

Food Letters

Curriculum Links:

SPHE - Strand: Myself **Strand Unit:** Taking Care of my Body

Primary Language Curriculum - Strand: Writing **Strand Unit:** Conventions of Print and Sentence Structure

Learning Outcomes:

Pupils become familiar with a core set of fruit and vegetables. Pupils practice conventions of print and sentence structure, colour, drawing and shapes.

(As an extension teacher notes are provided to help the teacher discuss the smell, taste and texture.) The extensions exercise leads directly into the examining food preferences activity, which focuses on the same fruit and vegetables as this activity.

Teaching Notes:

Food Letter Sheets

Each sheet contains seven familiar fruit and vegetables. Pupils are asked to name the fruit or vegetable, draw and colour it in. There is a differentiation with lowercase letters and capital letters. You might like to use the Fruit & Vegetables Flashcards and the Odd One Out activity to familiarise pupils with the fruit and vegetables.

Tasting

Some children will have tasted all of the fruit and vegetables. Some may not. You could ask students to taste one of the fruit or vegetables as their homework. Or you could ask pupils to bring in one to taste in class. Please follow the most up to date guidance in this regard. This is not essential and if the children have not tasted some of the fruit and vegetables simply incorporate this into the discussion. You might like to use encouraging prompts to increase their motivation to try new foods.

Discussion Prompts

When discussing the fruit and vegetable with the children try to ask open ended questions. You are exploring the fruit and vegetables so ask them sensory questions to get them noticing - how they look, feel, smell, taste, sound. There is no wrong answer this is simply about exploring and noticing. It's ok if they like or don't like it, ask them why. Make it as natural a conversation as possible and make it fun. If they don't have an answer that is ok. Allow them to think on it themselves and hear the other pupils answers. We have provided prompts and sensory words to help.



Food Letters

Discussion Prompts

Pick out one of the fruit/vegetables from the food letter sheets.

- Examine the fruit/vegetable to see what the pupils know about it.
 - Is this a fruit or a vegetable?
 - What does it look like? Is it large, small, long, round? What colour is it? yellow, orange, green, red.
 - What does it feel like in your hand? What does it feel like when you bite it? lumpy, smooth, hard, soft, crunchy, wet.
 - What does it smell like? fruity, fresh, earthy.
 - What does it taste like? fruity, sweet, bitter.
- What do you think of this fruit/vegetable?
 - Have you tried it before?
 - Did you like it? what did you like/dislike about it?
 - Would you like to try this fruit/vegetable? Why?
- What is your favourite fruit/vegetable and why?
- What fruit & vegetables would you like to try?

Sensory words for taste, feel and smell

Bumpy, strong, watery, colourful, hard, soft, rough, creamy, fresh, chewy, crispy, crunchy, fruity, lumpy, smooth, bitter, sweet, sticky, slimy, juicy, tasteless, delicious, tasty, mushy, squishy, fluffy, sour, crumbly, nutty.

Benefits of eating fruit and vegetables for children

- Fruit and vegetables are like superheroes for our bodies and have lots of health benefits.
- They are full of vitamins and minerals that help our immune system to function normally. Our immune system is like a protective armour for our bodies from germs and bugs
- Eating fruit and vegetables of lots of different colours means we get in lots of different vitamins and minerals. That's why we say to eat the colours of the rainbow.
- They keep our hearts happy.
- They help us to focus and learn better.
- They help us to feel good.
- They keep our digestive system healthy
- They are good for the planet.
- They give us energy to do all the things we love like play.



Food Letters

Extra Notes

These are additional teachers notes for the Food Letters Activity taking a closer look at the fruits and vegetables. Teachers can choose any relevant information to enhance their lesson or tasting activities.

Facts & Prompts

Use these sheets as prompts for discussion. Allow pupils to lead the conversation and use open ended questions to encourage discussion.

Fruit

Apple

Apple is a **fruit**. Apples are grown on trees. Apple trees can live to be 100 years old. Apples are picked by hand when it is time to harvest them.

Apples are Juicy, crunchy, round. They are normally red or green. They taste lovely by themselves or are delicious with peanut butter.

Banana

Banana is a **fruit**. Bananas' grow on banana plants which can grow as high as 25 feet. Bananas are made up of 70% water. Bananas can float in water.

Bananas are yellow, curved and long. They have to be peeled before you eat them. They can be squishy and sweet. You can eat a banana by themselves or you could chop it up and put in on your porridge or cereal.

Grapes

Grapes are a **fruit**. Grapes grow in bunches on a vine plant and come in all different colours. Some grapes have seeds in the middle although children are normally given seedless grapes. When dried grapes become raisins.

Grapes are small, round or oval. They can be green, red, black or purple. They have a layer of skin. Sometimes we cut up grapes to eat them. They are wet, juicy and squishy when cut.



Food Letters

Lemon

Lemon is a fruit. It is part of the citrus family and is grown on trees. Lemons can be used to make juice, in baking and cooking.

Lemons are yellow and oval. When you cut them in half you can see the segments of the lemon. Lemons smell and taste sour and bitter. This is described as sharp.

Orange

Orange is a **fruit**. It is also part of the citrus family and is grown on trees. It is sweeter than a lemon. Both lemon's and oranges have vitamin c.

Oranges are round and orange. You can peel the orange and you will see the segments of the orange. You can't eat the peel but you can use it in baking. When you squeeze a segment juice will come out. Oranges are sweet and juicy.

Pear

Pear is a **fruit**. Pears are grown on trees. Pears actually ripen better when they are off the tree. That is why they are sometimes hard when you first get them. You can leave them a little longer to ripen if this is the case.

Pears are an unusual shape and look like a tear drop. They can be green or yellow. A pear can be hard but will soften as it ripens. When ripe they are juicy and sweet,

Strawberry

Strawberry is a **fruit**. Strawberries grow on plants. Strawberries are covered in seeds. These are what look like little dots on the strawberries.

Strawberries are small, heart shaped with a little green cap at the top. We normally take off the green bit. They are red, juicy, sweet. Sometimes our hands can be red from the juice after eating them.



Food Letters

Vegetables

Broccoli

Broccoli is a vegetable. Broccoli is planted but grows above ground. It has been around for more than 2000 years.

Broccoli is green and looks a bit like a tree. It has a thick stem and large green flowerheads. When you eat broccoli raw it is crunchy. When it is cooked it is softer and tastes different depending on how you cook it.

Carrot

Carrot is a **vegetable**. Carrots can be purple, red or white but are most commonly orange.

Carrots are long, sometimes shaped like a triangle and sometimes have green leaves at the top. They are hard. We normally peel carrots. Carrots can be eaten raw (crunchy) or cooked (soft). Carrots will taste different depending on how you cook them (or don't).

Cauliflower

Cauliflower is a **vegetable**. Cauliflower looks like a broccoli and they belong to the same family. However cauliflower is white. Cauliflower also grows above ground.

Cauliflower is well named because it actually is a flower. It looks a bit like a tree. They are crunchy, the stems are hard but the head is fluffy. When you cook cauliflower it softens .

Onion

Onion is a **vegetable**. Onions grow in the ground.

An onion has loads of layers. Onions can be white, purple, red, small, large. Onions are round or sometimes oval. They are strong tasting and can be spicy, sweet, mild. Onions can be used raw on salads and sandwiches or be cooked and used to add flavour to loads of meals.



Food Letters

Pepper

Pepper is a **vegetable**. Peppers grow on a bush. They come in all shapes and sizes - but the most common is the bell pepper. It is called this because it is shaped like a bell.

Peppers are normally red, green or yellow. They can be crunchy and sweet when eaten raw. When they are cooked they can be crunchy or soft.

Spinach

Spinach is a **vegetable**. Spinach is planted and grows above ground.

Spinach is dark, green and leafy. It can taste sweet when you eat the leaves raw and can taste slightly bitter when cooked. When spinach cooks it shrinks and bends and becomes watery.

Sweetcorn

Sweetcorn is a vegetable. It is grown on a plant.

Sweetcorn is yellow, long and bumpy. Sweetcorn can be great with tuna, in salads or on in sandwich.

