

# Pineapple

## GRADE K-1

**Month: February**

**Time Required: 30 minutes**

**Alternative Tastings: Banana**

### Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

### Lesson Objectives

- Students will conclude that pineapples grow far away from Iowa.
- Students will be able to explain that different fruits grow near and far from Iowa.

### Materials

- Paper plates and/or cutting boards
- Disposable or reusable plastic kid-knives (for each student)
- Forks
- Knife
- Cutting board
- 1 ½ apples per 25 students
- ½ pineapple per 25 students
- 4 bananas per 25 students
- Tajín seasoning (optional)
- A whole pineapple
- Fruit images (see below)
- Map (see below)
- Near, Far, Farther coloring page (see below)

### Preparation

- Cut the pineapple into 1 ½ inch cubes (or big enough for a student to cut into 2 or more pieces).
- Wash the apples.
- You could cut apples and bananas in advance, but there will likely be browning.

### Recommended Books

“Before We Eat: From Farm to Table” by Pat Brisson

“Pineapple Pete’s Remarkable Feat” by Josephine Baskin Minow

“How Did That Get in My Lunchbox?” by Chris Butterworth

“I Eat Fruit” by Hannah Tofts

“Exotic Fruit” by Huy Voun Lee

“What’s The Fuss” by Jude Navas

“Pineapples Don’t Grow on Trees!” by Jeremy and Josie Schroeder

### Standards Connection

This lesson supports the following Iowa Core standards.

#### Health Education

[Standards 1, 2, 3, 4, 5, 7, 8](#)

#### Science

Kindergarten - [K-LS1-1](#)  
LS1.C: Plant survival needs

First grade - [1-LS1-1](#)  
LS1.A: Structure and function

### Lesson Checklist

- Physical Activity
- Tasting
- Voting
- “Asking” Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Plant survival needs (K) & plant parts (1st)

## Engage

### 1. Introduction: 2 minutes

*The “Introduction” section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lesson.*

Show students three large, printed images of fruit and have them say the fruit names with you (choral response): apple, pineapple, banana. Place the pictures in a line across the classroom: the apple toward the front of the room, the pineapple in the middle of the room, and the banana at the back of the room.

### 2. Engage Activity: 8 minutes

*The “Engage Activity” section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.*

With students seated at their desks or carpet, say, *I want you to think quietly to yourself and decide, of these three fruits, which one is your favorite to have as a snack? Apples, pineapples, or bananas? Think in your head and when I say “go,” you will quietly walk to the picture of your favorite fruit.* Give students 5-10 seconds to think; say “go.” Observe and support students to move to their fruit of choice.

Introduce the concept of food miles. Explain, *The United States gets most of its pineapples from Costa Rica. That means that when you eat a pineapple it's traveled thousands of miles to get to you. In fact, all of the fruits we have available this time of year were grown outside of Iowa, like pineapple. Most fruits we eat cannot survive outdoors in Iowa winter weather. What makes survival hard in our winter weather? (the very cold temperatures)* Standing at the front of the room (closest to the apple group), explain, *Apples grow really well in Iowa during the summer and fall, but it's winter, so we have to get apples from FAR away states like Washington.* Write the word “far” on the board. *Pineapples grow even FARTHER away, in Costa Rica.* Write the word “farther” on the board. *And bananas grow the FARTHEST away in Peru.* Write the word “farthest” on the board. Have students repeat these words. *Let's say these words together: far, father, farthest. Apples grow far away, pineapples grow farther away, bananas grow farthest.*

Optional Visual: Students can move to the front of the room to look at the visuals together.

[Google Earth map of locations](#): show to demonstrate near, far, and farther (select *Present* and move through 7 slides to show apples in Washington, pineapples in Costa Rica, bananas in Peru).

[Google Map of locations](#): show lines and distances between Washington, Costa Rica, and Peru.

### Physical Activity

With students gathered together in the front of the room, say, *We're going to play a movement game while listening to a song about the meaning of the words “near” and “far.” When you hear the word “near,” you should squat down onto the ground (demonstrate). When you hear the word “far,” you should jump up into the air (demonstrate). Ready?* On smart screen/projector, play the [Sesame Street - “Near and Far” Song](#).

