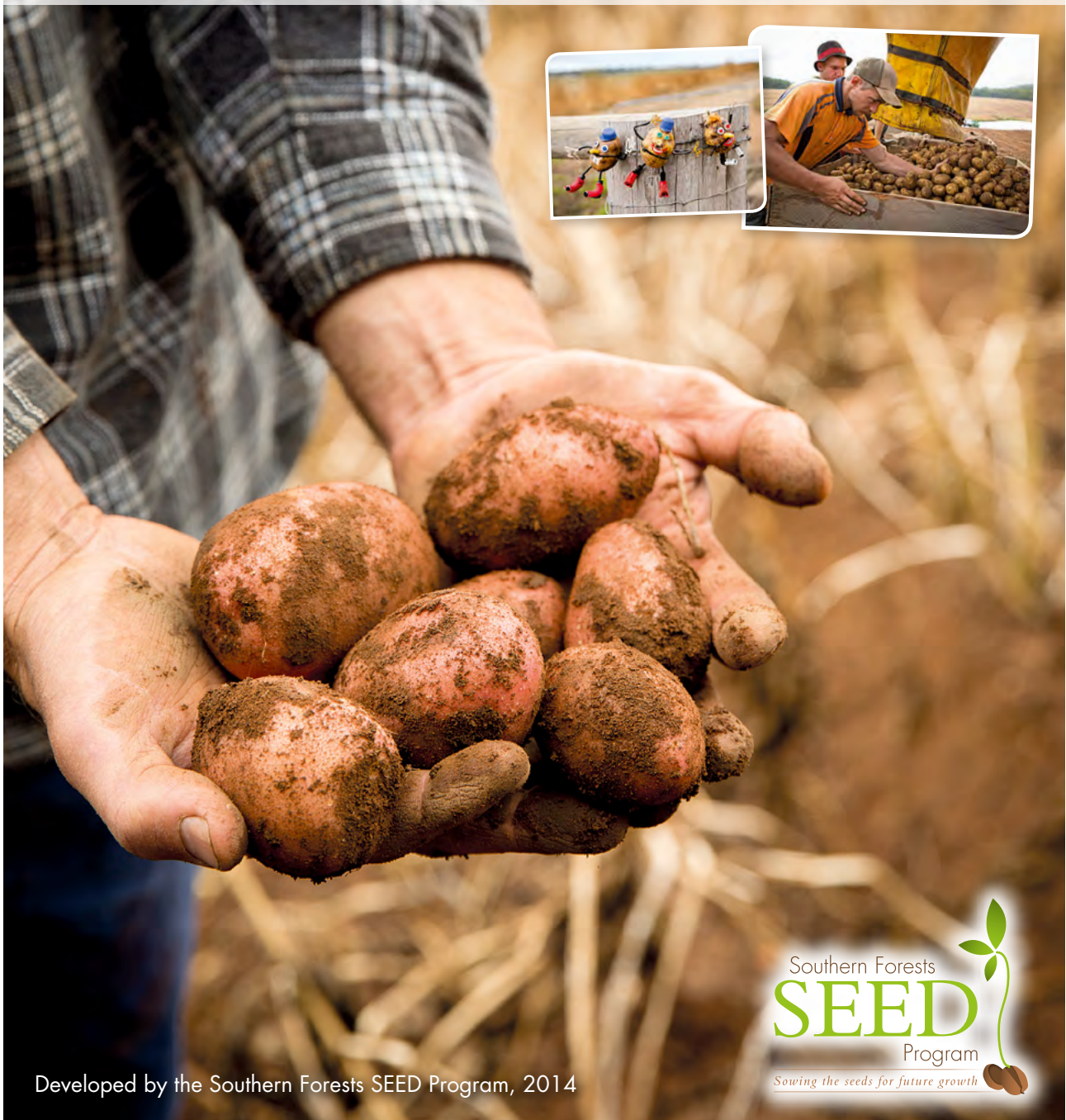


POWERFUL POTATOES

A five week cross curricula program for years 2/3



Developed by the Southern Forests SEED Program, 2014

Southern Forests
SEED
Program
Sowing the seeds for future growth



Acknowledgements

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The Southern Forests SEED Program is funded by the Department of Regional Development through the Royalties for Regions SuperTowns program.

The SEED Program is based within the Shire of Manjimup and aims to raise the profile of careers in agriculture as a valid career pathway by increasing young people's exposure to the field of agriculture, through learning and enabling opportunities to explore the industry and connect with those living and working in agriculture.

This series of primary and middle school resources allows teachers to use the agricultural industry as a subject area to address cross curricula learning in the classroom. The Southern Forests SEED Program is grateful for the support it has received from the local agriculture industry, linking in with educational programs and hosting excursions to their farms and businesses.

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The Southern Forests SEED Program would also like to acknowledge ongoing support and collaboration with the Department of Agriculture and Food and schools in the Shire of Manjimup.

Photographs in this package are supplied courtesy of Craig Kinder Photography, the Southern Forests Food Council and Lee Fontanini.

Resources contained within this package may be copied and distributed for educational purposes.



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Welcome

...to the world of the humble spud! Recognised world-wide, and eaten in just about every household across the globe, this staple of many pantries has the potential to teach children about not only the physical benefits of consuming it but the many facets of farming, economics, geography and lifestyle. However, this is just the tip of the iceberg (or should I say potato!).

This document is a thematic based program, using literature as the springboard to teach children about the many facets of potatoes and farming. It is a five week program that integrates learning about potatoes into reading lessons, spelling lessons and numeracy, to make effective use of learning time in your classroom.

All lessons are a combination of fiction and non-fiction texts. The lessons are clearly linked to the Australian Curriculum to show the outcomes that are being aimed for. The outcomes stated are also cross curricula, so that in a Literacy session, there will be links to other subject areas.

As teachers, we know that time is precious, and we are always looking for ways to utilise our time more effectively to 'cram in' more to our educational days.



This package has been designed with weekly lesson plans and a suggested schedule for the week. Many of the activities are interchangeable with the various fiction and non-fiction texts so feel free to swap as you deem necessary for your class.

I am aware that many schools employ whole school approaches, especially with regard to Mathematics and Literacy, so many of the activities can be complementary rather than a whole school approach.

This program is aimed to be practical, relevant and user friendly. It also includes extras such as useful websites, other texts and supplementary facts for those children who have a passion for knowledge and would like some extension work.

Heidi Tempra

B.Arts(Pri), B.Edu(RE), M.Edu(SLN), M.Ed(ECE)

What you can expect to find in this Program

- Five week overview of suggested teaching format using Literacy as its focus.
- Links to the Australian Curriculum.
- Ready-made worksheets in all subject areas to photocopy.
- Suggested ideas for extension/remediation.
- A variety of different learning modes to cater for all children.
- Links to relevant and useful websites to complement class work.
- Use of Information and Communication Technologies (ICT).

Wonderful Websites

The following websites have a large range of information and materials that can be accessed for classroom use. These sites were current and running at the time of this package being written.

http://www.freshforkids.com.au/veg_pages/potato/potato.html

<http://freshpotatoes.com.au/>

<http://www.nourishinteractive.com/>

<http://www.thepotatostory.co.uk/>

<http://www.healthykids.nsw.gov.au/>



Additional Resources

OTHER PROGRAMS TO LINK IN WITH:

- Stephanie Alexander Kitchen Gardens
<http://www.kitchengardenfoundation.org.au>
- Your local Community Garden
- Local Farmers Markets
- Seeds for Schools
<http://freshpotatoes.com.au/seeds-for-schools>
- From Paddock to Plate

Excursions

- Visit a potato farm
- Visit potato marketing office
- Visit potato processing plant (eg. chip factory)



Incursions

- Have a potato farmer talk to students
- Have research scientist come to school to talk to students (your local university would have a plant science, plant/soil pathology researcher)
- Have an agronomist come and talk about growing potatoes
- Have a chef/cook talk about cooking potatoes and the different eating quality of varieties
- Have a nutritionist talk to students about the health benefits of eating potatoes

SUGGESTED TEXTS

The Enormous Potato by Aubrey Davis (1999)

From Eye to Potato by Ellen Weiss (2007)

Jamie O'Rourke and the Big Potato by Tomie dePaola (1997)

VIDEO LINKS

Powerful Potatoes

www.youtube.com/watch?v=wvAZETe_Hw4

Suggested Program of Work - Week one

EXAMPLE

LEARNING AREA	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WORD WORK	Commence Word of the Week from thematic words - see, say and syllabify	Word Work sheet #1	Word of the Week sheet	Word Work #2 Rainbow Words	Word Work #2 Chn Choice
READING	<i>The Enormous Potato</i> Modelled Reading - focus on expression	Story Retell	Story Map	Story Sequencing	Act it Out
WRITING	Re-read <i>The Enormous Potato</i> . Focus on the verbs - pulled, grabbed. Brainstorm different synonyms that can replace those verbs. Chart on board with their equivalent.	Use <i>The Enormous Potato</i> as a stimulus for writing in a repetitive manner. Children can substitute different vegetable and use synonyms from yesterday's lesson.	Continue narrative writing	Children continue narrative writing and commence editing skills using CUPS (Capitals, Understanding, Punctuation and Spelling)	Publish Narrative writing - perhaps use "potato" border paper.
MATHS	Potato Investigation #1	Estimation and Graphing	Greater than, less than	Weight comparison	Word Problems
GEOGRAPHY		Australian States and Territories #1			



