

Grade 1 Learning Centre - Samantha Laviolette - September 26, 2018.

Learning Centre Topic & Theme:

Lesson about healthy choices through vegetables. This is done by exploring vegetables through art, handling and conversation. Health benefits, appropriate meal times and preparation will be discussed to encourage students to consider healthy lifestyle choices.

Learning Objective: Students become familiar with vegetables, their health benefits (through story), how and when we can eat them, and begin to make a real world connection by handling vegetables and understanding their diversity. Physical diversity of vegetables is explored through vegetable stamping activity. Using the different parts of vegetables to create art will help children develop a personal relationship with such foods.

Related Curriculum Outcome: Unit 1.3.2: explain how good eating habits contribute to health and well-being; Unit 1.3.1: understand, develop and maintain a healthy lifestyle.

Materials:

Different Vegetables - cut up (mix of colours and shape is most desirable).
Paint (different colours) and Paint Tray
Newspaper (to lay down while painting)
Blank White Paper (to create a class mural)
Vegetable Book (My Friends the Vegetables - Personally Written)

Procedure:

Intro:

Today we will talk about Vegetables. Vegetables are all grown, like plants, from the ground.

Ask Students if they can name vegetables they know or eat.

Ask Students why they think vegetables are important. (ex. "For our health", give specific examples such as "carrots are good for eyesight, broccoli gives us nutrients and energy").

Tell students that overall, when we eat vegetables we feel good and have energy to play and to learn.

Book:

Read "My Friends the Vegetables," a personally written book.

Vegetable Introduction:

Show real life vegetables and have students name them.

Are there parts we don't eat?

How can we eat vegetables?

What time of day do we typically eat them?

Vegetable Stamping:

Give the cut up vegetables to students and tell them we are going to use them to make a group mural. Show examples - such as celery used to make fish scales and broccoli used to make flowers.

Wrap Up:

Ask students to describe what they noticed about the vegetables when handling them during the art task. Ask students to point out a part of the mural they did not make but like. Have them guess what vegetable was used to make this design. Ask students why we think it is important to eat vegetables? - Reinforce they are good for our health and well-being, they give us energy and help us live longer, healthier and more active lives.

Elaboration and Cross-Curricular Ideas: Cross-Curricular with art. Show real life artist examples of non-traditional use of tools. Use novel you wrote and illustrated as a literacy tool (creating our own books). Incorporate in math by making patterns through stamping. Incorporate these vegetables into science experiments through baking and grow your own vegetables and plants, etc.

Future Extensions and Reflection:

- Sort vegetables by family groups / food groups with other foods
- Sort vegetables according to meal times they are typically ate
- What parts of vegetables can we eat? What parts do we typically not?
- Vegetables used again to refresh understanding of the five senses and colours