

Fruits & Vegetables Identification Cards



Ages 10 - 14

Lesson Overview:

There are many ways to use this set of 126 fruits and vegetables identification cards. Below are a variety of suggested activities on how they can be used. If 126 fruits and vegetables are too many to print in multiples, feel free to print only a sample of the cards.

Learning Outcomes:

Students will:

- consider familiar and unfamiliar fruits and vegetables.
- will be able to recognize fruit and vegetables as plant foods.
- will be able to categorize and subcategorize fruits and vegetables based on physical characteristics of plants.

Materials:

- Printed 126 cards, or a selection of them. Multiple sets are helpful for dividing up individuals into smaller groups. Consider laminating and colour coding sets for easy organizing and extended use.

LESSON

Activity 1: Categorizing Fruits and Vegetables (requires one deck or partial deck). In groups, have students organize the fruit and vegetable cards into piles based on varying criteria:

- Fruits & Vegetables:** Fruits and vegetables are classified depending on which part of the plant they come from. A fruit develops from the flower of the plant and contain seeds or pits. There are several plants that we may consider to be vegetables when they are in fact fruit. For example, tomatoes and pumpkins. Vegetables are other plant parts like the roots, stems, and leaves. Pile 1: fruit, pile 2: vegetables.
- Pits & Seeds:** Pits and seeds are necessary for fruits to reproduce and grown new plants. A pit, or stone, is a large single hard-shelled seed found within the fruit, like an avocado. Alternatively, there are many seeds within any single fruit, like an apple. Sort the fruit into two piles: seeds and pits.
- Parts of the Plant.** Now pick up the vegetable cards. Vegetables are the other edible parts of the plants, like the roots, stems, and leaves. Some foods we consider to be vegetables when they are not even plants! Sort the vegetables into four categories: roots, stems, leaves, and mushrooms.

Roots: Most roots grow underground. Roots hold a plant in the soil and take in water and dissolved minerals.

Stems: The main job of stems is to support the leaves and fruit. Stems carry water and minerals between the roots and leaves. In some plants, stems store food.

Leaves: Flat, often green, and thin. Leaves capture energy from the sun and convert it into sugars.

Mushrooms: Mushrooms do not contain leaves, roots, or seeds, and uniquely do not require light to grow, which is why they are not considered a plant. Mushrooms are a type of fungi. Not all mushrooms found in nature are safe to eat.

Activity 2: Memory/Matching (requires two partial decks, where each card has a matching pair). Shuffle the cards and lay them face-side down on a table. The first player turns over 2 cards. If the pictures match, the player keeps the cards and tries again for another match. If they do not match the cards are turned over again and the next player takes a turn. Once all pairs have been identified, the individual with the most pairs wins.

Activity 3: Other Ways to Sort.

- i. **Familiar Foods.** Pile 1: Familiar foods, Pile 2: unfamiliar foods. This is subjective but allows students to reflect and share their personal food exposure.
- ii. **Local Foods.** Pile 1: grown in Canada, Pile 2: grown elsewhere.
- iii. **Colour.** Pile 1: Red, Pile 2: Orange, Pile 3: Yellow, Pile 4: Green, Pile 5: Blue/Purple, Pile 6: White, Pile 7: Brown
- iv. **Above or Below Soil.** Pile 1: grown underground, Pile 2: grown above ground.
- v. **Other:** Have students create their own way to categorize fruit and vegetables. Perhaps by size, shape, or when they are in season.

Appendices:

- Appendix 1 - Fruit and Vegetables Identification Cards