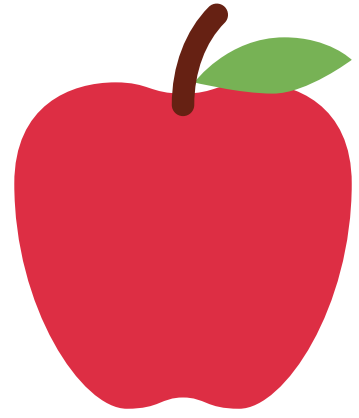


**Lower
case
Letters**

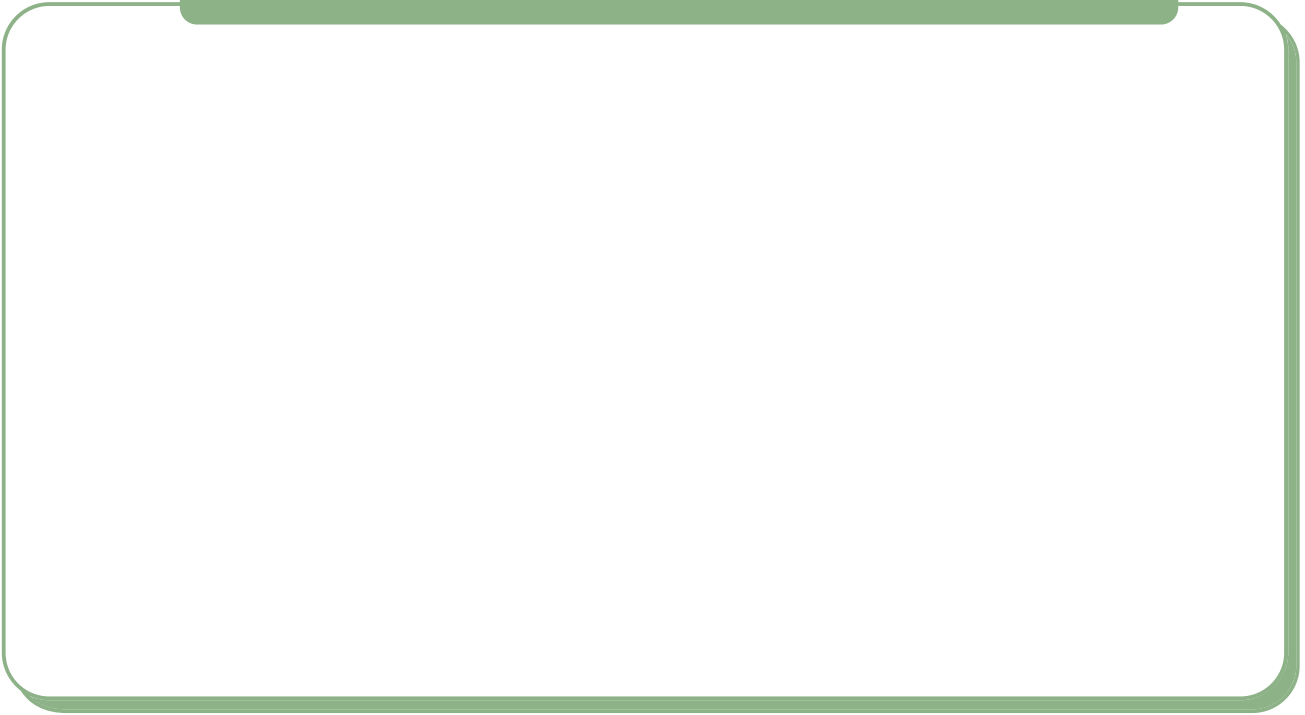


Aa

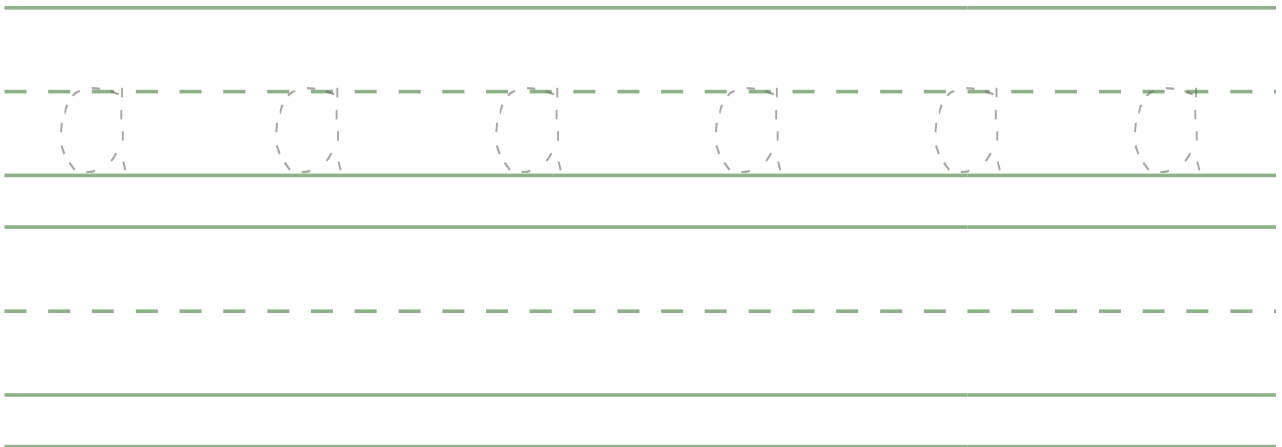
A is for Apple



Draw an apple and colour it in



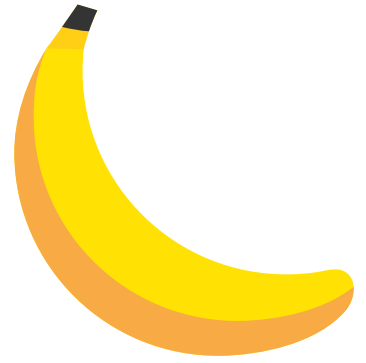
Trace the letter a and continue writing on the second line



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Bb

B is for Banana



Draw and colour in a banana



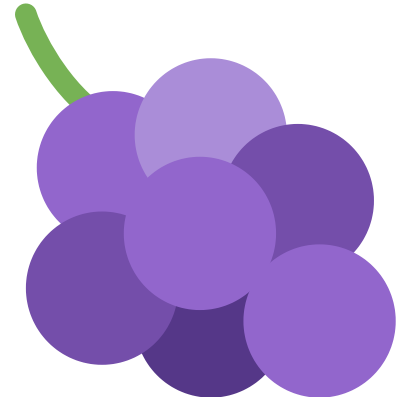
Trace the letter b and continue writing on the second line

Tracing practice lines for the letter 'b'. The first line contains six dashed lowercase 'b's for tracing. Below it are two sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

