

# February - Lesson Plan Grades K-I

## FOCUS ON FRUITS



### Objectives

Identify apples and bananas by shape, color, and special characteristics.

Learn why apples and bananas are good snacks to eat.

### Supplies Needed

February

Pick a **better snack™** & **ACT** bingo card

Apples (2-3 varieties)

Bananas

Knife

1<sup>st</sup> Grade: Banana Chronology worksheet

### Taste Opportunities

Featured Fruits:

Apples

Bananas

### Background

Apples and bananas are two of the most popular fruits eaten around the world.

#### Apples

Most apples are red, but they can also be speckled, red-yellow, yellow, or green. They are a round fruit with a skin that you can bite into and eat. The inside part of the apple is white and juicy. If you slice an apple from top to bottom, you will find a star shape formed by seeds. Apples come in more than 7500 varieties. The most popular variety in the United States is Red Delicious. Here are a list of others:

Red – Jonathon, McIntosh, and Delicious

Yellow – Golden Delicious

Green – Granny Smith

Speckled with Red and Yellow – Braeburn, Fuji

Apples are grown on apple trees in 36 states in the U.S., with Michigan and Washington growing the most. China produces the most apples in the world, but France and Canada also grow a lot.

Apple trees live year after year. In the spring, the apple tree blooms with white blossoms that are very fragrant. After the blossom dies, an apple grows in its place. Apples are members of the rose family.

Most apples are eaten raw, but they can be used in many recipes like apple pie and applesauce. Apples are very good for us to each because they contain fiber, which helps move food through our bodies.

#### Bananas

Bananas may have been the first fruit farmed by man. They probably originated in Malaysia, but came to the Caribbean by Spanish settlers in 1516, where most are grown today. The Africans are credited with giving the banana its permanent name.

Bananas are a long, curved-shaped, yellow fruit. Bananas are harvested when they are green. The peel is yellow when we buy it, but we don't eat the peel. We take off the peel and eat the creamy, soft, white fruit inside. Bananas are nutritious

to eat because they contain fiber, and small amounts of vitamins and potassium. One large banana (about 8 inches long) is equal to 1 cup of fruit.

Bananas do not grow on trees. They grow on very large plants with very big, green leaves. The plants do not have a trunk or branches. The plants can grow up to 20 feet tall.

The banana plant grows from bulb called a "rhizome." It contains many buds, similar to the eyes of a potato. A leafy stem grows from each bud. Each stem grows "hands" of tiny flowers. These flowers become individual bananas, called "fingers." Each row has about 15 to 30 fingers that make up a "hand." The stem develops 7 to 10 hands of bananas.

When the plant is 9 months old, the stem weighs up to 100 pounds (45 kilograms) or more and is ready to harvest. After harvesting, the mother plant is cut back to 2 to 5 feet (61 to 152 centimeters) high. Meanwhile, a daughter plant from the same rhizome has sprouted and grown to about one-third the size of the mother plant and the whole process starts again. It's possible for plants to grow from the same rhizome for over 100 years!

People in hot, tropical cultures use the large leaves to build roofs for houses and use them to make into mats and bags. Bananas grow in countries where it is very hot and humid and where it rains a lot like Brazil and Ecuador. Banana plants need tropical sun, rich soil, and a lot of water to grow effectively. Unless you live in Hawaii, you have to buy bananas from other countries and have them shipped.

Bananas are the most popular fruit in the United States. Americans eat an average of 28 pounds of bananas per person, per year. That equals 112 bananas per person per year.

You can ripen green bananas more quickly by placing them in a paper bag. Store ripe bananas in the refrigerator for up to two weeks. The skin will turn brown, but the fruit will stay white.

Bananas become sweeter as they ripen. Dip banana slices in lemon juice or orange juice to prevent browning.

## Web Site Resources

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)  
[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)  
[www.mypyramid.com/kids/index.html](http://www.mypyramid.com/kids/index.html)

**Do the Activity:  
Kindergarten**

Sing the songs: "Ten Little Monkeys" (to the tune: "Mama's Little Baby Loves Shortening, Shortening), Create new verses based on different ways to eat a banana.

10 little monkeys waiting for a snack,  
One gets a banana out of mama's pack,  
The monkey puts the peeling into a sack,  
And says,"Bananas are an easy and great tasting snack."

10 little monkeys waiting for a shake,  
One finished his drink and said, "Wow, that was great!"  
Mom makes another while the monkeys wait,  
....."bananas are great for making shakes".

**First Grade**

Discuss the stages of banana development from the bud on the plant to eating a ripe banana.

1. A banana plant starts from a bulb which contains many buds, similar to the eyes of a potato.
2. A leafy stem grows from each bud.
3. Each stem grows "hands" of tiny flowers.
4. Flowers become bananas, called "fingers."
5. Banana "hands" are cut from the plant and packed in boxes.
6. Boxes are shipped to the grocery store.
7. Bananas get ripe and ready for you to eat.

The sentences are listed in chronological order at the end of this lesson. Cut the sentences into strips. Have the students put them in chronological order.

**Talk It Over:  
Kindergarten**

What did the song tell us about the bananas? (*quick, easy and tasty snack*)

How can you tell the difference between an apple and a banana?

