

## **Lesson: Is That Really a Fruit?**

### **Common Core Standards:**

NGSS.K.LS1.1

Next Generation Science Standards

Grades K-K

Standard: Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

**Time:** 3-4 weeks; 1hr each

### **Objectives:**

- To understand what fruit is.
- To explore how fruits are developed.

### **Resources:**

- “Is The Really A Fruit” ppt
- Garden plants that produces fruit
- Notebook
- Coloring tools
- “Fruit Benefits and Fun Ways to Eat Them” Handout

### **Activities:**

#### Week 1 - Introduce the idea of fruits and what they really are:

Show the students the powerpoint provided, “Is That Really A Fruit?” This will introduce the idea of what fruits really are, where they come from, and what you can call a fruit.

\*Within the powerpoint there is a section where you will let the students draw and label their own flower.

Explain that over the next few weeks you will be using the garden to watch plants start to develop its fruit.

Visit the garden and have the students start a new project in their notebooks.

- Draw what the plants currently look like.
- Write some notes about what the plants currently look like, as well as what they think the plants will begin to look like. (color, shape, size, etc.)

#### Week 2 - Further discussion about how the fruits develop and why some plants turn into fruit while others do not:

For flowers to bear fruit, they first need to be fertilized. For fertilization to happen, the flower must have a stigma. So when there is no stigma (the female part of the plant), there is no fruit. Visit the garden and have the students continue in their notebooks.

- Draw what the plants currently look like, it should be different from the first visit.
- Write some notes about what the plants currently look like (color, shape, size, etc.)

Week 3 - See the progression of the plant and the growing of the fruit. Go into more detail about why fruits are so important to our daily nutrition.

Visit the garden and have the students start a new project in their notebooks.

- Draw what the plants currently look like.
- Write some notes about what the plants currently look like (color, shape, size, etc.)
  - What are some changes they have noticed? Is there a flower? Is there evidence of fruits starting to form?

Now, use the “Fruit Benefits and Fun Ways to Eat Them” handout, to teach the students what fruit does to the body and why it is important to have the right amount of servings of fruit each day.