## Explore

### 3. Experiential Learning: 8 minutes

*This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.*

Have students sit at their desks (opportunity for 3 deep breaths).

#### Far, Farther, Farthest Fruit Salad

While holding up a whole pineapple, say, *For our tasting today, we're going to try our "farther fruit" from our activity: pineapple. Pineapples grow in the center of a leafy plant in tropical places that are hot and have lots of rain. We can eat the bright yellow inside of the pineapple after we chop off the crown and the skin* (demonstrate if preparing tasting from fresh, whole pineapple or explain that this has already been done). *You're going to be a chef today and prepare your own fruit salad using the fruits from our earlier activity: pineapple, apple, and banana. This is called a Far, Farther, Farthest Fruit Salad, to describe where our fruit came from.* Using choral response: *the apple grows **far**, the pineapple grows **farther**, and the banana grows **farthest** away from Iowa.* This is also an excellent time to remind students that apples can grow near, right here in Iowa, but not during the cold winter months. In Iowa, they are typically ripe and harvested in the fall.

Before passing out materials, be sure to review the following safety:

- Always cut down.
- Always place your knife down on the table when you're not using it.
- Use pinching fingers or the bear claw to protect your fingers.

Pass out paper plates to each student. Paper plates can serve as both their cutting board and their plate, if you're not using reusable cutting boards. *Before* passing out knives, pass out the first piece of fruit and demonstrate how to properly cut it up. *Then* pass out knives. (Passing out plates and fruit first means no idle hands holding knives while waiting for fruit).

Continue passing out fruit, demonstrating how to cut.

### 4. Tasting Activity: 2 minutes

*The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum").*

Explain to students that *we're going to taste the pineapple first.* Be sure to review your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). Ask students to use their senses while they wait until the entire class is ready to taste the pineapple together.

## Reflect

### 5. Voting Activity: 2 minutes

*This is a time for students to give their opinion on what they tried!*

As students taste the fruit salad, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

## Reflect (cont'd)

### 6. Reflection: 8 minutes

*Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion."*

As students finish eating, pass out printed half-sheet coloring pages (template below). Instruct students to draw and color the far, farther, farthest fruits that they just tasted. Review names of the fruits, plant structures such as stems and peel, and which one grows far, farther, and farthest from Iowa.

#### Asking Discussion:

*Raise your hand if you're excited to go home and tell your family about tasting pineapple.*

- Ask a student with a raised hand: *if you wanted to try this at home, how might you ask your grown-ups?*
- You might also ask additional questions like, *what is something you remember about pineapple? Which parts of the pineapple do we cut off before eating? (crown, skin, core), where could you buy a pineapple?*

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

<p><b>FAR</b> Fruit Apple <i>Draw a picture!</i></p>	<p><b>FARTHER</b> Fruit Pineapple <i>Draw a picture!</i></p>	<p><b>FARTHEST</b> Fruit Banana <i>Draw a picture!</i></p>
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This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. It was developed by the Iowa Department of Public Health in partnership with the Iowa Department of Human Services. September 2020

