

SC Farm Bureau  
Ag in the Classroom  
Post Office Box 754  
Columbia, SC 29202

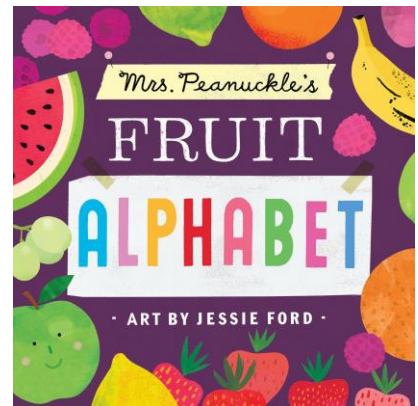


August 2019

*Mrs. Peanuckle's Fruit*

*Alphabet By: Mrs. Peanuckle*

***Mrs. Peanuckle's Fruit Alphabet*** introduces children to the colorful foods that will help them grow up to be healthy and strong. Children and parents alike will want to devour the fun facts and charming illustrations of fruits from the familiar banana to the not as familiar yumberry.<sup>1</sup>



### **Did You Know? (Ag Facts) <sup>2</sup>**

- Peaches are a good source of Vitamin C, Vitamin A, and potassium.
- A nectarine is a peach that has a mutation where the skin does not produce fuzz. It occurs naturally.
- Peaches originated in China.

### **Discussion Questions**

- What's your favorite fruit? Why?
- Have you ever picked fruit from a vine or tree? Tell us about your experience.

Grade Level(s): PK-2

Purpose: Students will use the five senses to investigate peaches, identify the parts of a peach, and learn how peaches are grown.

Vocabulary:

- exocarp - the skin of a peach
- endocarp - better known as the stone, or pit, of a peach; this is where the seed resides
- mesocarp - fleshy, middle layer of peach under the skin
- **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 Agricultural Connections <sup>2</sup>

Peaches originated in China, where they have been cultivated for over 3000 years. In 1571, Spanish missionaries brought peaches to the “New World” – what we now know as St. Simons Island, Georgia. By the mid-1700’s, peaches were being cultivated by the Cherokee Indians.

Peaches are classified by flesh texture as either melting, nonmelting, or stony hard. Melting flesh peaches become softer as they ripen and, when fully mature, actually “melt in your mouth”. Nonmelting flesh peaches remain firm in texture, even when fully mature. Some may even refer to these as tasting “rubbery” or “chewy”. Nonmelting flesh peaches are mostly used for commercial canning. The stony hard flesh type is never soft, even when fully ripe. Some may describe these as tasting “crisp”.

Most peach trees in South Carolina’s commercial orchards actually begin in reputable Tennessee nurseries. First, a seedling rootstock is grown, and then a desirable cultivar is grafted onto that seedling. Nursery men go to the farmer’s orchard and cut shoots from this year’s growth on the peach tree to be able to graft (or join) those buds on the seedling. In the fall, nurseries dig the trees and ship to SC for planting in the winter. Producers will monitor the peach trees for several years – pruning in the winter and fertilizing in the spring – before they “crop the trees” (or let them produce fruit) during their third year of life. Unless plagued by disease, these trees may produce fruit for approximately 15 years.

Although Georgia is known as the “Peach State”, SC produces more peaches than our neighboring state, only second in production to California. However, Georgia and South Carolina enjoy similar soil types and climate, so the states grow many of the same cultivars (or different types of peaches). Peaches are grown in three primary regions: the Piedmont, “The Ridge” region between Columbia and Augusta, and the coastal plains. In SC, the peach harvest begins in early May and ends in mid-September.

