

January

Harvests of the Month

Winter Root Vegetables

Produce should be available at your local grocery store. Please choose at least one activity from each week. You may also create your own lesson plans.



	Monday	Tuesday	Wednesday	Thursday	Friday
WINTER ROOT VEGETABLE ACTIVITIES	Book – <i>The Gigantic Turnip</i> , by Aleksai Tolstoy and Niamh Sharkey, p. 2	Mystery Bag, p. 2	Create a Recipe Book, p. 3	Recipe – Pan Roasted Turnips and Sweet Potatoes, p. 4	Movement – Head, Shoulders, Knees and Turnips, p. 4
WINTER ROOT VEGETABLE ACTIVITIES	Book – <i>Tops and Bottoms</i> , by Janet Stevens, p. 4	Sprouting Parsnips, p. 5	Big Roots, Little Roots, Skinny Roots, Round Roots, p. 5	Recipe – Parsnip Hummus, p. 6	Movement – Catch a Question, p. 6
WINTER ROOT VEGETABLE ACTIVITIES	Book – <i>Eat Rutabagas</i> , by Jerry Apps, p. 7	Root or Non-Root?, p. 7	Sing Along – “Garden Song,” p. 8	Recipe – Rutabaga Carrot Soup, p. 8	Movement – Shadow Dance, p. 8
WINTER ROOT VEGETABLE ACTIVITIES	Book – <i>And the Good Brown Earth</i> , by Kathy Henderson, p. 9	“R” Is For Root Vegetables, p. 9	Sing Along – “Dirt Made My Lunch,” p. 9	Recipe – Carrot Celeriac Slaw, p. 10	Movement – Stand Up/Sit Down, p. 10

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

Winter Root Vegetables

Fun Facts

- **Botany**

- Root vegetables are the roots of plants that are eaten as vegetables. These roots grow into the ground from the base of the plant stem. They anchor the plant, absorb water and nutrients, and store energy.
- Root vegetables are divided into six subgroups:
 - Tubers (i.e., Potato, sunchoke, yam)
 - Tap Roots: (i.e., Beet, carrot, cassava, jicama, parsnip, radish, rutabaga, turnip)
 - Tuberous Roots: (i.e., Sweet potato, yucca)
 - Corms: (i.e., Celeriac, eddo, taro, water chestnut)
 - Rhizomes: (i.e., Arrowroot, galangal, ginger, ginseng, lotus root, turmeric)
 - Bulbs: (i.e., Garlic, onion, shallot)

- **History**

- Root vegetables were an essential part of the diet during the early evolution of humankind (about five million years ago).
- Turnip fossils were found in caves in China dating back thousands of years.
- Rutabagas are believed to have originated in Bohemia in the 1700s as a cross between the turnip and wild cabbage.
- American colonists relied heavily on root vegetables because they could be stored for months in the harsh New England winters.

- **Nutrition**

- A ½ cup of most root vegetables provides an excellent source of vitamin C.
- Complex carbohydrates (commonly referred to as “starches”) are a key nutrient in root vegetables.

Adapted from: http://harvestofthemoth.cdp.ca.gov/documents/Fall/21712/Ed_News_Roots_Tubers.pdf*

Activity: Book – *The Gigantic Turnip*, by Aleksai Tolstoy and Niamh Sharkey

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that many vegetables are planted in the spring.
- Children will learn that rain helps plants grow from seeds into vegetables.
- Children will learn that turnips are roots, and they grow underground.
- Children will name other winter root vegetables (i.e., parsnips, rutabagas, celery root).

Materials: *The Gigantic Turnip*, by Aleksai Tolstoy and Niamh Sharkey, an assortment of root vegetables, including turnips, rutabagas, parsnips and celery root

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Pass around the root vegetables before reading the story, or while you are reading. Ask the children to feel and smell the vegetables as they pass them along.
3. Read *The Gigantic Turnip* to your children. Highlight the part where the old woman and old man plant their garden. Talk about how water (rain) helps plants grow from seeds into vegetables.
4. While you are reading, ask children the following questions:
 - a. Has anyone tasted a turnip? What about other winter root vegetables?
 - b. What do they taste like?
 - c. What winter root vegetables do their families eat?
 - d. Ask children to name other winter root vegetables (i.e., parsnips, rutabagas, celery root).
 - e. What part of a turnip do we eat? (Note: you can eat root and the greens)
 - f. How do turnips grow? (underground)

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):



- Children will identify turnips as a round, hard root vegetable.
- Children will describe the appearance, smell, and taste of turnips.

Materials: 2 raw young turnips (1 whole and 1 diced), mystery bag, paper and pencil, sharp knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Place 1 turnip in the mystery bag.
2. Wash and dice the other turnip and place the pieces on a plate.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that we should always wash our hands before preparing and eating food. Have children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits.
3. Mystery bag: Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the bag/box without looking. If a child seems afraid, feel inside the bag/box with them. Ask each child to describe quietly to you what they feel and guess what the vegetable is. After everyone has guessed, reveal the turnip. Note the children's guesses that were close or correct. Offer each child a piece of turnip to look at, touch, and smell. Talk about turnip. Ask the questions below and any other questions you like.
 - a. Are turnips a fruit or a vegetable? (Vegetable)
 - b. What color is it? (White)
 - c. What shape is it? (Round)
 - d. How does the outside of it feel? (Smooth)
 - e. Is it light or heavy? (Heavy)
 - f. Is it soft or hard? (Hard)
 - g. Has anyone ever tasted a turnip? (Yes or no)
4. Tasting: Conclude the lesson by inviting the children to taste the turnip.
 - a. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
 - b. While the children are tasting the turnips, ask:
 - i. Is the turnip soft or crunchy? (Crunchy)
 - ii. How does the turnip taste? (Spicy)
5. Optional: Create a chart for children to document whether they "liked" the turnip or "don't like it yet." A sample chart is included at the end of this document.

Adapted from: Farm to ECE May HOTM Calendar

Activity: Create a Recipe Book

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will create a drawing to accompany one of the recipes they tried or help make this month.
- Children will use crayons, markers or paint to create art.
- Children will be able to tell the rest of the class about their artwork.
- Children will remember and connect experiences with root vegetables, and recall what they have learned during the month.

Materials: Drawing paper (1 sheet/child), crayons/markers/paint and brushes, a few winter root vegetables for display

Preparation:

1. Gather and set up materials on tables around the room.

Procedure: (Note: This activity can be repeated each month for the recipes featuring the Harvest of the Month produce, which are made for or with the help of your children. At the end of the year, bind each child's book and let them take it home to share with their families!)

1. Invite children to activity area.
2. Explain to children that they will be creating their own recipe books for each of the recipes they try/make as a class.
3. Explain that each month each child will decorate a page for his or her fruit and veggie recipe book.
4. Encourage children to draw/paint pictures of winter root vegetables using the vegetables on display as inspiration.



Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Recipe – Pan Roasted Turnips and Sweet Potatoes

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try turnips prepared in a new way.

Materials: Sharp knife, cutting board, measuring spoons, liquid measuring cup, frying pan, stovetop, mixing spoon

Servings: 6 servings

Ingredients:

- 3 Tbsp unsalted butter or vegetable oil
- Black pepper to taste
- 1/4 tsp allspice
- 7-8 turnips, cut into 3/4" cubes
- 1 sweet potato, peeled and cut into 1/2" cubes
- 1 cup apple cider
- 1/2 tsp salt (less if using salted butter)

Procedure:

1. Heat the butter or oil, black pepper, and allspice in a large skillet.
2. After the butter/oil has melted, add the turnips and sweet potatoes in a single layer.
3. Cook without stirring for 4-5 minutes, or until lightly browned. Stir and continue to cook, stirring regularly, for 4 more minutes, or until vegetables are browned on all sides.
4. Add the apple cider and salt; bring to a boil.
5. Reduce the heat and simmer for 12 minutes, or until the vegetables are tender and the cider has reduced to almost nothing.

Adapted from: <https://assets.bouldercounty.org/wp-content/uploads/2017/11/farmers-market-cookbook.pdf>

Activity: Head, Shoulders, Knees and Turnips

Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will be introduced to the anatomy of a turnip

Materials: Music to "Head, Shoulders, Knees, and Toes" (see <https://www.youtube.com/watch?v=ZanHgPprl-o>), picture of a turnip plant (visit http://www.harvestforhealthykids.org/?page_id=291, download "Winter Root Vegetables Activity Plan," download HfHK_Winter Root Vegetables_PictureCards, print the picture of the turnip on p. 22)

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Show children the picture of a turnip.
3. Write anatomy of turnip on the picture including: leaves, stem, tap root (i.e., turnip), true roots (i.e., little whiskers coming out of the bottom of the turnip).
4. Identify which human body section will represent each part of the turnip (leaves = head, stem = shoulders, tap root = knees, true roots = feet).
5. Ask the children to stand.
6. Play the music to "Head, Shoulders, Knees and Toes."
7. Model the anatomy of the turnip by singing in tune to the song and placing hands on the assigned body parts. Replace the lyrics to the original song with the new lyrics: "leaves," "stem," "tap root," "true roots"
8. Encourage children to join in while continuing to model the anatomy.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Book – *Tops and Bottoms*, by Janet Stevens

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn the difference between tops and bottoms as well as the parts of the plant.

Materials: *Tops and Bottoms*, by Janet Stevens



Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Tops and Bottoms* to your children.
3. After you finish the story, ask children the following questions:
 - a. What do the rabbits do while the bear sleeps all summer?
 - b. Does the bear decide to eat the tops or bottoms of the plants?
 - c. What parts of the plant do we eat?
 - d. Have you ever eaten the greens of a root vegetable? Did you eat them raw or cook them first? What did they taste like? Did you like them?

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/03_beets-rutabaga_lesson.pdf

Activity: Sprouting Parsnips

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will be able to describe how root vegetables grow. (the roots grow underground, and the leaves grow above-ground).
- Children will participate in an experiment to sprout root vegetables.

Materials: Fresh parsnips (1/group of children), sharp knife, cutting board, saucers or bowls (1/group of children), and marbles or pebbles

Preparation:

1. Gather materials.

Procedure:

1. Invite children to activity area.
2. Explain to the class will be doing an experiment to see if leaves will grow from a parsnip.
3. Teachers prepare the parsnips by cutting off the tops (leaving about two inches of the parsnip below the tops). You can save the rest of the parsnips for a cooking or tasting activity!
4. Divide children into groups.
5. Ask groups to: (provide help as necessary)
 - a. Fill the saucer or bowl with a layer of marbles or pebbles.
 - b. Place the parsnip bottoms on top of the marbles/pebbles in the bowls or saucers.
 - c. Fill the bowls or saucers with a little water (fill to the top of the marbles/pebbles).
6. Place the bowls/saucers in a sunny window, and add water to keep the level at the top of the marbles/pebbles.
7. Watch as green leaves grow from the parsnips! Measure the leaves as they grow.

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Big Roots, Little Roots, Skinny Roots, Round Roots

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will describe the feel, smell, taste, color of assorted winter root vegetables.
- Children will compare the size, shape and weight of different winter root vegetables.

Materials: Assortment of root vegetables of different sizes and shapes (i.e., parsnips, rutabagas and turnips), chart paper, markers, scale, sharp knife, cutting board, hand stamps or stickers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Leave many of the winter root vegetables whole, so that children can explore and compare the different sizes and shapes.
3. Ask children to describe how these vegetables are the same or different. Are they big? Small? Round? Skinny? Record their answers on chart paper.
4. Have children line up the vegetables according to their size, from smallest to largest.
5. Cut a few root vegetables open so that children can explore the inside of the root vegetables.
6. If you have a scale, have children predict which vegetables will be the heaviest and the lightest. Help children weigh the different vegetables to find out.



7. Offer tastes of the raw vegetables, for those children who would like to try. Remind children that they will need to wash their hands after tasting and before continuing to explore the vegetables.
8. Give children a hand stamp or sticker for exploring a new vegetable!