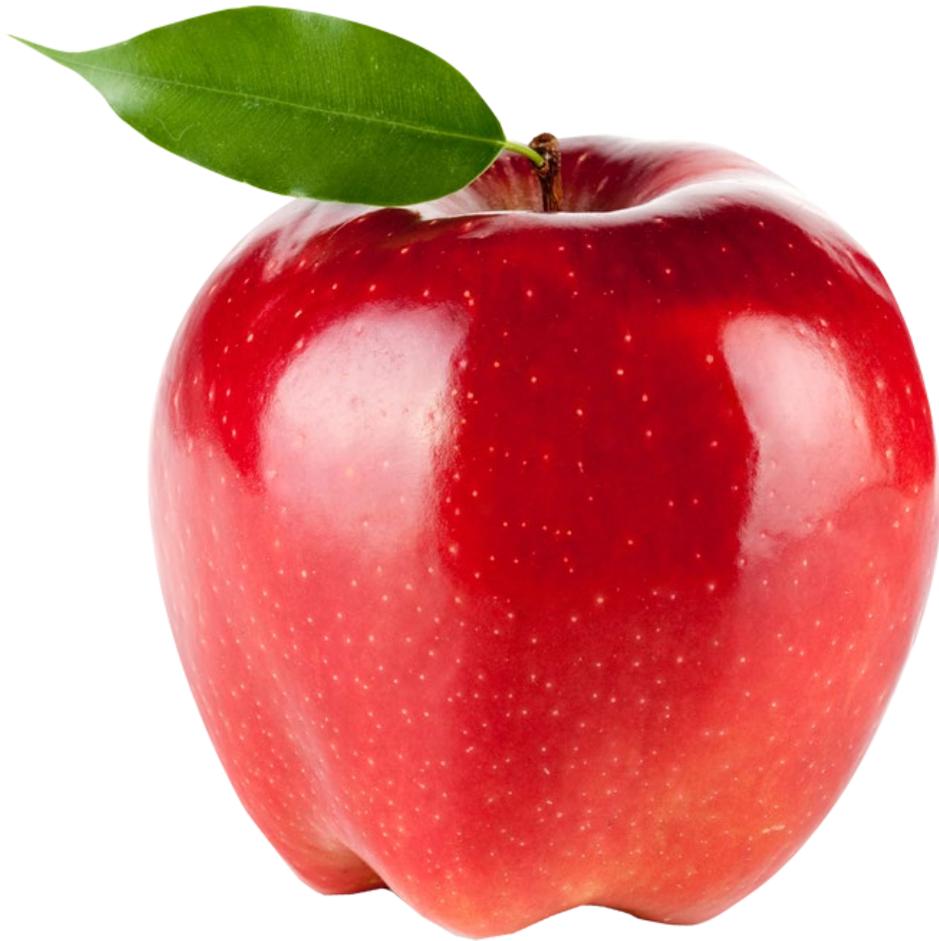


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**APPLE**



**BANANA**



# PINEAPPLE



## Additional Materials

### Physical Activity

[“Stories in Motion: Planes, Trains and Automobiles”](#) (page 67)

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

### What You Need to Know About Pineapple

- Pineapple does not grow in Iowa. It requires a tropical or subtropical environment. It can grow year-round in Hawaii, Southern California and Southern Florida.
- Purchase pineapples that are plump and fresh-looking with a fresh green crown top. Avoid soft or dark spots with dry-looking leaves. A ripe pineapple is usually mostly yellow, especially at the base. The inside can be nearly white to yellow.
- The leafy crown, rind and core are usually cut off before eating.
- Pineapples do not ripen after they have been picked.
- Pineapple is sold fresh, canned, dried, as juice and frozen.

### Facts About Pineapple

- Pineapple originated in Brazil and Paraguay in South America.
- Christopher Columbus may have carried it back to Spain.
- The name pineapple in English (or piña in Spanish) comes from the similarity of the fruit to a pinecone.
- The pineapple crown is used to plant a new plant.
- It takes 18-20 months to get the first fruit. The next crop takes another 15 months.
- The pineapple is a symbol of hospitality.

### Health Connection

- Pineapple is high in Vitamin C, which helps us fight off germs, heal cuts and wounds and keep our gums healthy. Reinforce with defense shield (Cross arms in front of chest).
- Pineapple is a good source of fiber, for healthy digestion and to make you feel full. Reinforce by rubbing stomach.

### References and Resources

<https://snaped.fns.usda.gov/seasonal-produce-guide/pineapples>

<https://fruitsandveggies.org/fruits-and-veggies/pineapple/>

[How to Grow A Pineapple for Kids - YouTube](#)

[https://www.cdc.gov/foodsafety/outbreaks/investigating-outbreaks/figure\\_food\\_production.html](https://www.cdc.gov/foodsafety/outbreaks/investigating-outbreaks/figure_food_production.html)

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