Australian Curriculum Outcomes

LESSON	OUTCOMES	CROSS CURRICULA LINKS	GENERAL CAPABILITIES
ENGLISH			
Word Work	ACELA 1474 ACELA 1471		Literacy Critical and Creative Thinking
The Enormous Potato (Reading)	ACELT 1590 ACELT 1591		Literacy Critical and Creative Thinking
The Enormous Potato (Writing)	ACELA1463 ACELA 1470		Literacy Critical and Creative Thinking
From Eye to Potato (Reading)	ACELY 1670 ACELY 1669		Literacy Critical and Creative Thinking
From Eye to Potato (Writing)	ACELA1463 ACELA 1470 ACELA 1468	ACHGS 017	Literacy Critical and Creative Thinking
Jamie O'Rourke (Reading)	ACELA1462 ACELT 1589	ACHGK 019	Literacy Critical and Creative Thinking
Jamie O'Rourke (Writing)	ACELA 1468 ACELT 1593		Literacy Critical and Creative Thinking
Potato Varieties (Reading)	ACELY 1670 ACELY 1669	ACHGS 020	Literacy Critical and Creative Thinking
Potato Varieties (Writing)	ACELA1463 ACELA 1470 ACELY 1672		Literacy Critical and Creative Thinking
Growing Potatoes (Reading)	ACELY 1670 ACELY 1669	ACHGS 023	Literacy Critical and Creative Thinking
Growing Potatoes (Writing)	ACELA1463 ACELA 1470 ACELA 1468	ACHGS 017	Literacy Critical and Creative Thinking

Australian Curriculum Outcomes

LESSON	OUTCOMES	CROSS CURRICULA LINKS	GENERAL CAPABILITIES
MATHEMATICS			
Maths Investigation #1	ACMMG 037		Literacy Numeracy Critical and Creative Thinking
Maths Investigation #2	ACMNA 030 ACMNA 036		Literacy Numeracy Critical and Creative Thinking
Maths Investigation #3	ACMNA 030 ACMNA 028		Literacy Numeracy Critical and Creative Thinking
Maths Investigation #4	ACMSP 050		Literacy Numeracy Critical and Creative Thinking
Maths Investigation #5	ACMNA 030 ACMNA 028		Literacy Numeracy Critical and Creative Thinking
GEOGRAPHY			
States and Territories	ACHGK 014	ACELY 1680 ACHGS 023	Literacy Numeracy Critical and Creative Thinking
Australian Climate	ACHGK 017 ACHGS 023	ACELY 1670	Literacy Numeracy Information and Communication Technology Critical and Creative Thinking
Farm/city life	ACHGK 019 ACHGS 013	ACELA1462 ACELY 1670	Literacy Critical and Creative Thinking
Places in Australia	ACHGK 019	ACELY 1666 ACELY 1670	Literacy Numeracy Critical and Creative Thinking Personal and Social Capability
Farm Maps	ACHGS 022 ACHGS 015	ACMMG 044	Literacy Numeracy Critical and Creative Thinking

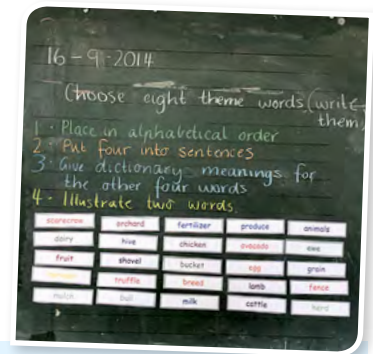
LITERACY



WORD WORK

Use the FLASHCARDS in this pack as the focus of your spelling words for this program. A great way to start each day is with; I say, we say, you say. The teacher holds up the flashcard and says the word, repeat but this time with the students joining in, and then the children say the word on their own.

Everyday use one of the Word Work activities to reinforce the words.



EXTENSION: The more able children can be given more words to do than the suggested number. They can also be given some of the more challenging words.

REMEDIATION: Limit the number of words they have to work with and choose the words that have common blends and less than two syllables.

- **WORD of the day sheet:** Children complete the sheet following the instructions as written.

- **BUILD IT:** Children make the word out of unifix cubes.

- **RAINBOW words:** Write the words/letters in different colours five times.

- **SNAP:** Photocopy theme words and laminate so there are two copies of every word. Children play snap.

- **PYRAMID words:** Build a pyramid using the letters of the words.

- **ABC order:** write the words in alphabetical order.



acre

tractor

hectare

spud

agriculture

harvester

crop

potato

planter

irrigation

farm

paddock

farmer

seed

shed

mash

equipment

chips

fertile

variety

fungus

climate

vegetable

land

Word Work

1 Write six words from the wall.

1 _____
2 _____
3 _____

4 _____
5 _____
6 _____

2 Use two words in a sentence.

a) _____

b) _____

3 Illustrate one of your sentences.



Word of the Day

Write your word here

noun verb adjective adverb

Have you heard this word before?

Yes / No

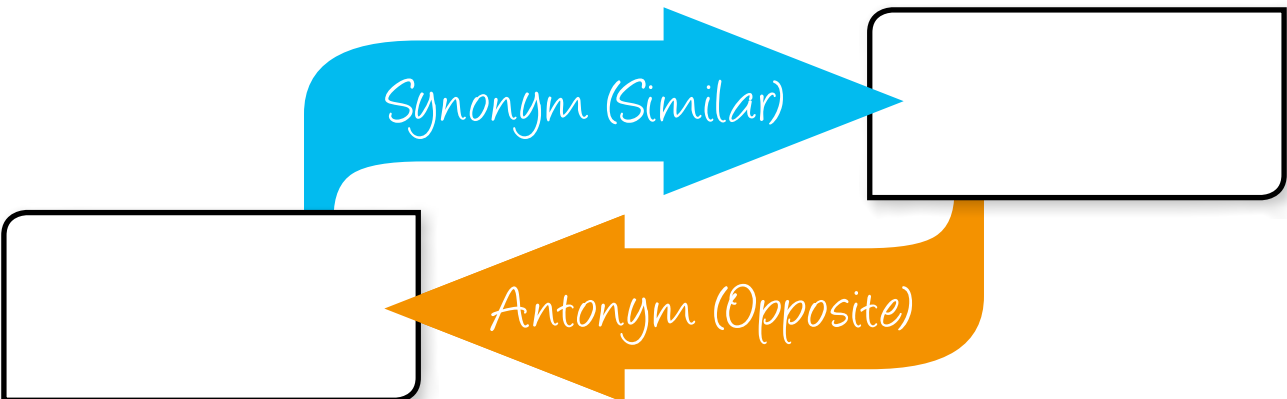
How many syllables?

Number of vowels?

Number of consonants?

Definition

Put in a sentence



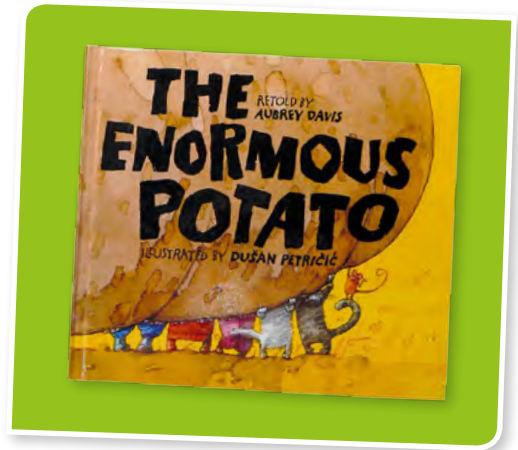
The Enormous Potato by Aubrey Davis

FOCUS:

- Oral reading with expression
- Story Sequencing

Show students the cover of the book - brainstorm what they think it will be about. What does the word enormous mean? Tell students that you are going to read the book to them with lots of expression in the characters' voices. Explain what expression means.

Read the book to the students. Use lots of expression as each character calls for the next.



Once you have finished reading, ask the children to tell a partner what difference expression makes when listening to a story. Report back to class.

Invite children to tell class what happened in the beginning, middle and end of the story. How do they know the difference between the beginning, middle and end? What clues do we find in a text about the sequence of the story?

Demonstrate to children how to sequence the story with a story map. Use activity sheet provided.

Display to the class when finished and discuss how everyone identified the beginning, middle and end for their story map.

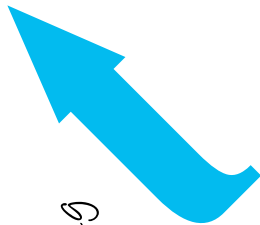
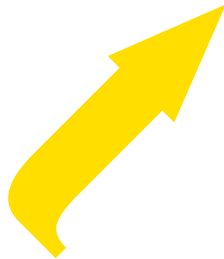
EXTENSION: These children have no 'clues' with the arrows on the worksheet.

SUPPORT: Children to work with a partner OR illustrate one part of the story that goes with the story map.