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Recipe – Parsnip Hummus

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will try parsnips prepared in a new way.

Materials: cutting board, sharp knife, measuring cups, measuring spoons, food processor, pot, stovetop, mixing spoon

Servings: 1 1/2 cups (About 12, 2 Tbsp servings)

Ingredients:

- 2 medium parsnips
- 1 garlic clove
- 1/8 cup olive oil
- 1/8 cup tahini
- juice of 1 lemon
- 1/2 tsp cumin
- Salt and pepper, to taste

Procedure:

1. Wash and cut parsnips into 1-inch cubes. Steam until soft, then let cool.
2. Puree parsnips, garlic, and 3 Tbsp water in a food processor until smooth.
3. Add remaining ingredients and process until well-incorporated. Adjust seasonings, if needed.

Adapted from: <http://www.vermontharvestofthemoth.org/recipes/category/parsnips>

Activity: Movement – Catch a Question

Ages: 3-5 years

Time: 5 minutes

Objective(s):

- Children will interact positively with others as they throw and catch the ball and answer questions.

Materials: A beach ball, marker to write questions on the beach ball

Preparation:

1. Before class: Prepare the Beach Ball by writing questions on it such as:
 - a. What is your favorite fruit?
 - b. What is your favorite vegetable?
 - c. Do you have a garden at home?
 - d. What is your favorite season?
 - e. What is your favorite gardening activity (digging, watering, planting, harvesting, weeding)?
 - f. Have you ever been to a farm?
 - g. Have you ever been to a farmers' market?
 - h. Name a green vegetable.
 - i. Name a red fruit.
2. Prepare a space indoors for the children to gather in a circle to play the game.

Procedure:

1. Invite children to activity area.
2. Explain to children that you will be playing a fruit and vegetable game using a beach ball.
3. Explain how the game works. The ball has several questions about fruits and vegetables on it. The person with the ball will decide on a child to roll or throw it to. Before rolling or throwing the ball, they will call out this person's name. When the child catches the ball, they will have to answer whatever question their right thumb lands on. The teacher will walk around and help the children read the questions. After the child answers the question, they call out the name of someone else and roll or throw the ball to them. This child will also answer whatever question their right thumb lands on.
4. Continue playing until everyone in the class has had the chance to answer a question.

Adapted from: https://d3knp61p33sjvn.cloudfront.net/2016/04/Classroom_Activities_Lesson_Plans.pdf



Activity: Book – *Eat Rutabagas*, by Jerry Apps

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will understand that rutabagas are a root vegetable that grow underground.
- Children will understand the entire gardening process from planting to harvesting.
- Children will understand farmers grow and sell vegetables for people to eat.

Materials: *Eat Rutabagas*, by Jerry Apps

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Eat Rutabagas* to your children.
3. After you finish the story, ask children the following questions:
 - a. What is breaking ground? (Soil that has never been plowed)
 - b. How did Pa plant the rutabaga seeds – by machine or by hand? (By hand)
 - c. What color are the rutabaga leaves? (Purple/green)
 - d. How many bushels of rutabagas did the farmers harvest? (352 bushels)
 - e. How did the farmers sell their rutabaga harvest? (Door to door)
 - f. What happened to the rutabagas in the basement? (They rotted)
 - g. What did the farmers use the rotten rutabagas for? (Compost)
 - h. What did they grow instead of rutabagas? (Oats)

Adapted from: <https://campus.plymouth.edu/cbcp/community-engagement/who-grew-my-lunch/eat-rutabagas/>

Activity: Root or Non-Root?

Ages: 3-5 years

Time: 10 minutes

Objective(s):

- Children will be able to distinguish between root vegetables and non-root vegetables.

Materials: Pictures of different vegetables (root and non-root)

Preparation:

1. Print a few examples of pictures of root vegetables and non-root vegetables
 - a. Root vegetables
 - i. Beets (<http://harvestofthemoth.cdp.ca.gov/Documents/images-graphs/botanical/Beets-BotImage-2010-01-23.pdf>)
 - ii. Potatoes (<http://harvestofthemoth.cdp.ca.gov/Documents/images-graphs/botanical/Potatoes-BotImage.pdf>)
 - b. Non-root vegetables
 - i. Tomatoes (<http://harvestofthemoth.cdp.ca.gov/Documents/Botanical%2051212/Botanical%20Images%20PDFs%20-%20FALL/TomatoesBotImage.pdf>)
 - ii. Corn (http://harvestofthemoth.cdp.ca.gov/Documents/images-graphs/botanical/corn_diagram.pdf)
 - iii. Winter squash (<http://harvestofthemoth.cdp.ca.gov/Documents/Botanical%2051212/Botanical%20Images%20PDFs%20-%20FALL/WinterSquashBotImage.pdf>)
 - iv. Asparagus (<http://harvestofthemoth.cdp.ca.gov/Documents/Botanical%2051212/Botanical%20Images%20PDFs%20-%20SPRING/AsparagusBotImage.pdf>)

Procedure:

1. Invite children to sit in a circle on the floor.
2. Review the differences between root and non-root vegetables.
3. Ask children to provide an example of a root vegetable and a non-root vegetable.
4. Explain to children that you will show them pictures of different kinds of vegetables – root and non-root vegetables.
5. Ask children to stand up if they think the vegetable is a root vegetable and stay seated, if they think it's a non-root vegetable.
6. Reveal the correct answer, once all children have made their decision.

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/03_beets-rutabaga_lesson.pdf



Activity: Sing Along – “Garden Song”

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will practice performing different activities in the garden.

Materials: Computer or cell phone with internet access and speakers

Preparation:

1. Gather materials.
2. Listen to “Garden Song” (<https://www.youtube.com/watch?v=ugoqRE2F7CM>).
3. Write the lyrics on chart paper and post on the wall.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Listen to “Garden Song”
3. While listening to the song, tell children that you will practice acting out different activities in the garden. Create movements to go along with the chorus and demonstrate them to your children. Act out these movements as a class when you hear the chorus.

Inch by inch, row by row (planting)

Gonna make this garden grow (watering)

Gonna mulch it deep and low (raking)

Gonna make it fertile ground (harvesting)

Adapted from: <http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>

Activity: Recipe – Rutabaga Carrot Soup

Ages: 6 months-5 years

Time: 45-60 minutes

Objective(s):

- Children will try rutabaga prepared in a new way.

Materials: Cutting board, sharp knife, liquid measuring cup, blender or stick blender, large saucepan or Dutch oven

Servings: 8 servings

Ingredients:

- 6 Tbsp unsalted butter or vegetable oil
- 1 large onion
- 2-3 celery stalks, diced
- 3 garlic cloves, finely chopped
- 1 lb rutabaga
- 1 lb carrots
- 6 cups chicken or vegetable stock

Procedure:

1. Melt butter or oil in a large saucepan or Dutch oven. Add root vegetables and onions and stir well to coat vegetables with butter.
2. Cover pot for 10 minutes until vegetables are softened.
3. Add stock and season with salt and pepper. Bring to a boil, then lower heat and simmer, covered, for 30 minutes.
4. Remove from heat and blend soup until smooth.

Adapted from: <http://www.vermontharvestofthemoth.org/recipes/rutabaga-carrot-soup>

Activity: Movement – Shadow Dance

Ages: 3-5 years

Time: 5 minutes

Objective(s):

1. Children will practice observing and imitating others’ movements.

Materials: Computer or cell phone with internet access and speakers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to activity area.



1. Tell children that we will be having a dance party!
2. Ask for a volunteer to be the lead dancer.
3. Tell the lead dancer to think of their favorite dance move to share with the class. When the music starts, they should demonstrate their favorite dance move to the class. The rest of the class will try to shadow the lead's movements.
4. Explain that when the music stops, everyone is to stop dancing and someone else will get to be lead dancer.
5. Play "Local Food" (https://www.youtube.com/watch?v=6gp7NCMBK_g)
6. Start and stop the music several times, choosing a new lead dancer each time.

Adapted from: N/A

Activity: Book – *And The Good Brown Earth*, by Kathy Henderson

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that some vegetables grow above the ground and some (i.e., root vegetables) grow underground.
- Children will learn that vegetables grow from seeds.

Materials: *And The Good Brown Earth*, by Kathy Henderson

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *And The Good Brown Earth* to your children.
3. While you are reading, ask children the following questions:
 - a. What are Gram and Joe doing in the garden in the Fall?
 - b. Why does Gram put a scarecrow in the garden?
 - c. Why does Gram need to weed the garden?
 - d. Why does Gram need to water the garden?
 - e. How was Joe's garden different than Gram's garden?
 - f. How do root vegetables grow?
 - g. What do you think Gram and Joe will do after they pick all of the vegetables?

Adapted from: <https://www.eupschools.org/cms/lib/MI17000134/Centricity/Domain/42/Good%20Brown%20Earth.pdf>

Activity: "R" Is For Root Vegetables

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will learn that "root vegetables" start with the letter "R."

Materials: Chart paper, markers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that "root vegetables" start with the letter "R."
3. Ask children to come up with other words that start with "R," and record their ideas on chart paper. Hang the chart in the classroom.

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Sing Along – "Dirt Made My Lunch"

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will learn that how dirt helps grow the food we eat.

Materials: Computer or cell phone with internet access and speakers, chart paper, marker, dirt from your garden, small bowl, shovel

Preparation:

1. Gather materials.
2. Put a scoopful of dirt from your garden in a bowl.
3. Listen to "Dirt Made My Lunch" (<https://bananaslug.bandcamp.com/track/dirt-made-my-lunch-3>) before class starts.



4. Write the lyrics (see below) on chart paper and post on the wall.

Procedure:

1. Invite children to activity area.
2. Show children the dirt in the bowl and tell them that it came from their garden outside.
3. Ask children why they think dirt is important in the garden.
4. Tell children we will be learning about how dirt helps grow the food we eat.
5. Listen to "Dirt Made My Lunch" with the children.
6. Teach children the lyrics –
(Chorus)
Dirt made my lunch. Dirt made my lunch.
Thank you, dirt, thanks a bunch – for my salad, my sandwich, my milk and my munch
Cause dirt, you made my lunch.

Dirt is a word we often use, when we're talking about the earth beneath our shoes.
It's a place where plants can sink their toes, and in a little while a garden grows.
(Chorus)

A farmer's plow will tickle the ground. You know the earth has laughed when wheat is found.
The grain is taken and flour is ground for making a sandwich to munch on down.
(Chorus)

A stubby green beard grows upon the land. Out of the soil, the grass will stand.
But under hoof it must bow for making milk by way of a cow.
(Chorus)

Adapted from: <https://bananaslug.bandcamp.com/track/dirt-made-my-lunch-3>

Activity: Recipe – Carrot Celeriac* Slaw

*Celeriac = celery root (<https://en.wikipedia.org/wiki/Celeriac>)

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try root vegetables prepared in a new way.

Materials: Box grater, measuring cups, measuring spoons, mixing bowl, sharp knife, cutting board, whisk

Servings: 4, 3/4 cup servings

Ingredients:

- 2 cups shredded carrots (about 4 medium)
- 1 cup peeled and shredded celeriac (i.e., celery root)
- ¼ cup raisins
- 2 Tbsp oil
- 2 Tbsp lemon juice
- 1 Tbsp honey
- 1 small shallot, minced
- ½ tsp salt
- ¼ tsp black pepper

Procedure:

1. Whisk oil, lemon juice, honey, shallot, salt, and pepper in a large bowl.
2. Add carrots, root vegetables and raisins. Toss to combine.

Adapted from: <http://www.vermontharvestofthemoth.org/recipes/category/carrots>

Activity: Movement – Stand Up/Sit Down

Ages: 3-5 years

Time: 5 minutes

Objective(s):

- Children will have the chance to express which elements they liked from this month's HOTM curriculum through movement.

