

Pears

GRADE
K-1

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 identify pears as fruit.
- Students will be able to explain the function of our five senses.

Materials

- Assortment of materials for sensory exploratory activity (ex: stuffed animal, whistle, book, herbs, pear/apple)
- Opaque box or paper bag for mystery, sensory exploration
- Plastic knives (optional)
- Paper plates or napkins
- Fresh pears or apples

Preparation

- Gather an assortment of materials for the sensory, exploratory activity.
- Option: make or print a “My 5 Senses” body part poster for visual aid in discussing senses.

Recommended Books

“Too Many Pears” by Jackie French
 “Are We Pears Yet” by Miranda Paul
 “Apple Picking Time” by Michele Benoit Slawson
 “Farming” by Gail Gibbons
 “Food From Farms (World of Farming)” by Nancy Dickman
 “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
 Kindergarten - [K-LS1-1](#).
 Patterns

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: Making observations

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.

Gather students in a large, standing circle. Share: *When I come to your classroom, we're going to have fun trying foods together and learning about each other. So here's something I want to learn about you...*

Think in your head (can put fingers up to temples and close eyes), what is something your body helps you do? On the count of three, without saying anything, I want you to act out what you're thinking of. 1-2-3.

Observe all students' activities, and ask a couple of students to share their activity with the class.

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 (opportunity for 3 deep breaths).

Our bodies help us do all kinds of things (recall student examples: our feet help us dance, our arms help us hug, etc.). We have 5 special body parts that help us explore and learn every day. These body parts give us our 5 senses. How many senses? (choral response: “5 senses”). When we use our 5 senses to explore the world around us, we are observing. Use different actions to associate words and movements:

- Our hands help us (choral response, have students gesture to their bodies: touch)
- Our eyes help us (see)
- Our ears help us (hear)
- Our nose helps us (smell)
- And our tongue helps us (taste).

****Visual option:** Post a “My 5 Senses” body part poster in a visible location in the classroom; or write words on the board.

Have one opaque box of mystery sensory items in the front of the room. Have the class gesture to the part of their body that they would use to explore the mystery items as you pull them out of the box. Ask the following questions, instructing them to gesture or hold up the corresponding body part. *What sense could we use to observe this [enter mystery item]*

- Touch (pom pom, stuffed animal) - gesture to hands
- Hear (bell, whistle, noise maker) - gesture to ears
- See (book) - gesture to eyes
- Smell (herbs)- gesture to nose
- Taste (pear or apple) - stick out tongue

****Alternate Small-Group Option:** Create several mystery boxes of sensory items (pom poms, shaker/noise maker, magnifying glass, herb leaves, a pear or an apple). Tell the class, *In small groups, you will have 3 minutes to quietly explore the mystery box and observe what's inside, using your 5 senses.* Demonstrate a call-back you'll use to get their attention when time is up.

4. Tasting Activity: 6 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").

With teacher or student helpers, pass out paper plates and lettuce knives to all students. Explain to students, *I'm going to give each of you a slice of fruit called a pear. We're going to take a long time to eat it because we're going to observe and explore everything we can about the pear using our 5 senses before we taste it.*

- **Touch:** Students can close their eyes and feel the pear with their fingers. What does it feel like? Does the skin feel different from the inside?
- **See:** Have students carefully examine the pear, the outside and the inside. What details do they see? Are there any seeds? (Seeds grow on the inside of fruits. Seeds are the part of the plant that can grow into a new plant.)
- **Smell:** Have students bring the pear to their noses and inhale. Ask them to describe the smell.
- **Hear:** Using their plastic knife, have students cut the pear slice into 2-3 smaller pieces. Everyone should be very quiet to listen for any sounds.

****No-Knife Option:** Without knives or paper plates, students can tap their fingernail on the skin and listen for any sounds.

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: 5 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."

Reflection Questions:

- *Will someone share what they liked or loved about the pear?* Select a couple students to share.
- *Will someone share what they would change about the pear?* Select a couple students to share.
- *Raise your hand if you're excited to go home and tell your family about tasting pears.*
- *What is another food (or fruit) you'd like to observe with your 5 senses?*

Asking Discussion:

- 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.

Additional Materials

Physical Activity

“Reach, Twist, Snap”

Act out harvesting apples/pears.

Reach up on tip toes with arms over head.

Twist wrist to snap off the fruit from the tree.

Put feet flat on floor after have snapped off fruit.

Twist the upper torso side to side.

Twist whole body to ground, scrunching down to ground (like doing the twist). Repeat all 2-3 times.

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/pears-and-kids-nutrition/>; <http://usapears.org/pear-varieties/>

<https://harvestofthemonth.cdph.ca.gov/Pages/default.aspx>

<https://snaped.fns.usda.gov/seasonal-produce-guide/pears>; <https://snaped.fns.usda.gov/seasonal-produce-guide/apples>

<https://spendsmart.extension.iastate.edu/produce-item/pears/>

<http://www.farmtoschool.org/>

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