



# FALL VEGETABLES

**Lesson Length:** 1.25 hours + Extension Activity

**Vocabulary & Expressions:** Common fall vegetables; cooked vs. fresh; common expressions for choosing foods


**Language/Culture Point:** How to identify what's in season

**Objective:** Students will be able to recognize new fall vegetables at the grocery store, determine which vegetables they should get based on what they want, and discuss fall vegetables and snacks and meals with others.

**Materials:** Computer, projector, internet connection, fall vegetables, index cards



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"><li>- Computer and Projector</li><li>- Internet connection </li><li>- Fall vegetables</li></ul>	<ul style="list-style-type: none"><li>- Using Videos</li><li>- Authentic Materials</li></ul>

## TEACHING ACTIVITY

1. Start by watching a video on Fall vegetables on Youtube. A couple good options would be:

 <http://www.youtube.com/watch?v=vowLcLLSU7Y>  
<http://www.youtube.com/watch?v=ecqk2lXfrpM>

2. Bring in Fall vegetables that can be found in the markets and stores in your community. For example, in Texas, acorn squash, beans, okra, pears, and melons are in season in the Fall. If you need information on what vegetables are in season in your area, search online. One good website to check is:

 <http://www.epicurious.com/articlesguides/seasonalcooking/farmtotable/seasonalingredientmap>.

Also, locally grown vegetables are usually identified as such in grocery stores.

3. Pass the vegetables out to the students, and identify them by name along with the students.



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## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Fall vegetables	- Authentic Materials

### TEACHING ACTIVITY

1. Write the words “cooked”, “fresh”, “snack”, and “meal” on the board.
2. Conduct a short presentation about fall vegetables and if they need to be cooked before they can be eaten. Hold up the vegetables one by one and talk about what you need to do to them before you can eat them. Be sure to talk about how some vegetables fall into both categories.

For example:

Different vegetables grow in the Summer and the Fall. Now that it's the Fall, I want to try some new vegetables. I want a healthy snack. Some vegetables, like broccoli [hold up broccoli] can be eaten as a fresh snack. If I wanted another fresh vegetable for a snack, I could also eat peas [hold up peas]. If I want to eat acorn squash, [hold up acorn squash] I have to cook it first. Squash has to be cooked before it can be eaten. I also have to cook potatoes [hold up potato]. Potatoes can be cooked in a lot of ways, but they have to be cooked if you want to eat them. They taste bad if I don't. If I have to cook the vegetable, I usually have it as part of a meal, and not as a snack.'

3. Run through the presentation at least twice, highlighting the important vocabulary, phrases, and speech patterns.

## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-Fall vegetables	- Authentic Materials

### TEACHING ACTIVITY

1. Distribute the vegetables out to your students. Depending on the number of vegetables you may need to put students into small groups.
2. Call out the name of a vegetable, and ask the person/group with that vegetable to tell the class what they remember about the vegetable from the presentation.



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3. After you have gone through all of the vegetables, have the students sort them based on whether they can be a snack vs. a meal. Then do the same for cooked vs. fresh.

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Fall vegetables	- Think Aloud - Authentic Materials

### TEACHING ACTIVITY

1. Tell the students that today you are going shopping for fall vegetables for healthy snacks and meals. Each student/group should still have the vegetables they were given in the last activity.
2. Conduct a Think Aloud where you walk around the room and ask each group which vegetable they have and if it has to be cooked before it can be eaten or if it can be eaten fresh.
3. Think out loud saying that you want to have a snack or that you want to have a meal, and, as you walk around to each group, ask the class if each vegetable can be a snack or a meal.
4. Decide if you want the vegetable, and if you choose it, write the vegetable's name on the board. After going through all of the vegetables, pick two fresh vegetables for snacks and two vegetables that can be cooked for meals.

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Fall vegetables - Index cards	- Authentic Materials

### TEACHING ACTIVITY

1. Have two students pair up. Give them an index card so that they can record their choices.



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2. Have the pair of students walk to two students/groups with vegetables. At each group, the students must ask what the name of the vegetable is, and if they can have it for a snack or a meal, or if it has to be cooked before they can eat it.
3. After they have received this information, they should talk together to decide if they want that vegetable. If they want the vegetable, they should write the name on their card.

### STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Fall vegetables - Index cards	- Graphic Organizers

#### TEACHING ACTIVITY

1. Have students get into pairs and visit other pairs to ask about their vegetables and decide if they want them. Each pair should choose two vegetables they want to eat as uncooked, fresh snacks, and two vegetables they want to cook and eat as meals. If a vegetable can be both, they can choose that vegetable for both categories.
2. After all of the groups have chosen their vegetables, ask them to report to the class which vegetables they chose and how they want to eat them (snack, meal, cooked, fresh).
3. Create a 2x2 chart on the board that includes all of the different combinations. Record their answers in the chart and discuss any interesting patterns that come up. Talk about the most popular/least popular vegetables.

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

#### TEACHING ACTIVITY

1. Tell students that you are going to talk about what's 'in-season'. Tell the students that 'in-season' vegetables are vegetables that are harvested locally in the current season.



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2. Explain that in-season vegetables are often cheaper than other vegetables at the grocery store, and that they usually have signs showing that they are in-season or grown locally.
3. Bring in a picture of a sign for a vegetable from a grocery store that shows the price, where it's grown, and any other relevant information. Show the sign to the students and explain the information that it conveys.

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Fall vegetables	- Exit Check

## TEACHING ACTIVITY

1. Tell the class that you'd like the class to bring in a food, preferably with a vegetable in it, to next class for a potluck.
2. As students leave, ask each of them which vegetable they think they will bring to next class, and if it will be cooked or fresh, and a meal or a snack. Have them use the vegetables in the classroom to show you. Questions that might be helpful are: "What is this?" "Do you eat it fresh?" "Do you cook it?"



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## EXTENSION ACTIVITY: HAVE A POTLUCK!

Time Frame	Materials	Teaching Strategies
Varies		- Graphic Organizers

### TEACHING ACTIVITY #1

1. Create two columns on the board: “fresh” and “cooked.” Have students describe the vegetables in their dishes and tell the class if they are fresh or cooked, and as they describe, work with the class to put the vegetables in the correct column. Remember that some vegetables can fit into both categories!
2. Enjoy the potluck! As everyone eats, walk around the room and talk with them about their foods and the vegetables in them.