Materials: N/A

Preparation: N/A



Procedure:

1. Invite children to sit in a circle on the floor.
2. Tell children that you are going to read a series of questions. If their answer is “yes,” they should stand up. If their answer is “no” or “I don’t know,” they should stay seated.
3. After all children have answered, invite everyone to sit down again and proceed to the next question.
4. Here are a few sample questions you might try:
 - a. Do you like parsnips?
 - b. Have you ever tried a rutabaga?
 - c. Have you ever seen a turnip growing in a garden or farm?
 - d. Did you try the *(enter name of recipe you made for/with the class recently)*?
 - e. Did you like *(enter name of recipe you made for/with the class recently)*?

Adapted from: <http://www.coloradoinitiative.org/wp-content/uploads/2014/08/CEI-Take-a-Break-Teacher-Toolbox.pdf>



Harvested produce comments

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



February

Harvests of the Month

First two weeks: Cabbage

Second two weeks: Potatoes

Produce should be available at your local grocery store. Please choose at least one activity from each week. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
CABBAGE ACTIVITIES	Book – <i>Clara Caterpillar</i> , by Pamela Duncan Edwards, p. 2	Cabbage Mystery Bag, p. 2	Cabbage Picture Cards, p. 3	Recipe – Vegetarian Stuffed Cabbage Leaves, p. 3	Movement – Sing n’ Stretch, p. 4
CABBAGE ACTIVITIES	Book – <i>Growing Vegetable Soup</i> , by Lois Ehlert, p. 4	Cooking Vegetable Soup, p. 5	Sensory Exploration, p. 5	Recipe – Vegetable Soup, p. 6	Movement – Freeze Dance, p. 6
POTATOES ACTIVITIES	Book – <i>One Potato: A Counting Book of Potato Prints</i> , by Diana Pomeroy, p. 8	“P” is for Potato, p. 8	Potato Prints, p. 9	Recipe – Herb Roasted Potatoes, p. 9	Movement – Hot Potato Dance-Along, p. 9
POTATOES ACTIVITIES	Book – <i>The Enormous Potato</i> , by Aubrey Davis, p. 10	One Potato, Two Potato, Sweet Potato, Plain Potato, p. 11	Create a Recipe Book, p. 11	Recipe – Cheesy Broccoli Potato Mash, p. 11	Movement – Pass the Hot Potato, p. 12

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

CABBAGE

Fun Facts

- **Botany**
 - The word “cabbage” comes from the French word “caboché” meaning “head.”
 - There are more than 400 cabbage varieties, but most common are the green, red, purple, and savoy varieties.
 - Cabbage is a member of the Mustard family.
- **History**
 - Cabbage is indigenous to Asia and the Mediterranean.
 - It was a staple for Europeans in the Middle Ages because of its ability to store for long periods.
 - Its juice was commonly used to heal wounds and as a cough remedy.
 - It’s said to have been introduced to North America in 1541, by French explorer, Jacques Cartier.
 - Since cabbage contains lots of vitamin C, other explorers, including Captain Cook, traveled with it in order to prevent scurvy.
- **Nutrition**
 - In addition to vitamin C, a ½ cup of cabbage provides Vitamin K, Vitamin A, folate and phytochemicals

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/Cabbages/Cabbage%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *Clara Caterpillar*, by Pamela Duncan Edwards

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will understand that cabbage starts with the letter “C.”

Materials: *Clara Caterpillar*, by Pamela Duncan Edwards, chart paper, markers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Clara Caterpillar* to your children.
3. After you finish the story, ask children to come up with other words that start with “C,” and record their ideas on a large piece of chart paper.
4. Hang the chart paper in the classroom for the month.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Cabbage Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify cabbage as a round, leafy vegetable.
- Children will describe the appearance, smell and taste of cabbages.

Materials: 2 raw cabbages (1 whole and 1 cut up), 1 bag or box, paper and pencil, chef’s knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Place 1 cabbage in the bag or box.
3. Wash and cut up the other cabbage and place one piece on each plate.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that we should always wash our hands before preparing and eating food. Have children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits, such as:
 - a. “Don’t yuck my yum!” Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like, “I don’t care for it.”
 - d. Remind children that sometimes it takes trying new things 10 times before you begin to like them.



3. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the bag/box without looking. If a child seems afraid, feel inside the bag/box with them. Ask each child to describe quietly to you what they feel and guess what the vegetable is. After everyone has guessed, reveal the cabbage. Note the children's guesses that were close or correct.
4. Pass out the plates of cabbage pieces to each child. Encourage children to look at, touch and smell their cabbage. Talk about the cabbage by asking the questions below and any other questions you like.
 - a. Is cabbage a fruit or a vegetable? (Vegetable)
 - b. What color is it? (Green or Purple)
 - c. What shape is it? (Round)
 - d. How does the outside of it feel? (Bumpy)
 - e. Is it light or heavy? (Heavy)
 - f. Is it soft or hard? (Hard)
 - g. Has anyone ever tasted cabbage? (Yes or no)
5. Tasting: Conclude the lesson by inviting the children to taste their cabbage. As necessary, remind the children how the group follows polite tasting manners. Ask the children:
 - a. Is the cabbage soft or crunchy? (Crunchy)
 - b. How does the cabbage taste?
6. Optional: Create a sticker chart for children to document whether they "liked" the cabbage or "don't like it yet." A sample chart is included at the end of this document.

Adapted from: Farm to ECE May HOTM Calendar and

<http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/tastetesttoolkitaguidetotastingsuccess.pdf>

Activity: Cabbage Picture Cards

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will learn how to say "cabbage" in different languages.
- Children will learn how cabbages grow.
- Children will learn about different kinds of cabbage.

Materials: Cabbage picture cards

Preparation:

1. Gather materials.
2. Print picture cards:
 - a. Click on http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip
 - b. Download and print HfHK_Cabbages_PictureCards.pdf (English) and/or HfHK_Cabbages_SpPictureCards.pdf (Spanish)
3. The Harvest for Healthy Kids picture cards can be used any time during the month in which the fruit/vegetable is featured. Picture cards come in three categories: Fruit and Veggie Photo Cards, How Does It Grow? (botanical illustrations of fruit and vegetables), and Same but Different (vegetables/fruits in different colors, or different varieties of a vegetable/fruit). Find ideas for how to use these cards in the Harvest for Healthy Kids Teacher Bites, and on the back of each picture card.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Review the picture cards with your children.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Recipe – Vegetarian Stuffed Cabbage Leaves

Ages: 2-5 years

Time: 90 minutes

Objective(s):

- Children will try cabbage prepared in a new way.

Materials: Chef's knife, cutting board, can opener, measuring spoons, measuring cups, medium pot, large pot, stove or hot plate, baking dish, oven

Servings: 24 rolls

Ingredients

- 3 heads of cabbage
- 3 bell peppers, diced
- 1 ½ cups uncooked brown rice



- 6 cloves garlic, minced
- 3 small onions, diced
- 3 cans (15 oz.) beans of your choice, drained and rinsed
- 3 cans (15 oz.) tomato sauce
- ¼ cup + 2 Tbsp freshly squeezed lemon juice

Procedure:

1. Filling:
 - a. Cook the rice according to package directions.
 - b. Sauté onion, garlic, and peppers on medium heat until cooked through.
 - c. Add beans and stir until heated.
 - d. Add rice and stir until heated through.
2. Cabbage:
 - a. Remove the core of the cabbage by cutting deeply around its base with a paring knife. Discard core.
 - b. Bring 2 to 3 inches of water to a boil in a deep pot. Place the entire cabbage in the water, cover, and boil for 7-10 minutes. Remove the cabbage from the water and cool by running under cold water.
 - c. Peel off 6-8 whole leaves from each cabbage.
 - d. With a knife, cut off the thickest part of the cabbage stem at the base of each leaf, so that they are similar in thickness to the rest of the leaf.
3. Sauce and stuffing:
 - a. Mix tomato sauce and lemon juice together.
 - b. Place 1/4 to 1/2 cup of rice mixture, depending on leaf size, in the center of each leaf.
 - c. Fold the right and left edges of the leaf in toward the center, then roll the leaf forward, tucking in the sides until reaching the far end of the leaf. Place on baking dish.
 - d. Pour the sauce mixture over the top of each cabbage roll and cover baking dish.
 - e. Bake at 350 degrees F for 40-45 minutes, or until tender.

Adapted from: <http://www.vermontharvestofthemoth.org/recipes/vegetarian-stuffed-cabbage-leaves>

Activity: Movement – Sing n’ Stretch

Ages: 2-5 years

Time: 10 minutes

Objective(s):

- Children will learn about cabbage through song and movement.

Materials: Chart paper, markers

Preparation:

1. Gather materials.
2. Write the lyrics on chart paper and post on the wall.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that you will learn about cabbage by singing a song.
3. Teach children the lyrics and movements. (Refer to the chart paper.)

Lyrics (Sing to the tune of “Head, Shoulders, Knees and Toes”):

Cabbage heads and cabbage leaves, cabbage leaves (Point to head; reach arms straight out to sides.)

Cabbage heads and cabbage leaves, cabbage leaves (Point to head; reach arms straight out to sides.)

Eat them up; you’ll grow as tall as trees! (Mime eating cabbages; reach both arms high above head.)

Cabbage heads and cabbage leaves, cabbage leaves (Point to head, reach arms straight out to sides.)

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Book – *Growing Vegetable Soup*, by Lois Ehlert

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children learn that vegetables grow from seeds.
- Children learn that plants need water and sunlight to grow.
- Children become familiar with tools used in gardening activities, such as weeding.

Materials: *Growing Vegetable Soup*, by Lois Ehlert, 2 cabbage heads to pass around

Preparation:

1. Gather materials.



Procedure:

1. Invite children to sit in a circle on the floor.
2. Pass around the head cabbage or sections of head cabbage before reading the story, or while you are reading. Invite the children to feel and smell the cabbage as they pass them along.
3. Read *Growing Vegetable Soup*.
4. Highlight and list the garden tools. Point out the cabbage as it grows from sprout to cabbage head. Explain that plants grow from seeds. Sometimes, seeds are grown indoors into sprouts before they are planted in the ground outside.
5. While you are reading, ask children questions, like:
 - a. Has anyone tasted cabbage? What did it taste like?
 - b. Has anyone worked in a garden? Has anyone used one of the gardening tools in the book?
6. What do plants need to grow (water, sunlight, weeding)?

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Cooking Vegetable Soup

Ages: 3-5 years

Time: 90 minutes

Objective(s):

- Children participate in a cooking activity and learn how to make vegetable soup.
- Children learn some different ways that cabbage is eaten (e.g., boiled, stir-fried, raw in coleslaw, in soup, raw on fish tacos, etc.).
- Children taste vegetable soup.
- Children review the story of *Growing Vegetable Soup*.
- Children recognize and review the different vegetables in vegetable soup.

Materials: Large soup pot, stove or hot plate, chef's knife, cutting board, scissors (optional), vegetable peelers, kid-friendly vegetable choppers (optional), hand stamps or stickers, small cups or bowls and spoons for tasting

Preparation:

1. Gather materials and ingredients. (See [Vegetable Soup recipe](#) on p. 6)

Procedure: (Note: Remember to keep children away from all sharp cutting utensils, electrical devices, and hot food and surfaces at all times.)

1. Invite children to the activity area.
2. Explain to children that today we are going to make a recipe called Vegetable Soup. Ask if anyone has tasted vegetable soup before. What did it taste like?
3. Remind children of the story, *Growing Vegetable Soup*. Engage children in conversation about the fruits and vegetables grown in the book, gardening, and cooking.
4. Introduce each ingredient as you place it on the activity table. Highlight the Harvest of the Month vegetables – potato and cabbage and ask children to recall what they know about these vegetables.
5. Ask for volunteers to help with the following tasks. (Note: Make sure volunteers wash their hands.)
 - a. Tear or cut cabbage leaves with scissors.
 - b. Chop vegetables with kid-friendly vegetable choppers, or a hand-held crinkle cutter with adult support.
 - c. Add ingredients to the pot. (Note: Make sure children can reach pot easily, and that pot is removed from heat source before adding ingredients.)
6. When the soup is ready, encourage children to taste it!
7. Give children a hand stamp or sticker for trying something new!

