

Do All Apples Have The Same Number Of Seeds?

(From the book *Get Growing* by Lois Walker)

This experiment may be used with any seeded fruit such as grapes, oranges, grapefruits, pears, or pomegranates. Math and science could be incorporated into this activity.

You Will Need:

3 yellow apples of the same size
3 red apples of the same size
3 green apples of the same size
Knife to cut the apples
Cutting board
9 paper towels
Glue for pasting the seeds
Cardboard/Bristol board
1 red crayon or marker
1 black crayon or marker



Instructions:

1. Before the experiment, have the students state their opinions whether all apples have the same number of seeds. Encourage students to estimate the number of seeds that each apple may contain.
2. Number the paper towels (from 1-9) using the red crayon.
3. Cut the apples in half and place each apple (both its halves) on one of the paper towels.
4. Remove the seeds from each of the apples and place the seeds with their apple on the paper towel.
5. You may eat the apples but remember which seeds belong to which apple. It may be helpful to label the paper towel (red apple or by its name i.e. red delicious).
6. Count the seeds and write the number on each of their paper towels using the black crayon.
7. Make a chart labeling it by its colour or name. Record the number of seeds for each apple.
8. Do all apples have the same number of seeds? Do all of the apples of the same colour have the same number of seeds?

Dissect An Apple

(Adapted from the <http://www.alphabet-soup.net/dir2/applegame.html>)

You Will Need:

1 Bag of apples
Spoons
Dull knives or plastic knives
Magnifying glasses
Watch or timer

Instructions:

1. Give each student an apple, spoon, knife or divide the students to work in pairs to reduce the number of materials.
2. Have the students observe the exterior of the apple. Have students record their observations. Items to describe could be the texture, physical appearance, and smell.
3. Have the students remove a part of the skin using a dull knife. Have them describe their observations once again. Is it possible to measure the thickness of the apple's skin?
4. Have students cut the apple in half. Have students place one half a side and begin to record the time it will take for the flesh to oxidize (turn brown).
5. Meanwhile have students taste a small piece of the other half to record further observations. Have them record the interior appearance including the seeds.
6. Have students estimate the number of seeds in their apple. Once the full time is recorded for the other half of the apple have the students remove the seeds from both halves. Were they correct with their estimations?
7. Have students draw a diagram of the apple and its different layers. Have students share their results with the class.