## Just “Peachy”

### Materials:

- Peaches (canned, dried, fresh, and frozen)
- Which Peach is Best? chart paper
- “The Perfect Peach” poster
- *Mrs. Peanuckle’s Fruit Alphabet*
- Sticky notes

### Procedures:

1. Read *Mrs. Peanuckle’s Fruit Alphabet* to students. Discuss with them different fruits that are grown in SC – melons, peaches, raspberries, strawberries, tomatoes, etc. Explain to them that today the activity will focus just on peaches.
2. Show students “The Perfect Peach” poster. Explain to them how peaches grow in SC by following the poster information. Cut a fresh peach and let them see the stone, or “pit”. Explain to them the difference between the skin, the flesh, the stone, and how the seed resides inside the stone.
3. Serve students the different types of peaches (canned, dried, fresh, and frozen).
4. Have students vote on their favorite by placing a sticky note with their name on it on top of the type of peach they like. This will construct a class bar graph.
5. Analyze which type was most popular, least popular, etc. Discuss how we all like different things, so producers have to provide lots of variety.

## Five Senses Peach Investigation <sup>3</sup>

### Materials:

- 5 senses chart, 1 per student (or 1 for class displayed)
- A variety of fresh peaches
- Cutting board
- Knife
- *Peach Book Template*
- Lined paper, 5 pieces per student
- Cardstock
- Hole punch
- Ribbon

### Procedures:

1. Before beginning this activity, students should wash their hands.
2. Ask students to identify their five senses—see, smell, feel, hear, taste. Explain that they will be using their five senses to observe peaches. Give each student a *5 Senses Chart*.
3. Show students the three different types of peaches. Ask them to describe what they see. Point out the skin, flesh, and pit. Cut a peach in half crosswise. Ask the students to describe what they see. Write their descriptive words on the board under the “See” column. Explain that descriptive words are called adjectives. The students should choose at least two adjectives to write on their own *5 Senses Chart*. At the end of the activity, they will use the adjectives on their chart to write a poem about peaches.

4. Cut each peach into slices. Give a slice of each peach variety to each student. Ask them to smell the peaches and describe what they smell. Write their adjectives on the poster under the "Smell" column and have them write at least two adjectives on their chart.
5. Ask the students to feel the peach slices and describe what they feel. Write their adjectives on the poster under the "Feel" column and have them write at least two adjectives on their chart.
6. Ask the students to take a bite out of one peach slice and describe what they hear. Write their adjectives on the poster under the "Hear" column and have them write at least two adjectives on their chart.
7. Ask the students to taste each slice of peach and describe what they taste. Write their adjectives on the poster under the "Taste" column and have them write at least two adjectives on their chart.
8. Each student will choose adjectives from their *5 Senses Chart* to create a poem about peaches. For each sense, they will write a sentence about the peaches they were able to see, smell, feel, hear, and taste. Using the "Peach Book" template printed on card stock, join five notebook paper pages for the book, and then a piece of cardstock for the back. Write each sentence on one page of the book. Secure the book using a hole punch and ribbon.

### Fruit and Vegetable Bingo<sup>3</sup>

#### Materials:

- *Fruit and Vegetable Bingo Cards* (seven different cards provided)
- Dried beans (optional)
- Crayons
- *Fruit and Vegetable Picture Cards*
- Fruits and vegetables cut for snacks

#### Procedures:

*Teacher Tip: Because there are only seven different Bingo Cards, there is the possibility of several winners if students recognize the names of the different fruits and vegetables.*

1. Distribute copies of the seven different *Bingo Cards* to students.
2. Randomly call out the names of the different fruits and vegetables: apple, grapes, strawberry, orange, pear, carrot, peas, potato, broccoli, corn, bananas, pumpkin, lemon, chili peppers, onion, pineapple, watermelon, avocado, celery, bell pepper, tomatoes, peaches, cherries, eggplant.
3. Have students cover the appropriate square with a dried bean or X the square out with a crayon.
4. Reward students who successfully call out "Bingo" with a choice of their favorite fruit or vegetable snack.

#### Enriching Activities

- **Peach Perfect Poems:** Students brainstorm words that rhyme with peach. Students brainstorm words that describe peaches (encourage students to try locally grown peaches when available in the cafeteria; talk to the Cafeteria Manager regarding

availability). Have students write poems about peaches, using the rhyming and descriptive words.