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Sensory Exploration

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children describe the feel, smell, taste, color of head cabbage.
- Children learn that cabbage leaves grow in packed layers, and that these layers form a "head."
- Children compare the size of cabbage leaves.

Materials: 3 small cabbage heads, scissors, chart paper, markers, chef's knife, cutting board, plates (1/child), hand stamps or stickers

Preparation:

1. Gather materials.
2. Leave one cabbage whole, cut one in quarters and peel the leaves from the third.



3. Place 1 cabbage leaf on each plate.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Show children the cut cabbage and ask: what does it look like? Point out the layers and explain that cabbage leaves grow tightly together in a "head."
3. Pass around the cut cabbage for children to explore.
4. Give each child a plate with a cabbage leaf. Encourage children to explore the layers of cabbage leaves. Ask children to describe the feel, smell, and color of the cabbage.
5. Invite children to compare the sizes of the leaves. Ask children to line up with their leaves from smallest to largest.
6. Provide children with scissors and encourage children to experiment with cutting shapes or strips from the cabbage leaves.
7. Invite children to taste their cabbage leaves. Remind them about polite food tasting habits, such as:
 - a. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like "I don't care for it."
 - d. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
8. Ask children to describe the taste of the cabbage.
9. Make a chart to record who has tasted cabbage, and record children's descriptions of the taste.
10. Remind children that they will need to wash their hands after tasting and before continuing to explore the vegetables.
11. Give children a hand stamp or sticker for exploring a new vegetable!

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip and <http://www.vermontharvestofthemoon.org/uploads/2/8/9/6/28966099/tastetesttoolkitaguidetotastingsuccess.pdf>

Activity: Recipe – Vegetable Soup

Ages: 6 months-5 years

Time: 45 minutes

Objective(s):

- Children will try cabbage prepared in a new way.

Materials: Chef's knife, cutting board, vegetable peeler, measuring spoons, measuring cups, large soup pot, can opener, stove or hot plate

Servings: 6 cups

Ingredients:

- 1 small onion
- 1 garlic clove
- 1 Tbsp olive oil
- 1 carrot, peeled
- 1 small potato, peeled
- 1 beet, peeled (optional)
- ½ tsp salt
- 4 cups vegetable broth
- 1 tsp dried thyme or other seasoning of choice
- 1 16 oz. can whole tomatoes, with juice
- 1 cup cabbage (about ¼ small head)
- 1 winter squash (i.e., butternut) or sweet potato, peeled (optional)
- Salt and pepper, to taste

Procedure:

1. Chop the onion and mince garlic. Set aside.
2. Slice the carrot into slivers. Dice the potato and the beet (if using). Slice the cabbage. Cut the squash or sweet potato into 1-inch cubes (if using). Set all vegetables aside.
3. Heat the olive oil in a large, wide pot.
4. Add the onion and garlic and sauté over medium heat, until onion is soft and translucent (about 10 minutes).
5. Add the carrot, potato, beet (if using), and salt. Sauté for 4-5 minutes.
6. Add the broth and bring to a boil.
7. Once the soup boils, reduce the heat and simmer for 20 minutes.
8. Add the tomatoes with juice, the cabbage, and the winter squash or sweet potato (if using). Simmer about 20 minutes, or until vegetables are tender.



9. Taste the soup, and add a little salt and pepper if desired.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cabbage.zip

Activity: Movement – Freeze Dance

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will practice starting and stopping.

Materials: 4 cones or bean bags, music, device to play music on

Preparation:

1. Create an activity area large enough for all children to be able to move around in.
2. Use cones or bean bags to create boundaries.

Procedure:

1. Invite children to the activity area.
2. Tell children –
 - a. When the music starts, start dancing.
 - b. When the music stops, stop quickly and freeze, like a statue. (Ask a child to demonstrate what this looks like.)
 - c. When the music starts again, start dancing again.
3. Review personal space and boundaries with children.
4. Start and stop the music every 10-20 seconds.

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/starting-stopping_EC1.pdf



POTATOES

Fun Facts

- **Botany**
 - Potatoes are tubers that are members of the nightshade family.
 - Potatoes come in more than 200 varieties. The most common American main crop variety, the Russet Burbank potato, was named after horticulturist, Luther Burbank.
- **History**
 - Potatoes are America's number one vegetable crop and are grown commercially in 35 states in the United States.
 - Americans consume on average 130 pounds of fresh and processed potatoes annually.
 - More than half of all potatoes are used for processing (e.g., French fries, chips) while the remainder are sold fresh.
 - Wild potatoes originated in the Andes mountain range and were first cultivated about 7,000 years ago.
 - By the 1400s, the potato was a staple crop of the Incas and was grown throughout western South America. Spanish conquistadors shipped potatoes back to Spain in the mid-16th century.
 - Captain Nathaniel Butler (Governor of Bermuda) shipped the first potatoes to North America in 1621 as a gift to the Governor of Virginia.
 - The Irish Potato Famine of 1845 to 1851 was the result of a fungus that wiped out Ireland's potato crop, which were the primary food source for much of the population. More than one million Irish died and another three to four million emigrated.
 - In 1995, NASA grew the first vegetable, the potato, in space.
- **Nutrition**
 - A ½ cup of cooked potatoes provides Vitamin C, carbohydrates, fiber, Vitamin B6, niacin, thiamin, and potassium.

Adapted from: http://harvestofthemoth.cdp.ca.gov/documents/Summer/Potatoes/Potatoes_Educator%27s-Newsletter.pdf

Activity: Book – *One Potato: A Counting Book of Potato Prints*, by Diana Pomeroy

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will practice identifying numbers and vegetables.

Materials: *One Potato: A Counting Book of Potato Prints*, by Diana Pomeroy

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read the text and encourage children to repeat after you. This text is easily memorized and children should be able to recite it after a few readings.
3. Practice identifying numbers. Turn to any page and point to the number on the page. Ask children: What is this number? Repeat this activity with several numbers.
4. Practice identifying vegetables. Ask children to guess the names of vegetables you describe for them. Here are some examples:
 - a. It is long. It is orange. What is it? (carrot)
 - b. These grow underground. What are they? (carrots and potatoes)
 - c. It begins with the letter "p." What is it? (potato)

Adapted from:

https://books.google.com/books?id=gB_Cswl2DoQC&pg=PT162&lpg=PT162&dq=%22One+Potato:+A+Counting+Book+of+Potato+Prints%22+%2B+activity&source=bl&ots=pZXCDMXjaj&sig=ACfU3U3zDhmV_l6G-EKrRhJ4CPJiuOKjtg&hl=en&sa=X&ved=2ahUKewjN2L_EjJngAhXG7oMKHVotDkk4ChDoATAcCegQIAxAB#v=onepage&q=%22One%20Potato%3A%20A%20Counting%20Book%20of%20Potato%20Prints%22%20%2B%20activity&f=false

Activity: "P" is for Potato

Ages: 3-5 years

Time: 10 minutes

Objective(s):

- Children will learn words that start with the letter "P."

Materials: Chart paper, markers

Preparation:

1. Gather materials.



Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that the word, "potato" starts with the letter "P."
3. Ask children to come up with other words that start with "P," and record their ideas on chart paper.
4. Hang the paper in the classroom for the month.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Sweet%20Potatoes%20and%20Potatoes.zip

Activity: Potato Prints

Ages: 2-5 years

Time: 30 minutes

Objective(s):

- Children will learn how to make potato prints.

Materials: 5 potatoes (this will make 10 stamps), paring knife or paper clip, old cotton washcloth or paper towel, small paintbrushes, selection of acrylic paints, small bowls of water to clean brushes, paper for printing (1/child), smocks (1/child)

Preparation:

1. Gather materials.
2. Cut potatoes in half, lengthwise.
3. Wipe the exposed potato "faces" with washcloth/paper towel to remove any excess moisture.
4. With the knife or paperclip, cut the outline of a shape (i.e., triangle) into the potato face. Once your triangle shape is outlined, start cutting away the rest of the potato to leave the triangle standing alone, in relief. You need to cut away the meat of the potato from the outside of your triangle about half an inch deep all around. Once this is done, your stamp is ready to paint. Repeat this process with the remaining potatoes. For additional guidance, check out this video – <https://www.metmuseum.org/metmedia/video/metkids/metkids-create/make-a-potato-print>.
5. Set up potato prints, paint, paint brushes and paper for your children.

Procedure:

1. Invite children to the activity area.
2. Ask children to put on their smocks.
3. Explain to children that the pictures in the book, *One Potato: A Counting Book of Potato Prints* were made with potatoes. This process is called potato printing. Today, we are going to make our own potato prints.
4. Demonstrate how to make a potato print. Explain the process while you do so:
 - a. Dip your paintbrush first into the water to moisten it and then into the paint. (The paint should be fairly thick.) Paint the face of the potato.
 - b. Place the painted stamp face down on the paper, putting even pressure on the potato with the palm of your hand.
 - c. Press firmly and lift up. Repeat the process with the other stamps.

Adapted from: *One Potato: A Counting Book of Potato Prints*, by Diana Pomeroy

Activity: Recipe – Herb Roasted Potatoes

Ages: 6 months-5 years

Time: 60 minutes

Objective(s):

- Children will try potatoes prepared in a new way.

Materials: Chef's knife, cutting board, baking dish, aluminum foil, oven, measuring spoons, measuring cups, small plates, napkins

Servings: 36, 1/3 cup servings

Ingredients

- 4 lbs potatoes
- 4 Tbsp olive oil
- 1 small bunch fresh rosemary or thyme or 1 Tbsp dried rosemary or thyme
- 1 1/2 tsp salt

Procedure:

1. Preheat oven to 450 degrees F. Remove rosemary or thyme from stems (if using fresh).
2. Cut rinsed potatoes into one inch cubes.
3. In large bowl, toss potatoes with oil, herbs, and salt.
4. Place in baking dish. Cover. Bake for 30 to 40 minutes or until done. Serve warm on plates.

Adapted from: http://harvestofthefmonth.cdph.ca.gov/documents/Summer/Potatoes/Potatoes_Educator%27s-Newsletter.pdf

Activity: Movement – Hot Potato Dance-Along

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will practice singing and dancing.

Materials: Computer or cell phone with internet access and speakers

Preparation:

1. Gather materials.
2. Write the lyrics to "Hot Potato" on chart paper and hang on the wall.
3. Watch "Hot Potato" (<https://www.youtube.com/watch?v=ov4-eAefurY>) to practice the lyrics and learn the choreography.

Procedure:

1. Invite children to the activity area.
2. Play "Hot Potato" (<https://www.youtube.com/watch?v=ov4-eAefurY>).
3. Teach children the lyrics and choreography to "Hot Potato."
4. Invite children to sing and dance along.

Lyrics:

Hot potato, hot potato (hot potato, hot potato)
Hot potato, hot potato (hot potato, hot potato)
Hot potato, hot potato (potato), potato (potato)
Potato, potato, potato

Cold spaghetti, cold spaghetti (cold spaghetti, cold spaghetti)
Cold spaghetti, cold spaghetti (cold spaghetti, cold spaghetti)
Cold spaghetti, cold spaghetti (spaghetti), spaghetti (spaghetti)
spaghetti, spaghetti, spaghetti

Whooo, wiggly wiggly wiggly
Whooo, wiggly wiggly wiggly
Gimme that, gimme that, gimme that, hoo

Whooo, wiggly wiggly wiggly
Whooo, wiggly wiggly wiggly
Gimme that, gimme that

Mashed banana, mashed banana (mashed banana, mashed banana)
Mashed banana, mashed banana (mashed banana, mashed banana)
Mashed banana, mashed banana (banana), banana (banana)
Banana, banana, banana

Whooo,...

