

FACS:Fruity Facts (Ag)

Summary

Students will understand where fruits come from; how they are grown, harvested, and transported. This lesson requires the use of the internet. A lab follows the computer assignment.

Time Frame

2 class periods of 45 minutes each

Life Skills

Thinking & Reasoning, Communication

Materials

Materials as described in the information found below.

Background for Teachers

Arrange with the computer lab.

Student Prior Knowledge

This lesson should be included as a part of a unit on fruits.

Intended Learning Outcomes

Where fruits come from. How to prepare fruits.

Instructional Procedures

DAY 1--Divide the class into groups of six. Give each student the activity worksheet, Fruity Facts. Assign each group a different fruit to research. Have students logon to www.dole5aday.com Continue by following the specific instructions on the worksheet. They are very clear. Click on Kids-come on in, then Meet your 5-a-day friends. You should see a large graph with many fruits in square boxes. Students then research their particular fruits by clicking on it and going to Cool Stuff. They will find all the categories listed for each question on their worksheet. They simply need to go into that category and answer the questions. Some of the categories have more information than others. That is why students are given a specific number of facts they can record,rather than copying the entire article. Have them write down what they would like to share with the class. (NOTE: When you click on Gus the Grape, for some reason you get grapefruit.) Instead, go up to where it says select here and scroll down to grapes. That will take you to the correct information page. It is recommended that the students work together as a team and share the questions. When they are finished have the students check out the games, music, etc. for fun!

DAY 2--Have students sit in their groups. While the teacher demonstrates how to make a fruit salad with apple, orange, banana, grapes, kiwi, pineapple, and strawberry, have the students answer the questions about each fruit. (Answer as many questions as possible, according to time limits.) The teacher may either hold the fruit lab for the next day or give out samples of the fruit salad on the discussion day. Students really love using leis, Hawaiian music and decorations on the table. Lime wedges and even mini unbrellas can go on the finished product. NOTE: There is not a lot of information on oranges on the web site so it is not included on the worksheet. OPTION: you may want to have a produce manager or a fruit grower speak with the students.

Authors

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