

# Pairing Up With Pears

## Objective

Students will read about pears and write creative narratives about the life of a pear. Students will read a folk tale about pears and answer comprehension questions.

## Background

Pears are fruit that grows on trees. Pears as we know them have been bred and cultivated for thousands of years. They started out as wild forest fruits scattered across Asia and Europe. Early colonists were the first to bring pear trees to America's eastern settlements. They thrived there until blights proved too severe to sustain widespread cultivation. By contrast, the pear trees carried west by pioneers to Oregon and Washington in the 1800s thrived in the Pacific Northwest.

Pears species are varied because the flower usually requires pollen from a different variety of pear to produce fruit. Each tree is potentially a new variety of pear, so pears are as unique as human children. Because of this, grafting techniques are important in pear production. Grafting techniques in pear trees have been traced back to the ancient Greeks and Romans.

Washington and Oregon are the leading pear producers in the US; however, pears are also grown in home gardens in Oklahoma. Pears can be grown throughout Oklahoma, except in the northwest, where water is limited and the growing season is too short. Pears grown in southeastern Oklahoma have more problems with fire blight, since it is promoted by rainfall. Pears are typically the remaining fruit trees found on old homesteads in Oklahoma because they are tough, resilient trees. Most early settlers planted a fruit orchard for personal use.

If planted as a sapling, a pear tree can take anywhere from 4-6 years to begin bearing fruit. Its brilliant white flowers distinguish a full-grown tree in early spring. The pear harvest begins in August and continues through October. Pears are harvested when fully mature but not yet ripe to keep flavor at its peak.

Pears are an excellent source of fiber and Vitamin C. The edible skin of pears is an additional source of fiber.

## English Language Arts

1. Read and discuss background and vocabulary.  
—Using the background information and other print and online research materials, students will write descriptive narratives in which they pretend they are pears, starting as early as they like in the pear's life cycle and giving the pears pretend personalities. They might be fearful at harvest time because they do not know what will happen to them but happy when they see all the other pears being harvested. Narratives should have a clear theme and the thought process must be organized.

## Oklahoma Academic Standards

### GRADE 1

Speaking and Listening:  
R.1,2,3,4; W.1,2. Reading and Writing Process: R.1; W.1,2.  
Critical Reading and Writing:  
R.3,4,5; W.1  
Data & Probability: 1.1,2,3  
Economics: 2  
Visual Art: 1.1; 3.2

### GRADE 2

Speaking and Listening:  
R.1,2,3,4; W.1,2. Reading and Writing Process: R.1,3; W.1,2.  
Critical Reading and Writing:  
R.3,5; W.1. Vocabulary: R.4  
Data & Probability: 1.2,4  
Visual Art: 1.1; 3.2

### GRADE 3

Speaking and Listening:  
R.1,2,3; W.1,2. Reading and Writing Process: R.1,3; W.1,2.  
Critical Reading and Writing:  
R.3; W.1. Vocabulary: R.4  
Data & Probability: 1.  
Visual Art: 1.1; 3.2

## Materials

red, yellow, green and brown pears

paring knives

## Vocabulary

**blight**—a plant disease **bred**—grown in a specified environment or way **commercially**—able to yield or make a profit

**consumer**—a buyer of goods or services crop— **cultivated**—prepared and used for raising crops **distinguished**—recognized as distinct or different

**edible**—fit to be eaten as food

**fiber**— coarse, ingestible plant matter

**graft**— a bud or shoot of a plant inserted in a groove, slit, or the like in a stem or stock of another plant in which it continues to grow.

**harvest**—a supply of anything gathered at maturity, such as crops

**mature**— complete in natural growth and development **orchard**—area of fruit or nut trees **peak**— the highest point of development

**pollen**— the fertilizing element of flowering plants, consisting of fine, powdery, yellowish grains, sometimes in masses

**potential**— capable of being or becoming

**producer**—a person, company, or country that produces goods or services for sale

**ripe**— fully grown and developed

**sapling**— a young tree

**sustain**— lasting in a healthy manner over a period of time

**thrive**— to grow well and be healthy

**unique**— being the only one of a kind

**varied**— diverse in nature

**variety**—a group that is distinguished from other groups by a specific characteristic or set of characteristics.

Students will use descriptive words that describe color, texture, feel and taste.

—When rough drafts are completed, students will come together in pairs and trade papers. Each student will read the other’s paper and make comments about possible revisions. Comments should be helpful and should pertain only to the current assignment. Possible suggestions might be—“needs better organization,” or “wording is unclear.”