Adapted from: <https://www.youtube.com/watch?v=ov4-eAefurY>

Activity: Book – *The Enormous Potato*, by Aubrey Davis

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn about different characteristics of potatoes.

Materials: *The Enormous Potato*, by Aubrey Davis, potato, box

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to the children that they have to figure out what type of plant you will be reading about before reading the story. Show children a box that contains a hidden potato inside and the story, *The Enormous Potato*. Have children listen to clues to figure out what type of plant might be growing in the story. You may wish to use the following clues...
 - a. This plant is a root that we can eat.
 - b. It has eyes all over it.
 - c. It is white on the inside.



- d. It has a brown skin.
 - e. It grows with a green leafy stem.
 - f. It is usually in the shape of an oval.
 - g. You can do many things to this plant to make it taste different (fry, bake, mash, etc.).
3. Once children have correctly guessed the potato, show them the potato and the book from the bag.
 4. Introduce the title, author, and illustrator. Then, read the story aloud!

Adapted from: <http://www.hubbardscupboard.org/the-enormous-kinder-garden/#TheEnormousPotato>

Activity: One Potato, Two Potato, Sweet Potato, Plain Potato

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children describe the feel, smell, taste, and color of different types of potatoes.
- Children compare sweet potatoes to regular potatoes.

Materials: A few different types of potatoes (i.e., Red Potatoes, Blue Potatoes, Yukon Gold Potatoes, Russet Potatoes, Fingerling Potatoes) – some cooked (and cut into large dices for tasting) and some raw (whole), forks and spoons (1/child), napkins (1/child), plates (1/child), vegetable peeler, medium pot for boiling potatoes, stove or hot plate, chart paper, markers, hand stamp or stickers

Preparation:

1. Gather materials.
2. Cut potatoes into a large dice and boil until fork tender.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Introduce potatoes to the children. Ask them to compare the potatoes. How are they the same? How are they different? Do they have different shapes? Are they different colors? How do they compare when you cut them open?
3. Offer children tastes of cooked potatoes. Have children compare the textures and flavors.
4. Give children spoons and forks to explore the texture of the cooked potatoes, if desired. Children can mash potatoes, spoon potatoes out of skins, rake potatoes with a fork.
5. Make a chart comparing sweet potatoes with potatoes.
6. Give children a hand stamp or sticker for exploring a new vegetable!

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Sweet%20Potatoes%20and%20Potatoes.zip

Activity: Create a Recipe Book

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will create a drawing to accompany one of the recipes they tried or help make this month.
- Children will use crayons, markers or paint to create art.
- Children will be able to tell the rest of the class about their artwork.
- Children will remember and connect experiences with potatoes, and recall what they have learned during the month.

Materials: 8.5x11" paper (1 sheet/child), crayons/markers/paint and brushes, a few types of potatoes for display

Preparation:

1. Gather and set up materials.

Procedure: (Note: This activity can be repeated each month for the recipes featuring the Harvest of the Month produce, which are made for or with the help of your children. At the end of the year, bind each child's book and let them take it home to share with their families!)

1. Invite children to the activity area.
2. Explain to children that they will be creating their own recipe books for each of the recipes they try/make as a class.
3. Explain that each month each child will decorate a page for his or her fruit and veggie recipe book.
4. Encourage children to draw/paint pictures of winter root vegetables using the vegetables on display as inspiration.

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Recipe – Cheesy Broccoli Potato Mash

Ages: 6 months-5 years

Time: 45 minutes

Objective(s):

- Children will try potatoes prepared in a new way.



Materials: Chef's knife, cutting board, measuring cups, large pot, stove or hot plate, potato masher or food processor

Servings: 24, 1/2 cup servings

Ingredients:

- 3 lbs potatoes
- 2 ¼ lbs broccoli crowns
- 2 ¼ cups shredded cheddar cheese
- 1 ½ cups milk (1% or fat free), warmed
- Salt and pepper, to taste

Procedure:

1. Cut potatoes into wedges or cubes. Add to a large pot and cover with water. Boil until tender, about 15-20 minutes.
2. Cut broccoli into small florets and steam for 5 minutes, until tender.
3. Transfer broccoli to a large bowl and coarsely mash with a potato masher or food processor.
4. Add potatoes, cheese, milk, salt, and pepper, and continue mashed until desired consistency is reached. Serve immediately.

Adapted from: <http://www.vermontharvestofthemonth.org/recipes/cheesy-broccoli-potato-mash>

Activity: Movement – Pass the Hot Potato

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will practice listening skills and work on reflexes.

Materials: Potato or bean bag, device to play music on, music

Preparation:

1. Gather materials.

Procedure:

1. Invite children to the activity area and form a standing circle.
2. Explain to children how the game works:
 - a. Tell children they are going pass the potato around the circle while the music is playing.
 - b. When the music stops, the child holding the potato must sit down. Each time a child sits down, ask children to take a step forward to make the circle smaller. Continue until there is one child left in the circle.
 - c. If you'd like to add some variety to the game after the first round, tell children that the children that you are going to play the game again, but that the first child holding the potato will name something that starts with the letter "A" as quickly as possible before passing the potato to the next child. The next child must name something that starts with "B" and so on. Start the music and follow the instructions indicated in steps "a" and "b" above.

Adapted from: <https://www.brighthubeducation.com/preschool-crafts-activities/119478-fun-with-potatoes/>



Harvested produce comments

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



March

Harvests of the Month

Beans and Legumes

Produce should be available at your local grocery store. Please choose at least one activity from each week. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
BEAN AND LEGUME ACTIVITIES	Book – <i>Jody’s Beans</i> , by Malachy Doyle, p. 2	Sound-Off, p. 3	Mystery Bag, p. 3	Recipe – Lentil, Sweet Potato and Coconut Curry, p. 4	Movement – Jumping Beans, p. 4
BEAN AND LEGUME ACTIVITIES	Book – <i>Seeds</i> , by Vijaya Khisty Bodach, p. 5	Sprouting Beans (Part 1), p. 5	Dried, Sprouted, Cooked and More!, p. 5	Recipe – Black Bean Pie, p. 6	Movement – Balance like a Plant, p. 7
BEAN AND LEGUME ACTIVITIES	Book – <i>One Bean</i> , by Anne Rockwell, p. 7	Sprouting Beans (Part 2), p. 8	Bean Art, p. 8	Recipe – Pinto Bean Salsa, p. 8	Movement – Stand Up/Sit Down, p. 9
BEAN AND LEGUME ACTIVITIES	Book – <i>Jack and the Beanstalk</i> , by Carol Ottolenghi, p. 9	Create a Recipe Book, p. 10	Exploring Beans, p. 10	Recipe – White Bean Dip, p. 10	Movement – Freeze Dance, p. 11

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

BEANS AND LEGUMES

Fun Facts

- **Botany**
 - Legumes (i.e., peanuts, snap peas, snow peas, alfalfa, vetch, clover, etc.) have seed pods that split along the sides when they are ripe.
 - Dried beans (i.e., black beans, garbanzo beans, soy beans, lima beans, etc.) are the seeds that grow inside the pods.
- **History**
 - Beans were found in Egyptian pyramids built more than 4,000 years ago.
 - Prior to the Civil War, blackeye peas and other beans were used as food for livestock and were a staple in slaves' diets. As a result, blackeye peas and corn fields were spared by Union troops during the war.
 - Although they are called a "pea," blackeye peas are actually a bean and were once called mogette (French for "nun"). The black "eye" in the center of the bean was associated with a nun's head attire.
 - Around 1900, merchant ships from Peru brought beans to California.
 - In the late 1920s, beans became a valuable California crop to use in rotation with beets, barley, and other non-legumes because they add nitrogen to the soil.
 - Garbanzo beans are also called "chickpeas" because each bean has a small beak that looks like a chick's beak.
 - Kidney beans are named because they are shaped like a kidney. They are native to Central and South America.
 - Lima beans originated in Peru in 6000 B.C. and are named after the capital city of Lima.
- **Nutrition**
 - A ½ cup of most dry bean varieties provides:
 - Fiber, which is good for digestion.
 - Protein, which helps build muscle and keep you full.
 - Iron, which helps carry oxygen around your body in your blood and gives you energy.
 - Potassium, which helps your heart work properly.
 - Beans are also low in fat.

Adapted from: http://harvestofthemoth.cdp.ca.gov/documents/Winter/021712/ED_DryBeans_%20Newsletter_Final.pdf

Activity: Book – *Jody's Beans*, by Malachy Doyle

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that beans are planted in the ground to grow bean plants.
- Children will learn about how beans grow throughout the year.
- Children will discuss different types and colors of beans.

Materials: *Jody's Beans*, by Malachy Doyle

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that "today we are going to read a book about planting beans. Does anyone have a garden at home or in their community? Has anyone planted or sprouted beans?"
3. Read *Jody's Beans* While you are reading, ask questions, like:
 - a. Has anyone tasted beans?
 - b. What do they taste like?
 - c. Has anyone ever seen a bean plant, or bean sprouts?
 - d. Has anyone ever taken beans out of pods?
 - e. How do beans grow? (Beans get planted underground, and grow bean stalks that grow flowers and bean pods above ground.)
 - f. What is your favorite type or color of bean?
 - g. What kind would you want to grow?
4. You can break up the story over multiple days, or connect the story with your own classroom bean activities, like sensory exploration with dirt, or a bean sprouting activity!

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beans.zip



Activity: Sound-Off

Ages: 3-5 years

Time: 10 minutes

Objective(s):

- Children will understand that beans have the “ee” sound in their name.
- Children will be able to come up with other words that also have “ee” sounds.

Materials: Chart paper, markers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Talk with children about how “Beans” have the “ee” sound in their name.
3. Ask children to come up with other words that use “ee” sounds (or even other fruits and vegetables! What about “beet” or “sweet potato”?). Record their responses on chart paper, and hang in the classroom for the month.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beans.zip

Activity: Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify beans as small, oval shaped vegetables.
- Children will describe the appearance, smell, and taste of beans.

Materials: 1 bag of dry beans (black, kidney, white, garbanzo, etc.), 1 can of beans (preferably the same variety as the dried beans), 1 bag or box, plates (1/child)

Preparation:

1. Place a few dried beans in the bag or box.
2. Open the can of beans, rinse, and place a few on each plate (1/child).

Procedure:

- a. Invite children to sit in a circle on the floor.
- b. Explain to children that we should always wash our hands before preparing and eating food. Have children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits, such as:
 - a. “Don’t yuck my yum!” Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like “I don’t care for it.”
 - d. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
- c. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the bag/box without looking. If a child seems afraid, feel inside the bag/box with them. Ask each child to describe quietly to you what they feel and guess what the vegetable is. After everyone has guessed, reveal the beans. Note the children’s guesses that were close or correct.
- d. Pass out the plates of canned beans. Encourage each child to look at, touch and smell their beans. Talk about the beans by asking the questions below and any other questions you like.
 - a. Are beans a fruit or a vegetable?
 - b. What color are they?
 - c. What shape are they?
 - d. How does the outside of the bean feel?
 - e. Are they light or heavy?
 - f. Are they soft or hard?
 - g. Has anyone ever tasted beans?
 - h. What kind of beans have you tasted?
- e. Tasting: Conclude the lesson by inviting the children to taste their beans. As necessary, remind the children how the group follows polite tasting manners. Ask the children:
 - a. Are the beans soft or crunchy?
 - b. How do the beans taste?



- f. Optional: Create a sticker chart for children to document whether they “liked” their beans or “don’t like it yet.” A sample chart is included at the end of this document.

Adapted from: Farm to ECE May HOTM Calendar and

<http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/tastetesttoolkitaguidetotastingsuccess.pdf>

Activity: Recipe – Lentil, Sweet Potato and Coconut Curry

Ages: 6 months-5 years

Time: 35 minutes

Objective(s):

- Children will try lentils prepared in a new way.