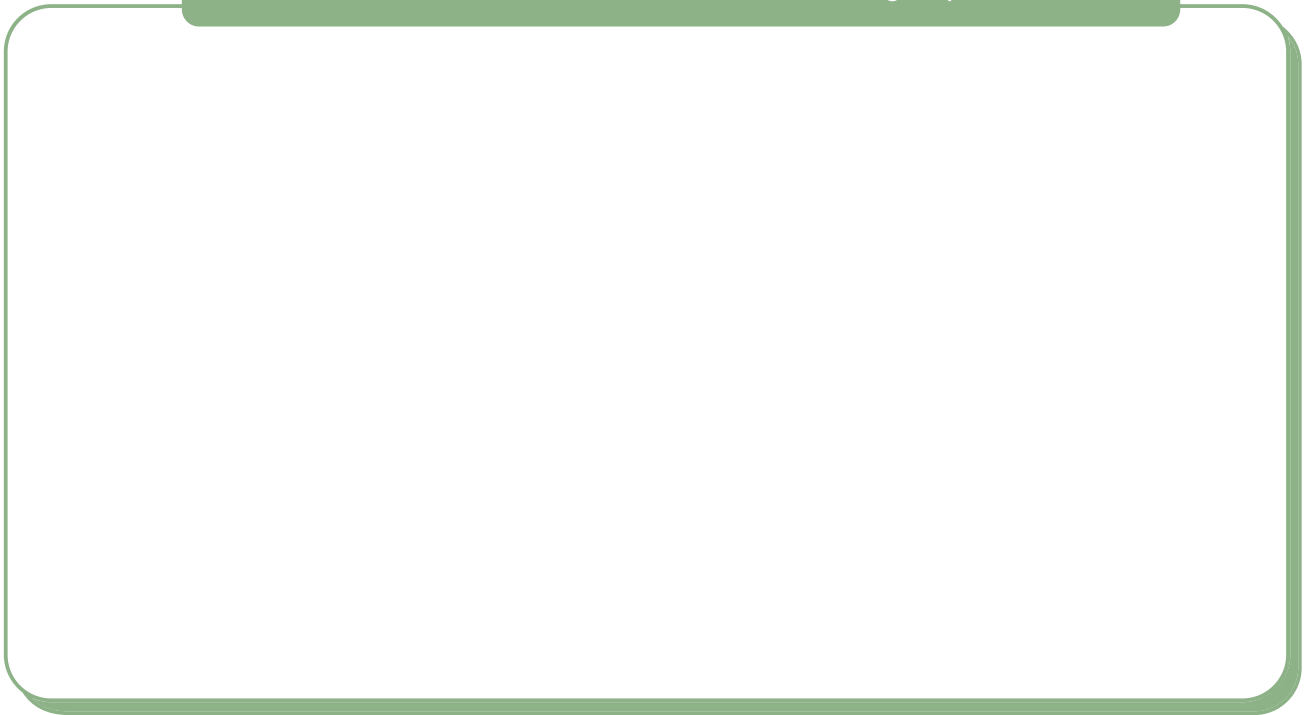


Gg

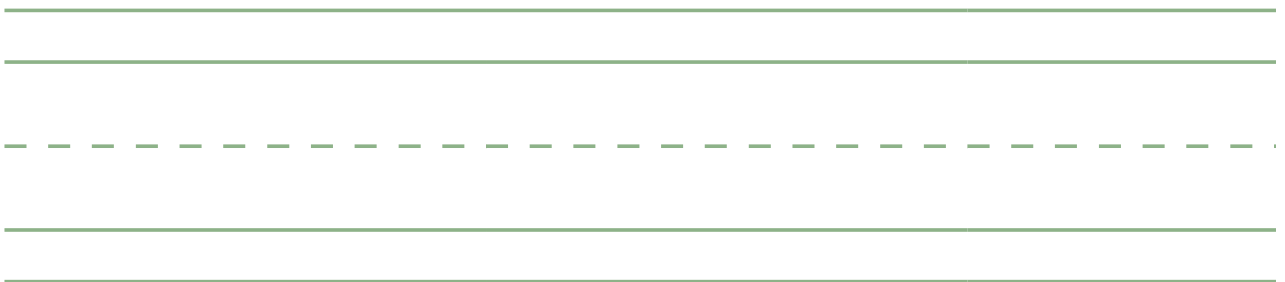
G is for Grape

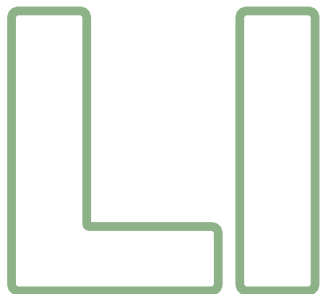


Draw and colour in a bunch of grapes

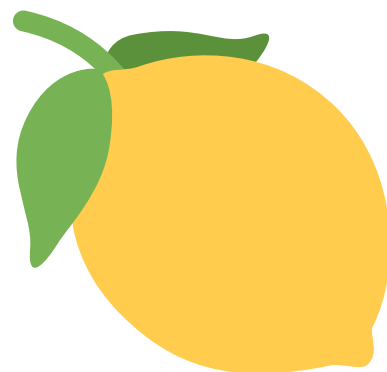


Trace the letter g and continue writing on the second line

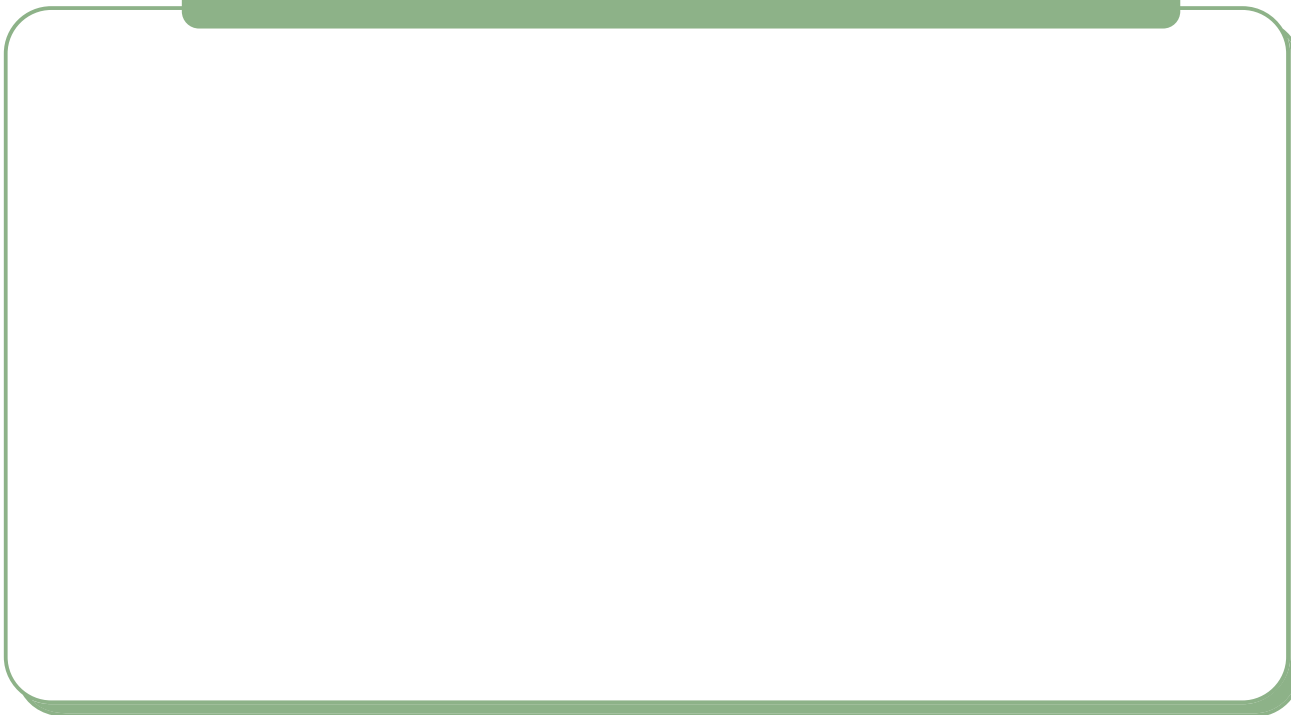




L is for Lemon

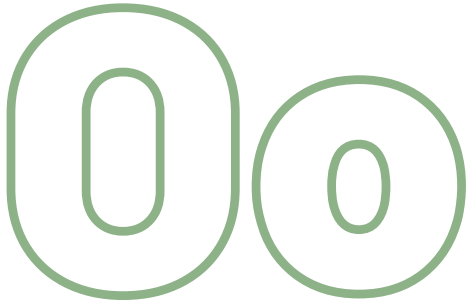


Draw and colour in a lemon

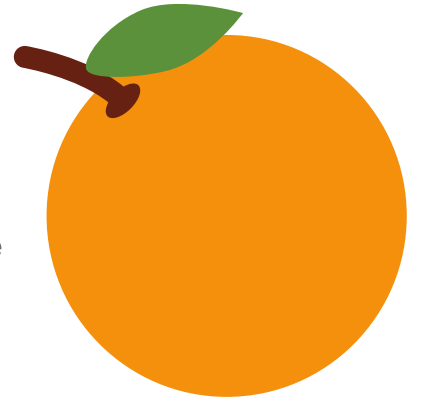


Trace the letter l and continue writing on the second line





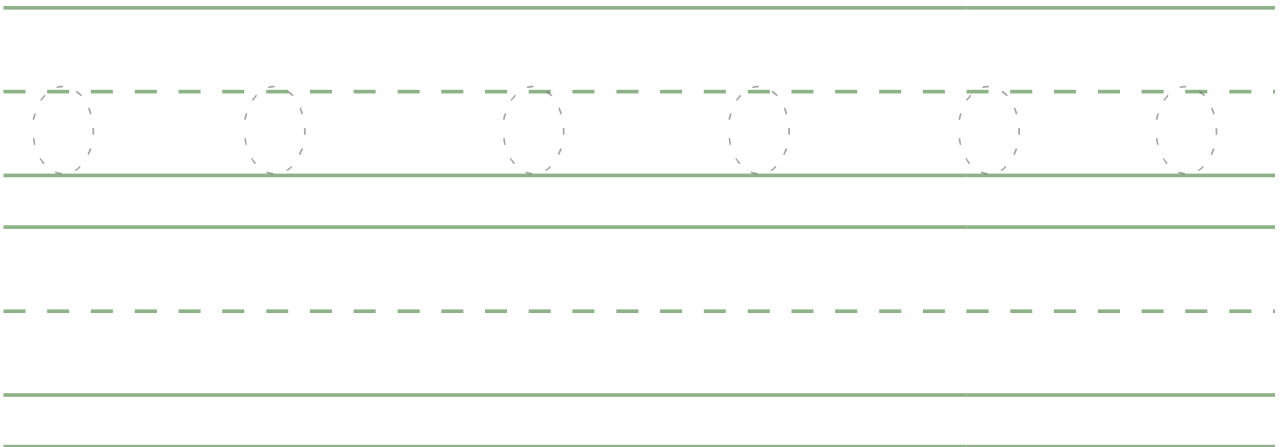
O is for Orange



Draw and colour in an orange

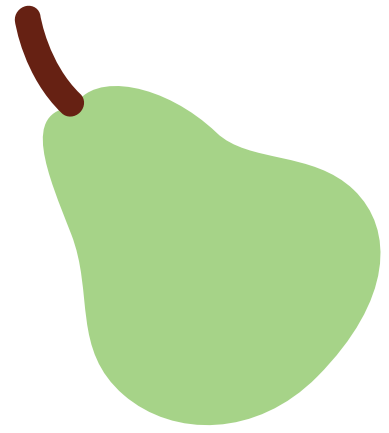


Trace the letter o and continue writing on the second line

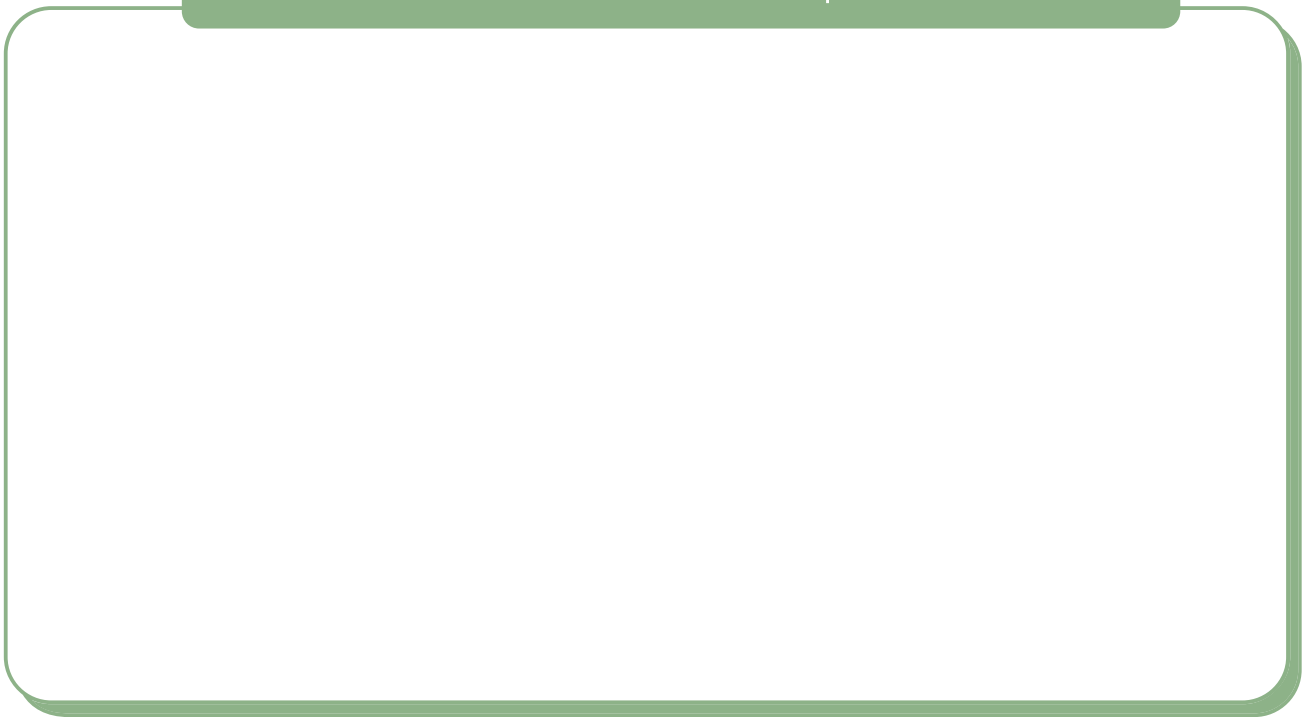


Pp

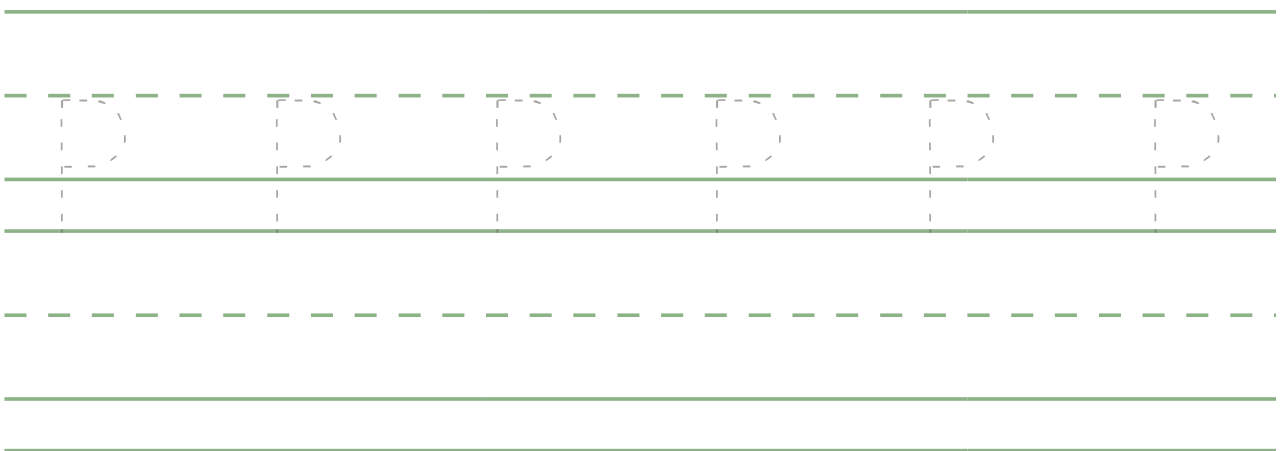
P is for Pear



Draw and colour in a pear

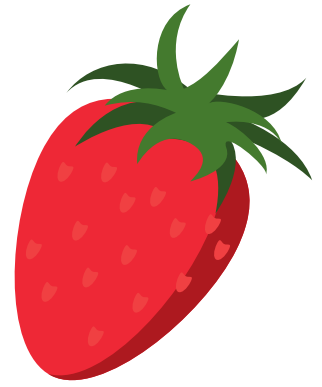


Trace the letter p and continue writing on the second line



Ss

S is for Strawberry



Draw and colour in a strawberry

A large, empty rounded rectangle with a green border, intended for a child to draw and color a strawberry.

Trace the letter s and continue writing on the second line

A set of handwriting practice lines. It consists of a solid top line, a dashed middle line, and a solid bottom line. The first line contains six dashed lowercase 's' characters for tracing. Below this is another set of solid top, dashed middle, and solid bottom lines for independent practice.

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Bb

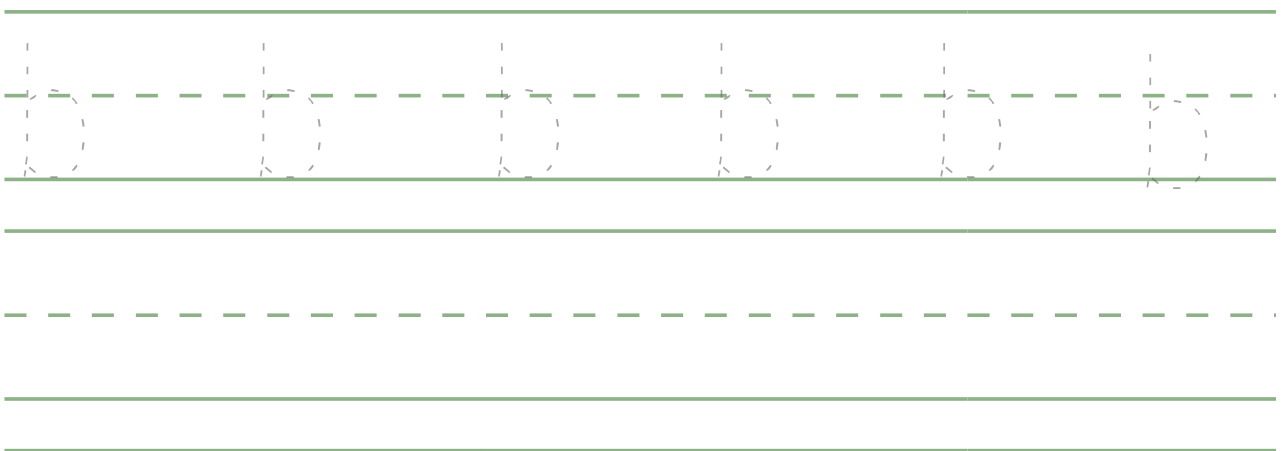
B is for Broccoli



Draw and colour in a stem of broccoli



Trace the letter b and continue writing on the second line



Cc

C is for Carrot



Draw and colour in a carrot

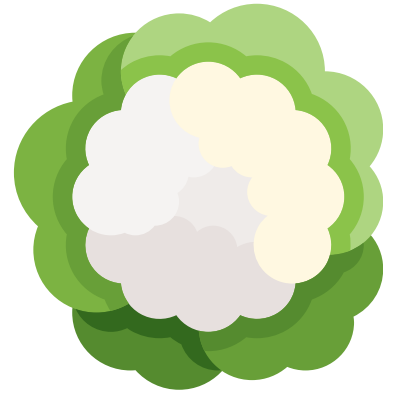
A large, rounded rectangular box with a green border, intended for a child to draw and color a carrot.

Trace the letter c and continue writing on the second line

A set of handwriting practice lines. The first line contains six dashed lowercase 'c' characters for tracing. Below it are two more sets of lines: one with a dashed middle line and one with a solid middle line, for independent practice.

