

Primary School Teaching Resource

Linked to the New Zealand Curriculum supporting Health and Physical Education, Literacy, Numeracy and Science in schools through practical learning experiences.

Growing and Learning with 5+ A Day

Booklet of Resource Sheets for Photocopying



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Fredge™

Composting Resource Sheet 1

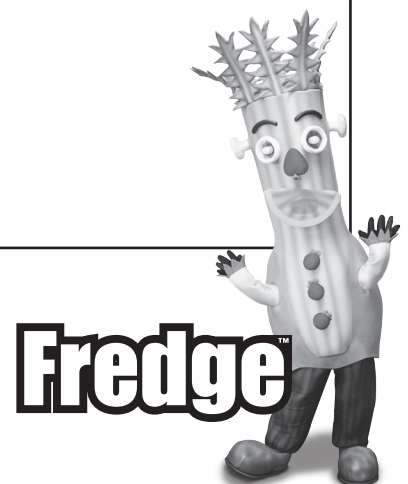
We are learning to: classify materials that will decompose and those that won't.

Add pictures and words to the table below in the correct columns.
You can draw your own pictures or cut them out of magazines and stick them in.



Good for composting	Not good for composting	Not sure

Extension Activity
How could you accelerate the composting process?



Composting Resource Sheet 2

We are learning to: sequence the steps for making compost.

Can you put the following statements in order? Work out the correct sequence and place a number in the left hand column, the first one has been done for you.

	Fill a 1-litre freezer bag with small pieces of the vegetables.
1	Collect a variety of food scraps e.g. vegetable/fruit peelings, bread crusts, pasta, newspaper, dry leaves, grass clippings, old hay, coffee grounds, egg cartons, etc.
	After 4-6 weeks the compost is ready for use.
	Shake the bag each day to mix up the ingredients.
	Reseal the bag.
	Seal the bag with twist ties.
	Open the bag for a few hours every other day to aerate compost.
	Add a mixture of garden soil, food scraps, and water to the dry ingredients.
	Chop or tear the scraps into small pieces.

Extension Activity

Can you write a procedure for a younger/older student and include a picture with each step.



Composting Resource Sheet 3

We are learning to: use a table to store information and present the data in graph form.

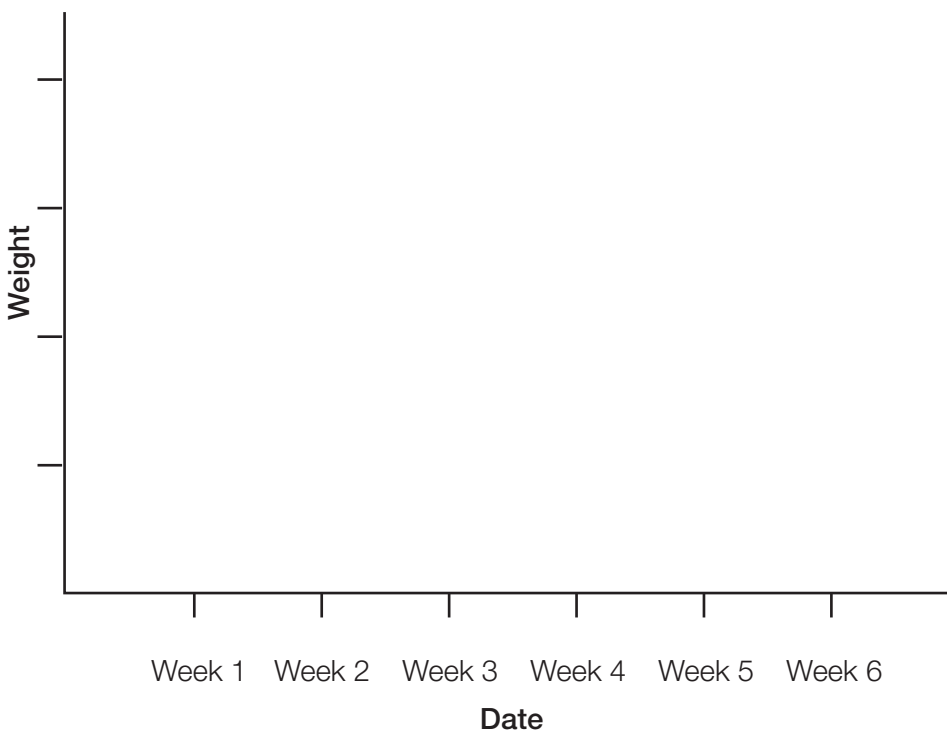
Write an introduction explaining what you are composting and what data you are collecting. Include a prediction about the change in the weight. Record the weight each week and graph your findings.