Materials: Chef’s knife, cutting board, can opener, measuring spoons, measuring cups, large pot, stove or hot plate, immersion blender or full-sized blender (optional)

Servings: 16

Ingredients:

- 3 tablespoons coconut oil or other vegetable oil
- 2 cup diced onions
- 2 cup dried red lentils
- 2 medium sweet potatoes, cut into 1-inch cubes
- 2 large carrots, sliced lengthwise and chopped
- 2 teaspoons ground turmeric
- ¼ cup mild curry powder
- 2 teaspoons ginger powder
- 1 teaspoon salt
- Freshly ground black pepper
- 7 cups vegetable broth or water
- 2 cans coconut milk
- 4 cups cooked brown rice

Procedure:

1. Heat the oil in a large pot over medium heat.
2. Sauté the onion until it’s turning a little golden.
3. Add the lentils, potato, carrot and seasonings. Stir to combine everything.
4. Add the water or broth and bring to a boil.
5. Reduce the heat to a simmer and cook for 25 minutes, or until the lentils and sweet potato are tender.
6. Stir in the coconut milk.
7. Optional: Use immersion blender or full-sized blender to blend to desired consistency.
8. Serve over brown rice.

Adapted from: <https://detoxinista.com/vegan-lentil-sweet-potato-curry/>

Activity: Movement – Jumping Beans

Ages: 3- 5 years

Time: 5 minutes

Objective(s):

- Children will learn about beans through movement.

Materials: N/A

Preparation: N/A

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain that you will be playing a game called, “Jumping Beans.” When you call out the name of a bean, the children will do a certain exercise.
3. Teach your children the exercises associated with each bean –
 - a. Kidney beans = jumping jacks
 - b. Garbanzo beans = hop in place
 - c. Blackeye peas = run in place
 - d. Lima beans = balance on one foot
 - e. Pinto beans = Squat down, touch toes, jump up
4. Call out (at random) a variety of bean and do the exercise connected to it.



5. Do each exercise for 30 seconds.
6. To increase difficulty for older children, have them close their eyes while balancing or increase the speed of the activity.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/021712/ED_DryBeans_%20Newsletter_Final.pdf

Activity: Book – *Seeds*, by Vijaya Khisty Bodach

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will have a better understanding of seeds.

Materials: *Seeds*, by Vijaya Khisty Bodach

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Seeds*, by Vijaya Khisty Bodach. After you finished reading the book, ask your children questions like:
 - a. Why do plants need seeds?
 - b. What do seeds need to grow?
 - c. How are seeds spread?
 - d. In what part of the plant do the seeds grow?
 - e. What are examples of seeds that we eat?

Adapted from: N/A

Activity: Sprouting Beans (Part 1)

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children learn to sprout beans.
- Children measure sprouts as they grow.
- Children are able to describe how beans grow.

Materials: Zip-up plastic bags (1/child or 1/group of children), paper towels, dried beans (3-4/bag) – lima beans work great.

Preparation:

1. Gather materials.
2. Soak dried beans overnight and rinse.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that the class will be doing an experiment to sprout beans.
3. Children soak a paper towel in water (they should be moist, not dripping) and line the bottom of the plastic bag with the damp towel.
4. Children place a few lima beans in each baggie, making sure that they can touch the moist towel.
5. Place the bag near a window, or tape to the glass. If paper towels seem dry after a day or two, re-moisten with a spray bottle, or take paper towels out and re-soak.
6. Beans should begin sprouting in a day or two – see how long sprouts get! You can measure sprouts every day, and record how much they grow.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beans.zip

Activity: Dried, Sprouted, Cooked and More!

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will compare the feel, taste and color of assorted beans.
- Children will compare bean sizes and shapes.
- Children will compare dried and cooked beans and sprouts.

Materials: A few lima beans that have sprouted (use beans from “Sprouting Beans” activity above), a few beans that are still in pods (i.e., green beans), 1 can of black beans, 1 can of lima beans, 1 can of garbanzo beans, chart paper, markers, plates (1/child), spoons (1/child), hand stamps or stickers

Preparation:



1. Gather materials.
2. Sprout beans (*Note: Sprouts are considered a potentially hazardous food and as such should not be served to children.*)
3. Open the cans of beans. Put a variety of beans on each plate for each child to taste.
4. Set up beans on a "sensory table" (where the children can explore them).

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to the children that you will be exploring different types of beans.
3. Invite the children to explore the beans on the sensory table.
4. Ask children to describe how the dried beans are the same or different.
 - a. Are they all the same size?
 - b. Are they the same color?
 - c. Do they have different textures?
5. Have children compare the sprouted beans with the dried beans.
 - a. Ask children to describe how they are different.
 - b. Where are the sprouts coming from?
 - c. Describe how beans are seeds, and the sprouts come from watering the seeds to get them to grow.
6. Have children explore the bean pods.
 - a. Open them up, or have children open the pods to reveal the beans inside.
 - b. Ask children: how many beans are in the pod?
 - c. Do these beans look the same as the dried or sprouted ones?
7. Pass out the plates of canned beans (1/child). Explain that dried beans are not edible, but cooking them makes them good to eat! (Explain that canned beans are beans that have been cooked and cooled.)
 - a. Have children compare the look and feel of the cooked beans with the dried and sprouted beans.
 - b. Encourage children to try the beans.
8. Offer children a hand stamp or sticker for exploring a new vegetable!

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beans.zip

Activity: Recipe – Black Bean Pie

Ages: 6 months-5 years

Time: 1-2 hours

Objective(s):

- Children will try black beans prepared in a new way.

Materials: Chef's knife, cutting board, can opener, measuring spoons, measuring cups, large bowl, mixing spoon, oven, 9x13 inch baking pan, food processor (if making crust from scratch), 2 frozen whole wheat pie crusts (optional)

Servings: 24

Ingredients:

- Crust (if you're making from scratch):
 - 1 cups all-purpose flour
 - 1/2 cup cornmeal
 - 1/2 cup whole wheat flour
 - 3/8 tsp salt
 - 1 tsp sugar
 - 1/2 cup butter
 - 4 Tbsp cold water
- Filling:
 - 4 cans black beans (drained and rinsed)
 - 1 cup onion, chopped
 - 1, 16 oz can of diced tomatoes (drained)
 - 6 cups frozen corn (about 16 oz.), thawed
 - 2 tsp each of garlic powder cumin and chili powder
 - 1/2 tsp black pepper
 - 2 cups cheddar cheese, shredded

Procedure:

1. Crust (if you're making from scratch):
 - a. Combine flours, cornmeal, salt and sugar in the bowl of a food processor. Pulse to combine.



- b. Cut the butter into chunks, then add them to the food processor and pulse until the mixture resembles coarse crumbs.
 - c. Add the cold water slowly. Ideally, use just enough that the dough sticks together.
 - d. Grease a 9x13 inch pan and press the crust into the bottom of the pan and three quarters of the way up the sides.
2. Filling: Mix all ingredients together in a large bowl, except cheddar cheese.
3. If making crust from scratch, spread filling evenly into pie crust and top with cheddar.
4. If using store-bought frozen crust, spread half of filling into one pie crust and top with half of the cheese. Repeat with the second crust.
5. Bake for 45 min. at 350 degrees F, until golden brown.

Adapted from: <http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/dry-beans-cafeteria.pdf>

Activity: Movement – Balance like a Plant

Ages: 2-5 years

Time: 10 minutes

Objective(s):

- Children will practice balancing.

Materials: 1 spot marker (<http://bit.ly/SpotMarkers>) or bean bag/child

Preparation:

1. Create an activity area large enough for all children to be able to move around in.
2. Scatter spot markers/bean bags within area.

Procedure:

1. Invite children to the activity area.
2. Ask children –
 - a. Are plants free to move about like people?
 - b. What do they do on a rainy or windy day?
3. Tell children that plants have to balance in place despite the weather. We are going to practice balancing like plants. Then invite them to find a spot marker/bean bag to stand on/next to.
4. Challenge children to try the following balances –
 - a. One leg stand: Stand on 1 foot and hold for 3 seconds.
 - b. Kimbo Stand: Cross one leg over the other and touch that toe to the floor. Stretch your arms out to the side to help you balance. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - c. Stork Stand: Balance on 1 foot, then put the other foot on the side of your knee. Put both arms out to the side to help you balance. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - d. Sideways Balance: Stretch your arms to the side, then lift 1 leg straight out to the side. Hold for 3 seconds. Try the other leg.
 - e. Backward Balance: Stretch your arms to the side. Lift 1 leg backward (leg is parallel to the ground) while you lean forward. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - f. Forward Balance: Stretch your arms to the side. Raise 1 leg in front of you. Point your toes and hold your pose. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/single-leg-balances_EC.pdf

Activity: Book – *One Bean*, by Anne Rockwell

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will practice reading comprehension by retelling a story.

Materials: *One Bean*, by Anne Rockwell, sequence cards (sequence cards can be found on p. 12)

Preparation:

1. Gather materials.
2. Print and cut out sequence cards.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read the book, *One Bean*, by Anne Rockwell.
3. After reading the story, ask for a volunteer to retell the story using the sequence cards.
4. Reread the story to the class to check if they were correct.

Adapted from: <http://www1.pgcps.org/WorkArea/DownloadAsset.aspx?id=175560>



Activity: Sprouting Beans (Part 2)

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will learn what beans need to sprout.

Materials: N/A

Preparation: N/A

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to your children that you will be checking on the beans you sprouted last week.
3. Discuss what do beans (and all seeds, for that matter) needed to sprout –
 - a. Water
 - b. Warmth
 - c. Sun/Light? Actually, in order to sprout, the seed don't need light! But, in order to grow and make food for the plant (photosynthesis), the bean will eventually need light after it sprouts.
 - d. Soil? Actually, in order to sprout, the beans don't need soil either. But, after it has sprouted, the bean will need soil, which contains important nutrients to help it grow and give its roots a sturdy home.
4. Continue to check on the beans each day.

Adapted from:

http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/harvest_lessons_upper_valley_farm_to_school_%EF%80%A7_beans.pdf

Activity: Bean Art

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will learn about mosaics.
- Children will learn how to make bean mosaics.

Materials: Heavy paper (1/child), glue (Elmer's type), paintbrushes (1/child), a large bag of assorted dry beans, small bowls (1/group of children), pencils (1/child)

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that today we are going to make mosaics using different kinds of beans. A mosaic is a type of art made by gluing small objects of different colors to a surface to create a pattern or picture. You can make mosaics out of pieces of colored glass or stone, and hundreds of years ago, the Romans made beautiful mosaics in this way on walls and floors.
3. Go over how to use glue properly and how to share materials. Children might want to plan out their design before they start to glue. They can arrange the beans to see how they like them, or sketch with a pencil and then glue the beans over their drawing.
4. Make sure children put their name on the back of their paper so that you can keep track of whose mosaic is whose.

Adapted from:

http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/harvest_lessons_upper_valley_farm_to_school_%EF%80%A7_beans.pdf

Activity: Recipe – Pinto Bean Salsa

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will try pinto beans prepared in a new way.

Materials: Medium mixing bowl, mixing spoon, measuring spoons, measuring cups, chef's knife, cutting board, plates (1/child)

Servings: 8

Ingredients:

- 1 cup canned pinto beans (drained and rinsed)
- 1 cup frozen corn



- Juice of 1 lime
- ½ an onion, diced
- 1 tomato, diced
- 1 tsp red wine vinegar
- Salt (to taste)
- Pepper (to taste)
- fresh cilantro, chopped (optional)
- ½ an avocado, diced (optional)

Procedure:

1. Assemble all ingredients.
2. Serve with cut veggies (i.e., carrot sticks, celery sticks, cucumber sticks, jicama sticks) or baked tortilla chips (<https://www.foodnetwork.com/recipes/food-network-kitchen/baked-tortilla-chips-recipe-2102979>).

Adapted from:

http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/harvest_lessons_upper_valley_farm_to_school_%EF%80%A7_beans.pdf

Activity: Movement – Stand Up/Sit Down

Ages: 4-5 years

Time: 5 minutes

Objective(s):

- Children will learn about why beans are healthy through movement.

