Harvest of the Month

September: Bell Peppers

Nutrition News—

A member of the same nightshade family as tomatoes and potatoes, bell peppers are an excellent source of vitamin A and vitamin C.

Enjoy sliced bell peppers with your favorite dip as a healthy alternative to chips.

Did you know?

One bell pepper has more vitamin C than an orange.

AGRICULTURE IN THE CLASSROOM
AgInTheClass.org

Sink or Float?

PreK Content Area:

Science: Investigation, Matter

Social Studies: Descriptive Words

Literacy: Oral Expression, Vocabulary

Objectives:

Students will be able to—

- Make predictions whether common fruits and vegetables will sink or float based on size and density.
- Draw a bar graph and develop a conclusion regarding common fruits and vegetables and their ability to sink or float.

Materials:

- Large clear plastic container that will hold at least 2 gallons of water
- At least 2 gallons water
- A variety of fresh produce (at least 20 in assorted sizes, shapes, colors, etc.) Some good examples: apple, cucumber, bell pepper, orange, grapes, cherry tomatoes, squash, small pumpkin
- 1" square graph paper
- Crayons or markers

AGRICULTURE IN THE CLASSROOM℠
AgInTheClass.org

Background Knowledge:

The fruit of the plant is the part of the plant that holds the seeds. Thus, botanically speaking, vegetables such as bell peppers, cucumbers, and squash are actually fruits. Some fruits have dense flesh surrounding the seeds, while others have more hollow space. Such density will determine whether an item sinks or floats when placed in a bucket of water. The ability to float in liquid is called buoyancy.

Procedure:

1. Place the large clear plastic container in front of the class at a point where all students can see it.
2. Fill container ½ full with water.
3. As you show each fruit or vegetable, have students predict if it will sink or float. Discuss that when we try things to see if our predictions are correct, this is called an experiment.
4. Then have a student come up for each item and drop it in the water. Have a chart made up on chart paper titled "Sink or Float" with the fruits and vegetables listed. As they see whether the item sinks or floats have them color in a box under sink or float to create a bar graph.
5. At the conclusion of the experiment, have students tally the chart. How many of their predictions were accurate? How many items sink? How many items float? Which category has the most? Least? How many more does ___ have than _____?