Name: _____ Date: _____

Story Map

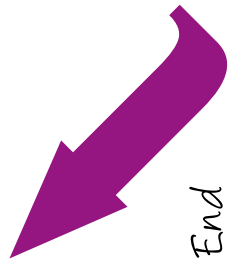


Beginning

Book title _____



Middle



End



Narrative Framework

Title

Setting

Problem

Beginning

Middle

End

Resolution (how was it fixed?)

Writing - Conventions

FOCUS

- Use of synonyms
- Become familiar with using a thesaurus

Use *The Enormous Potato* as the stimulus

Re-read *The Enormous Potato*

Ask children to focus on the verbs in the story - pulled, grabbed.

Explain what a synonym is and how we use different words to keep the story interesting for the reader.

List the verbs from the story on the board. In pairs, children to list alternative synonyms for those verbs. Children then to join another pair and see what other synonyms can be added.

Demonstrate to the children how to use a thesaurus (either hard copy or iPad app)

Remind children that the synonym chosen must still make sense in the sentence!

Children to choose one synonym that they like and rewrite one sentence onto card, using the new synonym in the sentence.



Writing - Form

FOCUS

- Identifying the elements of a narrative story

Discuss the elements of a narrative. Identify these elements in *The Enormous Potato*.

Children to rewrite the story using a different vegetable and characters, but still in the repetitive manner of the text. Use the framework provided.



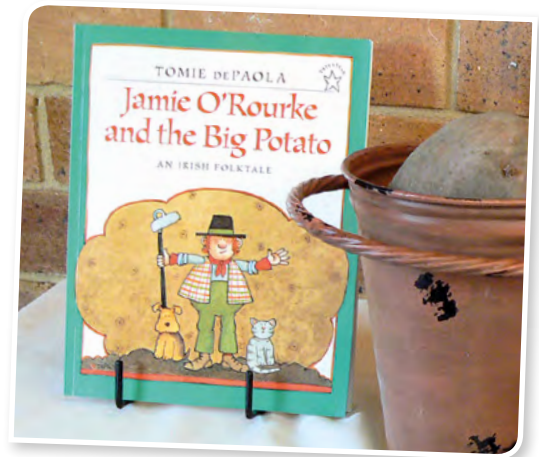
Jamie O'Rourke and the Big Potato by Tomie dePaola

FOCUS

- Identify elements of a folktale
- Identify and explain characterisation
- Use of adjectives

Show students the cover of the book - brainstorm what they think it will be about. The word 'big' is a bit of a boring word - can we think of any other synonyms to replace it?

Explain to children that this book is a folk tale. What is a folktale? Can they think of any others they may have heard? Explain to children the purpose of a folk tale.



Give children a paint card sample. Instruct them that as they read, they have to think of three describing words they would use to describe Jamie. As they think of each word, write it in one of the colours on the paint card. Demonstrate how to do this.

Read book to children. Ensure children are writing some describing words along the way.

Once you have finished reading, invite the children to share some of the adjectives they have used to describe him. Were there any the same? Ask the children why you think some students wrote the same adjective?

Children to complete a chalk drawing on Jamie using cardex and chalk. Ask children to cut the paint card up and then glue around their illustration of Jamie.

EXTENSION: Children can use more than one paint card and use them for the other characters in the book as well as Jamie.

SUPPORT: Give children a choice of adjectives they can use.

Writing - Conventions

FOCUS

- Identify quotation marks and when to use them
- Demonstrate correct usage of quotation marks

Have a section of Jamie O'Rourke text on the board. Circle the quotation marks and ask if anyone knows what these are. Explain they are used for when characters are speaking. Look through the book for more examples. Children are then to practise writing the quotation marks on lined paper to ensure that the marks are sitting above the letters. Children to copy a sentence from the board that demonstrates use of the quotation marks. Children to then work in pairs, one to give a basic sentence and the other to write it with quotation marks. EG "Put the book away," said Kate. Take turns and then come back as whole class and share. Write two or three on the board.



Use *Jamie O'Rourke* as the stimulus

Writing - Form

FOCUS

- Identifying the elements of a folktale

Ask children if they can think of any other folktales they may have heard (eg three little pigs). Ask children to define a folktale based on what all these stories have in common (no one specific author, told for a long time, ordinary characters that live ordinary lives but have extraordinary things happen to them. Read *The Three Little Pigs*. Compare and contrast this folktale and *Jaime O'Rourke*.

List the elements of a folktale on the board. Ask children (in groups) to design a poster for the classroom with the elements of a folk tale displayed. See over for sample. The poster can be tailored for the needs and academic ability of the students.



Elements of a Folk Tale

Usually based on traditions and beliefs.



Usually told orally (by talking).



Sometimes uses animals instead of people.



From Eye to Potato by Ellen Weiss

FOCUS:

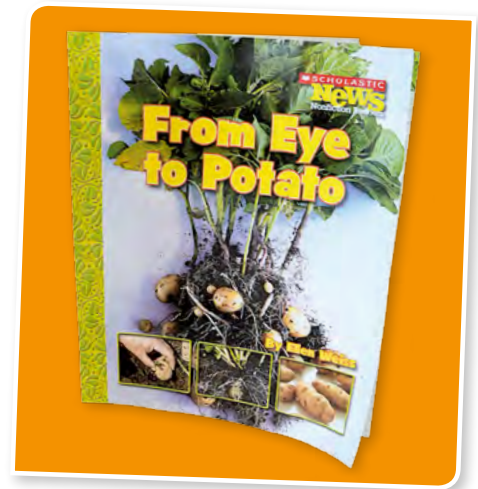
- Reading for purpose
- Identifying elements of a non-fiction text
- Representing contextual information in visual form

Discuss with children the difference between a fiction and non-fiction text. Instruct children to look for parts of the book that are different to what you see in a narrative text (contents page, glossary, real life pictures, headings on each page)

Instruct children that as they read the text, they will need to identify four parts of the text that they will need to know to include in their Tree Map.

Teacher to read book first, focus on all of the elements on the page (include how you can gain information from a picture also).

Demonstrate how to complete the Tree Map. Work from general (title) to specific points in the box.



Children use the text and Activity Sheet to complete.

Once completed, regroup class and pick out five Tree Maps to share with class. Pose questions; did everyone include the same information? Why? Why not? Is it easier to read the Tree Map or the book to gather information? Why? Why not?

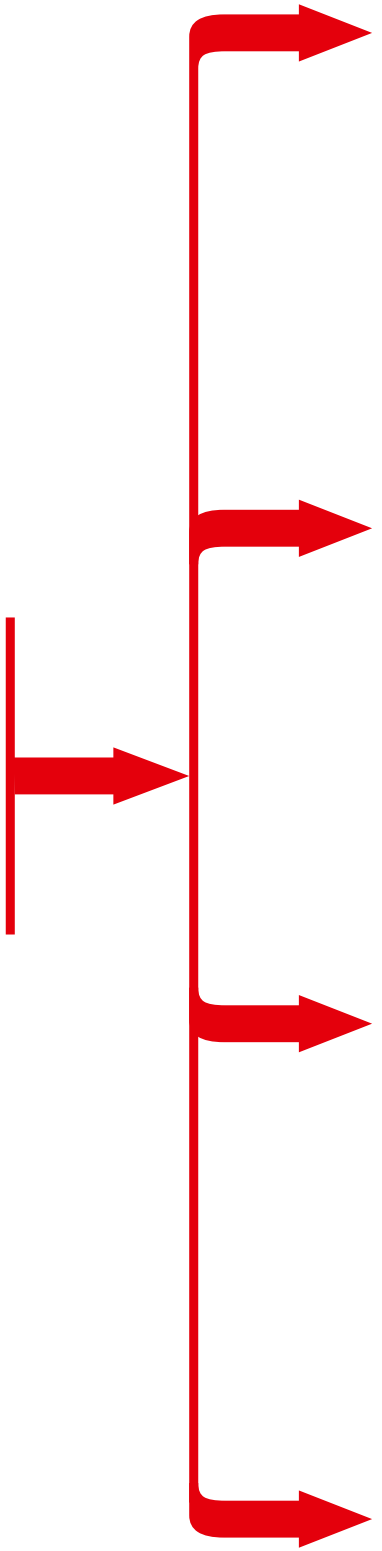
EXTENSION: Students to have no headings already written on the activity sheet.

SUPPORT: Give students sheets that already have the heading/sub headings and some points written on sheet, depending on how much support is required.

Name: _____ Date: _____

Tree Map

From Eye to Potato



•
•
•

•
•
•

•
•
•

•
•
•

Writing - Conventions

FOCUS

- Identify thematic words related to topic
- Recognise and employ subject specific adjectives

Use *From Eye to Potato* as the stimulus.

Introduce children to the term 'informational text' if they are not already familiar with it. Discuss that it is non-fiction work. Brainstorm the elements of a non-fiction text.

Explain to children that certain words are related only to the topic written about. They are words that only people who work with potatoes would probably use. Ask children to listen for any words that they think are related only to potatoes. Write these on the easel as the children call them out.

Re-read the text.

