



iGrow readers  
**Target Age**  
Pre-K to 2nd Grade

# ***Go, Go, Grapes!***

## ***A Fruit Chant***

### **About the book:**

*Go, Go, Grapes!*

*A Fruit Chant*

by April Pulley Sayre

Publisher: Beach Lane Books

ISBN#: 9-781442-433908

### **Nutrition Objectives**

- Identify characteristics of fruits.
- Plan how to include fruits in foods eaten each day.

### **Physical Education Objectives**

- Demonstrate movement skills.
- Work as a team.



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South Dakota State University, South Dakota counties, and USDA cooperating. South Dakota State University adheres to AA/EEO guidelines in offering educational programs and services.

## Activities

- Nutrition Activity #1: Edible Critters
- Nutrition Activity #2: Counting Seeds
- Physical Activity #1: Memory Game
- Physical Activity #2: Pick the Fruit

## Lesson Handouts

- Edible Critters
- Counting Seeds

## Parent Newsletter

- Focus on Fruit

## Intent of Lesson

Children will learn about a variety of fruits and their distinguishing characteristics.

## Previewing (5 minutes)

**Q: Describe a specific fruit to your students using descriptive adjectives. For example, say, "I'm thinking of an egg-shaped food, that's yellow," to describe a lemon. Ask, "Can you guess what food I am describing?"**

A: Possible answers: lemon, squash, pear, peach

**Q: What do you think this food is? It is small, round, red, and bumpy.**

A: Possible answers: raspberry, strawberry, tomato, cherry, grape

**Q: These are clues to our story. What do you think our story will be about?**

A: Possible answers: food, fruit, shapes and colors

## Active Reading: (10 minutes)

Announce: We will play this game again after we read *Go, Go, Grapes! A Fruit Chant* by April Pulley Sayre.

## Summarizing (5 minutes)

After reading the story tell the students: "We will look through the book again, and I want you to raise your hand if you have tasted this fruit before. Let's list on the board the ones that you have not yet tasted!" (Record on to a flipchart or whiteboard.) Look back through the book at the ones that are not very familiar.

**Q: What are some words you would use to describe each of these new fruits?**

A: Answers vary. Encourage words about shape, color, apparent texture, size.

**Q: They have interesting shapes and colors, but do you think you would like to taste these new fruits? How can you try out new fruits?**

A: Answers vary. Try them when offered at school or someone's house. Ask whoever does your grocery shopping to buy one to try it.

- Review a few of the new fruits in the guessing game, "What am I thinking of?"  
\*long, yellow, soft, white inside (banana) \*small, round, juicy, red, green or purple (grapes), \*orange, fist-sized, thick rind, juicy segments (orange), \*very big and heavy, smooth and rounded, green on the outside and red inside, very sweet and juicy (watermelon), \*other of your choice.

## Edible Critters



**15 minutes**

### Equipment:

- Edible Critters Poster
- Ingredients: cut up fruit, pretzels, mini-chocolate chips, shredded carrot, peanut butter (where allowed) or cream cheese
- Utensils: plastic knives, cutting boards, paper plates, wet wipes/ paper towels

### Directions:

- Have children wash hands before beginning the lesson.
- Ask students to describe their favorite fruits.
- Discuss with students what times of day they like to eat fruits. Specify if eaten at snack time or with a meal.
- Print and post colored copies of the Edible Critters Posters. Point out each fruit and vegetable in the snacks and help children identify them.
- Provide a variety of cut up fruit for children to copy one of the "critters" or to make up his/her own animal or insect shape to eat. Help children with objects such as skewers. Use a bit of peanut butter (where permitted) or cream cheese to stick on legs and eyes. (Optional: Provide ingredients for just one of the treats and have all children do the same creature.)

### Discuss:

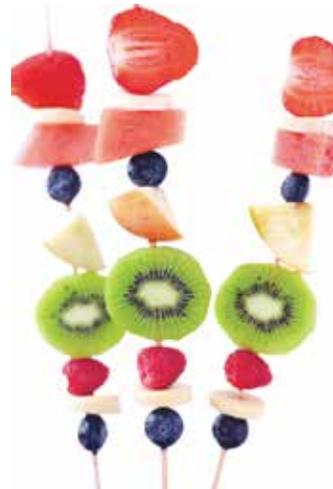
**Q: What makes these foods fun to eat? Do they taste any different when they are made into fun shapes? Are you more likely to eat fruit if it is cut up for you? Why? Why not?**

**A:** *Answers will vary.*

- Send copies of the Edible Critters home and encourage children to make the snacks for their family.

