Pear

Month: October
Time Required: 30 minutes
Alternative Tastings: Apple

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 be able to explain the sequential order of plant growth.
- Students will be able to identify that seeds and fruit grow from flowers.

Materials
- 2-4 printed sets of “Seed to Fruit” cards (attached below)
- Paper plates or napkins
- Fresh pears or apples

Preparation
- Print several decks of “Seed to Fruit” cards for small-group activity.

Recommended Books
“How Did That Get In My Lunchbox? The Story of Food” by Chris Butterworth
“From Seed to Plant” by Gail Gibbons

Standards Connection
This lesson supports the following Iowa Core standards.

Health Education
Standards 1, 2, 3, 4, 5, 7, 8

Science
Second grade - 2-LS2-2. Structure and function
Third grade - 3-LS1-1. LS1.B: Growth and development of organisms

Lesson Checklist
- Physical Activity
- Tasting
- Voting
- “Asking” Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Seeds (2nd) and plant life cycles (3rd)
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.

   If this is your first lesson of the year, introduce yourself to the class and to Pick A Better Snack.

2. **Engage Activity**: 6 minutes
   
   The “Engage Activity” section has two purposes: 1) to activate students’ prior knowledge and 2) to engage every student.

   As soon as we’re born, we start growing and changing. This happens especially fast when we’re young. Our bodies grow, we learn new skills, we like new things. Share an example of some way that you’ve seen this classroom grow since the year before (or share an example of how you grow/learn as an educator).

   **Think-pair-share: How do you know that you are growing?**
   
   − Think to yourself quietly. Have students close their eyes, put their fingers to their temples, and think real hard.
   − Then, have students turn to a partner and share their thoughts.
   − After a couple minutes, bring the class back together and select students to share out. If you use “pick a stick,” this is a good way to randomly select students to share.

   Wonderful, thank you all for sharing. Just like we change when we grow, so does our food!

Explore

3. **Experiential Learning**: 10 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.

   **Seed to Fruit Exploration**
   
   Pass out 2-4 sets of “Seed to Fruit” cards to small groups of students. Instruct students, *when I say go, your group will work together to put these pictures in order from first to last. I will know your group is finished sorting when I see you do 5 jumping jacks and then sit quietly on the carpet. Ready? Go.* With the teacher’s help, move around the room to support each small group. Remind students to show that they are finished. Once all groups have sorted their cards and are seated, ask one group to share their work.

   - [Card Order: seed, seed sprout, taller plant/roots, leaf growth, more branches and leaf growth, flower growth, fruit growth]

   Ask, *did anyone put their pictures in a different order? Why? How did you decide if the flower or the fruit should come first?* After a short class discussion and without revealing the correct order, give groups another minute to make any changes to their card order.
Explore (cont’d)

Once all groups have discussed and made edits, show the correct order of the cards using the doc-cam. Explain the order of the cards, as they are arranged in a circle.
- *First, we plant a seed in the ground.* (card 1)
- *That seed sprouts into a baby plant.* (card 2)
- *That baby plant grows roots, a stem, and a few leaves.* (card 3)
- *The little tree grows branches and leaves.* (card 4)
- *And even more branches and leaves* (card 5)
- *Then flowers grow.* (card 6)
- *The flowers change into fruit - with seeds inside!* (card 7)
- *Those seeds could be planted in the ground, and a new plant may grow*

*These stages that show how living things grow and change is called a life cycle.*

*The flowers make fruit and seeds. What do the flowers make?* (choral response: “fruit and seeds!”)
*Excellent! It takes months for a flower to grow into a fruit. We’re going to watch a video that shows us a sped-up version of the process. Play and narrate video (link below).*

**Youtube Video:** “Pear flower opening to fruit swelling time lapse filmed over 8 weeks”
https://www.youtube.com/watch?v=SHHkmOh942A
(1:14, can speed up by increasing the playback speed under the video settings)

4. **Tasting Activity:** 3 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”).*

Before you pass out any samples, be sure to review your brave tasting rules (for example, don’t yuck my yum, we all try together, etc.). As students receive their samples, ask them to use their senses while they wait.

**Note:** as students receive their sample, have them look for signs of the old flower (on the bottom of the pear) and for seeds (inside the pear).

Reflect

5. **Voting Activity:** 3 minutes

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

As students taste the pear, 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.

6. **Reflection:** 6 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.”*
Reflect (cont’d)

**Choral Response:**
I’m going to ask a question and you’re going to quietly think to yourself. When I say the magic word, “pears,” you can say your answer aloud. Let’s practice…
- What month is it? (October)
- Whose class am I in?
- What food did we try today? (Pears)
- What are the two plant parts that flowers make? (Fruits and seeds)

**Asking Discussion:**
Raise your hand if you’re excited to go home and tell your family about tasting pears.
- 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, where could you buy pears? What else do you remember about pears?

*Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.*
Pick a better snack™ Lesson
Pick a better snack™ Lesson
Additional Materials

Physical Activity
In Celebration of Farm to School Month: “Stories in Motion: Helping on the Farm.” (page 64)
More ideas for physical activity are available at https://idph.iowa.gov/inn/play-your-way/brain-breaks.

What You Need to Know About Pears
- Pears don’t ripen well on the tree. They are harvested when fully grown but not yet fully ripe.
- Pears are hand-picked, placed in orchard bins and delivered to packing houses, where they are immediately cooled to help ripen consistently.
- To initiate ripening, bring pears to room temperature. Place them in a paper sack on the counter for faster ripening. Refrigerate pears after ripe or to slow the ripening process.
- Pears have a core, which is a hard center part that contains the seeds. We do not eat the core. Eating the skin of the pear increases fiber intake.

Facts About Pears
- Pears are one of the world’s oldest cultivated fruits.
- There are over 3,000 known pear types grown around the world. Look for Red and Green Anjou, Bartlett and Bosc, just to name a few.
- Most of the pears grown in the United States are grown in California, Oregon and Washington. The Bartlett pear is America’s favorite pear.
- The wood of a pear tree is one of the best woods for manufacturing high quality woodwind instruments.

Health Connection
- A medium pear is about 100 calories.
- It is a good source of Vitamin C. Reinforce with your defense shield (Cross arms in front of chest). It helps to fight off germs and heal cuts and scrapes.
- Pears lead the fruits in sources of fiber (especially with the skin on). Reinforce by rubbing your stomach to show how fiber keeps you full longer and helps with digestion.

References and Resources
http://usapears.org/activity-sheets/
https://harvestofthemonth.cdph.ca.gov/Pages/default.aspx
https://spendsmart.extension.iastate.edu/produce-item/pears/
http://www.farmtoschool.org/

This institution is an equal opportunity provider.
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