*Shape: an apple is round; a banana is long*

*Taste: an apple tastes sweet, tart, crunchy, sour, and Juicy. A banana tastes sweet, soft, and mushy.*

*Smell: each fruit has a distinct smell that we can identify even with our eyes closed.*

**1<sup>st</sup> Grade**

Apples can be found in other forms than then fresh. What are some other forms? (*applesauce, dried apples*)

What other form can you find bananas? (*dried banana chips*)

Raise your hand if you like apples. Why do you like apples?

How many of you like bananas? Why do you like bananas?

**Apply:**

When might you eat an apple? (*for breakfast, lunch, snack, in a salad, anytime*) There are many ways to eat an apple. Raise your hand if you have eaten an apple in any of the following ways:

- A whole apple, peel and all (but not the core!)
- Applesauce
- Apple pie
- Baked apple
- Apple butter
- A caramel apple

There are many ways to eat a banana. Raise your hand if you have eaten a banana in any of the following ways:

- A whole banana (without the peel)
- Banana slices on cereal
- Banana and peanut butter on bread
- Banana bread or pancakes
- Banana chips (dried fruit)
- Banana dipped in chocolate
- Banana in a fruit salad or fruit slush

Can you think of other ways to eat apples or bananas?



**Taste  
Opportunity**

Have students wash their hands. Cut up apples for the students to sample. Try to offer 2-3 different varieties. (*Common varieties found in grocery stores in February include Granny Smith, Braeburn, Red and Golden Delicious, and Fuji.*) Place a whole apple and cut-up pieces of another apple of the same variety, on each plate.

Look at the whole apple. Note size, shape, color, and stem. Look at the cut apple. Note flesh color: Is it white, creamy, yellow? Is the peel thin, thick, smooth, or leathery? Smell each apple. Does it have a characteristic odor? Taste a slice of each variety. Is it sweet, tart, or sour? What about texture? Is it tender, crisp, juicy, mealy, or hard? Is the peel tender or tough? Which variety has the most flavor? Which has the strongest aroma? Note the color of the slices after exposure to air. Does the flesh of some varieties stay white longer? Which varieties would be best for salads and fruit cups? Which varieties would combine best to flavor pies and sauces?

Which variety do you prefer to eat fresh?

Peel and cut a banana for the students to sample. They can then put an "X" through the bingo square of the fruit that they sampled.

How would you get an apple ready to eat as a snack?

Apple – Wash. Eat. (How easy is that?)

How would you fix a banana for a snack?

Banana – Peel. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their parents and grandparents. Send the bingo card home and have students encourage their family to pick out a snack idea to try at home.

### Extend the Activity



#### Art, Music & PE

Sing "Apples and Bananas" on the Baby Beluga tape by Raffi. (words to the song are attached).



#### Language Arts & Reading

Read Red Are the Apples by Marc Harshman, Bananas! by Jacqueline Farmer, Charlesbridge, 1999 or Apples by Ken Robbins, Atheneum Books for Young Readers, 2002.



#### Math

Read Ten Apples Up On Top by Dr. Seuss. Have the students create their own pictures with a particular number of apples on top of themselves writing the numeral, also. The students could draw the apples or they could glue on miniature cutouts of apples if they are available.



#### Science & Health

Place black cutouts of fruits and vegetables introduced so far (grapes, jicama, apple, carrot, pumpkin, sweet potato, cranberries, pears, broccoli, kiwi, tangerine, grapefruit, mango, pepper, orange, cucumber, banana, potato, and mushroom) on an overhead projector to create a shadow on a screen or the wall. Ask the students to identify the fruits and vegetables one fruit or vegetable at a time.



#### Social Studies

Plan a field trip to a botanical center to see the banana plants grow. School greenhouse could try to grow a banana plant.

*APPLES AND BANANAS - Baby Beluga tape by Raffi  
(capo 1)*

A

I like to eat, eat, eat,

E7

Apples and bananas;

E7

I like to eat, eat, eat,

A

Apples and bananas;

I like to ate, ate, ate,  
Ape-puls and ba-nay-nays;

I like to ate, ate, ate,  
Ape-puls and ba-nay-nays;

I like to eat, eat, eat,  
Ee-puls and bee-nee-nees;

I like to eat, eat, eat,  
Ee-puls and bee-nee-nees;

I like to ite, its, its,  
I-puls and bi-ni-nis;

I like to its, ite, ite,  
I-puls and hi-ni-ins;

I like to oat, oat, oat,  
O-puls and bo-no-nos;

I like to oat, oat, oat,  
O-puls and bo-no-nos;

I like to not, not, not,  
Oo-puls and boo-noo-noos;

I like to not, not, not,  
Oo-puls and boo-non-noos;

(REPEAT FIRST VERSE)

## Banana Chronology

Mount the sentences on tag board, cut them apart and let the children put them in the correct order.

A banana plant starts from a bulb which contains many buds.

A leafy stem grows from each bud.

Each stem grows “hands” of tiny flowers.

Flowers become, called “fingers.”

Banana “hands” are cut from the plant and packed in boxes.

Boxes are shipped to the grocery store.

Bananas get ripe and ready for you to eat.

Peel. Eat. (how easy is that?)