### 2. Pair of Pears Homonym Scoot

—Distribute pre-made numbered answer sheets to each student.

—Print and cut apart numbered activity cards ahead of time.

—Pass out numbered “Homonym Scoot Cards” so that each student has a card on his or her desk.

—Students will read and answer the question on their own cards.

—After a short wait, the teacher says “Scoot,” and all students move to another desk to read and answer another card.

—Continue until all students have time to complete all cards or until you run out of time. You may pair up students to help slow readers or to use fewer cards.

—Call on students one at a time to read aloud the card at his/her desk and give the answer so students can self-check their work.

### 3. “The Magic Pear Tree” is a folk tale from China found in many collections. Use an online search engine to find a version of the story, or find it in one of the collections listed in “Additional Reading.”

—Students will read “The Magic Pear Tree” independently or as a class.

—Students will discuss words or phrases that are unknown or difficult to understand.

—Students will answer the following questions referring to the text as needed.

- Who are the two main characters of the story?
- What is the main goal of the farmer?
- Why do you think the farmer would not give the monk a pear?
- Why do you think the monk wanted a pear?
- Why did the monk grow a pear tree?
- Why did the monk hand out pears to everyone in the market?
- Did the farmer learn a lesson?
- What is the moral of this story?

### 4. Students will develop a play that will retell the story with dialogue for each character, including the farmer, the monk and the elderly man who buys the pear for the monk and the crowd of people.

—Students will practice and act out the play for another class or have parents and faculty come to see the play.

—Students will create costumes, sets and props, as time allows.

## Math

1. Gather one each of red, yellow, green, and brown pears, whole and quartered. Because pears will be quartered, there should be one of each pear variety for every four students in the class. Note: To reduce browning (oxidation), cut pears immediately before tasting and sprinkle with lemon juice.
  - Divide students into four groups (red, yellow, green, and brown pears)
  - Make four columns on the board and label them: red, yellow, green, and brown.
  - Each group will observe, smell, feel, and taste its assigned pear.
  - Students will note the different features in the columns on the white board.
  - Students will use descriptive sensory words like “sweet,” “fragrant,” “yellow,” “grainy,” “crunchy,” etc.
  - Discuss the similarities and differences in the four groups.
  - Students will sample all the varieties of pears using this method.
  - Students will design an organizational chart or graph that best describes the data they have collected. Students will color code their charts in order to highlight similarities among the different varieties of pears.
2. As a class, survey students to find out who prefers what variety of pear over the others.
  - Students will create a bar or line graph depicting the data from the survey.

## Visual Art

1. Bring several different kinds of pears to class. Arrange them in an attractive dish.
  - Discuss the genre of still life painting.
  - Students will create still life drawings or paintings of the pears.
  - Display the works of art in the hallway.

## Extra Reading

- Comber, L., Shuttleworth, C., *Favourite Stories from Taiwan*, Heinemann Asia, 1975.
- Giles, H.A., *Chinese Fairy Tales*, Gowans and Gray 1908.
- Lee, F.H., *Folktales of all Nations*, Harrap & Co., 1931.
- Moorecroft, Christine, *Pear Under the Stairs*, Cherrytree Books, 2011.
- Richards, Jean, *A Fruit is a Suitcase for Seeds*, Millbrook, 2003.
- Stone, Lynn, *Fruit (Plant Parts)*, Rourke, 2007.

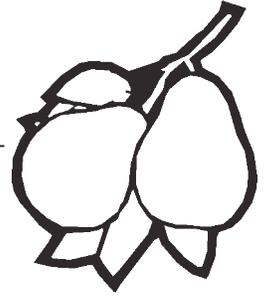
## Ag Career: Pomologist

A pomologist is a scientist who studies the growth of fruits and nuts. Often found in laboratories, orchards, greenhouses and on farms, pomologists can be employed by the government, colleges and universities, private research facilities and agricultural organizations. These scientists are responsible for ensuring the healthy growth and breeding of fruits and nuts, as well as the trees and bushes on which they grow. Many pomologists are also responsible for watering, pruning and transplanting crops when necessary.

Because pomologist must be knowledgeable in plants, trees, and soils, a bachelor’s degree in Agricultural Science with an emphasis in horticulture would be ideal for this interesting career field.