- Pretty as a Peach: Save or obtain peach pits (Work with Cafeteria Manager to determine when peaches are available in the cafeteria and encourage students to try the peaches and save the pit). Clean and dry the peach pits. Place a piece of paper in a box or tray. Add various color paint squirts to the paper. Add the cleaned and dried peach pit to the box or tray. Have students tilt and shake the box or tray to move the pit around and “paint” the paper.

#### Suggested Companion Resources

- [SC Peach Council](#) (website)
- [Everything About Peaches](#) (videos)
- [From Pit to Peach Tree](#) (book)

#### Sources/Credits

1. Peanuckle. (2017). *Mrs. Peanuckle’s Fruit Alphabet*. NYC: Random House.
2. Clemson University
3. Lesson adapted from Utah Ag in the Classroom

#### Suggested SC Standards Met:

##### English/Language Arts:

- K.RI.1: Demonstrate understanding of the organization and basic features of print.
- K.RI.2: Demonstrate understanding of spoken words, syllables, and sounds.
- K.RI.6: Summarize key details and ideas to support analysis of central ideas.
- K.W.2.1: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic
- 1.RI.1: Demonstrate understanding of the organization and basic features of print.
- 1.RI.2: Demonstrate understanding of spoken words, syllables, and sounds.
- 1.RI.6: Summarize key details and ideas to support analysis of central ideas.
- 2.RI.10.1: Identify and analyze the author’s purpose.
- 2.W.4.5: Use adjectives and adverbs, and choose between them depending on what is to be modified.

##### Science:

- K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.
- 1.L.5: The student will demonstrate an understanding of how the structures of plants help them survive and grow in their environments.

##### Math:

- K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.
- 1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
- 2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

# The Perfect Peach

1



Most farmers replant one year old trees that were started at a reputable nursery. This ensures they are true to variety and disease-free.



2



Each winter, farmers must prune trees to keep them healthy. Fertilizer is applied to trees in the spring to enhance growth.



4



In the spring, trees produce blooms that will transform into peaches over the next few months.



3



These two-year old trees will be monitored for at least another year before they begin to produce fruit.



5



Green fruit are hard and sour but they soon transform into colorful, delicious peaches.