Materials: Chart paper and markers

Preparation:

1. Gather materials.
2. Write the "Nutrition Fun Facts" about beans (see p. 2) on chart paper.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that you're going to learn why beans are healthy and then test their knowledge while playing a game.
3. Review the "Nutrition Fun Facts" about beans with children.
4. Give instructions for true/false game. Tell children, "I'm going to read the following statements and want you to stand up if you think the following statement is true and stay seated if you think the statement is false."
 - a. Beans are great for your muscles and fill you up. (True. Beans have tons of protein, which help build muscle and keep you full.)
 - b. Beans are bad for your tummy. (False. Beans have lots of fiber, which is good for your digestive system.)
 - c. Beans give you energy. (True. Beans have a lot of iron, which helps carry oxygen around your body in your blood. Not having enough iron makes you tired.)
 - d. Beans are good for your heart. (True. Beans have a lot of Potassium, which helps your heart work properly.)
 - e. Beans have a lot of fat. (False. Beans are actually low in fat.)

Adapted from:

http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/harvest_lessons_upper_valley_farm_to_school_%EF%80%A7_beans.pdf

Activity: Book – *Jack and the Beanstalk*, by Carol Ottolenghi

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will better understand the story of Jack and the Beanstalk by acting it out.

Materials: *Jack and the Beanstalk*, by Carol Ottolenghi, props for your play (i.e., yellow plastic Easter eggs, butcher paper beanstalk, harp, etc.)

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Jack and the Beanstalk*, by Carol Ottolenghi.



3. Tell children that you will be acting out Jack and the Beanstalk. Ask for children to volunteer to be “characters” in your play. The teacher can act as narrator as the children act out the story. Provide children with the props they will need to act out the story.

Adapted from: <https://www.pre-kpages.com/jack/>

Activity: Create a Recipe Book

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will create a drawing to accompany one of the recipes they tried or help make this month.
- Children will use crayons, markers or paint to create art.
- Children will be able to tell the rest of the class about their artwork.
- Children will remember and connect experiences with beans, and recall what they have learned during the month.

Materials: 8.5x11” paper (1 sheet/child), crayons/markers/paint and brushes, a few types of beans for display

Preparation:

1. Set up materials.

Procedure: (Note: This activity can be repeated each month for the recipes featuring the Harvest of the Month produce, which are made for or with the help of your children. At the end of the year, bind each child’s book and let them take it home to share with their families!)

1. Invite children into activity area.
2. Explain to children that they will be creating their own recipe books for each of the recipes they try/make as a class.
3. Explain that each month each child will decorate a page for his or her fruit and veggie recipe book.
4. Encourage children to draw/paint pictures of beans using the vegetables on display as inspiration.

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Exploring Beans

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will learn about beans using their 5 senses.

Materials: 1 can of each of the following beans, drained and rinsed: garbanzo, kidney, lima, and blackeye peas, plates (1/child), spoon, chart paper, markers

Preparation:

1. Gather materials.
2. Place 1 of each variety of beans on each plate.
3. Make a 4x5 grid on the chart paper. Label columns by variety: lima, kidney, garbanzo, and blackeye peas. Label rows: look, feel, touch, smell and taste.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that “today we will be exploring different beans using our 5 senses – seeing, hearing, tasting, smelling and touching.” Point to each of the senses on your body as you do so. (Use this as an opportunity to introduce senses to the class, if they have not yet learned them.)
3. Pass out 1 plate of beans to each child.
4. Invite children to explore the lima beans on their plate using each of their five senses. Ask – What do the beans look like? Sound like? Taste like? Smell like? Feel like?
5. Record children’s observations on the chart paper. Repeat this process with the remaining beans. Discuss similarities and differences as a class.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/021712/ED_DryBeans_%20Newsletter_Final.pdf

Activity: Recipe – White Bean Dip

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will try white beans prepared in a new way.

Materials: Food processor or blender, measuring cups, measuring spoons, medium mixing bowl

Servings: 6



Ingredients:

- ¼ cup extra virgin olive oil
- ¼ cup lemon juice
- ½ tsp salt or to taste
- ½ tsp pepper or to taste
- 1-2 clove garlic or 1 tsp garlic powder
- 2 can white beans (Note: Navy (pea) beans, cannellini, great northern beans or baby lima beans can be used)

Procedure:

1. Place the beans, garlic, lemon juice and olive oil in food processor or use an immersion blender. Pulse until the mixture is coarsely chopped or creamy depending on desired consistency. Season with salt and pepper, to taste.
2. Transfer the bean puree to a small bowl.
3. Serve with veggies and/or whole grain pita slices.

Adapted from: Boulder County Public Health HEAL training

Activity: Movement – Freeze Dance

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will practice starting and stopping.

Materials: 4 cones or beanbags, music, device to play music on

Preparation:

1. Create an activity area large enough for all children to be able to move around in.
2. Use cones or beanbags to create boundaries.

Procedure:

1. Invite children to the activity area.
2. Tell children –
 - a. When the music starts, start dancing.
 - b. When the music stops, stop quickly and freeze like a statue. (Ask a child to demonstrate what this looks like.)
 - c. When the music starts again, children can dance again.
3. Review personal space and boundaries with children.
4. Start and stop the music every 10-20 seconds.

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/starting-stopping_EC1.pdf





I had one bean. It was dry
and smooth



I filled a paper cup with soil
and put my bean inside.



I gave it water. The sun
shone on it. The plant grew



One day there were lots of
bean pods on my bean plant.



Harvested produce comments

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



April

Harvests of the Month

Spring Greens

If these are not available in your school garden, they should be available at the Farmers' Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
SPRING GREENS ACTIVITIES	Book – <i>Lettuce</i> , by Diana Kizlauskas, p. 2	Build a Salad, p. 3	Sorting Spring Greens, p. 3	Recipe – Homemade Italian Vinaigrette, p. 3	Movement – Rabbit Says, p. 4
SPRING GREENS ACTIVITIES	Book – <i>The Giant Carrot</i> , by Jenn Peck, p. 4	Build a Garden, p. 5	Let it Grow, p. 5	Recipe – Homemade Ranch Dressing, p. 6	Movement – Salad Bowl, p. 6
SPRING GREENS ACTIVITIES	Book – <i>How Does Your Salad Grow?</i> , by Francie Alexander, p. 6	Lettuce Taste Test, p. 7	Observe and Draw, p. 7	Recipe – Spring Greens Pesto p. 8	Movement – Kangaroo's Triangle Pose, p. 8
SPRING GREENS ACTIVITIES	Book – <i>Oliver's Milkshake</i> , by Vivian French p. 9	Rethink Your Drink, p. 9	Growing Microgreens, p. 9	Recipe – Swiss Chard Milkshakes p. 10	Movement – Crescent Moon Pose, p. 10

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

SPRING GREENS

Fun Facts

- **Botany**

- Spring greens refer to the first greens of Spring and include arugula, lettuces, Swiss chard, dandelion greens, escarole, watercress, to name a few.
- Most spring greens are very cold tolerant. However, if temperatures drop near freezing, cover the plants with “floating” lightweight row covers (available from garden centers) or with a sheet that’s secured over the plants. You may also cover them with plant pots. For container-grown plants, slip a plastic garbage bag over the entire pot. Covering the plants can help keep the temperature surrounding the leaves three to five degrees warmer.
- Flea beetles, slugs, and occasional caterpillars can sometimes pester the leaves. Floating lightweight row covers will prevent the insects from attacking the plants but will let in light and water. It is most important to keep the plants watered. Spring winds and increasing sunlight can dry out the leaves and the soil.
- As the daylight grows longer and the temperatures rise in June, greens often become tough and bitter and the onset of hot, dry weather can finish a crop.

- **History**

- Arugula is nicknamed “salad rocket”, which is derived from the Latin word *eruca*, meaning caterpillar, since some varieties of arugula have hairy stems. Arugula is a member of one of the dominant families in our food system: Brassicaceae; broccoli, kale and rutabagas are also in this family. It is native to Europe and western Asia and was introduced to the United States by the colonists.
- The word “lettuce” is derived from the Latin word *lactuca*, which stems from *lactus*, meaning “milk.” This name was designated because of the white resin the stems secrete when they’re cut. Lettuce is a member of the family Asteraceae, along with artichokes, marigolds and sunflowers. It is native to the eastern Mediterranean and boasts over 100 varieties. Thousands of years ago, it was most likely grown for the oil its seeds produced. Christopher Columbus introduced varieties of lettuce to North America during his second voyage in 1493.
- People have many names for Swiss chard including silverbeet, Roman kale, and strawberry spinach. This tall Spring vegetable is a part of the goosefoot family – named because the leaves resemble a goose’s foot. Other members are beets and spinach. Chard can be harvested while the leaves are young and tender or when they are larger and have tougher stems. You can harvest from the plant many times and it will grow new leaves.

- **Nutrition**

- Spring greens provide an excellent source of vitamins K, A, C and folate.

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/mixed_greens_educator.pdf and http://harvestofthemoth.cdph.ca.gov/documents/Summer/SaladGreens/Salad%20Greens%20-%20Educator%27s%20Newsletter_Final.pdf, <https://growing-minds.org/documents/swiss-chard-smoothies-recipe-and-lesson-plan.pdf> and https://www.chicagobotanic.org/plantinfo/spring_greens_success_cool_season_edibles

Activity: Book – *Lettuce*, by Diana Kizlauskas

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn how to plant a garden.
- Children will understand the importance of sharing.

Materials: *Lettuce*, by Diana Kizlauskas

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to children that today we are going to read a book about planting a garden. Ask children if they have ever planted something and watched it grow before.
3. Read *Lettuce*. While you are reading, point out different parts of the book to help children engage in the story:
 - a. On page 3, point out the word “grew” and explain that this means the lettuce was once small and is now very big.
 - b. On page 23, ask how children know that the owl is sick.
 - c. At the end of the book, point out that Rabbit shares all his lettuce with his friends to make them happy. Discuss how rabbit feels and why.
 - d. Ask children if they have ever shared something that they cared about and how they felt.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf



Activity: Build a Salad

Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will learn how to make a salad.
- Children will take turns in conversations and interactions with others and practice manners such as please and thank you.

Materials: Chart paper, fruit and vegetable paper cut-outs, tape, markers

Preparation:

1. Gather materials.
2. Find pictures of fruits and vegetables you might add to a salad in magazines and cut them out.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Tell children you're feeling hungry and get their ideas about what you should eat.
3. Tell children you're in the mood for something green and healthy. Then ask children what food is green and healthy.
4. Once children have the idea of lettuce in their minds, ask them what kind of meals they can make with lettuce.
5. Tell children you want to build a salad and you need their help.
6. Draw a bowl on the chart paper.
7. Tell children that they're going to practice taking turns by having each child share an ingredient to add to the salad.
8. Ask for volunteers to choose ingredients to add to the salad and have them tape it to the bowl.
9. When children come up to take ingredients, have them practice manners by asking for their ingredients from you by saying please and thank you.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Sorting Spring Greens

Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will be able to identify similarities and differences and sort different kinds of lettuce.
- Children will be able to count and identify how many pieces of lettuce they have.

Materials: A mixture of different Spring greens (i.e., green leaf lettuce, arugula, endive, Swiss chard, etc.), bowls (1/child)

Preparation:

1. Gather materials.
2. Wash and dry Spring greens.
3. Sort a mixture of different kinds of Spring greens into bowls for the children.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Have all children wash their hands.
3. Give each child a bowl of Spring greens.
4. Explain to children that there are many different types of Spring greens and you want them to see how some types are similar and some are different.
5. Have children explain what it means if something is similar and what it means if something is different.
 - a. Ask children to identify what is similar about two objects in the room and explain why.
 - b. Do the same with two objects that are different.
6. Have the children sort the Spring greens into piles based on what they see are similarities and differences.
 - a. Ask children to tell you why they chose to group the pieces of greens the way they did.
 - b. Have children count how many pieces of Spring greens are in each pile.
 - c. Ask children if they think the different colored greens will taste the same or different and why.
 - d. Invite children to taste their greens and ask them which one they prefer and if their guesses about them tasting the same or different was correct.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Homemade Italian Vinaigrette

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):



- Children will try Spring greens prepared in a new way.

