

## **Grade: Kindergarten – Nutrition**

### **Lesson 4: My Favorite Fruits**

#### **Objectives:**

- ✓ Students will identify fruits as part of a healthy diet.
- ✓ Students will sample fruits.
- ✓ Students will select favorite fruits.
- ✓ Students will report fruits eaten during a day.

#### **Materials:**

- A selection of fruits in season
- Paper plates
- Napkins
- Damp paper towels
- Bowl with water for washing fruit
- Towel for drying fruit
- Knife
- Vocabulary Book Page (**See Figure 1**)

#### **Suggested Reading:**

*“The American Dietetic Association Guide to Healthy Eating for Kids: How Your Children Can Eat Smart from Five to Twelve*

#### **Activity Summary:**

In these lessons students will select and sample fruits.

#### **Background information for the teacher:**

Not necessary for this instruction level.

### **Fruits**

Fruits are part of a healthful diet, supplying essential vitamins and minerals that we all need. There is often confusion as to what exactly constitutes a fruit or a vegetable. This is because the botanical, or scientific, distinction is different from the horticultural, or agricultural, distinction.

In plant botany, **a fruit is the product of a flowering plant that contains its seeds**. That would include such “fruits” as tomatoes, cucumbers, or peppers. However, for the horticulturist who is involved in food production, a fruit is the product of a flowering plant that is a perennial. A **perennial** is a plant that lives for more than two years, such as a bush or a tree. Plants such as tomatoes, cucumbers, and peppers are **annuals**, only lasting for one year, so they are not treated as fruits by horticulturists. Instead they are classified as vegetables.

Since we are dealing with fruits as food, we will accept the horticultural definition and include fruits from perennial plants in this lesson. However, if you have a

student who insists that a tomato or cucumber is a fruit, be aware that from a botanical perspective a tomato or a cucumber is the “fruit” of that plant.

Fruits have seeds and skin. The seeds can be inside the fruit, such as in an apple, pear or peach. Or they can be on the outside such as in strawberries or raspberries. Fruits can have thick skins (like oranges) or thin skins (like berries.)

Most fruits contain sugar, but they are also a good source of fiber, vitamins and minerals. Vitamin C, vitamin A, potassium, and magnesium are some of the valuable nutrients that fruit supplies. Some fruits, such as avocados and olives, are high in fats as well as fiber.

Fruit is an essential part of a healthy diet and everyone should have from two to four servings of fruit daily. It is preferable to consume **whole fruit** rather than fruit juice, as the fiber of the whole fruit is good for the digestive system and it slows the impact of sugar on the body. When the choice is between a piece of fruit and a sugary processed snack, the fruit is always preferable!

This lesson includes washing and sampling actual fruits. Which fruits you use will depend on what is in season and/or available in the supermarket. Common and available fruits to consider for this lesson include:

Apples	Plums
Bananas	Strawberries
Peaches	Pineapple
Pears	Blueberries
Grapes	Kiwi

If possible, try to introduce one or two more exotic fruits (like mangoes or papaya) that students may not have previously sampled.

❖ **IMPORTANT: BE SURE TO CHECK FOR ANY FOOD ALLERGIES BEFOREHAND!**

**Vocabulary:**

Fruit  
Skin  
Seeds  
Names of common fruits

**Engage** (5-7 minutes):

First, have the students wash their hands. Ask: **“Why do we need to wash our hands?”** (Using clean hands when we eat or when we prepare food is important for health.) Connect this to the Hygiene lesson.

Ask: **“What can be on our hands that we don’t want in our food?”** (Germs!) (Note: This idea will be reinforced in Lesson 5: Vegetables.)

Organize the class into four or five teams. Have the teams sit together at tables or on the floor. Arrange the class so they can easily see you from where they are sitting. You will be demonstrating how to wash and cut the fruit before handing out samples. Each group should have a supply of napkins and damp paper towels.

Ask students if they have a favorite food. List the foods on the board, noting if any of the favorite foods are **fruits**. If so, point them out. (If not, supply your own “favorite” fruit.) Announce that today the class will be sampling **fruits**.

Ask the class what other **fruits** they know. List these on the board.

**Explore** (10 minutes):

Have students work in their teams to answer the following questions:

Ask: ***“Why do we want to eat fruits? Think of two reasons why it is important to eat fruit every day. How many pieces of fruits should we eat every day?”*** (Two or three.) Have teams share their answers with the rest of the class.

**Explain** (15-20 minutes):

Have a bowl of water, a towel, fruits, a knife, and a stack of paper plates ready. (Also, to save time, demonstrate the preparation of just ONE of each type of fruit. Have some of the fruit cut up ahead of time, ready to be served.)