# Edible Critters: Make Fruit Even More Fun





## Counting Seeds



**20 minutes**

### Equipment:

- Counting Seeds Worksheet #1: PreK-2nd Grade
- Counting Seeds Worksheet #2: 1st-2nd Grade
- A variety of fruit seeds
- Optional: fruit to sample

### Counting and Cardinality:

- CCMS.Math.Content. K-CC

### Operations and Algebraic Thinking:

- CCSS.Math.Content. 1.OA

### Introduction:

- Explain to students that we call a food a fruit because it has one or more seeds. Seeds are important in growing fruit.
- Point out that different fruits have variety in the color, shape, and number of their seeds. Pass around samples of fruit seeds (watermelon seeds, cherry stones, peach pits, etc.) and explain which fruits the seeds are from. (Optional: bring 2 or 3 fruits to cut open and show the seeds.)
- Tell students they will be doing an activity in which they will count the number of seeds in pieces of fruit.

### Directions:

- Pass out the Counting Seeds Worksheet #1 for PreK to 2nd grade to students.
- Tell them to look at the pictures of fruit and to write the number of seeds they see in each fruit picture on the black lines.
- For children in grades 1-2, instruct them to do the Counting Seeds Math Worksheet page #2.
- After completion of the activity, count aloud with students to ensure they have the correct numbers.

### Optional:

Provide tasting samples of some less familiar fruits.

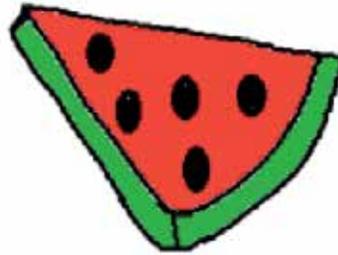
# Counting Seeds Worksheet #1

For PreKindergarten through Grade 1



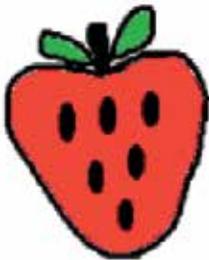
\_\_\_\_\_

orange



\_\_\_\_\_

watermelon



\_\_\_\_\_

strawberry



\_\_\_\_\_

apple



\_\_\_\_\_

grape



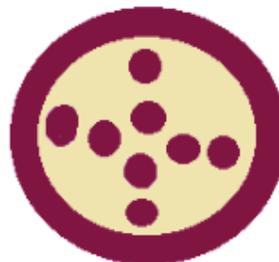
\_\_\_\_\_

kiwi



\_\_\_\_\_

plum



\_\_\_\_\_

pomegranate

## Counting Seeds Worksheet #2

For Grades 1 and 2

<p>Add the number of seeds in the orange to the number of seeds in the grape.</p> <p>Orange _____</p> <p>+ Grape _____</p> <p>= _____</p>	<p>Subtract the number of seeds in the apple from the number of seeds in the watermelon.</p> <p>Watermelon _____</p> <p>- Apple _____</p> <p>= _____</p>
<p>Add the number of seeds in the strawberry to the number of seeds in the grape.</p> <p>Strawberry _____</p> <p>+ Grape _____</p> <p>= _____</p>	<p>Subtract the number of seeds in the orange from the number of seeds in the watermelon.</p> <p>Watermelon _____</p> <p>- Orange _____</p> <p>= _____</p>
<p>Add the number of seeds in the kiwi to the number of seeds in the apple.</p> <p>Kiwi _____</p> <p>+ Apple _____</p> <p>= _____</p>	<p>Subtract the number of seeds in the orange from the number of seeds in the pomegranate.</p> <p>Pomegranate _____</p> <p>- Orange _____</p> <p>= _____</p>

## Memory Game



**20 minutes**

**Connection:**

Rely on your memory to name and recall foods based on a brief observation of their pictures.

