" or "bitter." After each vegetable, go around and stamp passports for those students who have tried it. Continue the process until all 4 vegetables have been tasted.

10. Closure

**Did anyone try a vegetable today that you had never tasted before?*

**What was your favorite vegetable today?*

**Let's pretend you have two servings of vegetables today. Maybe you had lettuce on your sandwich and some carrot sticks at lunch. How could you add another serving of vegetables to your diet today?*

11. 11. *Let's add our next circle to the class dragon. The green circle will stand for the Vegetable Group. A child ages 7-10 should have at least 4-5 servings a day from the Vegetable Group.*

12. Questions and clean up. Remember to collect the Little D food chart. Student may take home their Vegetable Passport.

Sci. list: _____

My Vegetable Passport



<u>Name of Vegetable</u>	<u>I tried it!</u>	<u>Description</u>	<u>Circle one:</u> I liked it! It was o.k. I'd rather not have that again.
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