

Fruit and Veggie Inventory

Pillar: Healthy Eating

Division I

Grade Level(s) : K-2

Core Curriculum Connections: Mathematics and Language Arts

I. Rationale: Math fuses with vegetables and fruit in this healthy eating activity. The basic mathematical skills of sorting and classifying are highlighted as students explore the contents of their fridges and cupboards at home and then bring them into the classroom. This hands on math activity provides children with a meaningful context to learn more about vegetables and fruit, recognize their health benefits, and encourage them to *'eat their veggies'* as an important part of a nutritious diet.

II. Activity Objectives: Children discuss the many different garden products that are used in their homes and select one product to bring to class. Through this activity, students are introduced to the process of classification (noticing) differences and similarities of vegetables fruits through exploring the various forms that these products come in: garden products, fresh, and processed (frozen or canned). This lesson reinforces the mathematical objective of sorting objects (vegetables/fruits or labels) according to a single attribute.

III. Curriculum Outcomes: Mathematics

Strand: Patterns and Relations	Kindergarten	Grade 1	Grade 2
General Outcome: Use patterns to describe the world and to solve problems.	Specific Outcome: 2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]	Specific Outcome: 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]	Specific Outcome: 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]

IV. Materials:

- Small cards, approximately 3 X 5 inches.
- Garden products (fruits and vegetables), fresh and processed.
- 2 to 3 class periods.

V. Procedure:

Preparation:

- Ask each child to bring a fruit or vegetable product from home. Explain that they can be fresh, canned, or dried. Labels could be brought in an alternative.

Introduction:

1. Ask students to name their favorite fruit and/or vegetable, draw a picture, and then share it with the class. Discuss any fruits or vegetables that have not been mentioned so far.
2. A few discussion questions may include:
 - What kinds of things do fruits and vegetables give our bodies when we eat them? (*fibre, vitamins, nutrients*)
 - How many servings of Vegetables and Fruit do our bodies need every day to stay healthy? (5)
 - What can be made out of fruits and vegetables? (*100% fruit and vegetable juices, smoothies, fruit salads etc.*)
 - Do you think canned fruits and vegetables are as good as fresh ones? Why not? (*They are healthy if they contain no added sugar or salt. Look for fruits canned in their own juices or in water. Choose low sodium canned vegetables and rinse well before you eat to wash off extra salt.*)
3. Guide the students in identifying different categories of vegetables and fruits:
 - garden products growing above the ground
 - cooked
 - canned
 - dried
 - fresh
 - frozen

Describing/Classifying:

4. Have each student share his/her sample vegetable with the class. As they show it, write its name on a card and have the student label the card.
5. Put all the products on the table and the cards in a hat or box.
6. Have each student select one label, read it, and choose the product that goes with it off the table.
7. Then, have the student rate its nutritional value (okay - good - excellent) based on whether it is fresh or processed.
8. Have the students sort the products in various ways. First, sort the products together as a group to provide them with some examples: big-small, fresh - processed, grown above the ground - grown under the ground, uses, etc.
9. Then, have small groups of students take turns sorting the products into two groups (classify by one attribute) and explain their accompanying sorting rule. Grade 2 students will need to develop a sorting rule that considers one or more attributes.

VII. Extensions and Variations:

- Students could determine favorite fruits and vegetables of the class by using tally marks to show totals.
- Various types of graphs could be created to represent favorite fruits and vegetables such as pictographs, bar graphs etc.
- Plan a "*Veggie Rainbow Day*" where students come dressed in the color of their favorite fruit or vegetable. Further sorting and classification could be done by tallying the students to determine how many of them like red veggies? green veggies? orange? etc. Results could lead in to further graphing and problem solving opportunities as well.

VIII. Assessment Ideas:

- Assess each student individually at the sorting table asking them to classify the products into groups and explain their sorting rule to you.