Explain what an adjective is to the children. Ask the children if they can identify any adjectives in the text. Place children in pairs and give them a page each of the book to look for adjectives. If there aren't any, can they think of any to add.

Back as a whole group, list the adjectives that children found (or thought of on their own) on the whiteboard.



Writing - Form

FOCUS

- Identifying the elements of an informative text
- Use a framework to create their own informative text

Discuss the elements of an informative text. Identify these elements in *From Eye to Potato*.

Ask children to use the framework provided to write their own informative text on potatoes. Model on the board. Draw particular attention to the use of subject specific words.

Informative Writing

Topic: _____

Topic sentence

Fact number one

Fact number two

Fact number three

End sentence

Growing Potatoes

Potatoes can be grown in most parts of Australia, you just have to get the timing right. Spuds can be grown all year round in areas without heavy frosts, but as the weather gets hotter, pests and diseases can start to appear!

Potatoes will grow for longer times if the soil is moist and has a low temperature. If the soil has a low temperature and stays moist, there should be a big harvest!

Seed potatoes (or tubers as they are known) are the ones that are planted. These seed potatoes have been cut so that one or two eyes are on each piece. The pieces should be allowed to dry before planting so they do not rot in the ground.

The soil will need to be prepared before the seed potatoes are planted. The soil will need to be well drained and it will need fertilising before planting. The crop will need to be watered well, especially during hot weather.

The potato plants will sprout green leaves above the ground and the potato will grow below the ground. When they are ready, they are dug up from the ground with a harvester.

Potatoes can suffer from many diseases, but are quite hardy plants. Farmers will rotate crops (plant different crops in the same area and move the potatoes to a new area) to avoid the build-up of diseases in the soil. They will also spray the crops to keep the bugs away!



Growing Potatoes

FOCUS:

- Reading for purpose
- Comprehending on literal, inferential and evaluative levels

Discuss with children the difference between fiction and non-fiction text. Ask children if the text we are reading contains information about how to grow potatoes, is this fiction or non-fiction?

Enlarge the information sheet onto A3 for class demonstration. Distribute same sheet so that children can read along as well. Read to the children, then re-read with them joining in as well.

Explain to children the three different levels of comprehension; answer is right there (literal), reading between the lines (inferential) and bringing all your knowledge together (evaluative). Give examples of each. Children to complete the Three Level Guide activity sheet on their own.

Children to come back together as a whole class and mark the answers. Ask children to indicate which type of question was the hardest and why. Go through the answers to find where the relevant information is located in the text.



EXTENSION: Children to have more inferential questions and pose them as short answer rather than multiple choice.

SUPPORT: Have more literal questions and have no short answers.

Three Level Guide

Literal questions (The answer is in the text)

1 What needs to be prepared before the seed potatoes are planted?

2 If the soil has a low temperature and stays moist, what should the farmer expect?

3 Where will the potato grow?

4 Where can potatoes be grown?

5 Why should the pieces of seed potato be allowed to dry out before planting?

Inferential questions (The clues are in the text)

1 How does the farmer know when the potatoes are ready to be dug up?

2 What will happen if the soil gets too hot?

Continued over.

Three Level Guide

3 Why don't the pests and diseases appear in cold weather?

4 Why does the soil need preparing before the seed potatoes are planted?

5 What does it mean when it says potatoes are quite 'hardy' plants

Evaluative questions (What do you think about what the author has written)

1 Does the writer think potatoes are an easy crop to grow? Why? Why not?

2 Do you think the writer knows a lot about potatoes? What makes you think that?

3 Design a pamphlet for farmers telling them what they need to do to grow potatoes.

Writing - Conventions

FOCUS

- Identify what an adjective is
- Demonstrate the correct usage of adjectives in sentences

Revise with children what an adjective is. Why is it important to include them in our writing? Challenge children to make their writing more interesting by using adjectives. Place the following sentence on the board; "The potatoes are growing in the paddock." Ask the children to identify the nouns in the sentence. Underline these.

Put the word 'potato' on the board. Ask children to brainstorm all the adjectives they can think of to describe a potato. Chose an appropriate one from the responses and add to the sentence. Put the word paddock on the board. Ask children to brainstorm all the different words we can use to describe a paddock. Put these on the board and chose an appropriate one to add to sentence.

Demonstrate to children how you can use more than one adjective at a time. Re-read new sentence, eg The dirty, round potatoes are growing in the boggy paddock.

Give children another sentence; "The farmer went to the shed to get some hay." Ask them to add their own adjectives to make the sentence more interesting. Come back as a whole class and pair share. Read out three interesting sentences.



Writing - Form

FOCUS

- Identify the elements of formal letter writing
- Employ subject specific words for the target audience
- Discriminate between formal and informal language

Brainstorm with children some questions they may have after reading "Growing Potatoes." Ask children who we could ask to find the answers to these questions. Once a target audience has been identified, explain to children how a letter would be the most appropriate way to find out this information.

Refine with children what exactly we want to find out.

Model the correct formal letter writing technique on the board. Children to use the framework provided to complete their letter.

Formal Letter Framework

Your name _____

Your address _____

_____ Your Postcode _____

Dear _____

My name is _____ and I am writing to you because

_____.

There are some questions I would like to ask you about potatoes.

(Question 1) _____

(Question 2) _____

(Question 3) _____

Thank you for you time. I look forward to _____

Yours sincerely

Potato Varieties

FOCUS:

- Reading for meaning
- Comparing and contrasting
- Locating relevant information

Discuss with children the difference between fiction and non-fiction text. Instruct children that when we read for information, we are reading for meaning.

Display the Potato Varieties Sheet (Enlarge to A3 for whole class instruction). Ask children what they notice about the sheet - colourful, large, some words in bold. Explain that sometimes when there is a large amount of information that discusses similar elements, it is good to do a compare and contrast chart of the important points.

Display the enlarged Compare and Contrast sheet. Look at the headings of each column. This is the information we need to focus on.

Read to class the paragraph on one of the potatoes. Ask them just to listen first for the key information. Once you have finished reading, ask them what relevant information they heard and what column does it need to go in.

Children then take their own sheets and complete. Instruct them to use a highlighter to locate key information as they are reading. Fill in the information boxes (some are a bit trickier than others!)

Once completed, come back as whole class and go through the chart. After completion, ask children which potato do they like the best and why?



EXTENSION: Have nothing written in the chart except for the headings.

SUPPORT: Already have the names of the potatoes written in. Only give three potato varieties to read and classify.

POTATO

varieties

POPULAR POTATO VARIETIES AVAILABLE IN WA

NADINE

Nadine is the most common potato variety available on the WA market. It has a cream skin, white flesh and is short and oval in shape. Nadine is best suited for use in salads for boiling and is available year-round.



KIPFLER

Although difficult to grow at times, Kipfler is a potato connoisseurs delight! Kipfler is a potato we all love so if you see it in your local supermarkets or fresh produce stores you are guaranteed a delicious treat. It has a pale yellow skin, yellow flesh and an elongated shape. Kipfler boils superbly and makes a great potato salad (especially when the skin is left on) and also roasts extremely well.



RUBY LOU

Ruby Lou is a tasty all-round potato, popular with most consumers who have tried it. It has a dark pink skin, white flesh and is normally oval in shape. Ruby Lou is great for roasting, boiling and salads, frying and microwaving. Available almost year-round Ruby Lou is certainly a favourite.



KESTREL

A favourite during the autumn/winter months, Kestrel has a white skin with blue eyes, a creamy flesh and is long and oval in shape. Kestrel is an excellent potato for frying and roasting and is full of flavour.



ROYAL BLUE

A flavour-filled potato, popular with chefs and foodies, Royal Blue is the supreme all rounder on the WA market. It has a purple skin, yellow flesh and is long and oval in shape. Best cooked with the skin on, YES the skin ON, it is available almost year-round. Royal Blue is certainly the cream of the crop.



DESIREE

Full of flavour, Desiree has a pink skin, yellow flesh and is long and oval in shape. Desiree is a good all rounder although not suitable for frying. It isn't available in large quantities during the year but when you can get it, you are guaranteed a tasty, versatile potato.



DELAWARE

An old favourite, loved by those who appreciate a full-flavoured potato. Don't judge a book by its cover – just because Delaware isn't always the most attractive potato it more than compensates with its flavour and cooking capabilities. Delaware has a cream skin, white flesh and is normally oval in shape. It is suitable for roasting, microwaving and for boiling. Available mainly during the winter months it can be found other times of the year if you keep your eyes peeled!



WHITE STAR

White Star is a tasty and versatile newcomer to the WA market. It has cream-coloured skin and flesh and is oblong in shape. White star is well-suited for boiling, roasting and microwaving. It is a seasonal variety available from the end of Winter and through most of Spring.



MONDIAL

A creamy delight, Mondial has a pale yellow skin, pale yellow flesh and is oval in shape. It makes a magnificently smooth, creamy mash and also boils superbly. Mondial is a seasonal variety only available during Spring.



GOURMET

Gourmet potatoes are a favourite choice when trying to impress. Gourmet Nadine, Royal Blue and Ruby Lou varieties are versatile and delicious, especially when cooked with the skins on. Gourmet potatoes make a quick, healthy, snack, especially when boiled or microwaved whole.



