

Week #5:

Fruit or Vegetable?



<https://www.yummymummykitchen.com/wp-content/uploads/2022/02/ripen-avocados-5.jpg>

NISD GT Process Standards

GT Process Standards provide guidance on what GT students should know, understand, and do as part of GT program services. Each lesson makes a connection to specific standards; however, teachers are encouraged to incorporate every standard where applicable.

I. Creative Thinking

Ability to look at problems or situations from a unique perspective through the use of imagination and/or innovative ideas

II. Critical Thinking

Ability to demonstrate clear, rational, open-minded thinking, informed by evidence

III. Depth & Complexity

Ability to dig deeper into a concept and to understand that concept with greater complexity

IV. Scholarly Inquiry & Research

Ability to interpret information that leads to new understandings and connects to the world beyond the classroom

V. Effective Communication

Ability to convey new learning through the use of written, spoken, and technological media

VI. Leadership & Responsibility

Demonstrates initiative, task commitment, and the elements of compromise and diplomacy



Language of the Discipline

Unanswered Questions

unanswered

inquiry

examine

investigate

curiosity

inquisitive

biology

botanist

fruit

vegetable

avocado

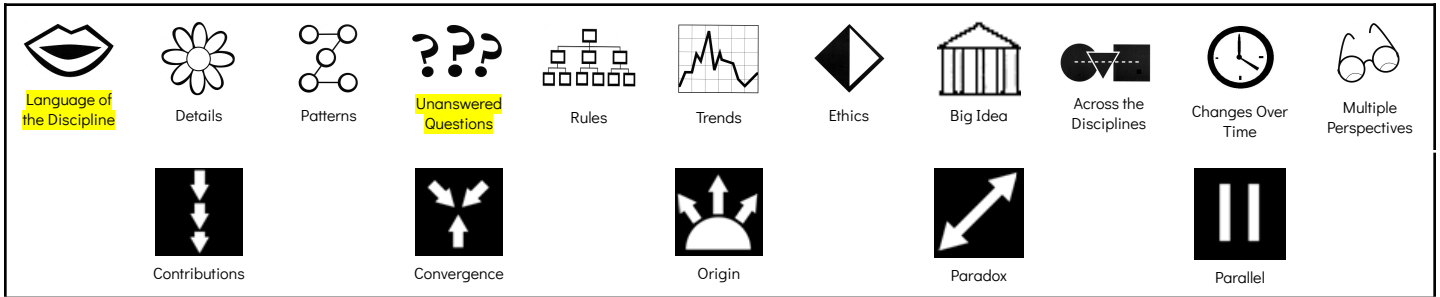
alligator pear

aguacate

Scholarly Habits

- Scholars utilize varied resources
- Scholars exhibit curiosity
- Scholars demonstrate academic humility
- Scholars save ideas
- Scholars ponder the big idea
- Scholars see from different perspectives
- Scholars are always prepared
- Scholars display perseverance
- Scholars set goals
- Scholars take intellectual risks

Depth and Complexity & Content Imperatives



Thinking like a Disciplinarian

Thinking like a *scholar* (a person who exercises their intellect and pursues academic and intellectual activities).

Thinking like a *botanist* (a scientist that studies plants).

Thinking like a *biologist* (a scientist who focuses on living organisms, including plants and animals).

Essential Questions

- How can I explore different ways of thinking?
- How can I apply different ways of thinking?
- How can I utilize the elements of Depth and Complexity in my thinking?

Supported TEKS

Science

1.2B,C,D,E; 2.2A,C,D,E,F (develop abilities to ask questions and seek answers in investigations; plan and conduct investigations; collect and make observations; record and organize data; communicate observations and justify explanations using student-generated data from investigations)

1.3B; 2.3B,C (knows that information, critical thinking, scientific problem solving and the contributions of scientists are used in decision making; identify what a scientist is and what a scientist does)

RLA

1.1A, 2.1A (listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses)

1.1B, 2.1B (follow, restate, and give oral instructions that involve a short, related sequence of actions)

1.1C, 2.1C (share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language)



1.1D, 2.1D (work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions)

1.4B, 2.3B (Students are expected to ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text)

1.4C, 2.3C (Students are expected to establish a purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down)

2.3A (Students are expected to use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions)

2.11 (Students understand, make inferences and draw conclusions about how an author;s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and nonliteral meanings)

Instructional Plan	Date:
Fruit or Vegetable?	
Objectives: Students will ... <ul style="list-style-type: none">• learn how to apply the Unanswered Questions icon.• understand that scholars ask questions and exhibit curiosity.	
Learning Experiences	Resources/Materials
<p>Skill Stations (Slide 1)</p> <ul style="list-style-type: none">• Create• Engineer• Solve <p>Class Meeting (Slide 2)</p> <p>Let's Get Curious (Slide 3) Popping Popcorn</p> <ul style="list-style-type: none">• What do you notice?• What do you wonder? <p>Scholarly Habit: Exhibit Curiosity (Slides 4-5) Introduce curiosity and explain that we will be exhibiting curiosity. View the <i>Wall-E</i> short film and ask students how he exhibits curiosity.</p> <p>Language of the Discipline (Slide 6) Discuss that today requires a strong understanding of the Language of the Discipline and share the words on the slide.</p> <p>Fruit or Vegetable Game (Slide 7) This is a whole group quick online cartoon video of fruit and vegetables that has students guess if the food item is a fruit or vegetable. This will get students thinking...hmmm, are these items fruits or vegetables?</p> <p>Introduction to Avocado Asks (Slides 8-10) Since the story is about an avocado, ask the students what they know about avocados and ask them to think. "Is an Avocado a fruit or a vegetable?" Have students make predictions on what they think. Have them write what they know about avocados, predict fruit or vegetable and write down any questions they want to have answered on their</p>	<p> BP_Week 5B: Lesson Slides</p> <p>Fruit or Vegetable Game</p> <p> CP_ Avocado Scholar Notes and Fa... Make a copy of Slide #2 for each student</p> <p>Avocado Asks by Momoko Abe</p>

“Avocado Scholar Notes” page. We will come back and discuss these questions and complete the bottom of the frame later.

