

Fruit or Vegetable?

Focus Lesson: Fruit vs. Vegetable Facts

Materials:

Lunch by Denise Fleming
 Fruits versus veggies video
 One orange (will be cut in half)
 Celery sticks
 Images of orange and celery growing in the wild
 Napkins
 Paper plates
 Knife
 Area for food samples (counter, meeting room, or tables)
 Food Samples (rinsed and cut into bite-sized pieces):
 Turnips
 Carrots
 Lettuce
 Blueberries
 Apples
 Watermelon
 Printed pages of journal entry template for each student
 Instructions display
 Glue sticks
 Coloring supplies
 Chart paper

Pass out *Comprehension Check* worksheet onto desks BEFORE beginning the lesson

Prep food samples BEFORE beginning the lesson.

****Be aware of any food allergies. Make changes accordingly.**

Time: 40-50 minutes

This pairs with lesson plan: Fruit and Vegetables in My Lunchbox

***Common Core Standards:**

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Thinking Skill:

Comparing and contrasting
 Recounting a story

Grade: 1-2

Objective:

Students will learn the differences between vegetables and fruits.
 Students will understand and experience the different textures and tastes of fruits/vegetables.
 Students will record their favorite fruits/vegetables and give a basic recount of the story and lesson, with teacher assistance (in writer's notebook if possible).

Connection:

Today we're going to have the opportunity to talk about and try different types of fruits and vegetables!

Who thinks that they have eaten either a fruit or a vegetable today? (Invite hands)

Who can try to explain the differences between fruits and vegetables? (Invite responses)

Today we're going to learn what makes a vegetable a vegetable, and what makes a fruit a fruit.

Explicit Instruction:

(Preferably seat students on the carpet area)

Read *Lunch* by Denise Fleming.

Mouse ate a lot of fruits and vegetables in the story. Let's take a look at this video and learn more about fruits and vegetables.

Watch video on fruits vs. veggies <https://www.youtube.com/watch?v=YBX45YBJntU>

Record answers of students (using their exact words) in two columns: FRUIT and VEGETABLE.

What did we learn about how fruits and vegetables grow? Where do fruits usually grow? Where do vegetables grow?

An important difference between fruits and veggies is that fruits have SEEDS or one large seed. Think about fruits you have eaten-watermelon, strawberries, plums, and apples all have seeds.

Is a cucumber a fruit? Is a tomato a fruit? Is a peach a fruit?

Carefully split orange in half and show students its seeds (show on ELMO if possible, or bring around so students can get a good look).

Display picture of wild oranges.

This orange has seeds on the inside, and we know that oranges grow on trees. Those two things help tell us that an orange is a fruit.

Put the orange to the side and get the celery. Show students the celery sticks and pass around. Tell students to look, feel, and smell (no taste) the celery and think about what makes it a vegetable.

This is celery. Celery is a vegetable. It grows from stalks out of the ground and it does not have seeds.

Brainstorm other vegetables.

Display photo of celery growing.

Guided Practice:

Today we are going to taste test a few of the veggies and fruits that Mouse ate in the story. Actually tasting them will give you an idea of what tastes and textures fruits have compared to vegetables. As you're snacking, think about the colors, tastes, shapes, and textures that you experience.

After we eat, you will write a journal entry in your Writer's Notebooks describing what you learned today from the video and the story. Next, you will write about your favorite fruit or vegetable that you tried and draw a picture.

Taste testing will help us figure out what kinds of foods we like! Maybe you could even request some of these foods in your lunch boxes or for dinner!

Display Instructions sheet on whiteboard or Smart Board and review the expectations for the activity.

Send students back to their desks and begin distributing the samples.
Give students *Comprehension Check* worksheet.

Independent Practice:

When students are finished eating they will begin working on the journal entry in their Writer's Notebooks. Leave a copy of *Lunch* up at the front and tell students they may come up to look at it if they need to.

Reflection – Group Share:

After the activity, gather the students at the carpet area. Invite students to share their experience and thoughts on the taste test. Lead a short discussion on what kinds of tastes the fruits had (sweet, sugary, sour) compared to the vegetables (fresh, bitter).

Reading list:

<http://kidsgrowingstrong.org/Fruit>

<https://www.youtube.com/watch?v=YBX45YBJntU>

Lunch by Denise Fleming

Teacher Note:

****Be aware of any food allergies. Make changes accordingly.** Different fruits or vegetables can be substituted in the case of allergies.

Interactive reading-students might be able to guess the next food by the pictures in the book. Encourage a choral response!

Consider splitting into two lessons (read-aloud and video lesson, taste test lesson) based on your sense of what your students can handle in one period of time.





Today you are responsible for the following:

1. Describe what you learned today in your Writer's Notebook.
2. Taste test: *Think. What is your favorite? What do you like about it?*
3. Clean-up: Plate and napkin in garbage, hands washed.
4. Complete *Comprehension Check* worksheet.
5. Draw picture to match

Comprehension Check

Date _____

“Today we read _____ by
_____. The main character,
named _____, ate many things. One of the
things he ate was a _____, which is a fruit /
vegetable (circle one). We ate some fruits and vegetables
today in class. My favorite was a _____,
which is a fruit/vegetable. One way to tell the difference
between a fruit and a vegetable is that _____ have
s_____ and vegetables do not.