Name \_\_\_\_\_

# Homonym Scoot



## ANSWER SHEET

Each time the teacher says "Scoot," move to the next card. Read it and write your answer on the matching line below.

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_
11. \_\_\_\_\_ 12. \_\_\_\_\_
13. \_\_\_\_\_ 14. \_\_\_\_\_
15. \_\_\_\_\_ 16. \_\_\_\_\_
17. \_\_\_\_\_ 18. \_\_\_\_\_
19. \_\_\_\_\_ 20. \_\_\_\_\_
21. \_\_\_\_\_ 22. \_\_\_\_\_
23. \_\_\_\_\_ 24. \_\_\_\_\_

# Homonym Scoot Cards

Choose the correct homonym. Write the answer on your answer sheet.

I bought a \_\_\_\_\_ of shoes.

PEAR                  PAIR                  PARE

1

Choose the correct homonym. Write the answer on your answer sheet.

I made a fruit salad using \_\_\_\_\_.

PEARS                  PAIRS                  PARES

2

Choose the correct homonym. Write the answer on your answer sheet.

Henry \_\_\_\_\_ the race.

WON                                  ONE

3

Choose the correct homonym. Write the answer on your answer sheet.

She only had \_\_\_\_\_ pear left in her lunch bag.

WON                                  ONE

4

Choose the correct homonym. Write the answer on your answer sheet.

\_\_\_\_\_ dog ran away.

THERE                  THEIR                  THEY'RE

5

Choose the correct homonym. Write the answer on your answer sheet.

\_\_\_\_\_ going to the theater tonight.

THERE                  THEIR                  THEY'RE

6

# Homonym Scoot Cards

Choose the correct homonym. Write the answer on your answer sheet.

When I asked to go to the dance, my mom said \_\_\_\_\_.

NO

KNOW

7

Choose the correct homonym. Write the answer on your answer sheet.

Ask Susan. She will \_\_\_\_\_ the right answer.

NO

KNOW

8

Choose the correct homonym. Write the answer on your answer sheet.

Can you \_\_\_\_\_ the pear tree from here?

SEE

SEA

9

Choose the correct homonym. Write the answer on your answer sheet.

The small sailing vessel came back because the \_\_\_\_\_ was too rough

SEE

SEA

10

Choose the correct homonym. Write the answer on your answer sheet.

Please do \_\_\_\_\_ homework.

YOUR

YOU'RE

11

Choose the correct homonym. Write the answer on your answer sheet.

\_\_\_\_\_ invited to the party.

YOUR

YOU'RE

12

# Homonym Scoot Cards

Choose the correct homonym. Write the answer on your answer sheet.

During the tornado drill, we all went to the \_\_\_\_\_

CELLAR

SELLER

13

Choose the correct homonym. Write the answer on your answer sheet.

The \_\_\_\_\_ wants \$60,000 for the house.

CELLAR

SELLER

14

Choose the correct homonym. Write the answer on your answer sheet.

Roy climbed the \_\_\_\_\_ to the second floor.

STARES

STAIRS

15

Choose the correct homonym. Write the answer on your answer sheet.

Sometimes Annie \_\_\_\_\_ at her baby sister with a look of amazement.

STARES

STAIRS

16

Choose the correct homonym. Write the answer on your answer sheet.

The recipe calls for 2 cups of \_\_\_\_\_

FLOUR

FLOWER

17

Choose the correct homonym. Write the answer on your answer sheet.

The hummingbird was getting nectar from the \_\_\_\_\_

FLOUR

FLOWER

18

# Homonym Scoot Cards

Choose the correct homonym. Write the answer on your answer sheet.

The pear costs ninety nine \_\_\_\_\_.

CENTS

SCENTS

19

Choose the correct homonym. Write the answer on your answer sheet.

At the perfume counter, the \_\_\_\_\_ were very strong.

CENTS

SCENTS

20

Choose the correct homonym. Write the answer on your answer sheet.

The strong boys \_\_\_\_\_ the boat back to shore.

ROAD

ROWED

RODE

21

Choose the correct homonym. Write the answer on your answer sheet.

The road crew was painting new stripes on the \_\_\_\_\_.

ROAD

ROWED

RODE

22

Choose the correct homonym. Write the answer on your answer sheet.

After the wreck, we had to call a \_\_\_\_\_ truck.

TOE

TOW

23

Choose the correct homonym. Write the answer on your answer sheet.

In the summer, when I go barefoot, I always stub my \_\_\_\_\_.

TOE

TOW

24