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Prof. Schilling  
Educ. 340  
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Bright Idea #2

**Lesson:** Fruits and Vegetables  
**Length:** 45-55 minutes  
**Creditor:** Original  
**Age or grade level intended:** 1<sup>st</sup> Grade

**Academic Standards:**

- 1.1.1 Match oral words to printed words.
- 1.1.18 Classify categories of words

**Performance Objectives:**

Given different categories, such as fruits and vegetables, the students will classify them correctly 4/5 times.

Given different categories, such as fruits and vegetables, the students will match the word said out loud to the word that is printed on the paper 4/5 times.

**Assessment:**

Have the students define orally the difference between what a fruit and vegetable is, then have them show you how to categorize fruits from vegetables. This will be done with the actual object and also with printed words. I will have a checklist to make sure that the student is able to do this appropriately.

**Advance Preparation by Teacher:**

- Words of vegetables and fruit for each student
- Fruits and vegetables for snacks.
- The poems “Fruits”, “Vegetables”, and “Vegetables and Fruits”.

**Procedure:**

Introductions/Motivation

- Bring in some fruits and vegetables for the class. Have them already cut up into pieces for the students to come up and try some of them for a snack. Have the word of each fruit and vegetable printed in front of them. Tell the students, “We are going to learn to categorize fruits and vegetables and why they are in different categories.”

Step-by-step plan:

1. Pass out all three of the poems.
2. Read the poem “Vegetables and Fruits” together as a whole class.  
Can anyone tell me what classifies a fruit from a vegetable? (Bloom’s Question, Level I, Knowledge)
3. The real big difference is that fruits have a seed in them and vegetables don’t (Show an example with an apple and a carrot). There are a few that do not go to this rule that are classified as vegetables such as tomatoes, cucumbers, eggplants, beans and corn.
4. Have the students pair up and have them read the “Vegetables” poem and the “Fruits” poem. (Gardner, Linguistic)
5. Then have them come back together as a whole class. Have some fruits and vegetables mixed up on the table, then as a whole class pick out what are fruits and what are vegetables. Tell them to remember the two poems that they just read to help them a little if they need it.
6. After making sure the students understand how to categorize and difference between fruits and vegetables, hand out to them several different words printed on paper that are names of different fruits and vegetables. Show and tell what you want them to do and then have them practice on their own. (Gardner, Kinesthetic)
7. When the students are finished doing that, talk about other things that they can categorize and put in different groupings (examples: sports with and without balls, colors, or shapes). How would you organize to show that fruits and vegetables are in different categories and aren’t all the same? (Bloom’s Question: Level II, Application)
8. Read the “Vegetables and Fruits” poem one more time and have the class read along with you.

Closure: I will have the students come up to me one by one and orally define what the main difference is between a fruit and a vegetable. Then I will have them separate fruits from vegetables on my desk. I will also have some of the words printed and they will also have to separate these. While I have one student up at my desk, I will have the others working with partners to categorize other things other than fruits and vegetables. Then, they will write a poem of their own that have to do with either a fruit or a vegetable. (Gardner, Interpersonal)

**Adaptations/enrichment:**

For a student who is visually impaired, have the poems put into bigger font so that they are able to read them.

For a student who has physically disabled with their hands or has motor gross problems, they can just use the actual object or can just tell me orally what a fruit is and what a vegetable is.

**Self-reflection:**

After teaching this lesson, I thought that it went over okay. The students really liked the fact that they were able to eat what they were learning about, which made them more engaged in the topic. I would definitely use this type of lesson in the future, but I probably would change what I use to classify and categorize. Fruits and vegetables are a little hard to understand sometimes and it might be easier to start out with something simpler such as sports that use balls and sports without balls.

## Checklist

Directions: Check off if the students are able to each one correctly with out error.

1. The student will be able to classify and categorize fruits from vegetables.
2. The student was able to put orally classify.
3. The student was able to define what the main difference is between a fruit and a vegetable.

<u>Students</u>	<u>Check 1</u>	<u>Check 2</u>	<u>Check 3</u>
Michelle Basey	_____	_____	_____
Stacey Goins	_____	_____	_____
Julie Hamm	_____	_____	_____
Heather Haney	_____	_____	_____
Jennifer Husband	_____	_____	_____
Joe Klee	_____	_____	_____
Jeff Mendenhall	_____	_____	_____
Liz Myers	_____	_____	_____
Bridgett Schultz	_____	_____	_____
Nick Tierney	_____	_____	_____

**Orange**

**Broccoli**

**Banana**

**Corn**

**Apple**

**Tomatoes**

**Strawberry**

**Carrots**

**Pears**

**Lettuce**

**Cherries**

**Celery**

**Oranges**

**Onions**

**Lemons**

**Peppers**