

Fruit and Vegetable BINGO

Grade Level(s)

1st grade

Estimated Time

30 minutes

Purpose

Students will recognize the names of different fruits and vegetables and understand why they are important.

Materials

Links:

Website: www.linncoag.com -2020/21 virtual learning-drop down- May

Book: Tops and Bottoms

Instructional video: [Fruit and Vegetable BINGO - YouTube](#)

Others:

BINGO cards and corn kernels

Fruit and vegetable picture cards

Parts of a plant worksheet and pictures

Vocabulary

Fruit: part of a flowering plant that contains the seeds; fruits that we eat are usually fleshy, juicy, and sweet, like strawberries, apples, and pineapple, but some are less sweet, like tomatoes and cucumbers

Vegetable: any edible part of a plant that is not a fruit, such as the root (carrot), tuber (a potato), seed (a pea), stem (asparagus), flower bud (broccoli), or leaf (lettuce); vegetables can be eaten whole or in part, raw, or cooked

Background

It is a known fact that having a diet consisting of **fruits** and **vegetables** is good for human health. However, knowing the nutritional value, classification, and how to prepare them for eating is also important. Fruits and vegetables should replace the unhealthy foods in our diets, not simply just be an addition. They both provide a rich source of vitamins, minerals, and fiber in addition to being low in calories and cholesterol. Some have been proven to reduce chronic illnesses such as diabetes, cancer, and certain heart conditions. However, if young students don't understand the value of their own nutrition then it is highly unlikely, they will choose fruits and vegetables in their diets.

Did you know?

- Fruits and vegetables are nutritious in every form; fresh, frozen, or canned and as a delicious drink if the juice is 100%.
- Brussels Sprouts is one of the most nutritious vegetables, but one of the most disliked because of its taste.
- Watermelons can keep you hydrated.
- Blueberries improve night vision.

Interest Approach – Engagement

1. Review the vocabulary, **fruit**: part of a flowering plant that contains the seeds; fruits that we eat are usually fleshy, juicy, and sweet, like strawberries, apples, and pineapple, but some are less sweet, like tomatoes and cucumbers. **vegetable**: any edible part of a plant that is not a fruit, such as the root (carrot), tuber (a potato), seed (a pea), stem (asparagus), flower bud (broccoli), or leaf (lettuce); vegetables can be eaten whole or in part, raw, or cooked.
2. Now discuss the difference between a fruit and vegetable in simple terms.
 - Fruits are often sweet (strawberry)
 - Fruits are sometimes sour (lemon)
 - Fruits help our bodies heal
 - Vegetables aren't usually sweet as fruits
 - Vegetables help our bodies grow
 - Both contain many vitamins needed for the body

Procedures

1. Watch the instructional video
2. Read Tops and Bottoms
3. Review the parts of a plant, explaining to the students that the fruits and vegetables we eat come from many parts of the plant—roots, stem, leaves, flower, fruit, and seeds.
4. Pass out the “I can eat a whole plant” worksheet and the pictures. Ask the students to glue the picture to the corresponding part of a plant.
5. Review with Vegetable BINGO! Pass out the BINGO cards and corn kernels. Ask the students to cover the free space. Read the Fruit and Vegetable Cards. Show the students the picture of the fruit or vegetable and ask them to identify (it is a good idea to hold the card under a document camera). Students will cover the spaces with the kernels. Repeat until a student shouts BINGO.
6. Optional: MyPlate discussion

Organization Affiliation

National Ag in the Classroom

Agriculture Literacy Outcomes

- Describe how farmers use land to grow crops and support livestock (T1.K-2.a)
- Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes (T5.K-2.d)

- Recognize that agriculture provides our most basic necessities: food, fiber, energy and shelter (T3.K-2.b)
- Identify healthy food options (T3.K-2.a)
- Identify examples of feed/food products eaten by animals and people (T2.K-2.c)
- Explain how farmers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop (T2.K-2.a)

Iowa/ Common Core Standards

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-3 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

21.K-2.HL.4 Identify influences that affect personal health and the health of others.