WESTERN POTATOES
Australia's Feel Good Food™
www.feelgoodfood.com.au

international year of the potato 2008

Name: _____ Date: _____

Compare and Contrast

NAME	APPEARANCE	FOUND	BEST USED FOR

Name: _____ Date: _____

Compare and Contrast

NAME	APPEARANCE	FOUND	BEST USED FOR
Kipfler		Hard to grow	Potato salad
Kestrel	White skin with blue eyes	Autumn/Winter	
White Star		From the end of winter through most of spring	
Mondial	Pale, yellow skin, yellow flesh, oval in shape		Making a creamy mash
Ruby Lou	Dark, pink skin		
Desiree			Everything, except frying
		All year round	

Writing - Conventions

FOCUS

- Identify words used in procedural language
- Editing skills

Revise with children some of the thematic words learned so far. Discuss the importance of subject specific words.

Revise with children basic editing skills; Capitals, punctuation and spelling. Provide children with a copy of Potato sheet. Work through first sentence in each section with children and model how to identify mistakes. Children then complete sheet.

Writing - Form

Procedural Writing (Recipes)

FOCUS

- Identify the correct framework when writing a procedure
- Utilise key words when writing a recipe

Ask children who likes potatoes? What is their favourite food that they eat that is made of potatoes. Discuss a potato salad. Who has tasted it before? Who liked it? Why? Why not?

Have all ingredients there for making potato salad. Go through each ingredient with children and pose questions such as, what would happen if we left an ingredient out? What could happen if we do not follow the steps correctly?

Go through recipe with the children (recipe over). Children to then go through the steps with their group and construct the potato salad. Encourage the discussion of the smells and different techniques used. Once completed, children to complete the procedural writing on the framework provided. Students who are more able may not need the framework. Children must take their knowledge from the recipe and the experience of making the salad to write the recipe. Children can then eat the potato salad!



Potato Editing Sheet

The following sentences require capital letters. Circle the letter that needs to be a capital and then rewrite the sentence underneath.

1 ruby lou is a type of potato.

2 potatoes are grown in manjimup and pemberton.

3 steph really likes eating potatoes when she goes out for tea.

4 andrew, john and bevan send their potatoes to perth.

The following sentences have a spelling mistake in them. Underline the word that is incorrect and rewrite it below the sentence.

1 The potatato is a vegetable that grows under the ground.

2 Farmers need to warter their crops daily.

3 The tractor is a very important piece of euipment.

4 When you kook potatoes, you may need help from a parent.

The following sentence has eight mistakes in it. Can you circle all the mistakes and rewrite the sentence correctly on the back of this page.

sum people think the royal blue potato is the best spud in the state. it is available all yeer round it has a purple scin and

Potato Salad Recipe

INGREDIENTS

- 500g boiled Royal Blue potatoes cut into 3cm squares (skin left on)
- 3 boiled eggs
- 3 Rashers of bacon, precooked.
- 1 Bottle of potato salad dressing

MATERIALS NEEDED

Bowls
Knives
Paper Towel

METHOD

- 1 Crack the boiled egg. Take the shell off and then cut roughly into small squares.
- 2 Add the chopped egg to the potatoes.
- 3 Cut the bacon into strips.
- 4 Add the bacon to the potatoes.
- 5 Pour the salad dressing into the bowl with the potatoes.
- 6 Stir slowly until all ingredients are mixed together.
- 7 Serve into a small bowl and enjoy eating!



Potato Salad

To prepare for this salad, you need:

1

2

3

4

First _____

Then _____

Next _____

Finishing Instructions _____

MATHEMATICS

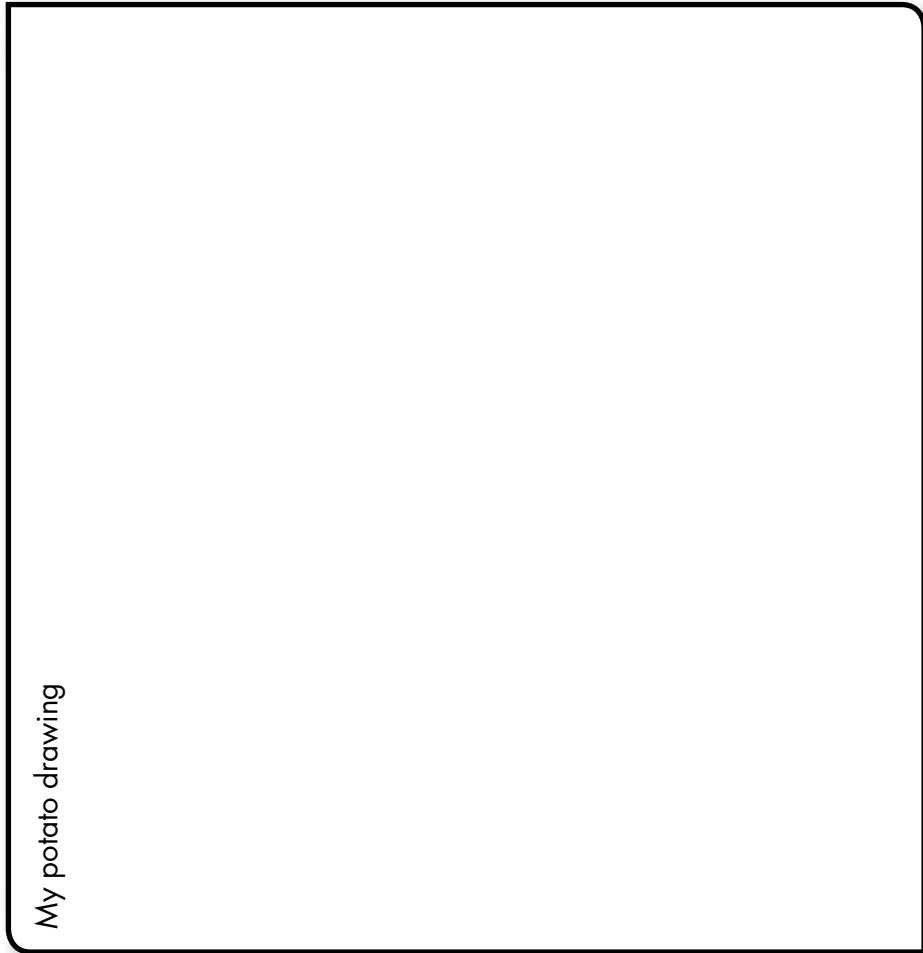


Date: _____

Potato Investigation 1

_____ 's Potato Investigation

My potato drawing



I think my potato is _____ cubes long

I know my potato is _____ cubes long

I think my potato is _____ gms

I know my potato is _____ gms

My potato has _____ eyes

Potato Investigation 2

WORD PROBLEM

There are 6 potatoes in one spud bin and 8 potatoes in another spud bin. How many potatoes are there all together? Show all your working out.

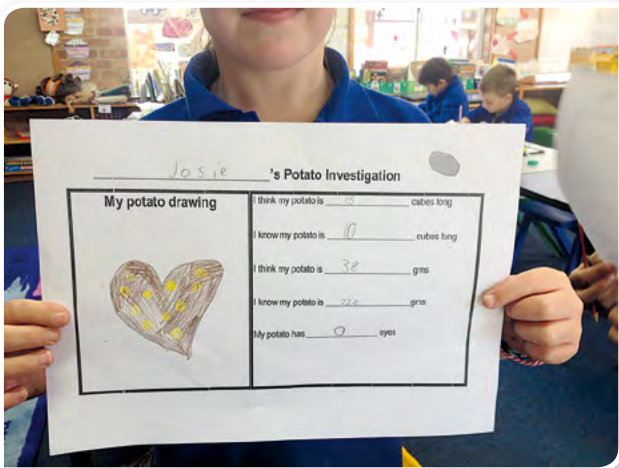
WORD PROBLEM

Write your own word problem for you partner. Tell them they have to show all their working out!

Potato Investigation 3

THE ANSWER IS 171 POTATOES

LIST ALL THE DIFFERENT WAYS YOU CAN MAKE 171.



Potato Investigation 4

The following table below shows how many children like different types of potatoes. Read the table, fill in the blanks and then answer the questions underneath.