6



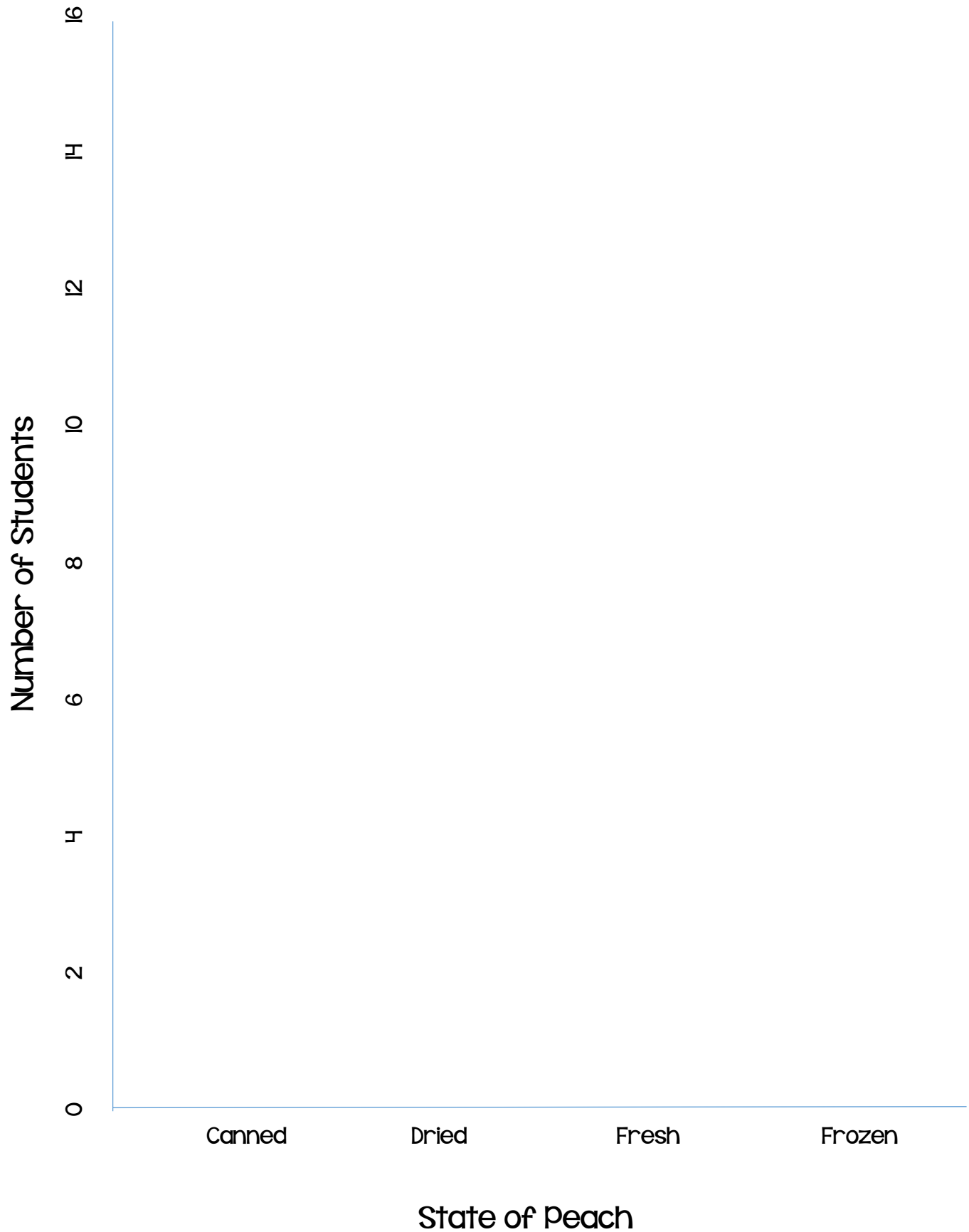
Peaches are harvested mid-May through mid-September in SC.



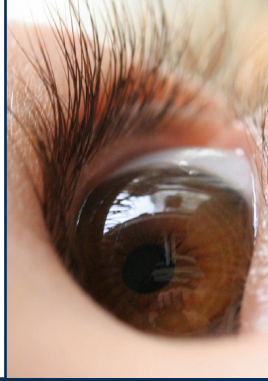
For more information, visit [scfb.org/ag-education](http://scfb.org/ag-education)