Cc

C is for
Cauliflower



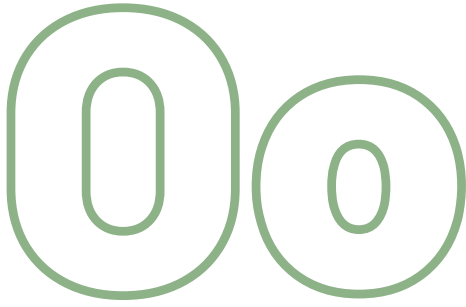
Draw and colour in a cauliflower



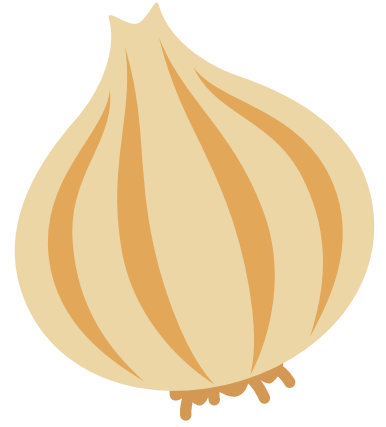
Trace the letter c and continue writing on the second line



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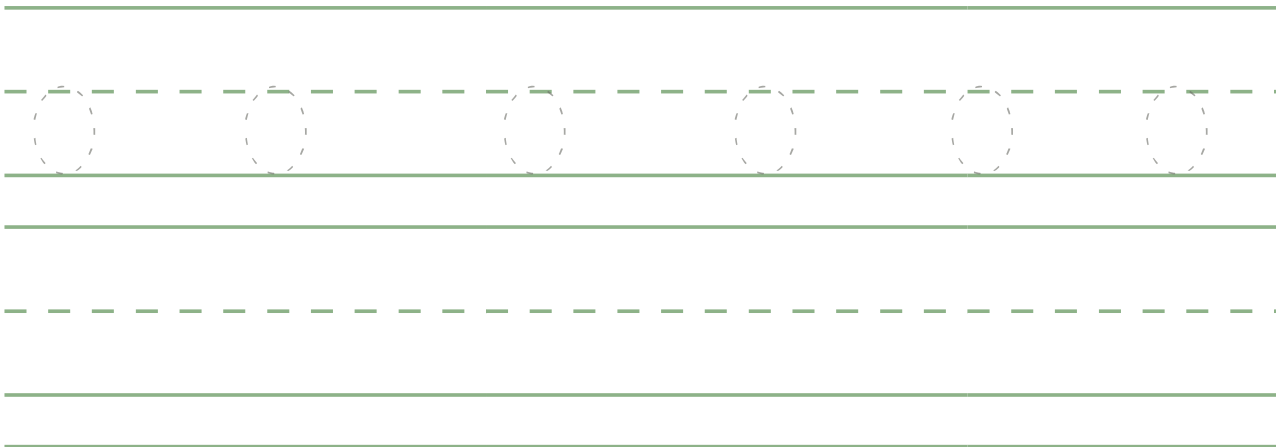
O is for Onion



Draw and colour in an onion

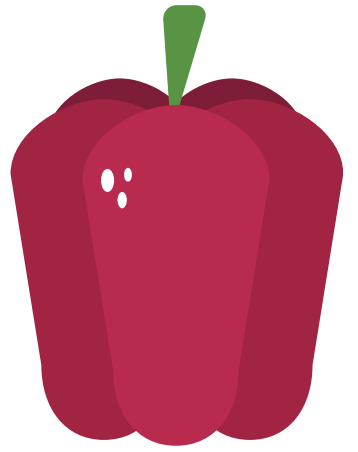


Trace the letter o and continue writing on the second line

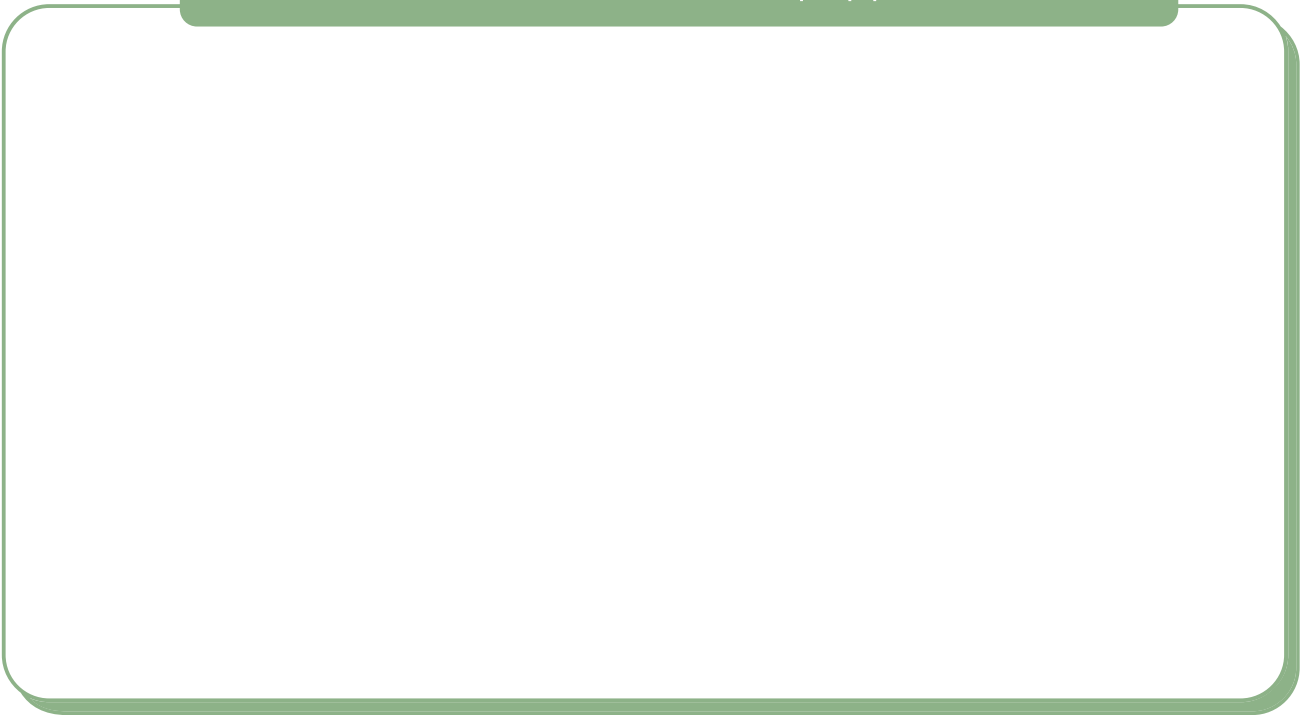


Pp

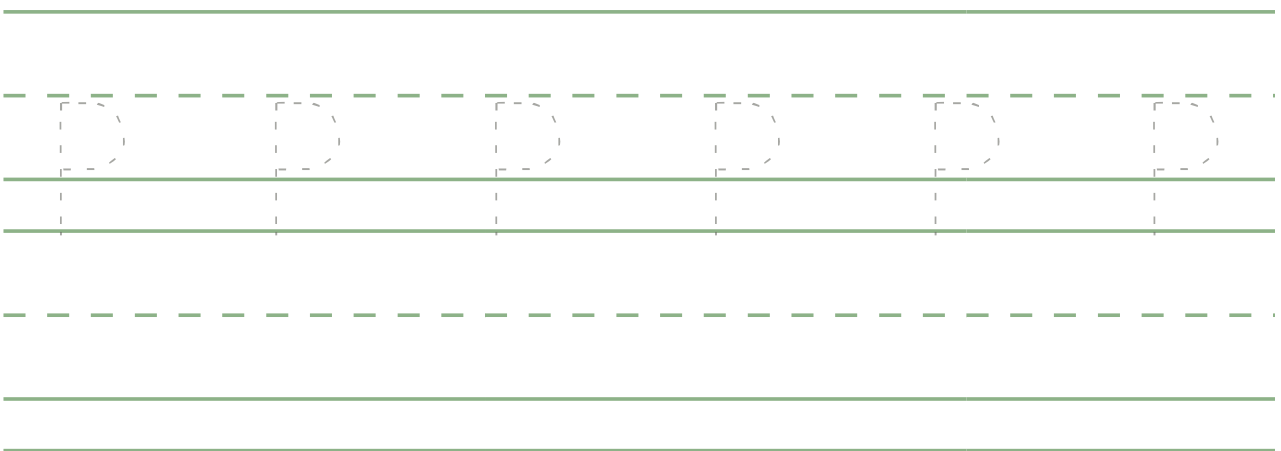
P is for Pepper



Draw and colour in a pepper



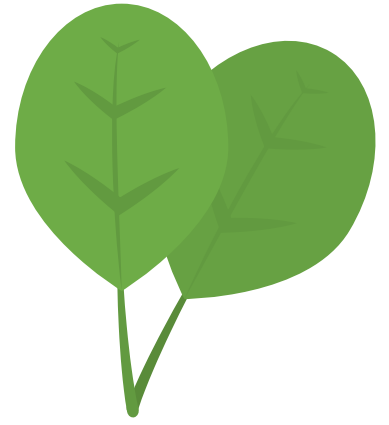
Trace the letter p and continue writing on the second line



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Ss

S is for Spinach



Draw and colour in a piece of spinach

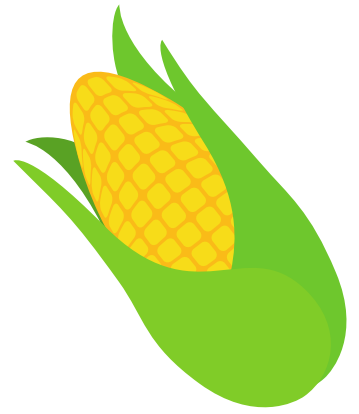
A large, empty rounded rectangle with a green border, intended for a child to draw and color a piece of spinach.

Trace the letter s and continue writing on the second line

A set of handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first line contains six dashed lowercase 's' characters for tracing. Below this are two more sets of solid top and bottom lines for independent practice.

Ss

S is for Sweetcorn



Draw and colour in a piece of sweetcorn

A large, empty rounded rectangle with a green border, intended for a child to draw and color a piece of sweetcorn.

Trace the letter s and continue writing on the second line

A set of handwriting practice lines. It consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains six dashed lowercase 's' characters for tracing. Below this are two more rows of solid top and bottom lines with a dashed middle line, for independent practice.

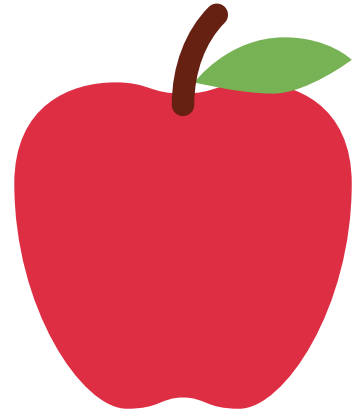
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Capital Letters



Aa

A is for Apple



Draw an apple and colour it in

A large, empty rectangular box with rounded corners and a green border, intended for drawing and coloring an apple.

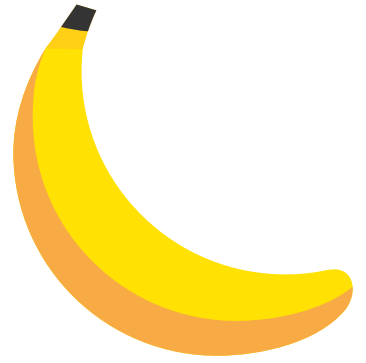
Trace the letter A and continue writing on the second line

Handwriting practice lines. The first line contains six dotted uppercase 'A's for tracing. Below it are two more sets of three-line guides (top solid, middle dashed, bottom solid) for independent writing practice.