Read Aloud: *Avocado Asks* (Slide 11)

Avocado is curious and asks, “what am I”? He doesn’t feel like he belongs. He comes to realize that he’s special just the way he is. This book addresses SEL by students reflecting on their identity and self confidence. We are each special, just the way we are.

This book is a springboard for SEL as well as a lead into unanswered questions. Students will learn about what a botanist is by asking questions as well as learning about themselves by asking and answering questions.


Curiosity (Slides 12-15)

What does it mean to be curious? What do we do when we are curious and want to know more about something?

As a lifelong learner and as a scholar, we ask questions. As scholars, we use the Depth and Complexity icon/ thinking prompt to ask unanswered questions. Watch and discuss the **Byrdseed video clip** (slide 13) on “Unanswered Questions”. Today we are going to talk about unanswered questions and the importance of asking questions. Questions help guide our learning. What are you curious about? (Ask students to brainstorm a couple of things they are curious about and write their curiosities on a sticky note to post on the "Class Curiosities" anchor chart or a page in their notebook to save for later.) Use the question stems (Who, What, Why, Where, When, How). Have students share.

Unanswered Questions (Slides 16-17)

Today, you are going to think like a botanist. What is a botanist? Have students brainstorm using the Visible Thinking Routine, “Think, Puzzle, Explore” (slide 15)

- What do you **think** you know about this topic?
- What questions or **puzzles** do you have about this topic? 
- How might you **explore** your puzzles about this topic?

Watch the video clip “I Want to Be Anything I Want to be A to Z: Botanist” (slide 17)

Anchor Chart: “Class Curiosities”

[Unanswered Questions](#): Byrdseed Video (1:03) (Slide 11)



Instruction for Visible Thinking Routine: (slide 14)

[Think, Puzzle, Explore](#)
[Pensar, Inquietar, Explorar](#)

Video Clip: [“I Can Be Anything I Want to be A to Z: Botanist”](#) (3:58)

[Avocado Scholar Notes and Facts Sheet](#) from earlier in the lesson

Foundational Thinking Skills B

Grade Level: Primary

Scholarly Habit: Exhibit Curiosity

Skill Focus: Unanswered Questions

As a botanist, you learn about plants. Today, we read a story about an avocado that asks, “what am I? What do you know about avocados? What do you wonder or want to know? Is an avocado a fruit or a vegetable? Do you know the difference between a fruit and a vegetable? What other fruits and vegetables are you curious about?

Earlier students made a prediction if an avocado was a fruit or vegetable, now have students write a fact they already know and a wonder/question they have on the “note” taking sheet

Watch the [Avocado video](#) (3:27) on slide 17 to learn more and find out if it is a fruit or vegetable. Students will add to their notes and check their prediction


Students will choose a fruit or vegetable and will brainstorm questions they want to know the answers to. Students are encouraged to take the initiative to learn more outside of class.

Teacher Info: Did You Know? ([Source of info.](#))

Scientifically, a fruit is the ripened part of a flowering plant that contains the seeds. Plants develop fruit to help them spread seeds and multiply. When we think about fruits, we usually mean apples, peaches, watermelons, and so forth. However, there are many fruits—such as tomatoes, cucumbers, peppers, and pumpkins—that are often identified as vegetables but are technically fruits.

A vegetable is a part of a plant that is edible. Vegetables are the leafy, stem, or root part of a plant that we eat. Vegetables include leaves, stalks, flowers, fruit, seeds, roots, and bulbs. All fruits and vegetables come from plants.


Fruit/Vegetable Brainstorm:


 EP_Unanswered Questions Graphic ...

[What's the Difference Between Fruits and Vegetables?](#) (4min)

Closure/Culminating Product/Project

Just like “Avocado” asked, who am I?, students will take time to be self reflective on who they are as a scholar. This is great for your students to have an awareness of how they learn as well as strengths, weaknesses, likes, dislikes, and future dreams. They will complete a [Kids Learning Survey](#) to answer questions about themselves, “what kind of learner am I?” They will also consider things that are their [favorite](#) for self awareness.

 FP_KIDS Learning Style Survey.pdf

 GP_My Favorite Things Printable Template.pdf

Extensions:

-  HP_Week 5: Avocado Transformation

Foundational Thinking Skills B

Grade Level: Primary

Scholarly Habit: Exhibit Curiosity

Skill Focus: Unanswered Questions

- [Facts about PLANTS for Kids](#)
- <https://wonderopolis.org/wonder/how-do-plants-make-fruits-and-vegetables>
- Avocado Craft: <https://www.craftingjeannie.com/cute-avocado-craft/>
- <https://momokoabe.com/2020/03/16/avocado-asks-activities/>