TYPE OF POTATO	AMOUNT OF CHILDREN	TOTAL
Kipfler		
Nadine		
Royal Blue		
White Star		
Kestrel		

How many children like Kipfler? _____

Which is the most popular potato variety? _____

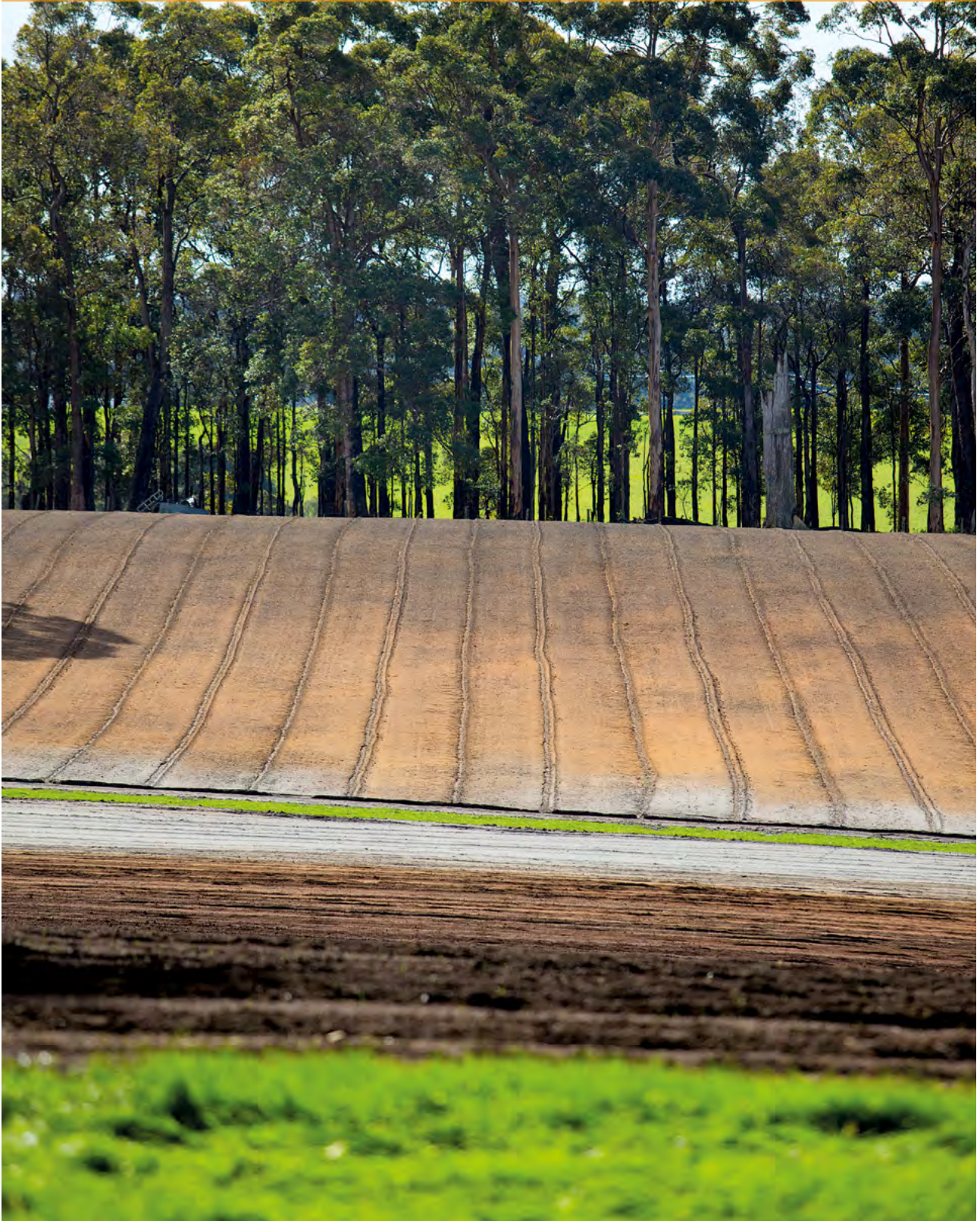
How many more children like White Star than Nadine? _____

Which is the least liked potato variety? _____

Survey your class mates to find out how they like to eat potato. Complete the following table.

FAVOURITE WAY TO EAT POTATO	AMOUNT OF CHILDREN	TOTAL
Roasted		
Hot chips		
Mash		
Potato chips		
Potato bake		

GEOGRAPHY



Australian States and Territories

FOCUS

Children to identify and recall the states and territories of Australia

MATERIALS

- Envelopes for groups with a map of Australia inside cut up into a jigsaw.
 - iPads
-
- Children in groups of three to list as many facts that they can think of about Australia. Set a time limit. Youngest person in the group is to report back some findings. Record on whiteboard.
 - Focus in on any group that identified some of the states and territories. Highlight this and draw all students' attention to it.
 - List these states and territories on the board.
 - Give each group the envelope with the jigsaw in it. Ask children to reassemble the map within a set time frame (the map can be cut as small and detailed as you like, depending on the ability of the children).
 - Children complete the jigsaw.
 - Ask them to identify where the states and territories are. Children to discuss the general observations they have made by looking at the map (eg Western Australia is the largest state)
 - Each group to be allocated a state/territory to research. Using an iPad, they are to find out the information on the Blackline Master.
 - The following websites will be able to assist the children with their research.
<http://www.sciencekids.co.nz/sciencefacts/countries/australia.html>
<http://www.kids-world-travel-guide.com/australia-facts.html>
<http://www.downundr.com/facts/australia/all/1>
 - Once children have completed the sheet on their state/territory, they are to pair up with another group and share the information so that each group can now copy the information from the other group. Do this 4 to 5 times so that each group can record information on at least three other states/territories.
 - Once the information has been shared, ask each group which state/territory they originally researched and to share one thing they learnt about that state with the class.

Australian States and Territories



Name: _____ Date: _____

Australian States and Territories

NAME	ABBREVIATION	CAPITAL CITY

Potato Growing Climates

FOCUS

Children to identify and list the similarities of the potato growing regions in Australia

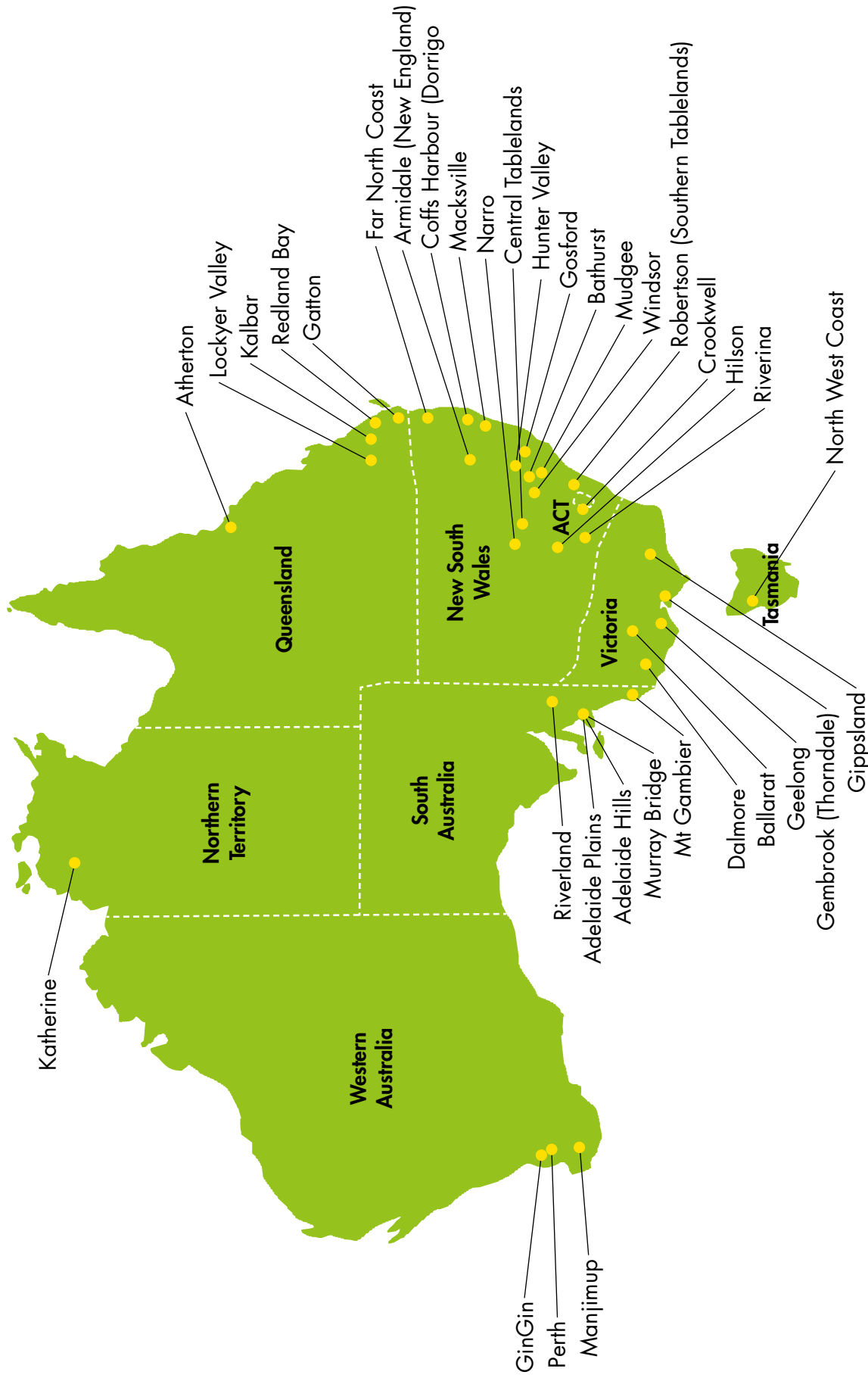
MATERIALS

- Map of potato growing areas
- iPads
- Poster paper

- Revise with children the states/territories of Australia
- Recall the observations they made when they put their jigsaw puzzle of Australia together.
- Instruct children that we are going to shift our focus to those areas in Australia that grow potatoes.
- Project map of Potato growing areas of Australia map on the board.
- Pose the questions; "What do you observe about the areas of Australia that grow potatoes", "Why do you think that there are only a few in WA but a lot on the east coast?", "Why do you think that Katherine is the only place in the NT that grows potatoes?" Write children's responses on the board.
- Display the next map of Australia's climate zones. Discuss the term climate and what it means. Explain to children that there are several climate zones in Australia.
- Ask the children in pairs to transfer the locations of potato growing areas from the first map to the second. What do they now notice about the areas that potatoes grow in?
- Their task is to take the Blackline Master Chart and, using the iPads, research about each climate zone that potatoes grow in. Three descriptors for each zone.
- Once completed, come back as whole class and ask children what they can now add to their original answers. Pose new questions, "What do some of these zones have in common/different?" "What challenges could this present to people growing potatoes in those areas?"
- List these challenges on poster and use for possible further investigation/extension.