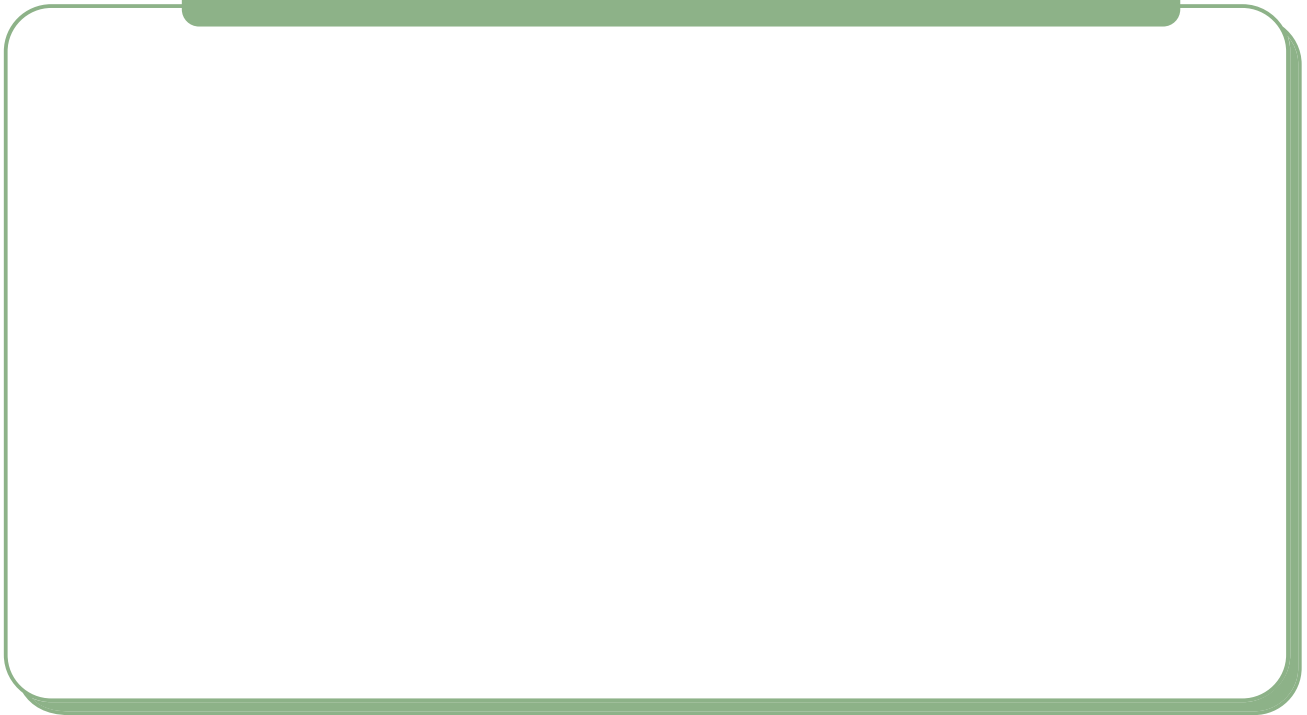


Bb

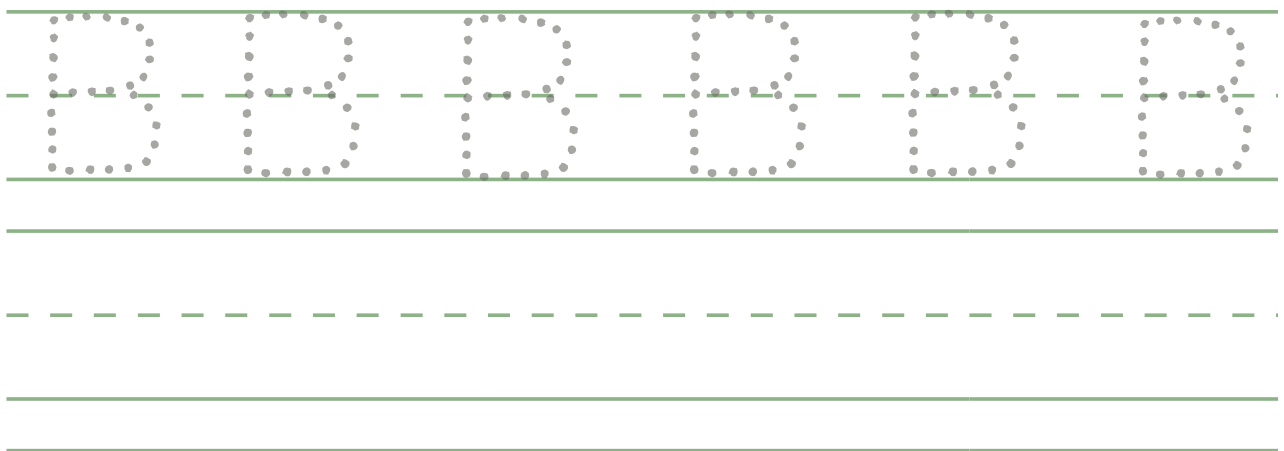
B is for Banana



Draw and colour in a banana



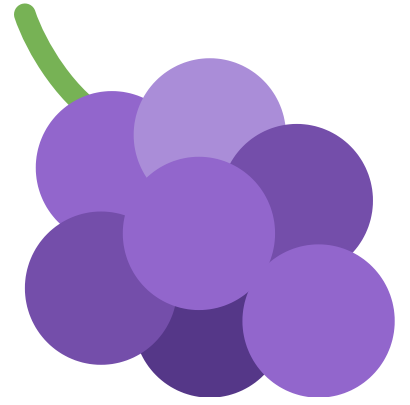
Trace the letter B and continue writing on the second line



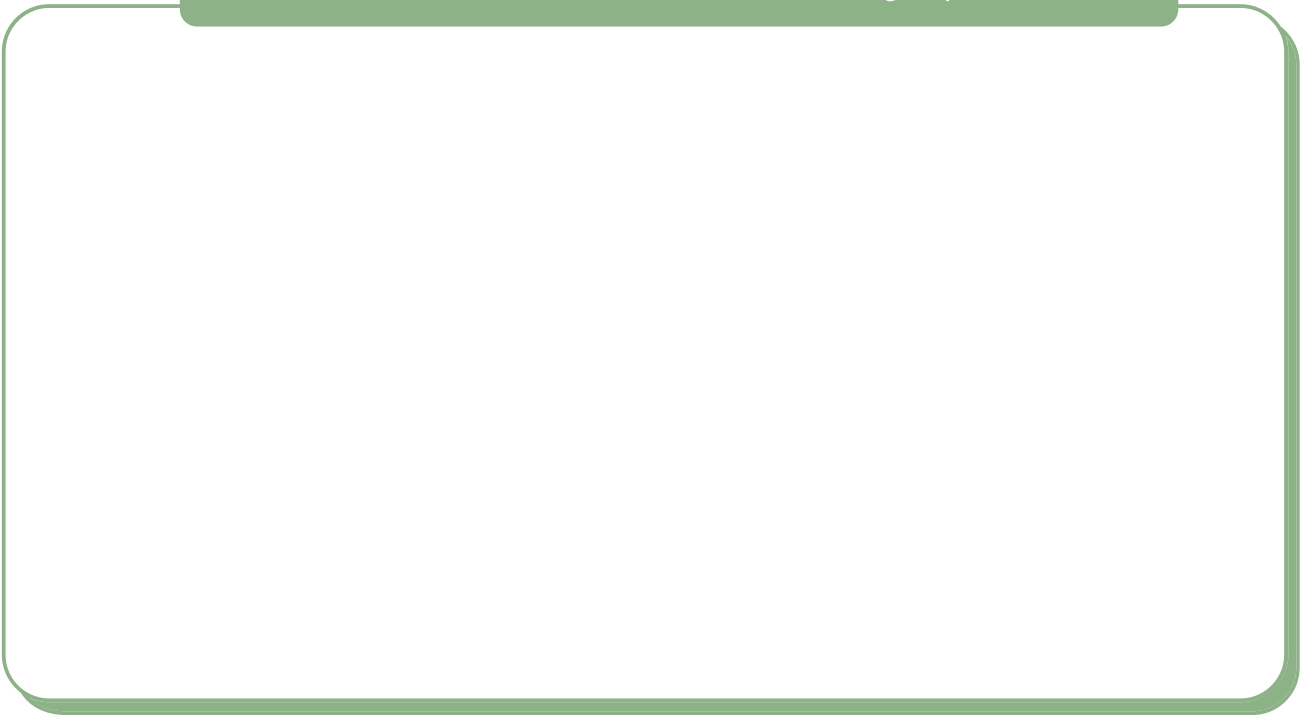
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Gg

