

Peas in a Pod

The purpose of this activity is for children to realize the variability in the properties of a group and to be able to chart these phenomena on a graph. Materials needed: brown bag, 60 pea pods, graph paper X axis labeled **Pods** and Y axis labeled **Number of peas**. Tally sheets divided into two columns labeled **Number of peas in each pod** and **The number of the pod** (for more information about this lesson see *Preparing Young Children for Science - a book of activities* by Lois B Arnold - p66)

- Show the children one pea pod and ask them to estimate how many peas it contains, repeat with a second pod until you have established the concept that that a number of peas in pod varies.
 - *Give groups of two children 5 pods and have them record results on tally sheet.
 - *Have each group transfer tally results to graph paper.
 - Bring in a wide variety of fruits (and vegetables such as beans and zucchini)
 - Cut the fruits, etc. open and examine the insides. Look for seeds.
 - *Have students record what they find inside the fruit.
 - *Have students count how many seeds they find (this may be harder for things such as zucchini). They should record this also.
 - Make sure to share a strawberry, which has its seeds on the outside.
 - Briefly touch on the parts of a plant (roots, stem, leaf, etc.) and how the fruit is the part that has the seeds for new plants.
 - Talk about how the seeds get transported (animals move the fruits and eat them, leaving the seeds or they may blow in the wind, etc.)
- * These activities can be used as assessments of student understanding.

Same and Different: Classification

- Poll the students on their favorite fruit or vegetable
- Gather a variety of fruits and vegetables of different sizes, textures, and colors.
- Discuss how the fruits and vegetables are the same and how they are different. Have students hold and feel the vegetables for texture.
- Demonstrate one way the fruits and vegetables could be sorted. Discuss what sorting means.
- Have each student sort the fruits and vegetables in some way and explain how they have sorted them.*
- Have student record their results in a math journal.*
- Questions for discussion and/or writing:

If you were a vegetable, what kind of vegetable would you be and

Why is it important to eat fruits and vegetables? How many should you eat each day?

What is necessary to grow a healthy fruit or vegetable?

If you were to create a new fruit or vegetable, what would you name it and what would it taste like?

* These activities can be used as assessments of student understanding.

Vegetable Soup: Reading Activity

- Read *Growing Vegetable Soup* by Lois Ehlert.
- **Pre-reading:**
 1. Have students web the steps for growing vegetables for soup.
 2. Have students list possible vegetables for soup.

Post-reading:

- Have the children pretend they are going to grow their own vegetable soup and have them dress accordingly. Supplies needed: hats, bandannas, overalls, gloves, watering can, spade, hoe.
- While playing instrumental music, have the children pretend they are seedlings growing into plants as you explain the growth stages.
- After reading the book through once, give the children flannel board pieces to recreate the story. Supplies needed: felt pieces of seeds, watering can, sun, plants, vegetables to including peppers, corn, tomatoes, carrots, a basket and a pot.
- Make vegetable prints by cutting the vegetables in half and painting one side and then pressing the vegetable to the paper. Try cutting the vegetables in different ways for different shapes.
- Make vegetable soup, preferably from vegetables raised in class garden.

Discussion Questions:

- What vegetables would you choose for your soup?
- How long do you think it takes for the vegetables to grow?
- How can you be careful with garden tools?