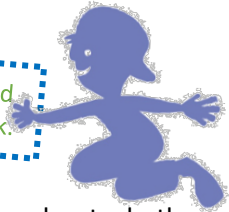


Flowers & Fruit

day two

Learn, Grow, Eat & Go!
EARLY CHILDHOOD
week 4

Experiment to learn if peeled and unpeeled orange will float or sink.



Song of the week:

Lead student learn the Flowers on the Plant song with motions throughout the week.



LESSON A: Floating Fruit

Objectives: Students will experiment and make predictions about whether an orange will sink or float.

Time: 10 minutes

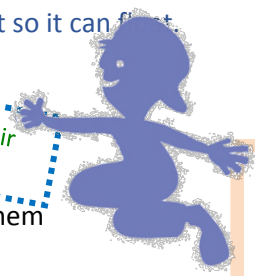
Materials/Prep: Orange and tall, plastic cylinder (such as a cereal container) or large bowl with water (¾ full)



Lesson Narrative:

1. Look, I have an orange . What do you think will happen if I put the orange into the water? Do you think it will sink or float? Listen for responses and predictions. It is heavy.
2. Place the orange in water. It will float. Wow! We thought because it was heavy it would sink! I wonder why it floated?
3. Let's peel the orange and see if it will sink or float. While peeling the orange, ask for predictions. What do you think will happen to the peeled orange? Should we find out? Place the peeled orange into the water. It will sink.
4. Crazy! The unpeeled orange floated and it was heavier than the peeled orange. The peeled orange was lighter in weight but it sank. Why do you think that happened? Allow for responses. This is science! It is called buoyancy which is the tendency of an object to sink or float. The orange peel has a little air inside of it and makes it buoyant so it can float.

Explore different fruit with their senses and classify them.



LESSON B: Edible Parts of the Fruit

Objectives: Students will recognize that some fruits can be eaten with the skin/peel on them and some cannot be eaten with the skin/peel on them.

Time: 10 minutes

Materials/Prep:

Fruit (kiwi, pineapple, peach, tomato), knife (for teacher use), cutting board, muffin cups or plates, dry erase board or flip chart paper, markers

- Wash and dry the fruit
- Gather supplies
- Place fruit on a table next to the cutting board

Lesson Narrative:

1. Begin the lesson asking what fruit the students like to eat and record their responses on chart paper. Try to draw a picture of the fruit next to the word each child shares or have pictures of many types of most commonly liked fruit. Adhere pictures to the chart paper. We are going to learn something new about fruit today. Fruits have a peel/skin on the outside. Let's look at some of our favorite fruit. What is your favorite fruit to eat?

PILOT DRAFT

- Next, share that skin/peel of some fruit can be eaten, but the skin/peel of some fruit may not be eaten. Discuss how the skin/peel protects the fruit from the outside and are thick and rough. Others have thin and smooth skin/peel.
- Show the four fruits to the students and ask them what they know about each fruit. Can you tell me about these fruits? Pass one fruit around a time. *Let's start with the kiwi. What does the kiwi look and feel like? What is the outside of the fruit called? (Peel/skin). Is the peel/skin of the kiwi smooth or rough? Do you think we can eat the peel? Why or why not?* Repeat the questions with each fruit.
- Cut the various fruits into appropriately sized pieces and allow students to taste each fruit.
- Now, let's look at our favorite fruits. Which fruit has peel/skin that we can eat? Review your chart and place a check by the fruits that can be eaten with the skin.
- Remember what we learned yesterday? The fruit protects the seed. Today we learned that the peel/skin protects the fruit. Some fruit has a peel/skin that is thick and rough and cannot be eaten. Other fruit has a peel/skin that is thin and smooth and can be eaten.

ACTIVITY: Orange Juicer

Make & taste fresh orange juice.



Objective: Students will observe the change of a piece of fruit from a solid to a liquid state

Materials/prep Handheld juicer or small electric juicer, small tasting cups, knife for teacher use, oranges

- Whole orange for observation in solid state
- Halved oranges for hand-squeezing or juicing (1 orange per 2 students)
- Quartered oranges to taste (enough so that each student has one quarter piece to taste)

Lesson Narrative:

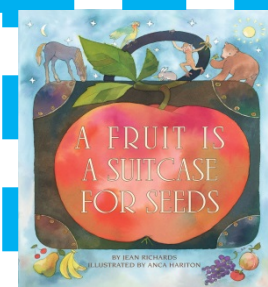
- Introduce oranges by demonstrating talking about the fruit and that we can eat or drink the juice from an orange. *Today we are going to make orange juice. What fruit does orange juice come from?*
- Show a whole orange and allow students to explore the texture. *Before we make juice, we are going to taste a piece of orange fruit.* Cut and distribute a quarter of orange to each student. *Look at the beautiful color. What color is it? Who can smell the orange? I love that smell!*
- We will watch how the solid piece of fruit becomes liquid. How do you think that will happen? Let's look at different ways we can squeeze the juice from the fruit. (by hand, handheld juicer, electric juicer)*
- Allow children to use the handheld juicer or electric juicer to squeeze juice from the halved pieces of fruit. If these kitchen tools are not available, students may use their hands to squeeze the juice from the fruit.
- Let's estimate how many oranges it takes to make one cup of orange juice. Count and add. Repeat.*
- Tell how fruits are good for our bodies and our minds. Whether we eat an orange or drink orange juice, it is good for our bodies and our minds. It helps us to grow strong and healthy.*
- Pour a small taste of orange juice for each student.
- Ask students which state they like better. *Who likes the orange? Who likes the orange juice? We can eat an orange or drink orange juice. It is made from the same piece of fruit. Both make our bodies healthy. The whole orange is solid. The juice is liquid. Do they taste the same?*

Literature

connection:

Read the book, picture walk or discuss daily during the unit on stems. Choose one or two questions each time you read aloud or discuss the book.

- In our story today, which fruits are alike? (Some have one seed and some have many.) Which fruits are different?
- What were some fruits that have one seed inside of them? Was it small seed or a large seed? Do you remember what the large seed is called? (Pit)
- Which fruits and vegetables are mentioned in the story. What fruits and vegetables did the animals like eating? Which do you like eating?



today's
garden
journal
prompt:

Draw a picture of fruit
you can eat