# Which Peach Is Best?



# 5 Senses Chart



**See**



**Smell**



**Feel**



**Hear**



**Taste**

--

--

--

--

--





**My  
Peach  
Poem**

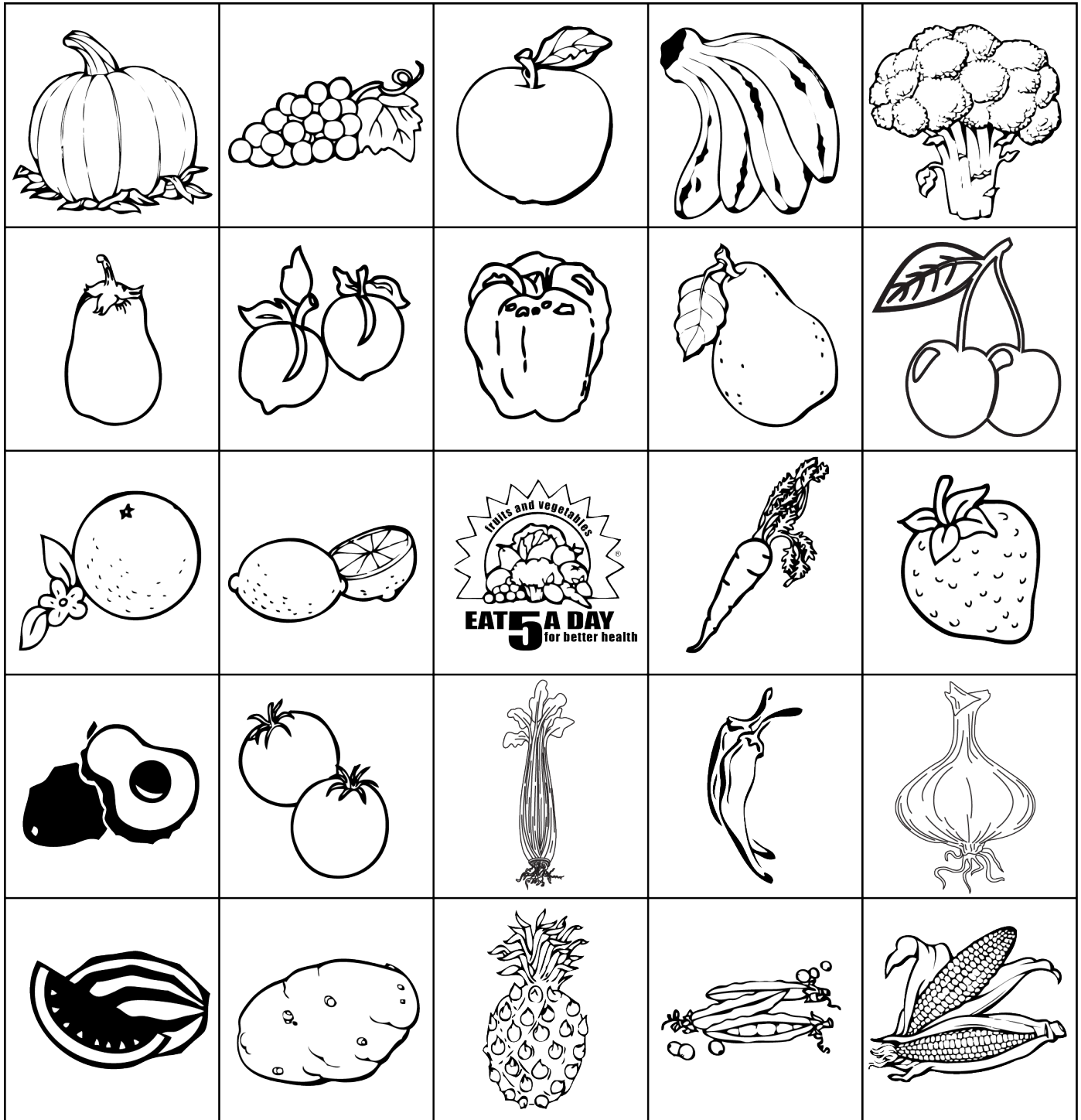
**By: \_\_\_\_\_**

**Fruit & Vegetable Bingo Cards are NOT included in this printed copy. Please print from our website.**

**<https://www.scfb.org/book-of-the-month>**



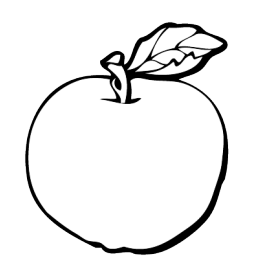
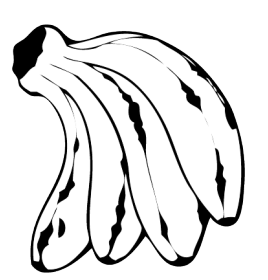
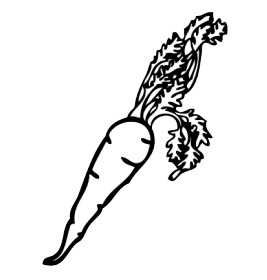
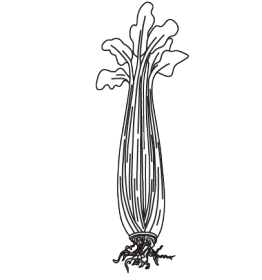