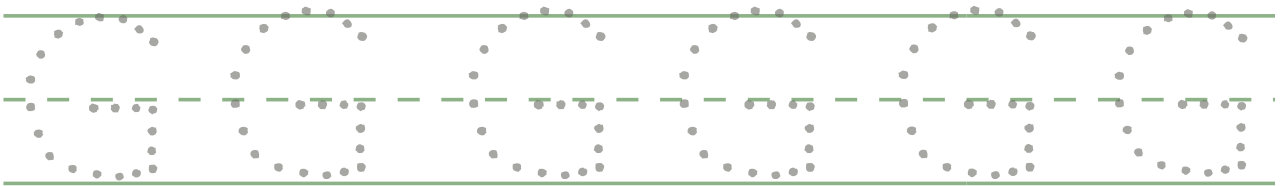
G is for Grape

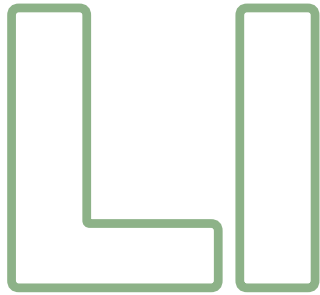


Draw and colour in a bunch of grapes

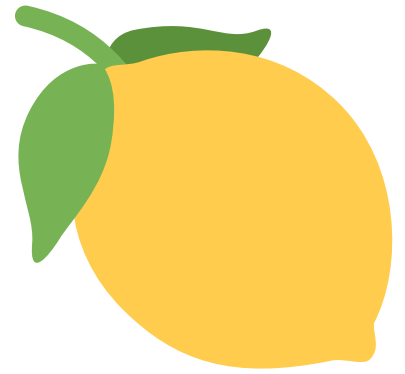


Trace the letter G and continue writing on the second line





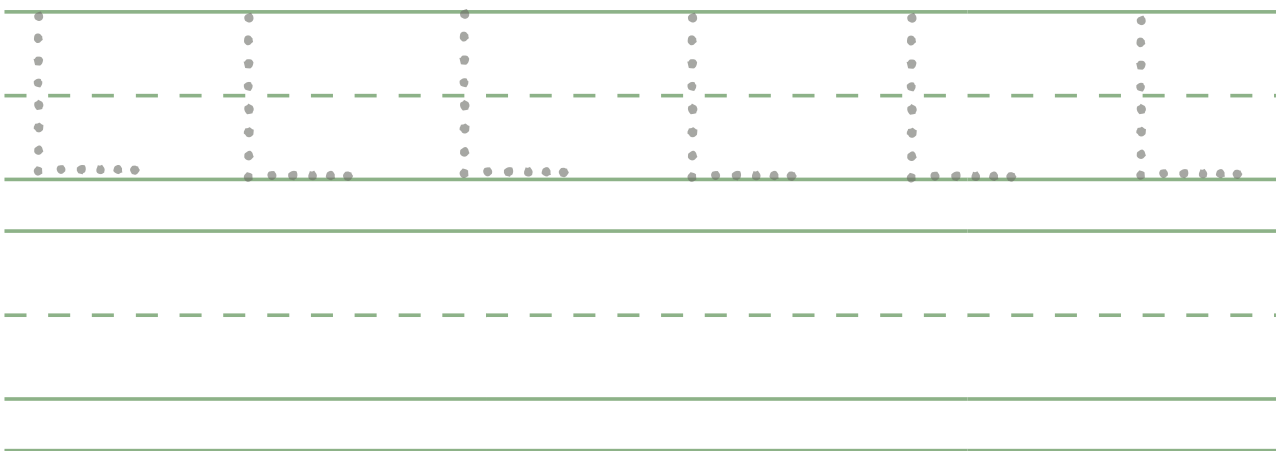
L is for Lemon

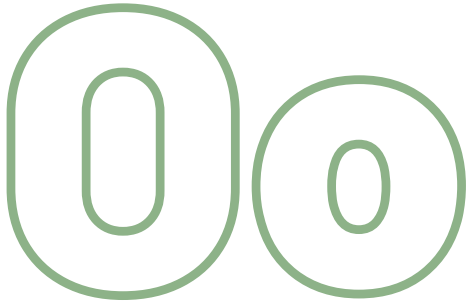


Draw and colour in a lemon

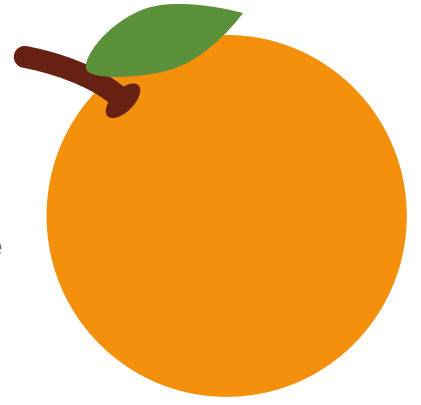


Trace the letter L and continue writing on the second line

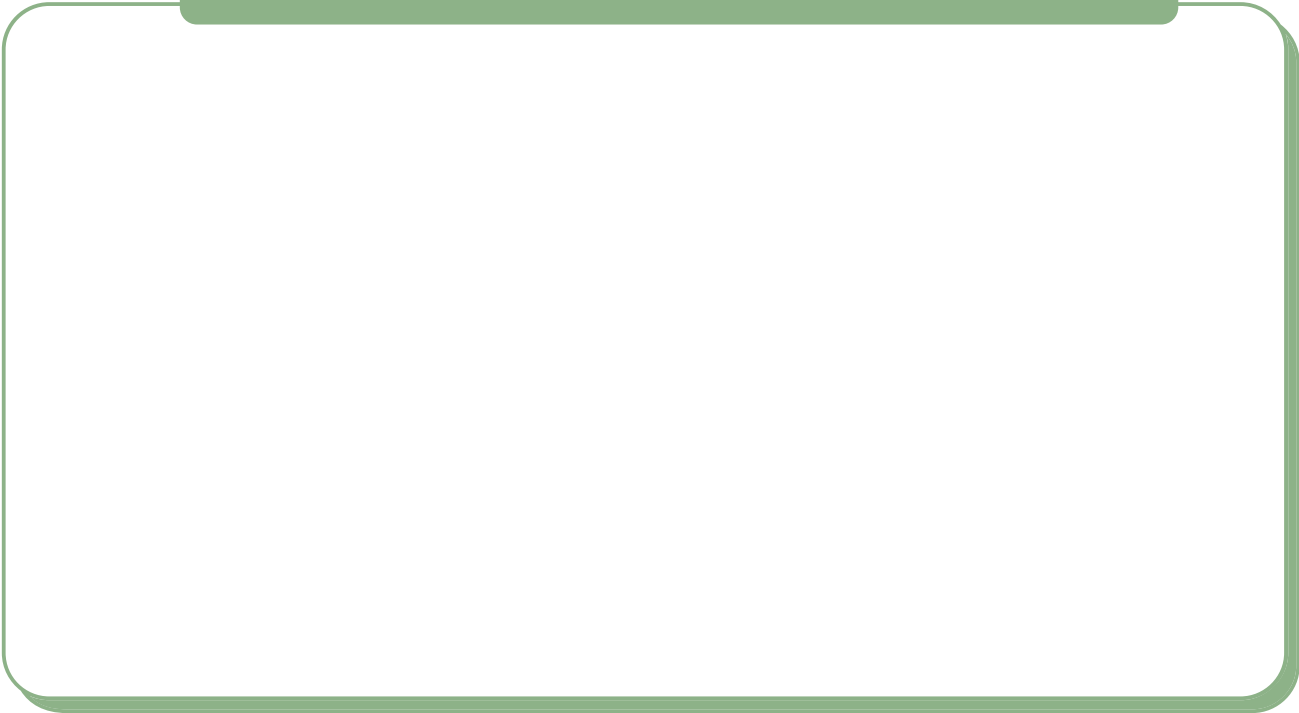




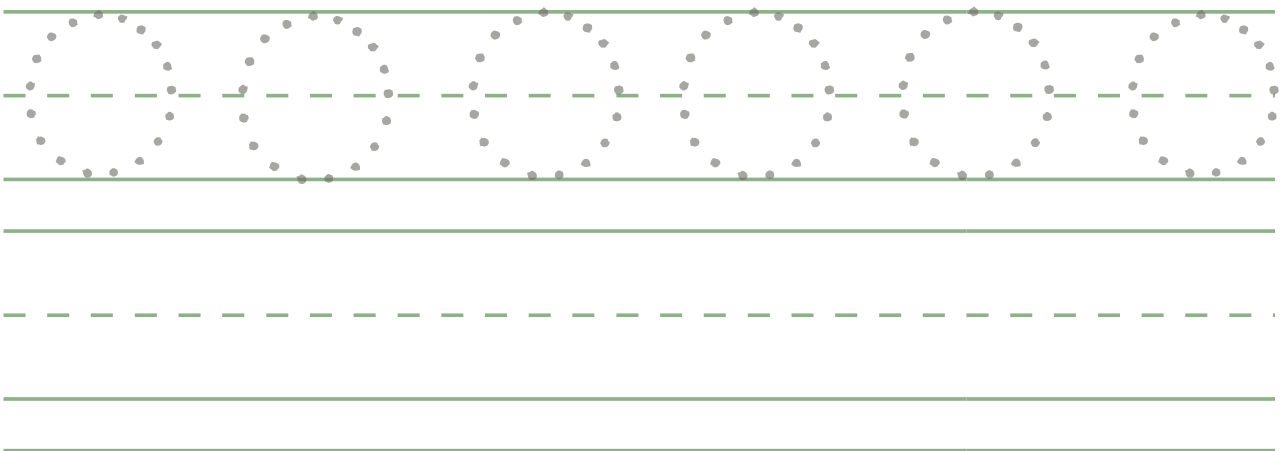
O is for Orange



Draw and colour in an orange

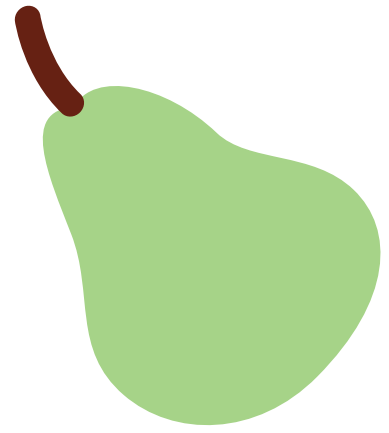


Trace the letter O and continue writing on the second line

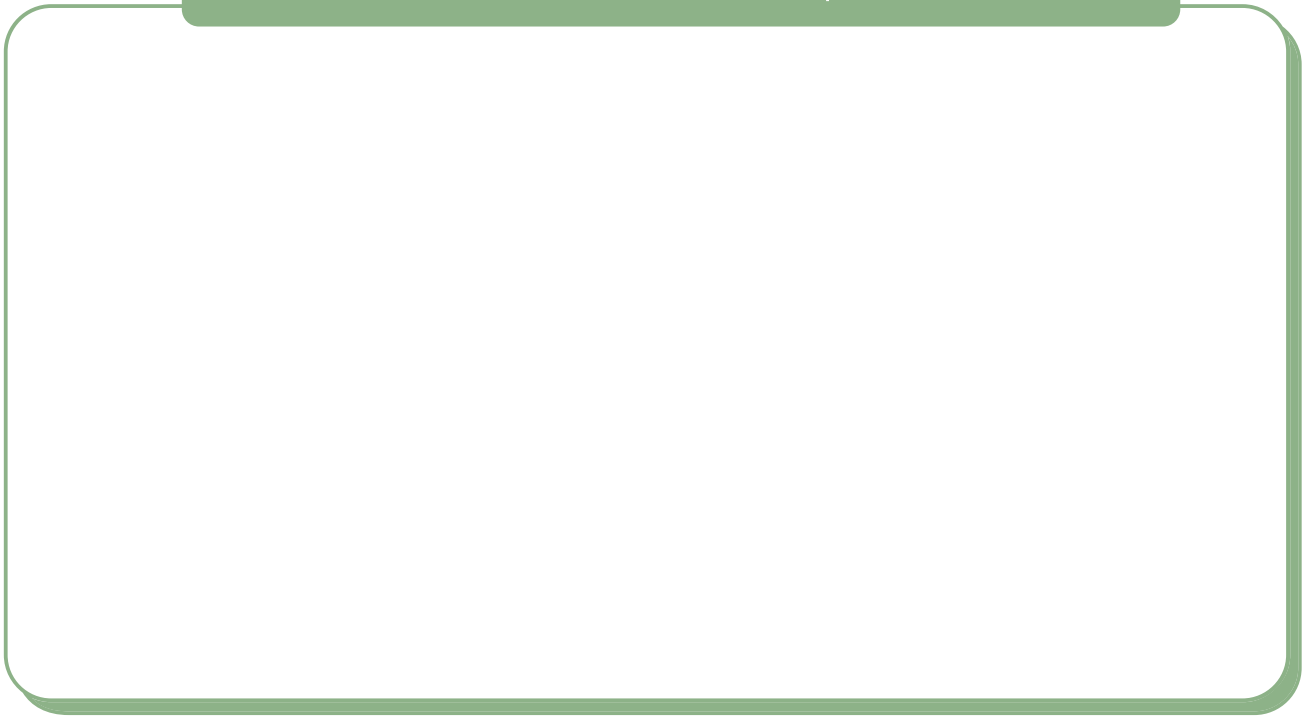


Pp

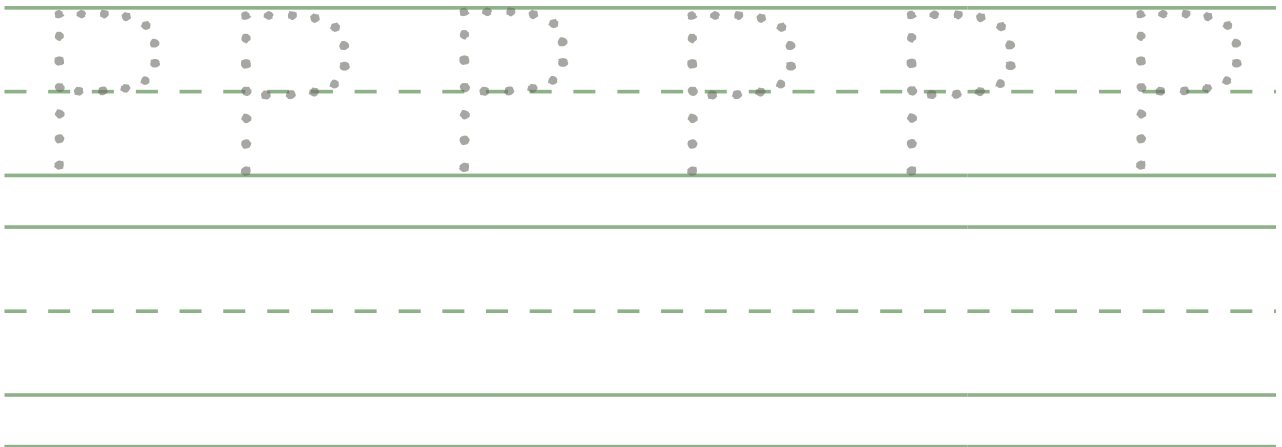
P is for Pear



Draw and colour in a pear



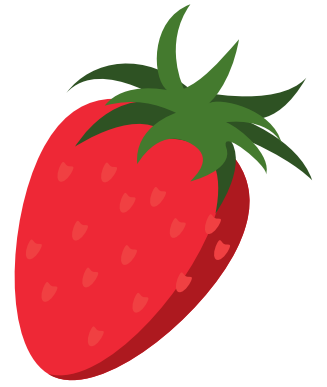
Trace the letter P and continue writing on the second line



