**ACTIVITY: Matching seeds and fruits**

**Activity idea**

In this activity, students use activity cards to match seeds with the fruits from which they grow.

By the end of this activity, students should be able to:

* match a few seeds to the fruits from which they grow
* begin to explain that plants growing from a seed will produce the same type of flower, fruit and seeds
* begin to group seeds according to common characteristics (optional).

[Introduction/background notes](#Introduction)

[What you need](#need)

[What to do](#Do)

[Image cards](#cards)

**Introduction/background**

In this activity, students match seeds with the fruits they produce. Through discussion, they learn that plants growing from a seed will produce the same type of flower, fruit and seeds. Students also discuss why plants produce the fruits that hold the seeds.

As an extension idea, after students have matched the seeds with the fruits, they can then go on to group the seeds according to common characteristics. This is an early introduction to classification.

**What you need**

* A piece of fruit – such as a pear or tomato
* Small knife and cutting board
* A set of [image cards](#cards) for each group
* A variety of seed types (optional)

**What to do**

1. Introduce the activity by cutting open a piece of fruit and removing some of the seeds. Encourage students to share their ideas about the seeds.
2. Explain that a seed will produce a plant with the same type of flower, fruit and seeds. For example, an apple seed produces an apple tree, which produces apple blossoms, apples and apple seeds.
3. Discuss the role of the fruit – its purpose is to protect the seeds and to encourage dispersal (to spread the seeds away from the parent plant).
4. Provide groups of students with a set of [image cards](#cards). Ask the students to match the seeds with the fruits they produce.
5. Discuss the results.

***Optional***

1. Begin a simple discussion regarding classification. Explain that scientists group things, such as plants, animals or even rocks, according to shared characteristics. To clarify this idea, ask students for the names of several animals.
2. As a class, group them according to characteristics chosen by one of the students, for example, number of legs, whether the animal lives on land or in the water and so on.
3. Using either the [image cards](#cards) or actual seeds, ask the students to group or classify their seeds. There are no right or wrong answers, but students will need to justify their choices. For example, categories might be based on size, shape, colour or whether the seeds are eaten or not.
4. Encourage students to share their categories and to explain why they chose them.

**Image cards**





