

Fruit or Vegetable?

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This lesson focuses on building understanding of scientific classification and plant structure.

Requires: Fruit samples, Fruit samples

Grade Level: 5-7

Duration: 1-2 class periods. (2 periods minimum, depends on student knowledge. (2) include background information and objectives (depending on number of specimens available). (2) include an alternative/extension-based assessment. (2) include an evaluation/assessment)

Standards

Order of Fundamental Concept: Form & Function

Learning Objectives/Content Standards

Content Standard A: Science as Inquiry

- Develop scientific skills and scientific inquiry
- Understand about scientific inquiry

Content Standard C: Life Science

- Cellular and Tissue Structure of Living Systems
 - Identify and understand function of a diverse variety of plant structures (fruit) in relation to reproductive function (seed, seed dispersal, defense, survival, etc.) and understand how these structures function in relation to the seed and embryo. (e.g. seed structure and attachment to the seed or support and water)
- Structure and Function of Organisms
 - Explain the structure of plants, roots, and stems and how they are adapted to various environments (e.g. desert, wetland, etc.) and how they are adapted to various environments (e.g. desert, wetland, etc.)
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- Regulation and Behavior
 - Explain the structure of plants, roots, and stems and how they are adapted to various environments (e.g. desert, wetland, etc.) and how they are adapted to various environments (e.g. desert, wetland, etc.)

Activities/Other Resources

Source: Inquiry Process

- Concept 1: Scientific Thinking (Investigating and Modeling)