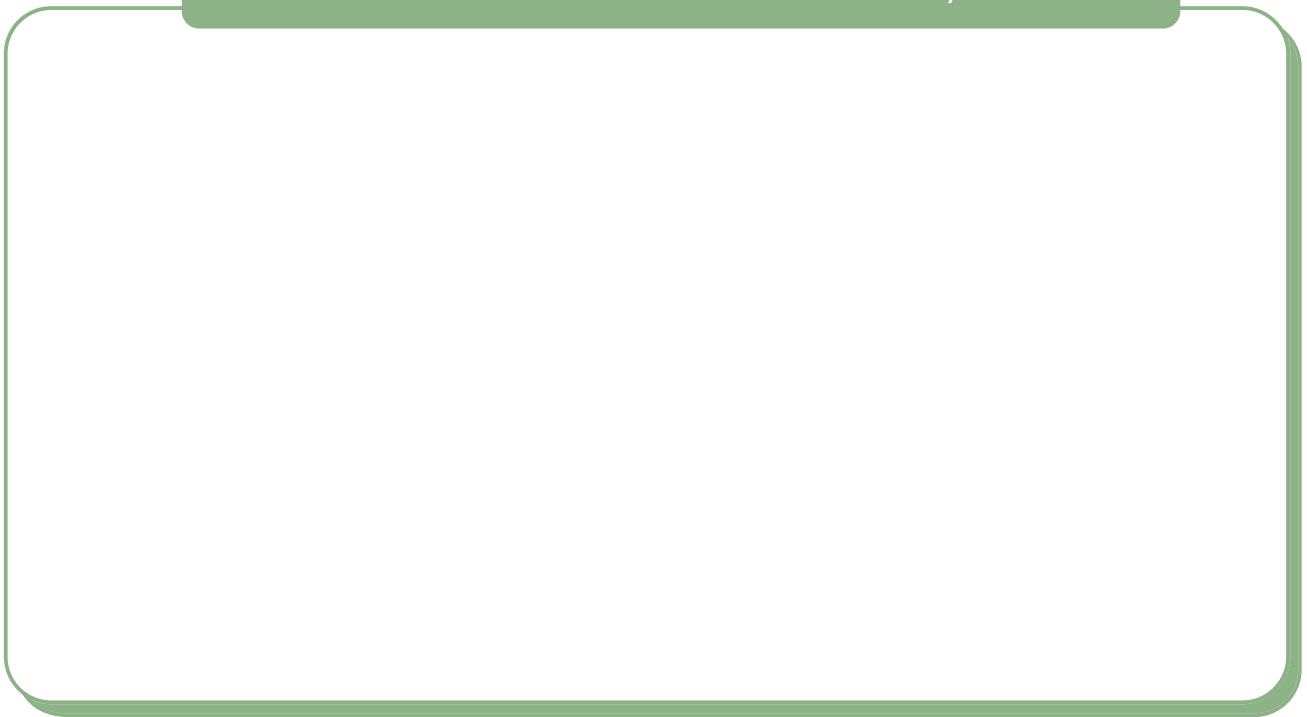
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Ss

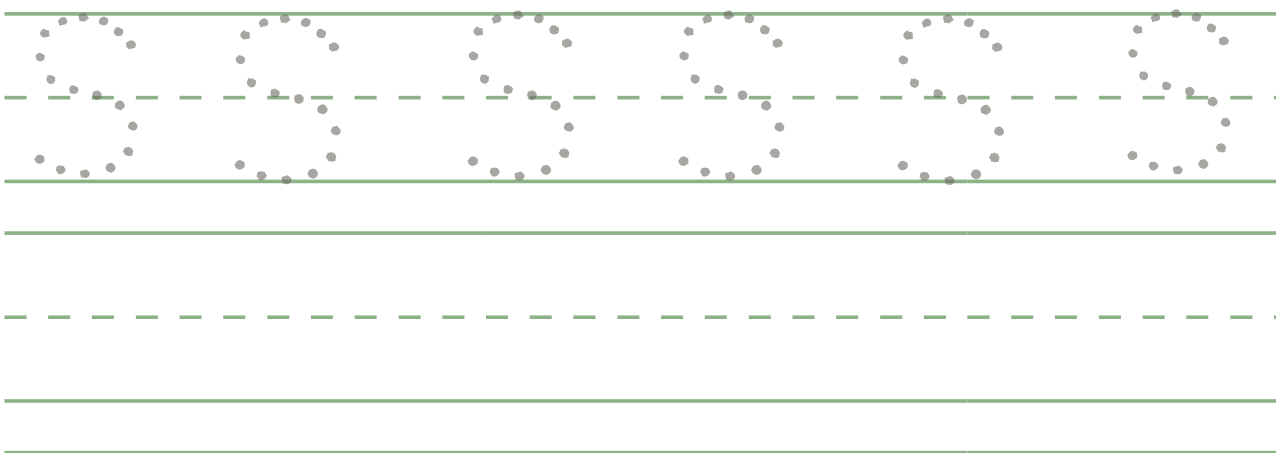
S is for Strawberry



Draw and colour in a strawberry



Trace the letter S and continue writing on the second line



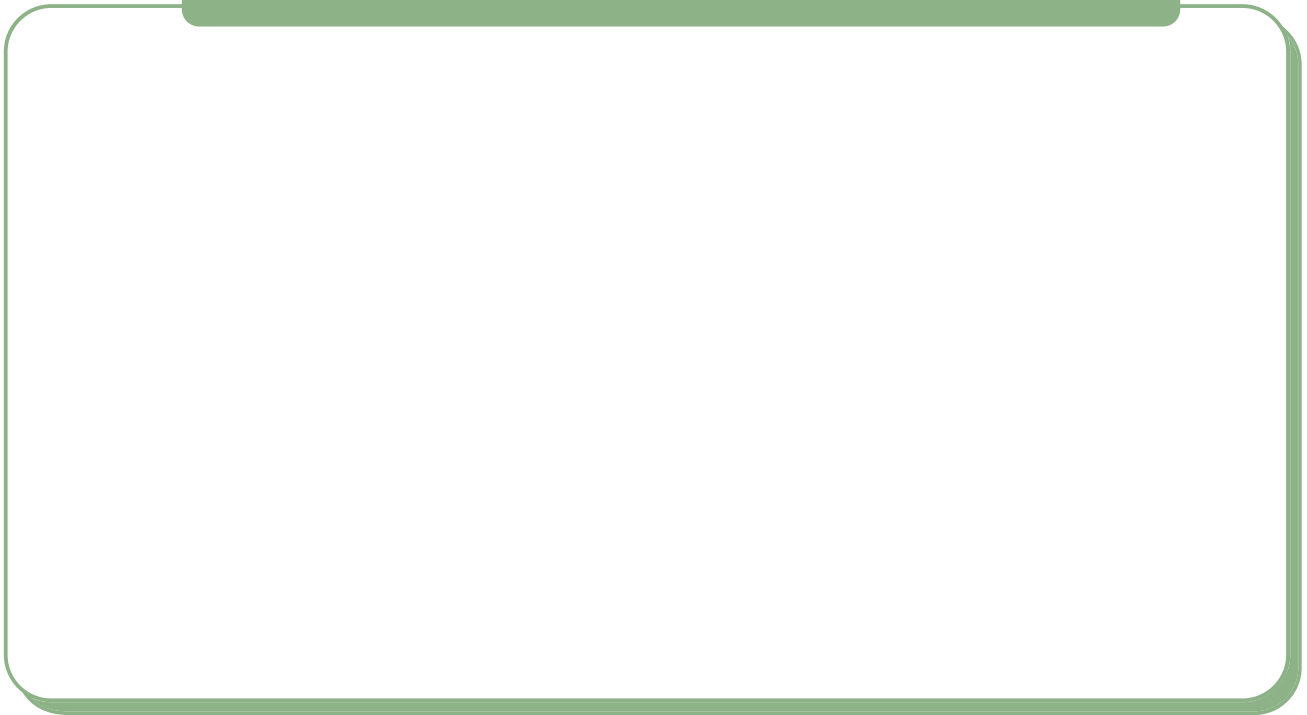
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Foundation

Bb

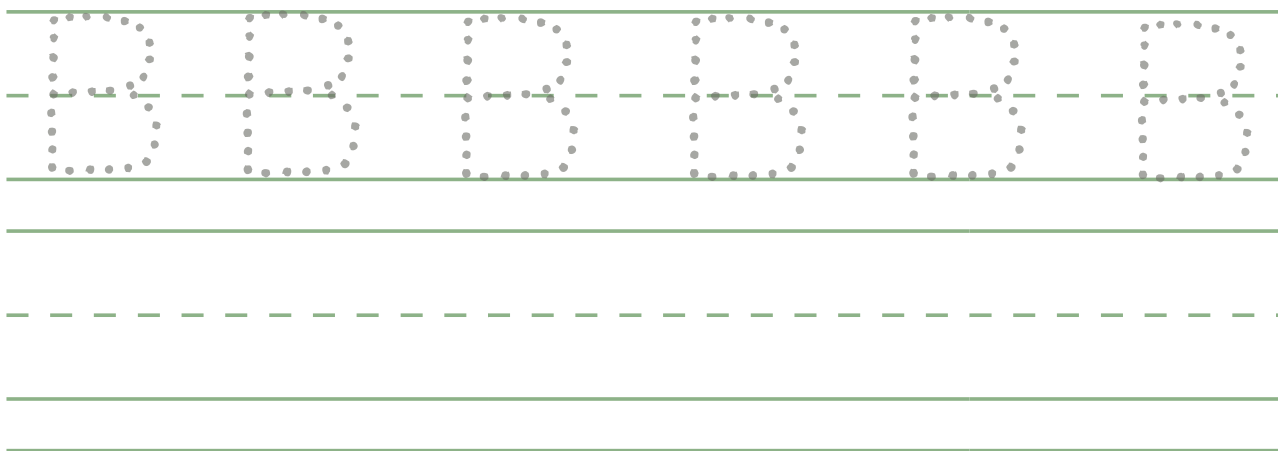
B is for Broccoli



Draw and colour in a stem of broccoli



Trace the letter B and continue writing on the second line



Cc

C is for Carrot



Draw and colour in a carrot

A large, empty rectangular box with rounded corners and a green border, intended for a child to draw and color a carrot.

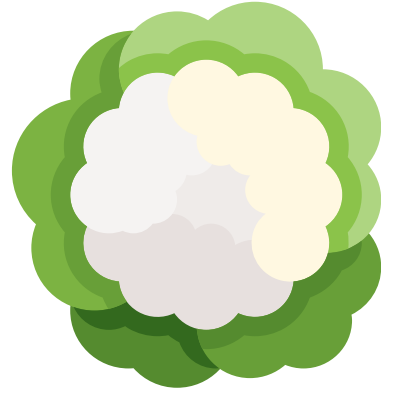
Trace the letter C and continue writing on the second line

A set of handwriting practice lines. The first line contains six dotted uppercase 'C's for tracing. Below it are two more lines: a dashed line and a solid line, for independent practice.

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Cc

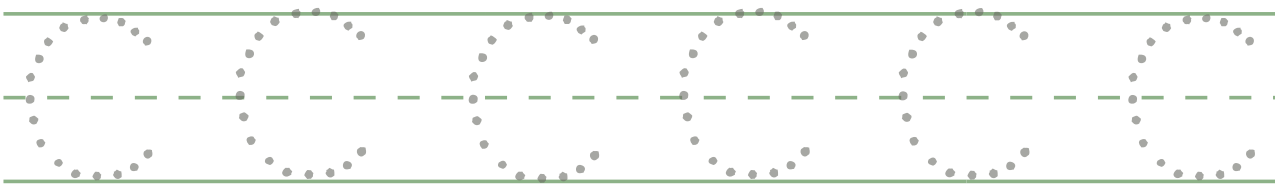
C is for
Cauliflower



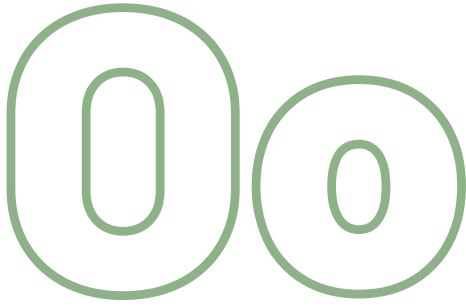
Draw and colour in a cauliflower



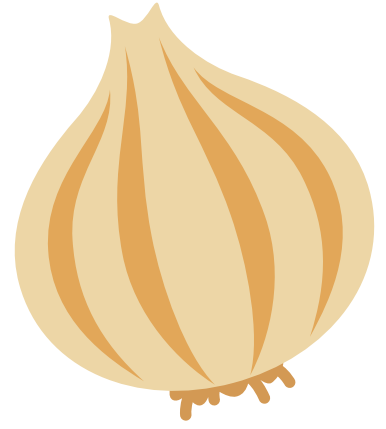
Trace the letter C and continue writing on the second line