Composting Introduction and Prediction

Compost Data Collection

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Date						
Weight of compost						
Weight difference						

Compost Data Collection



Dynamic Debris Resource Sheet 1

We are learning to: evaluate the benefits of composting.

Add your ideas to the PNI (Positive, Negative and Interesting) table.
There are some ideas in the boxes below.

Compost is inexpensive

Compost creates rich soil

Compost emits odours

FBI Fungi, Bacteria & Invertebrates
are good for composting

+ (positive)	- (negative)	i (interesting)

Extension Activity

Play the Fortunately and Unfortunately compost word game.
In pairs, choose who will start their sentences fortunately and who will start their sentences unfortunately. For example:
Player 1 – Fortunately, compost is easy to make.
Player 2 – Unfortunately compost takes a long time to mature!
Player 1 – Fortunately, compost can be kept in a variety of containers.
Player 2 – Unfortunately compost has a repugnant odour!
The winner is the player who doesn't hesitate between responses.



We are learning to: sequence the life cycle of compost.

Reorder the text and place it in the correct part of the life cycle:

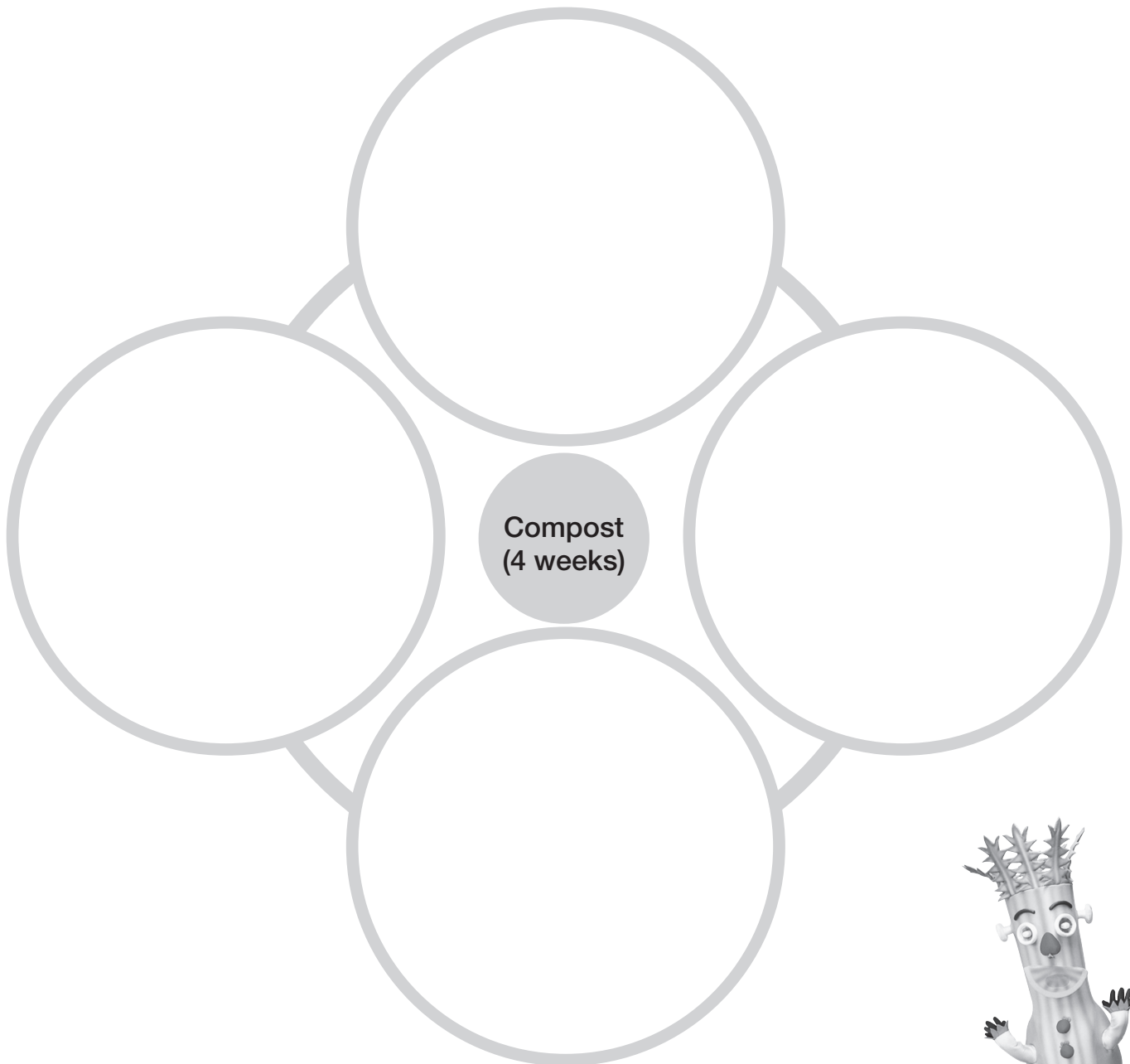
Rich carbon-containing humus is produced (containing inorganic nutrients like nitrogen, phosphorus and potassium).