**Equipment:**

- Food model cards (National Dairy Council, 200 cards, 1-800-426-8271) or food labels or magazine pictures of food.
- MyPlate Poster

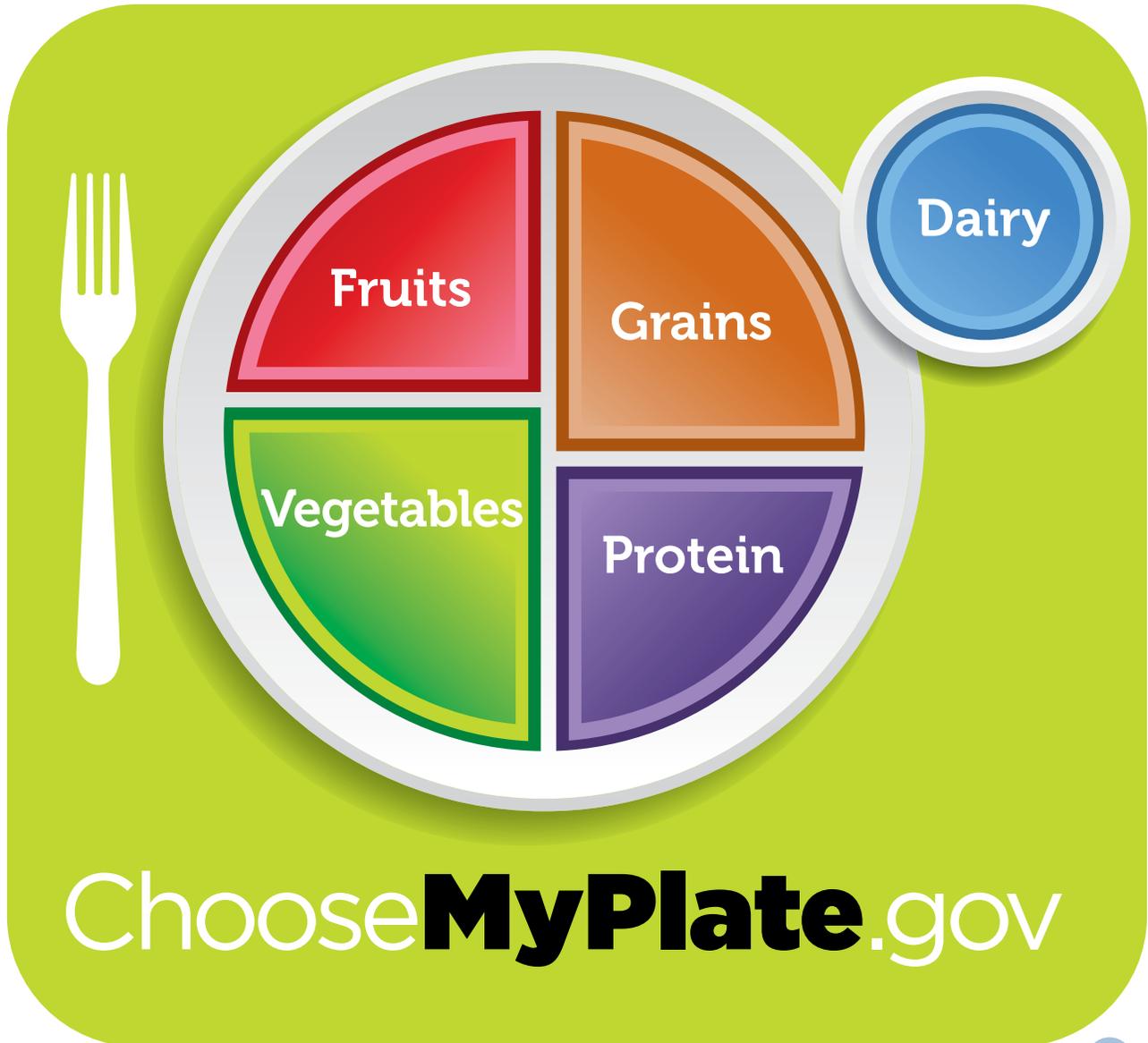
**Directions:**

1. Post the MyPlate Poster. Point out that foods belong to different MyPlate food groups. Show some food model cards to the students. Point out the picture on each card. As you show examples have children call out the food group.
2. Using one food group at a turn, lay 3 or 4 representative food model cards in a line on the table, board, or floor.
3. Have students identify the MyPlate group and then study the cards in order to remember them.
4. Tell your students to turn their backs to the line of cards and jog in place or jog several times around the room while you remove one card from the line up.
5. When they return have them guess which card you took away. Again review the food group that they represent.
6. Choose food groups, one at a time, and repeat until most students have had a chance to guess. Jog between turns.