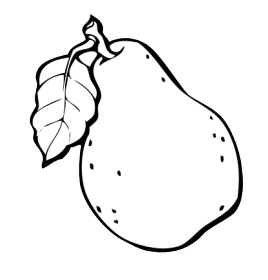
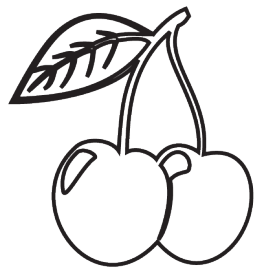
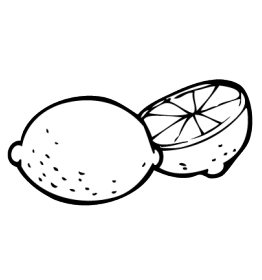
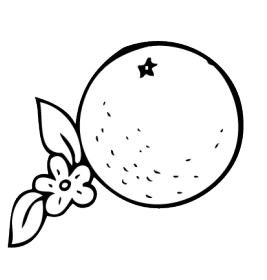


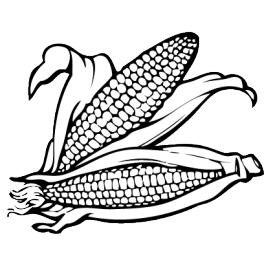
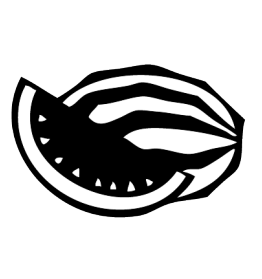
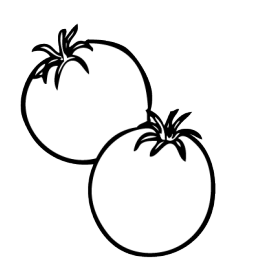
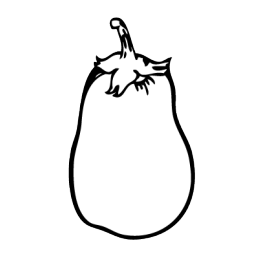
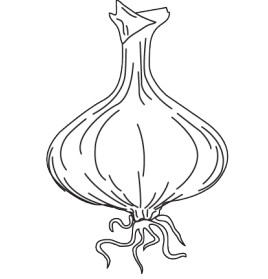


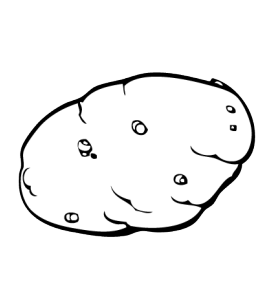
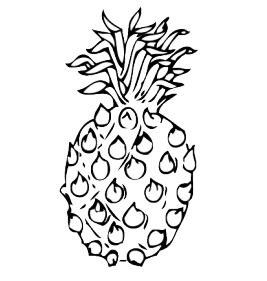

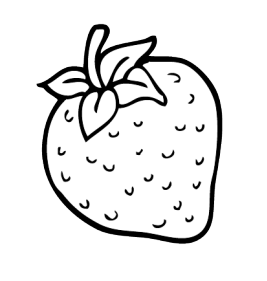
# Fruit & Vegetable Bingo

Cover the fruit or vegetable with a bean or X when the name of the fruit or vegetable is called out.



# Fruit & Vegetable Bingo

Cover the fruit or vegetable with a bean or X when the name of the fruit or vegetable is called out.

# Fruit & Vegetable Bingo

Cover the fruit or vegetable with a bean or X when the name of the fruit or vegetable is called out.