Potato Growing Areas



Life on the Land

FOCUS

Children to explore different types of settlement by comparing life in a city to life on a farm

MATERIALS

- YouTube clips [LINKS]
- BLM

-
- Ask children to brainstorm all the things they think you can do on a farm. As children respond, write on board and tally if things are said more than once.
 - Now, ask children to brainstorm all the things they think you can do in a city. As children respond, write on board and tally if things are said more than once.
 - Brainstorm jobs in the city/country - use the reference sheet on the next page.
 - Instruct children that they are going to watch two videos. The first one is about life in on a farm; the second is about life in the city. Ask children to look for things that are similar and for things that are different.
 - Go through BLM with children and explain the things that they are to be looking out for when they watch the clips. Do not write anything down yet.
 - Watch clips; youtube [LINKS] - (Farm) A Day In The Life of a Farmer at the Stack Family Farm. (City) Life in Australia: Melbourne 2013
 - Discuss with children some of the things they say on the clips. Did they notice anything different? Similar?
 - Children to complete the BLM. Once finished, join up with another child and compare to see if what they had written was similar.
 - Meet back as whole class and discuss their observations. Read out final statements with justifications.



A-Z of careers in agriculture, horticulture and food science.



Have you thought about a career in agriculture?

- 3 jobs in agriculture for every university graduate in Australia
- 600 people fed by each Australian farmer every year
- 61% of Australia's landmass is cared for by Australian farmers

A Agronomist Ag Teacher Animal scientist Accountant Agribusiness consultant Auctioneer Aquaculture farmer/ manager	B Banking agribusiness Beekeeper Biologist Biochemist Butcher Book keeper Brewer Business manager	C Chemist Chemical rep Climatologist Commodity trader Contractor Crop Scout Chef Computer programmer	D Diesel mechanic Drone operator Dog trainer Driver machinery	E Economist Ecologist Entomologist Engineer Earthmoving contractor Electrician Exporter Events manager	F Farm owner/ manager/ hand manager Field officer Food scientist Fruit grower Floristry Financial advisor Feedlot manager Forester	G Geneticist Geophysicist GIS analyst Greenkeeper Grader Gardener	H Horticulturalist Horse breeder/ trainer Hydrologist Human resource advisor/manager
I Inseminator Irrigation specialist Insurance broker	J Journalist Jackaroo/Jillaroo Jockey	K Kill floor operator Kangaroo shooter	L Livestock agent Livestock producer Laboratory technician Lawyer Landscape	M Market analyst Marine scientist Mechanic Microbiologist Metal fabricator Machinery salesperson	N Natural resource manager/officer Nursery manager Nut producer Nutritionist	O Operations manager Occupational health and safety advisor	P Plant scientist Policy advisor Precision ag technician Pump specialist Pregnancy scanner/ tester Pilot Public relations
Q Quality assurance manager Quarantine inspector	R Real estate valuer Roustabout Refrigeration specialist Rural finance counsellor	S Sales rep Soil scientist Stud breeder Shearer Stable hand Statistician Surveyor	T Tree farmer Truffle producer Transport logistics Technician Toxicologist Turf manager Truck driver	U University lecturer	V Vegetable grower Veterinarian Vet nurse Viticulturalist Virologist	W Wool classer Wool handler Winemaker Waste management	XYZ Zoologist



www.careerharvest.com.au
www.ruralskills.com.au
www.agrifoodcareers.com.au
ausagcareers.com

Sow the seed for a career in agriculture and see what grows...

Name: _____ Date: _____

Life on the Land

LIFE IN THE COUNTRY

Clothes
Machinery
Buildings
Environment
Shops
Jobs

LIFE IN THE CITY

Clothes
Machinery
Buildings
Environment
Shops
Jobs

I would like to live in the _____ because _____

A Farmer's Life

FOCUS

Children to discuss the similarities and differences in the types of work people do in their own place with a different type of place in Australia

MATERIALS

- Stimulus Pictures
- BLM

-
- Have a T chart on the board. Have 'Farmer' as the title. On one side have written "Sounds Like" and the other side "Looks Like." Ask children to brainstorm what they think and write up answers on the appropriate sides.
 - Ask children to explain why they have said any of those answers. Does anyone know a farmer? If they do, invite them to explain what they know about that person and what they do.
 - Revise with children last week's lesson. What were some of the similarities/differences they noted in the clips?
 - Explain today's lesson with the stimulus pictures where we are going to investigate further the differences between city life and country life.
 - Use an enlarged stimulus picture sheet to demonstrate how to complete. Children to work in small groups or pairs.
 - Each group to report back to rest of class, displaying their stimulus pictures and explaining their answers.



Name: _____ Date: _____

A Farmer's Life



What do you think the woman's job is on the left? _____

Why? _____

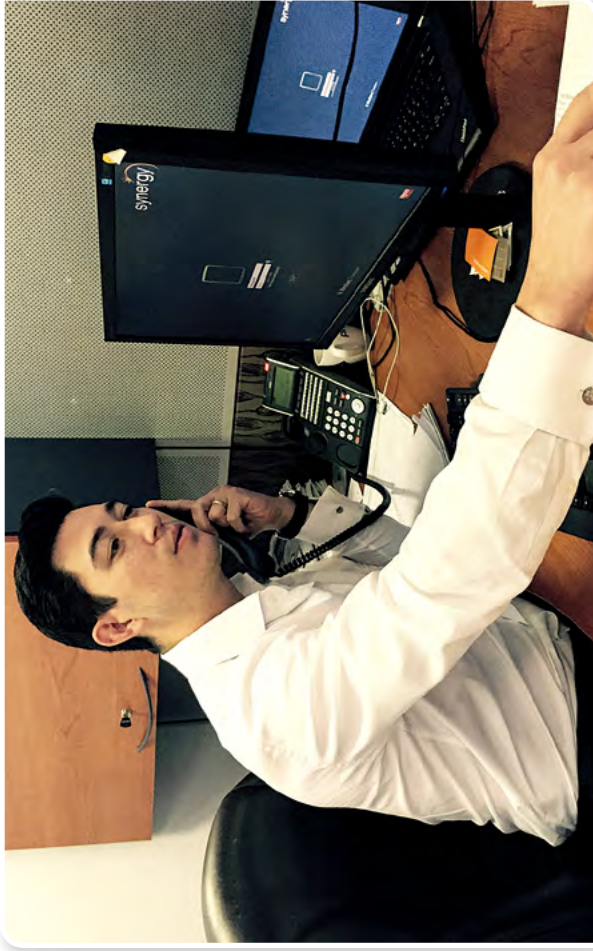
What do you think the woman's job is on the right? _____

Why _____

Name one thing that is very different between the two pictures. _____

Name: _____ Date: _____

A Farmer's Life



What do you think the man's job is on the left? _____

Why? _____

What do you think the man's job is on the right? _____

Why? _____

Name one thing that is very different between the two pictures. _____

Name: _____ Date: _____

A Farmer's Life



Where do you think the children on the left live? _____

Why? _____

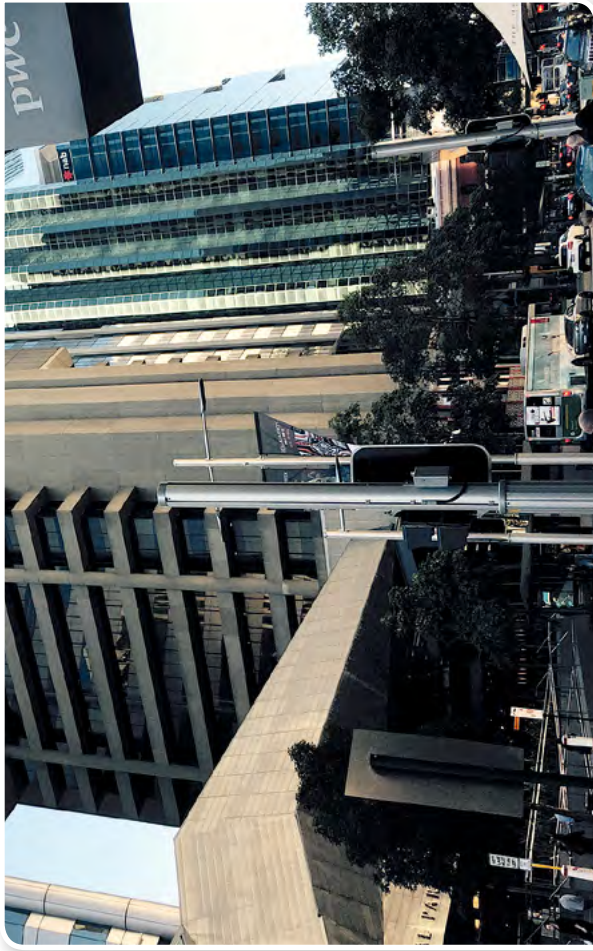
Where do you think the children on the right live? _____

Why? _____

Name one thing that is very different between the two pictures. _____

Name: _____ Date: _____

A Farmer's Life



Where would you see a building like the one on the left? _____

Why? _____

Where would you see a building like the one on the right? _____

Why? _____

Name one thing that is very different between the two pictures. _____

The Farmer's Land

FOCUS

Children to identify symbols on a map and familiarise themselves with 'a bird's eye view'.