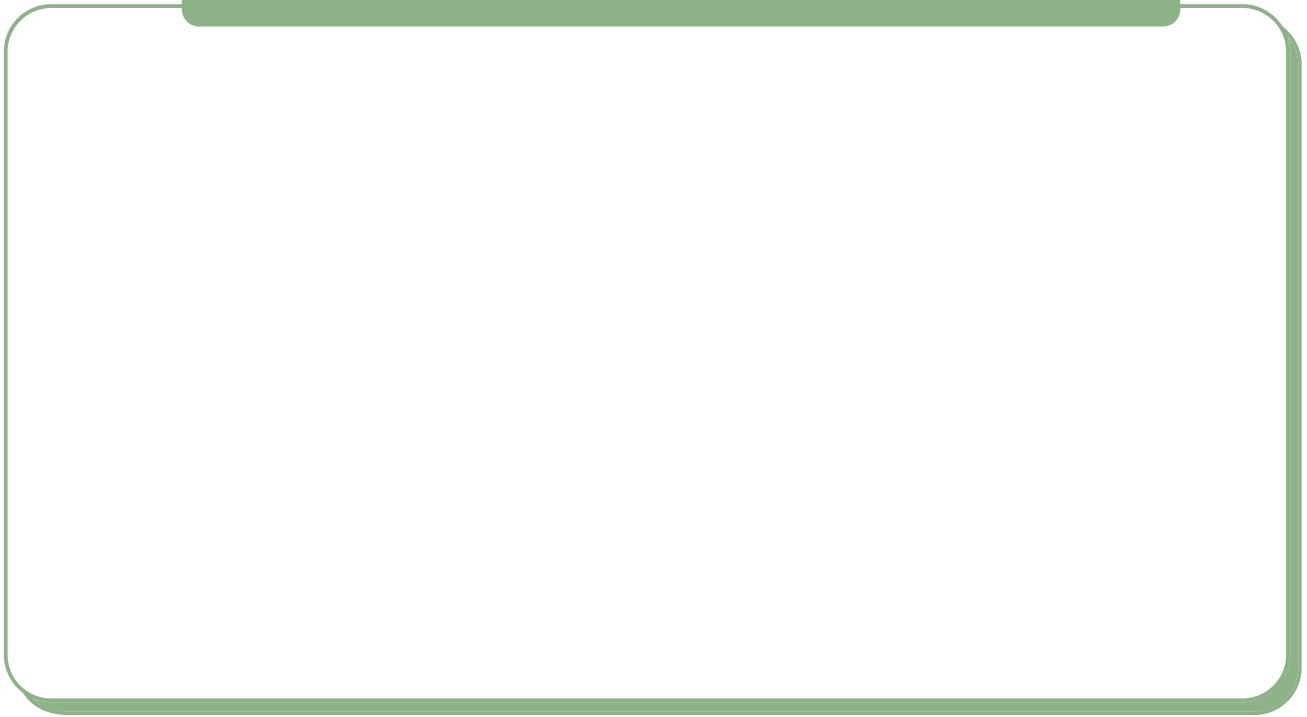
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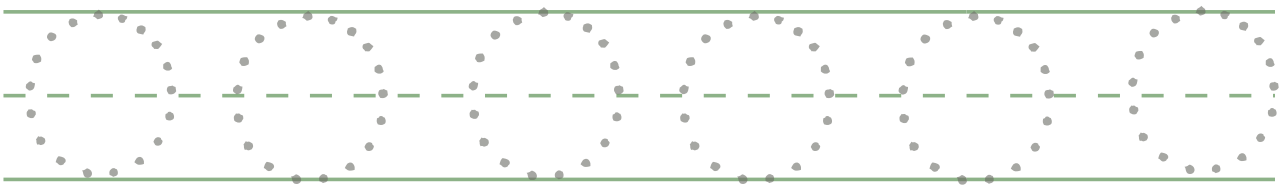
O is for Onion



Draw and colour in an onion

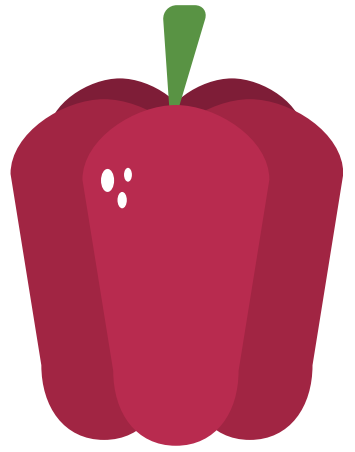


Trace the letter O and continue writing on the second line

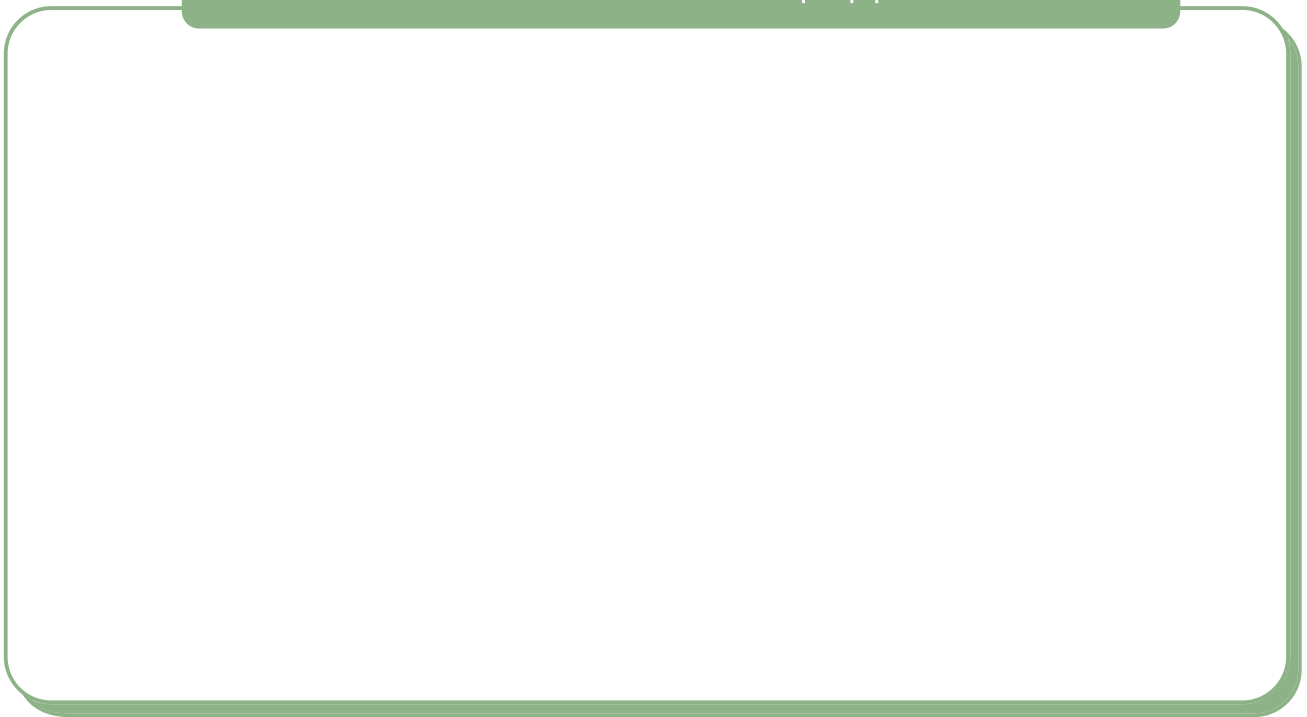


Pp

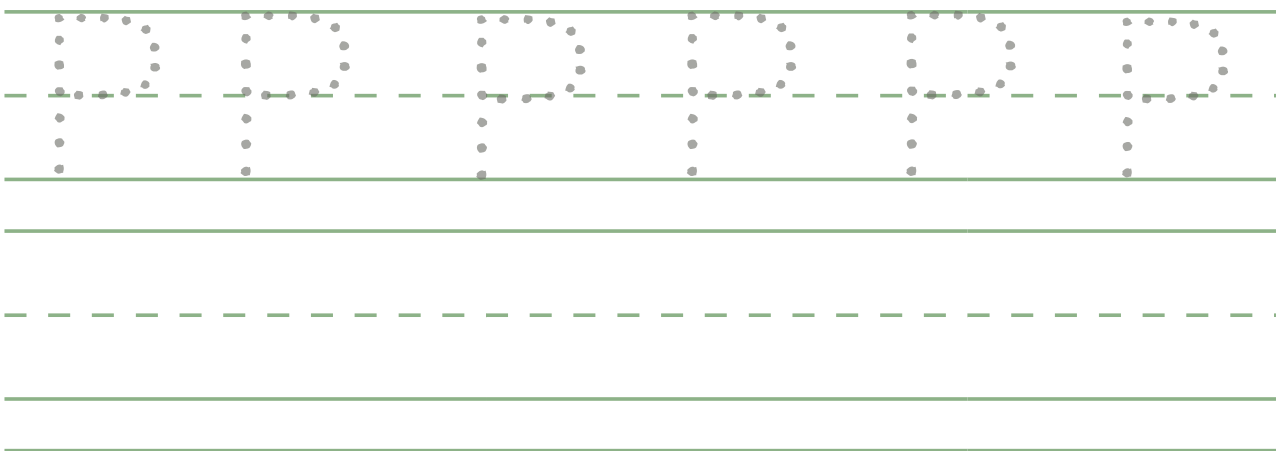
P is for Pepper



Draw and colour in a pepper



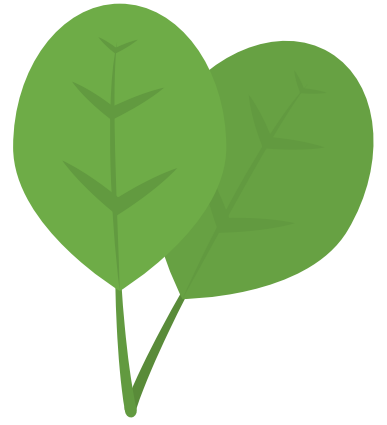
Trace the letter P and continue writing on the second line



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Ss

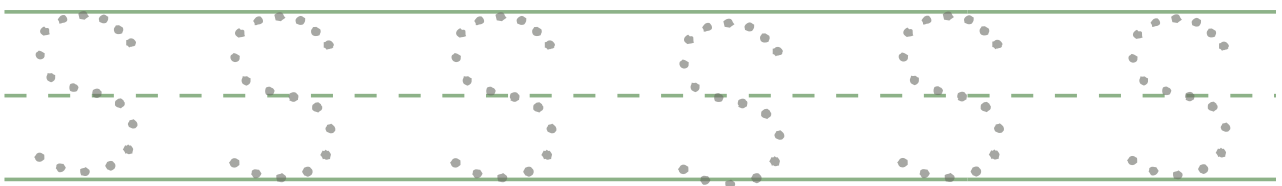
S is for Spinach



Draw and colour in a piece of spinach

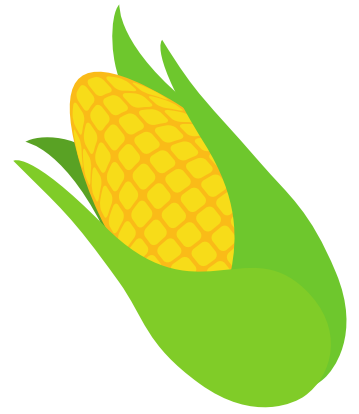
A large, empty rounded rectangle with a green border, intended for a child to draw and color a piece of spinach.

Trace the letter S and continue writing on the second line

A set of blank handwriting lines with a solid top line, a dashed middle line, and a solid bottom line, provided for independent practice of writing the letter 'S'.

Ss

S is for Sweetcorn



Draw and colour in a piece of sweetcorn

A large, empty rounded rectangle with a green border, intended for a child to draw and color a piece of sweetcorn.

Trace the letter S and continue writing on the second line

A set of handwriting practice lines. The top line contains six dotted uppercase 'S' characters for tracing. Below this are two more sets of lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for independent practice.

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