Micro organisms, like worms and centipedes, eat the waste and break it down.

Old vegetable scraps, coffee grinds, grass clippings, straw, paper and sawdust start to go brown and decompose.

The micro organisms generate heat which makes the waste decompose quicker.

Can you tell a friend what the underlined words mean?



Extension Activity

Can you create a life cycle of FBI? (Fungi, Bacteria or Invertebrates)



We are learning to: describe what it means to be sustainable.

Create a sustainability acrostic information poster to show your understanding of what it means to be sustainable.

Sustainability is when you...

Use

Some

Things

Again.

Instead of buying...

N

A

B

I

L

I

T

Y

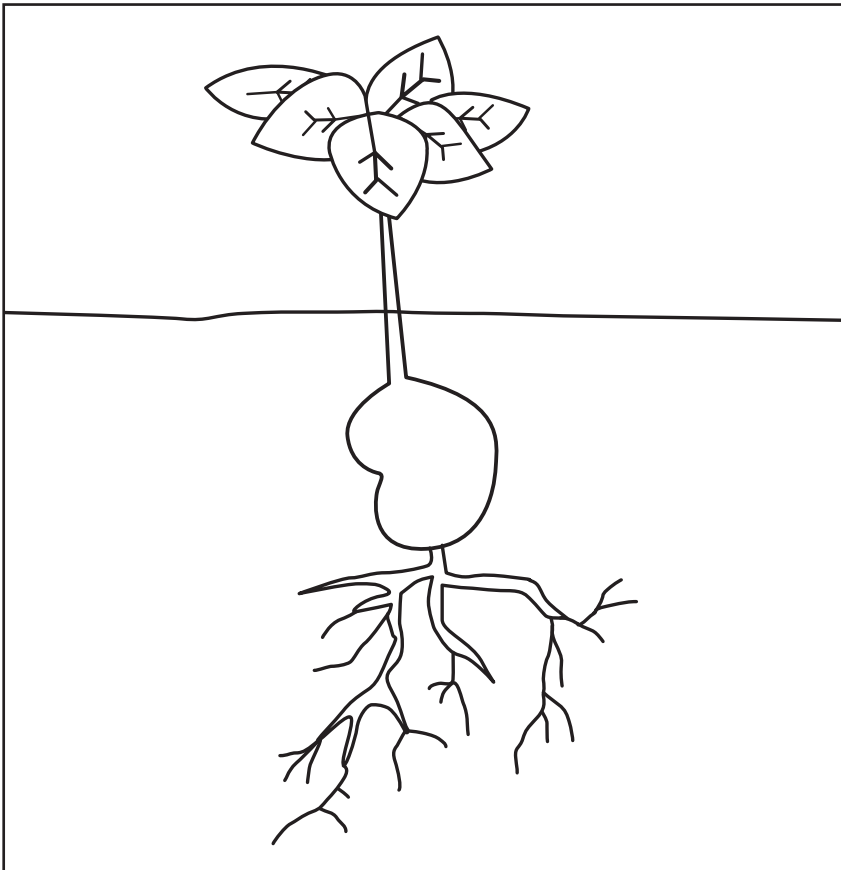


We are learning to: identify the parts of a plant and what things plants need to grow.

Germination means to start growing from seed or to sprout.

Photosynthesis is the process used by plants to convert light into energy to help it grow.

Label the parts of the plant (seed, roots, stem, leaves).







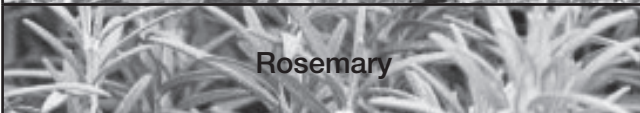
Draw all the things a seed needs to germinate and a plant needs to grow.



Growing Resource Sheet 2

We are learning to: identify which herbs are used in cooking.

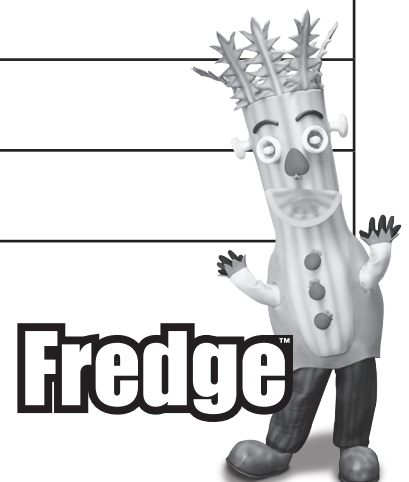
Name common herbs and know which herbs complement different dishes.
List dishes, meals, sauces and dressings that each herb could be used in.

Herb	Dish/Recipe
 Mint	New Potatoes
 Parsley	
 Basil	