**Option:** For older children, choose food model cards one from each of the 5 food groups for each turn.

**Closure:**

How did you improve at remembering what was missing? What food groups did you find?



Choose **MyPlate**.gov

## Pick the Fruit



**20 minutes**

### Connection:

Most fruit is harvested by teams of workers who pick the fruit. This activity is for a team to pick fruit quickly and deliver it to the “truck”.

### Equipment:

- Photo copy several of a large variety of fruit food model cards (National Dairy Council, 200 cards, 1-800-426-8271)
- 4 boxes or bags

### Directions:

1. Divide students into 3 or 4 teams with each team having a box or large bag representing their “truck” in one corner of the playing area. Designate an “orchard” circle in the center. Place food model cards in the “orchard”.
2. The leader will call out a fruit characteristic. One player at a time, students will run to the center to get a food model card that matches the description. When one child returns the card to their “truck,” then the next child goes.
3. Try to allow each child to go once to the “orchard” during each turn. Review after each turn what the children chose. Return cards to the “orchard” for the next round.
4. Possible descriptions include:
 

red fruit	white on the inside
round fruit	has sections
bigger than a softball	bumpy outside
fuzzy outside	very juicy
many small seeds	one large seed
purple fruit	orange fruit
has a funny name	sour fruit

### Closure:

What ways did you move to get your “truck” full?

## Focus on Fruit

### Family Fun

For a family activity check out the book, *Go, Go, Grapes! A Fruit Chant* from your local library. Read together and then try a fruit that is new to you or a new recipe that includes fruit.

### Fruitful Benefits

Fruits are great because they are yummy and nutritious. Here are some of the benefits of fruit:

- Low in calories, fat, and sodium.
- May help prevent kidney problems.
- None have cholesterol
- Great sources of potassium, Vitamin C, dietary fiber and folate.
- Reduce risk of heart disease, type 2 diabetes and obesity.
- Potassium helps maintain good blood pressure.
- Vitamin C prevents gum disease and is important for growth and repair of body tissues.
- Dietary fiber helps lower blood cholesterol levels and may decrease risk of heart disease.
- Folate (folic acid) helps the body form red blood cells.



### Fruity Nutrients

Different fruits provide many of the health benefits described above. Here are some sources in which you can find these nutrients:

- Fruits rich in potassium: bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, melon, and orange juice
- Fruits rich in fiber: any whole or cut up fruit. Fruit juices and purees have less fiber.
- Fruits rich in vitamin C: oranges, orange juice, strawberries, kiwis and pineapple
- Fruits rich in folate: avocados, raspberries, and blackberries

## Eat More Fruit!

Some ways to help make fruit a part of your family's regular diet:

1. Keep a bowl of fruit on the counter or table in the kitchen.
2. Buy fresh fruits when they are in season and add them to sweeten recipes.
3. Buy frozen, dried, and canned fruits too!
4. Focus more on whole or cut-up fruit, as these sources have more fiber.
5. Set an example for your kids by making fruits a part of every day meals and snacks.
6. Top both cereal and yogurt with fruit at breakfast time.
7. Add sliced and whole fruits to your kids' lunch boxes.
8. Serve fruit with dinner too by adding it to salads.
9. Snack on dried fruits like raisins. These store very well.
10. Always rinse fruits before cutting, serving, or eating them.



### Splendid Fruit Salad

**Servings:** 4

**Ingredients:**

- 3 Tablespoons frozen orange juice concentrate
- 2 medium apples
- 1 orange
- 1 banana

**Instructions:**

1. Measure the orange juice concentrate into a bowl.
2. Wash and dice apples and place in the bowl.

3. Peel and slice the orange and banana.
4. Mix fruit with juice by stirring.
5. Serve immediately or store in the refrigerator.

**Tips:**

- Add other fruits as desired: watermelon, grapes, cantaloupe.
- Try adding 1/4 cup raisins, 1 cup miniature marshmallows, and 1/4 cup chopped walnuts or peanuts for some extra crunch and flavor!

**Nutrition Facts:** Calories 110, Total Fat 0g, Cholesterol 0mg, Sodium 0mg, Total Carbohydrate 28g, Dietary Fiber 4g, Protein 1g.

**Sources:** <http://www.choosemyplate.gov/food-groups/fruits-why.html>

<http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet3FocusOnFruits.pdf>

<http://www.extension.iastate.edu/foodsavings/recipes/splendid-fruit-salad>