Tell the class they will be sampling several fruits and you hope that some of them will come away with a few **new** favorite foods. Demonstrate the steps of washing, peeling and cutting or sectioning each fruit:

***“This is how you get fruit ready to be eaten. The very first thing you do is wash the fruit very well. WHY is washing the fruit important?”*** (To remove any dirt or pesticides.)

Point out that most fruit should be washed BEFORE it is peeled (bananas may be the exception.) Show the difference between a thick-skinned fruit (banana or orange) which has to be peeled, and a thin-skinned fruit (apple, pear) that can be eaten with the peel. Emphasize that all fruit with an edible peel must be washed *extremely* well so you get rid of any harmful contaminants.

4. Tell students that **fruits have skins and seeds**. As you peel and cut a fruit, show students the skin and the seeds. For fruits such as berries, show students that the seeds are on the *outside* of the skin and are very small. For fruits like apples, pears, and avocados, the seeds are on the *inside*.

**Tasting the fruit:** As you finish cutting each piece of fruit, give each team samples. A team captain can come to the front and collect a paper plate with pieces for the team. (*Note: Having some fruit pre-cut in Ziploc bags will save time.*)

As students taste each piece of fruit have them **think** about how it tastes. Take a vote of how many students like the fruit or not, then record this data by charting it on the board. Create a graph and compare the results.

**Optional challenge activity:**

Ask students to think of words that *describe* the fruit. Record those words under the name of the fruit on the board. Help students be as descriptive as possible. (*Possible descriptive words: sweet, sour, salty, crunchy, juicy, hard, soft, dry, stringy, slimy, tangy.*)

**Extend** (15 minutes):

Give a stack of 3x5 index cards to each team.

Have each student draw his or her favorite fruit on a card.

Have the team captain collect the cards and deliver them to the front.

Sort the cards to see which fruit had the most votes, then construct a simple bar graph by taping the pictures of fruits in columns on the board or on a piece of chart paper. Label each column with the name of the fruit. Count how many votes each fruit received.

Help the students draw conclusions: What fruit was chosen most? Least? How many more votes did one fruit get compared to another?

**Fruit salad:**

Have students make a “fruit salad” by cutting pictures of fruit out of magazines and pasting them into a large bowl drawn on a piece of paper. You may wish to have students work in the same teams as for the previous activity, and post the “fruit salads” in the classroom.

**OR,** have the students make a real fruit salad together. Send a note home with the students asking parents to send their child’s favorite fruit cut up in Ziploc bags. As students add their fruit to the salad bowl, have each one explain what their fruit is and why they like it.

**Evaluate:**

**Vocabulary Picture Book** (*NOTE: This builds on the Vocabulary Book begun in the Body Systems lesson.*)

Give each child a page for the vocabulary word “fruit.” (**See Figure 1**) Have each child draw as many fruits on the page as they can remember.

Each page should be three-hole punched. When the Vocabulary Book is completed for all the unit lessons, it can be assembled by tying yarn or colored ribbon through the holes.

**And/OR:**

Draw a Digestive System, showing what happens to the fruit after it is eaten. Have students draw a face with a “tube” going to a stomach. Inside the “stomach,” have the students draw the fruit that’s been “eaten.” Let the students use colored markers so they can talk about all the colors of the fruit.

**Optional Enrichment Activities:**

1. Have students report on what fruits they ate the day before. Use 3x5 cards and have students make pictures of the fruits they have eaten. Keep a class record by having students add their pictures to a class bar graph. See how many different fruits were eaten.
2. Have the children bring books from home that talk about fruit. They can share their book with the class or the teacher may choose to read it aloud.
3. Have the class design a poster of their favorite fruits to be placed in the cafeteria by the lunch line. Students should help the teacher choose a title. (Example: “Ms. Johnson’s Class Loves Fruit!” “Choose Fruit!” “Our Favorite Fruits are . . .”)

**Additional Web Resources**

[www.choosemyplate.gov](http://www.choosemyplate.gov)

**Standards**

**Science: Grade Level Expectations**

1. Science understanding is developed through the use of science process skills, scientific knowledge, investigation, reasoning, and critical thinking.
  - B. Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.
    - a. Make qualitative observations using the five senses.

**Strand 8: Impact of Science, Technology and Human Activity**

3. Science and technology affect, and are affected by, society.
  - A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.

- b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (assess locally.).

## **Health and Physical Education: Frameworks**

### **II. Health Maintenance and Enhancement**

#### **B. Nutrition Principles and Practices**

What all students should know:

2. Balance, variety, and moderation in the diet will enhance and promote health.
3. Food provides energy for the human body to work, grow and perform daily routines.

**Figure 1:** Page for Vocabulary book (1/2 sheet)