 Thyme	
 Rosemary	

Extension Activity

With a friend, see if you can complete the table below.
Bring a cookbook in from home to find lots of recipes that use different herbs.

Dish/Recipe	Which herb could you add?
Spaghetti Bolognese	Thyme or parsley
Vegetable Soup	
Potato Salad	
Roast Vegetables	



We are learning to: identify what plants grow well together and what plants to keep apart.

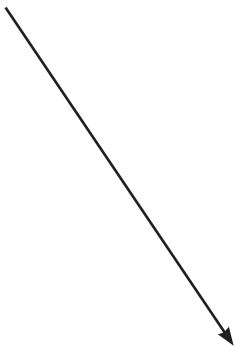
Companion planting is about planting good neighbours or friends together so that they help each other to grow well.

Companion planting in your vegetable garden can:

- Improve the flavour of vegetables
- Attract helpful insects like bees to your plants
- Keep harmful pests like caterpillars away from your plants
- Add nutrients to the soil, such as nitrogen, which helps plants grow

Many plants make good neighbours for your vegetables. Research the plants listed in the left hand table below and draw arrows to the correct statements in the right hand table. The first one has been done for you:

Basil
Nasturtium
Marigolds
Rosemary
Dill
Beans



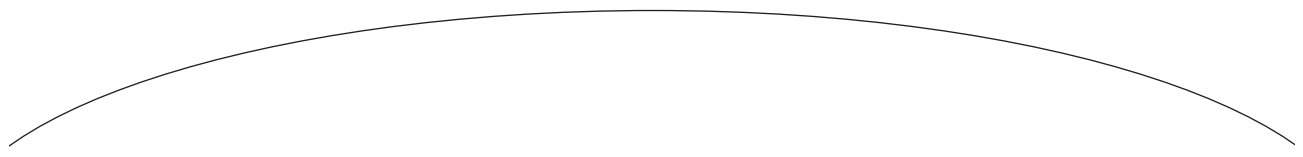
Keeps cabbage moth away from your vegetables
Keep harmful insects away from your vegetables when planting nearby
Acts as a decoy, attracting pests to itself and away from vegetable plants
Improves the flavour of tomatoes, attracts bees and keeps aphids away
Adds nutrients to the soil, such as nitrogen, which helps your vegetables to grow
Attracts bees to your garden



