

Flowers and Fruit

Grade Level: Adaptable for 2-5
Total Lesson Time: 45 minutes



Lesson Overview

In this lesson students learn that flowers produce the fruits we eat, and that some flowers themselves are edible. A short story is used to illustrate the process of flower, fruit, and seed growth. We followed the story with an activity in which students correctly arrange photos of flower and fruit growth.

Objectives

Students will:

1. Know how to make healthy food choices (W.I.N.C, W.I.N.E; Health A.4.3, B.4.1)
2. Explain how plants grow and develop (W.I.N.A; Science C.4.2, F.4.3)
3. Understand function of flowers (W.I.N.A; Science C.4.2, F.4.3)

Preparation

1. Collect photos for “Flower-to-Fruit Theater.”
2. Purchase food for snack. Wash and chop broccoli and cauliflower.
3. Get *How Do Apples Grow?* by Betsy Maestro.

Procedure

Review

Briefly review the first three lessons of the series by asking students to recall the plant parts that have been covered. You may want to spend a bit more time on the leaf lesson, asking students if they remember what “Chef Chlorophyll” was doing inside a leaf. Students learned that plants make their own food. What is the name for this process? (Photosynthesis)

Materials

Food

Cauliflower
Broccoli
Grapes
Johnny Jump-ups, Violets,
Nasturtiums, or other edible
flowers
Veggie Dip

Supplies

Book: ‘How Do Apples
Grow?’ by Betsy Maestro
Napkins
Plates
Photos for “Flower to Fruit
Theater”
Bud or Blossom
Bee on a blossom
Fruit forming (we used an
apple and a pumpkin)
Mature Fruit

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Procedure (cont.)

Introduction

Ask students: “Which of the six plant parts haven’t we talked about yet?” Flowers and Fruits. What do you think of when I mention flowers? Are flowers just around to be beautiful and smell nice? Did you know some flowers are also nutritious? Can you think of some flowers that we eat? Broccoli, Cauliflower, Violets...

You may want to remind students that not all flowers are edible and they shouldn’t eat flowers unless a trusted adult says it’s okay.

Story Time

Some flowers are good for us to eat, but they also produce something else we eat, fruit. We used the book, *How do Apples Grow?* by Betsy Maestro, to structure the story of a plant producing a flower and a fruit.

Buds survive the winter and blossom in the spring. Then a bee comes for nectar and carries pollen to another flower. The pollinated flower produces a fruit. We used leading questions before turning to the next page so students could participate in telling this story.

Flower to Fruit Theatre

For this activity you need to collect photos or pictures that represent different stages in the development of flowers and fruit. Student volunteers then come to the front of the class and hold a photo. These are the “actors.” The rest of the students are “directors.” They help put the “actors” in the correct order, to represent the development of the flower and growth of the fruit. We asked the “actors” to hold their photo nice and still so it could be easily seen. They also need to take direction even if they disagree with where they are being placed. The “directors” should take turns offering suggestions. Use leading questions, if needed, to help students put the photos in the right order.

We ran this activity twice, first with a set of photos depicting apple development. The photos included an apple blossom, a bee on the blossom, fruit starting to form, a small apple, and a mature apple. The second time, we used photos of a developing squash. These photos included, a small flower, a fully developed squash blossom, a small squash, and a fully-grown squash.

Snack

We served broccoli, cauliflower, veggie dip, grapes, and Johnny Jump-Ups. Johnny Jump-ups are a small edible flowers. We found them at a local farmer’s market.

Eat and enjoy!

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