MATERIALS

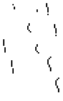








- Accompanying map enlarged
- BLM

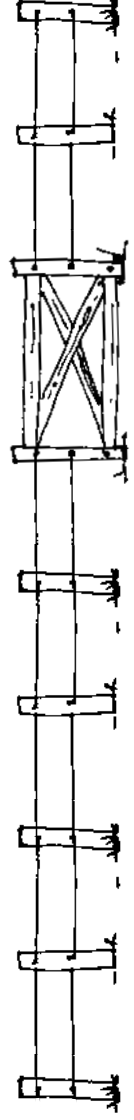
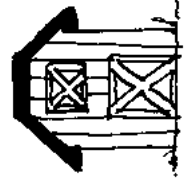
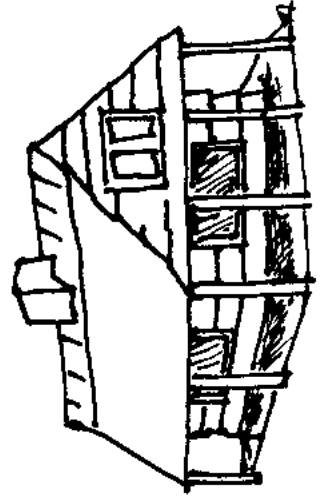
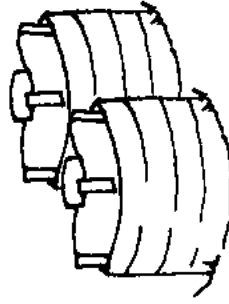
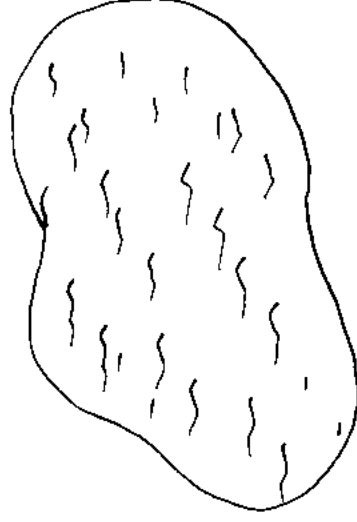
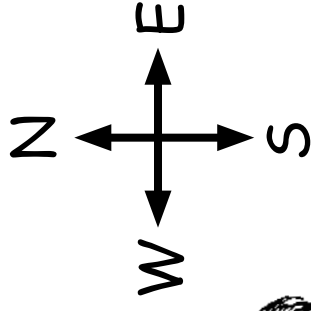
-
- Brainstorm with children all the things they think you would find on a farm (revise from previous lessons and stimulus pictures).
 - Explain to children that you can find out what is on a farm from a map.
 - Introduce a compass rose and explain how it shows direction. Basic compass roses show the four main direction points.
 - Explain how maps also use symbols instead of words to indicate where an item can be found on a map.
 - Display enlarged map of "Walker's Farm".
 - Point out to children where the compass rose is and ask children why is it important to have it on a map.
 - Direct children's attention to the Map Key. Go through each symbol and find on the map where each symbol is represented.
 - Explain to the children the link between the symbols and the compass rose, for example which direction would I have to walk if I wanted to go from the house to the water tanks. Think out loud to children to demonstrate the thought processes of using the compass as a reference point.
 - Ask two more questions to demonstrate the link between the symbols and compass rose.
 - Children to complete worksheet.
 - Come back as a class and mark together.



Walker's Farm

MAP KEY

	Dam
	House
	Shed
	Crops
	Fence
	Chook pen
	Hay bales
	Water tank
	Gate



The Walker's Farm

Use the map of the Walker's Farm to answer the following questions.

1 Is the dam north or south of the chook pen?

2 If I walked from the gate to the hay bales, what direction would I be walking?

3 List all the items that are south of the dam.

4 Name two things that are west of the hay bales.

5 Are the water tanks south or north of the house?

6 In what direction does the fence run?

7 In what direction is the shed from the house?

8 In which two directions are there crops from the hay bales?

9 Design three more symbols that you could add to this map. Remember to write what each symbol represents.

1



2



3

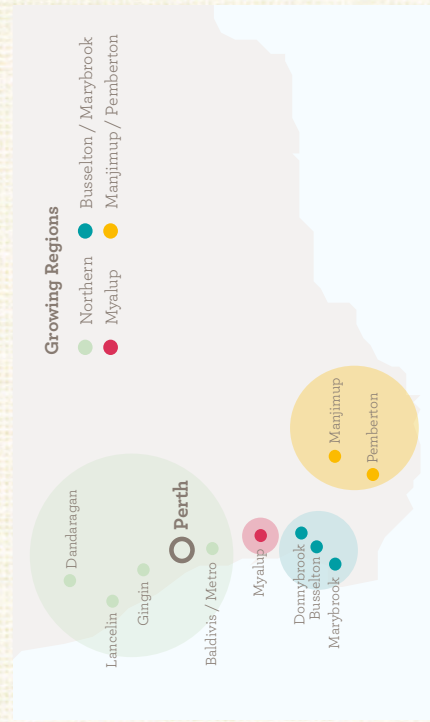


REFERENCE

VARIETY: Laura 40
No. ROWS: 1.68 AC 27⁺ 40/200
DATE PLANTED: 24/10/12
GEN: Ryan

Fresh Potato Seasonality and Availability 2014

Variety	January to March			April to June			July to September			October to December		
	Northern	Myalup	Busselton Marybrook Manjimup Pemberton	Northern	Myalup	Busselton Marybrook Manjimup Pemberton	Northern	Myalup	Busselton Marybrook Manjimup Pemberton	Northern	Myalup	Busselton Marybrook Manjimup Pemberton
Year Round												
Almera												
Delaware												
Kipfler												
Lady Christl												
Nadine												
Nicola												
Rodeo												
Royal Blue												
Ruby Lou												
Seasonal												
Banana												
Dutch Cream												
Harmony												
Kestrel												
Laura												
Maris Piper												
Moridial												
Mozart												
Purple Delight												
Virginia Rose												
White Star												



Northern

With a milder winter climate, potatoes are grown as far north as Lancelin, Dandaragan, the Metro area and Gingin, then as far south as Baldivis.

Myalup

Running from the south of Mandurah to Busselton, Myalup provides excellent growing conditions.

Marybrook / Busselton

Defining the South West tip of the state, the fertile soils provide fantastic growing conditions producing all year round.

Manjimup / Pemberton

The nutrient dense Karri forest provides perfect conditions with a great supply of potatoes.

• - Indicates availability



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Varieties Chart

SUBSTITUTION GUIDE

Most recipes list the common variety of potato in their ingredients. But what do you do when that variety isn't available? This chart gives you a list of substitutions, classifying potatoes by variety, skin and flesh colour.

YELLOW SKIN		
Variety	Texture	Flesh Colour
Almera*	Firm	Yellow
Lady Christl	Firm	Yellow
Mondial	Firm	White/Cream
Nicola	Fluffy	Yellow
Dutch Cream	Fluffy	Yellow
Maris Piper	Fluffy	White/Cream
Kipfler*	Buttery	Yellow
Banana	Buttery	Yellow



Tasty chips with yellow

Perfect for roasting



WHITE SKIN		
Variety	Texture	Flesh Colour
Nadine*	Firm	White
Harmony	Firm	White
Delaware	Fluffy	White
White Star	Fluffy	White
Kestrel	Fluffy	White/Cream

Get great boiled potatoes



RED SKIN		
Variety	Texture	Flesh Colour
Ruby Lou*	Fluffy	White
Rodeo*	Fluffy	White/Cream
Laura	Smooth	Yellow
Virginia Rose	Firm	Yellow
Mozart	Firm	Yellow

Use Red for amazing mash



BLUE SKIN		
Variety	Texture	Flesh Colour
Royal Blue*	Smooth	Yellow
Sapphire	Nutty	Purple
Purple delight	Firm	Purple

*Indicates common variety

Fresh Potatoes

— SERVE UP SOME GOODNESS —



buy local
use what you've got
eat the best