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| **Curriculum Area:** You and Your World | **Instructor:** Sarah Allison |
| **Grade Level:** 1 | **Date:** March 21st, 2013 |
| **Time Required:** 20 minute lesson | **Instructional Groupings:** Small groups, whole class |
| **Outcomes & Standards:**  **You and Your World NB Curriculum Standards:**  1.3.1 Understand, develop and maintain a healthy lifestyle  1.3.2 Explain how good eating habits contribute to health and well-being  1.3.3. Identify habits and products that are harmful to our health | |
| **Overview:**  For this lesson students will be divided into small groups and learn about one particular fruit and have a few minutes to decide how they are going to teach their peers about the fruit they have learned about. Once students have had a few minutes to work in their small groups, they will be brought back together and will one at a time come to the front on the class and talk about the fruit that they learned about and say where it was grown, something about the country, and how you eat it. As students present the teacher will facilitate it and add to the discussion and begin chopping the fruit. After everyone has presented we will talk about what fruits you can get in Fredericton, but discuss why you can’t buy them all year, and why some of the fruits we talked about during this lesson can’t grow in Canada. This lesson will conclude by everyone getting a little bit of the international fruit salad as a snack. | |
| **Objective/Purpose:**  The purpose of this lesson is to inform students of different kinds of fruits from around the world. By the end of this lesson students will understand that the food we eat travel a VERY long ways to get to our diner plates, and that all fruit needs a different climate to grow. | |
| **Materials:**  The teacher will need:   * World map (SmartBoard) * Variety of fruit such as: Dragon fruit, grapes, Asian pear, mango, pear, kiwi. * Information cards about the location and fruit itself (see attachment for details/ example) * 6 paper bags * Large bowl * Knife * Spoon * Cutting Board * Napkins (enough for whole class) | |
| **Differentiation:**  To differentiate this lesson I created the groups that students are working it- this ensures that there is at least one strong reader in each group. Although this is a co-operative learning exercise that is inclusive to all students, I will monitor Savannah and Clara’s understanding of the activity. During the time students are working in their groups the teacher will play close attention to Jacob’s focus | |
| **Warm-Up:**   1. Show students an apple and ask them where it came from? Let students make suggestions, but then explain to them that the food we eat comes from different places around the world. Today we are going to explore some different fruits and where they are from. To do this students are going to work in small groups (that have already been determined) to learn about where one particular food is from. Once I tell you who is in your group you will go to the station that I tell you and there you will find a paper bad with the fruit, and an information card with a map of the world (highlighted will be the country the fruit is from), as well as information about the fruit and the country it comes from. 2. Divide students into groups. The groups are as follows:  * Scott, Matthew and Savannah * Clara, Katrina and Olivia * Ella, Katelyn and Abby * Sophia, Samantha and Mitchell * Julia, Justin, Kaden and Tye * Simon, Aydon and Jacob | |
| **During the Lesson:**   1. Inform students that they will have about 5-10 minutes to work in their groups to read over the information on their card and decide how they are going to share what they have learned with the class. There are three things that they need to share:  * They will have to show on a world map on the SmartBoard where the fruit was grown. * Share a minimum of one interesting fact about their fruit or the country it was grown * Describe how you eat the fruit   While students are working the teacher will circulate the room and monitor how students are working, and keep them on task.  \*\*Encourage all students to speak but it is not required.   1. Gather students back on the carpet and have groups share what fruit they learned about. After each presentation the teacher will cut the fruit open and show students what the interior of the fruit looks like. | |
| **Follow-Up:**   1. Peel and cut the fruit up, and make a large fruit salad. 2. Give all students a sample of the fruit salad to eat as a snack. \*\*This may have to be completed while the students are in gym if there is not enough time during the lesson. 3. If students are eating their fruit salad during the lesson, read them a story about the importance on healthy eating. | |
| **Assessment:**  The teacher will ensure that all groups answer the three guiding questions using a checklist. | |