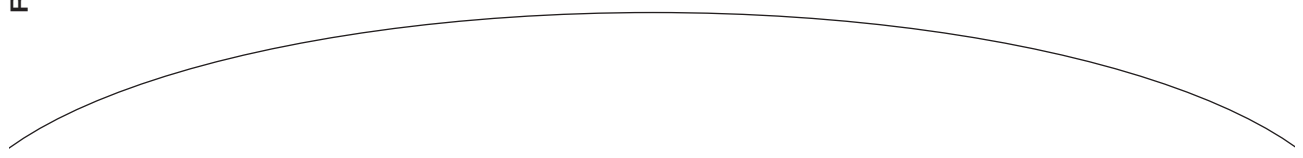
Eating a 5+ A Day Rainbow Resource Sheet 1

We are learning to: identify the five fruit and vegetable colour groups.

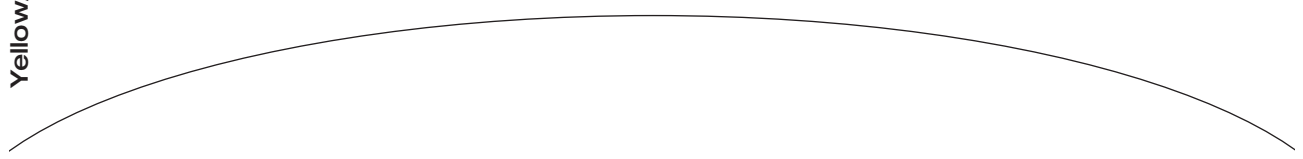
Cut pictures of different colour fresh fruit and vegetables out of supermarket flyers, magazines and newspapers and fill in each of the colour groups. Alternatively you can draw them yourself.



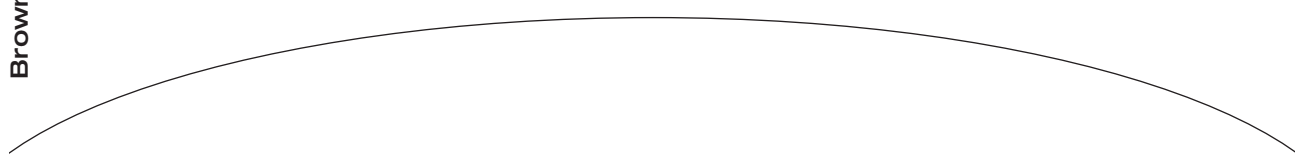
Red



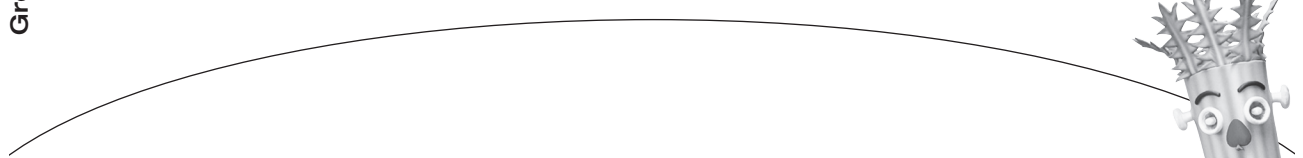
Yellow/Orange



Brown/White



Green



Blue/Purple



We are learning to: understand that it is important to eat 5+ A Day (five or more servings of fresh fruit and vegetables) to maintain a healthy body.

Draw, write or glue pictures to show what fruit and vegetables you eat or might like to eat at each time of the day. Remember to include a rainbow of colours.

Breakfast

Lunch

Snacks

Dinner