Materials: Container with tight fitting lid, measuring cups, measuring spoons

Servings: 16

Ingredients:

- 1/2 cup olive oil
- 1/3 cup red wine vinegar
- 2 Tbsp Italian seasoning (or 1/2 Tbsp each basil, thyme, rosemary and oregano)
- 1 Tbsp Dijon or whole grain mustard
- Salt and pepper (to taste)

Procedure:

1. Add all ingredients into a container with tight-fitted lid and shake.
2. See *Lettuce Taste Test* (p. 7) for instructions on how to taste the dressing with your children.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Movement – Rabbit Says

Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will perform activities that combine and coordinate large muscle movements.

Materials: N/A

Preparation:

1. Gather materials.
2. Develop a list of movements that rabbits might do for the game (i.e., “take one big hop,” “take two small hops,” “twitch your nose,” “wiggle your ears,” etc.)
3. Create an activity area where you will play the game.

Procedure:

1. Invite children to the activity area.
2. Ask children to spread out facing you.
3. Explain how to play Rabbit Says:
 - Rabbit Says is a modified version of Simon Says. Ask if anyone has ever played Simon Says.
 - When “Rabbit says take one big hop,” the children will take one big hop. Emphasize if you say “take one big hop,” but rabbit does not say it, children are not allowed to hop. If a child hops, without rabbit saying so, that child should sit down.
 - Ask if children have any questions before starting the game.
4. Play the game until only one child is left standing.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Book – *The Giant Carrot*, by Jenn Peck

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn the parts of the plant, where they grow and what we eat.

Materials: *The Giant Carrot*, by Jenn Peck, chart paper, plain white paper (4 sheets/child stapled)

Preparation:

1. Gather materials.
2. Draw a diagram of a carrot (<https://www.shutterstock.com/image-vector/vector-diagram-showing-parts-carrot-whole-360066287>) and tomato plant (<https://www.shutterstock.com/image-vector/illustration-showing-parts-tomato-plant-212615491>).

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *The Giant Carrot*. Show them the diagrams of the plants you drew. Use this to discuss plant parts with your children.
3. Ask children –
 - a. Which parts of the plants grow above ground?
 - b. Which parts grow underground?
4. Make plant part journals with your children.
 - a. Guide your children in making simple blank paper journals with 4 pages (the first page will serve as the cover).



- b. To make the cover of their journal, ask children to draw a plant.
- c. Over the course of one week, ask children to draw which plant parts they eat at each meal. For example, do they eat fruit with breakfast? Roots with dinner? Leaves with lunch? Display the journals at the end of the week.

Adapted from: <https://growing-minds.org/documents/lettuce-wrap-recipe-lesson-plan.pdf>

Activity: Build a Garden

Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will practice drawing and sharing materials.

Materials: Plain white paper, crayons, markers

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Lettuce*, by Diana Kizlauskas to your children (see p. 2).
3. Tell children that they will now draw a garden of their own.
4. Discuss what gardens look like and use the book and other pictures to prompt the children.
5. Give each child a piece of paper and give each group drawing materials so they can practice sharing.
6. Tell children to add certain things to their garden pictures, such as...
 - a. Draw carrots in a row.
 - b. Draw a big head of lettuce.
 - c. Draw corn.
 - d. Draw colorful flowers.
7. Another option is to have them choose a particular vegetable to draw or to just draw and color a head of lettuce.
8. Allow children to draw and ask them questions about what they are drawing in their garden.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Let it Grow

Ages: 3-5 years

Time: 5-10 minutes

Objective(s):

- Children will observe and experiment with how things grow.
- Children will seek information from others.

Materials: Stumps of romaine hearts, water, shallow containers (1/group of 3 children), small paper cups (1/child), journal

Preparation:

- Gather materials.
- Separate the romaine stumps into containers.
- Fill paper cups with water.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Explain to the children that they will be growing lettuce today using romaine stumps.
3. Ask children how you grow something (plant a seed, water it, give it sunlight).
4. Divide children into groups of 3.
5. Give each group a container with a romaine stump.
6. Give each child a paper cup of water and instruct them to pour it into the container making sure that the bottom of the stump is submerged, but that the stump itself doesn't tip over.
7. Put containers of stumps in the sunlight.
8. Add water daily (if needed) and observe the lettuce growing.
9. Ask children if they have any predictions or questions.
10. Every week have the children draw a picture of the changes they see in their lettuce in their journals or create one class journal and guide them in responding each week.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf



Activity: Recipe – Homemade Ranch Dressing

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will try Spring greens prepared in a new way.

Materials: Container with tight fitting lid, measuring cups, measuring spoons

Servings: 16

Ingredients:

- 2 tsp dried, minced onions
- 1/2 tsp salt
- 1/8 tsp garlic powder
- 1 Tbsp dried parsley
- 1 cup Greek yogurt (plain, low-fat)
- 1 cup buttermilk

Procedure:

1. Add all ingredients into a container with tight-fitted lid and shake.
2. Chill before serving.
3. See Lettuce Taste Test (p. 7) for instructions on how to taste the dressing with your children.

Adapted from: <https://whatscooking.fns.usda.gov/recipes/supplemental-nutrition-assistance-program-snap/homemade-ranch-dressing>

Activity: Movement – Salad Bowl

Ages: 4-5 years

Time: 15 minutes

Objective(s):

- Children will perform activities that combine and coordinate large muscle movements.

Materials: Hula hoops (1/ group of 3 children), a variety of items to represent "salad ingredients" (i.e., scarves, small balls, beanbags, crumpled paper, etc.), chart paper, markers, music and music player

Preparation:

1. Gather materials.
2. Create an activity area. Scatter the hoops throughout the activity area.
3. Place the "salad ingredients" on tables around the activity area.
4. Make a list of what each item represents (i.e., hula hoops = salad bowls, scarves = lettuce, balls = tomatoes, etc.) and post it somewhere in the activity area.

Procedure:

1. Gather children in a circle on the floor of the activity area.
2. Explain to children that they will be going to the farmers market to purchase ingredients to make a big salad. Introduce each of the materials.
 - a. Hula hoops = salad bowls
 - b. Items (i.e., scarves, balls, etc.) = salad ingredients (review the list of what each item represents with the children.)
 - c. Tables with items = farmers' market booths
3. Divide children into groups of three and assign each group a hula hoop (salad bowl).
4. Instruct children to sit in their salad bowl.
5. Assign each child a number (1, 2 or 3)
6. Tell children that when the music starts, child #1 will stand up and walk to the farmers' market to collect one salad ingredient and bring it back to their bowl. Once this child returns to their bowl and sits down, child #2 may stand up, walk to the market, shop for another salad ingredient and bring it back to their bowl. Repeat with child #3.
7. Tell the children that they may continue to shop, until the music stops.
8. When the music stops, ask each group to tell the class what type of salad they made by reviewing all the ingredients they collected!

Adapted from: http://harvestofthefmonth.cdph.ca.gov/documents/Summer/SaladGreens/Salad%20Greens%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *How Does Your Salad Grow?*, by Francie Alexander

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):



- Children will learn what is required to grow a garden.

Materials: *How Does Your Salad Grow?*, by Francie Alexander

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Tell children that today you will be reading a story about people who work together to grow vegetables in a garden for their salad.
3. Read *How Does Your Salad Grow?*, by Francie Alexander to your children.
4. After you've read the story, ask the following questions -
 - a. What did the people do to start their garden?
 - b. What are some of the things that plants need to grow in a garden?
 - c. What was one of the things that the people did to take care of their garden?
 - d. What did they do at the end?
 - e. Have you ever helped water or take care of a garden or a plant? How was your experience similar to the story?
 - f. What would you like to grow in your own garden?

Adapted from: <https://www.warsaw.k12.in.us/guided-reading/level-h-1/5427-how-does-your-salad-grow-level-h/file>

Activity: Lettuce Taste Test

Ages: 6 months-5 years

Time: 10-15 minutes

Objective(s):

- Children will have the opportunity to taste test raw, locally grown lettuce.

Materials: Assortment of 3 different types of lettuce (i.e., romaine, butter, red leaf, green leaf, arugula, etc.), plates (1/child), forks (1/child), salad dressing (see recipes for homemade Italian (see p. 3) and/or ranch (see p. 6) dressings above), chef's knife, cutting board, copy of the Harvested Produce Comments (see p. 11), markers

Preparation:

1. Gather materials.
2. Wash and dry lettuce.
3. Place bite sized pieces of each type of lettuce on each plate.
4. Place 1 Tbsp of dressing next to the lettuce on each plate.

Procedure:

1. Invite children to sit in the area where you have meals or snacks.
2. Explain that you will be tasting lettuce! If this is the first activity involving food tasting, talk with the children about polite food tasting habits, such as:
 - a. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like "I don't care for it."
 - d. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
3. Give each child a plate of lettuce/dressing and a fork.
4. Let children taste the lettuce plain and ask if they like it and which they prefer.
5. Then let them try it with dressing.
6. Ask them which way they prefer – with dressing or without.
7. Record their answers on the Harvested Produce Comments sheet.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Observe and Draw

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will have the chance to observe and draw different Spring greens.

Materials: A mixture of different Spring greens (i.e., green leaf lettuce, arugula, endive, Swiss chard, etc.), crayons or colored pencils, plain white paper, chart paper, markers

Preparation:



1. Gather materials.
2. Draw and label a picture of a leaf on chart paper (<https://www.topperlearning.com/doubts-solutions/i-what-is-a-leaf-ii-draw-the-labeled-diagram-of-a-leaf-iii-what-are-the-functions-of-the-leaves-of-a-plant-ewemfa7hh>)
3. Set up activity area with paper and markers.

Procedure:

1. Invite children to the activity area.
2. Introduce children to each of the Spring greens. Pass them around so that they can see them up close.
3. Show children the picture of a leaf with the parts labeled. Discuss the parts of a leaf and their roles.
 - a. Parts of a leaf:
 - i. Veins: Veins transport water, minerals and food energy through the leaf and on to the rest of the plant. They also provide structure and support the leaf.
 - ii. Petiole: The petiole is the stalk of the leaf, which attaches to the stem of the plant.
 - iii. Lamina: Lamina is the scientific word for blade of a leaf. This is where food is made through the process of photosynthesis.
 - iv. Epidermis: Epidermis is the outer protective layer of a leaf. Sometimes the leaf may be waxy because the epidermis secretes a waxy protective cuticle.
4. Pass out the crayons/colored pencils and paper and invite children to draw the Spring greens.

Adapted from: http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/05_greens_lesson.pdf

Activity: Recipe – Spring Greens Pesto

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will try spring greens prepared in a new way.

Materials: Food processor, rubber/silicone spatula, measuring cups, plates (1/child), assortment of cut up veggies (i.e., carrots, cucumbers, snap peas, bell pepper, etc.) and/or whole grain pita (enough for each child to taste the pesto).

Servings: 2 cups

Ingredients:

- 3 cups nuts (i.e., walnuts, almonds) or seeds (i.e., sunflower, pumpkin)
- 6 cups packed greens
- 4 small garlic cloves, peeled
- 1 1/3 cups olive oil
- 2 cups grated parmesan cheese
- Salt and pepper (to taste)

Procedure:

1. Place nuts or seeds, greens, and garlic in a food processor and blend until everything is finely chopped. Scrape down sides of the bowl and process again.
2. Add parmesan cheese and process again.
3. With the motor running, add olive oil in a steady stream. When the pesto looks saucy, stop adding oil.
4. Turn off food processor. Mix in salt and pepper, to taste.
5. Serve with cut up veggies or whole grain pita.

Adapted from: <http://www.vermontharvestofthemonth.org/recipes/april-25th-2016>

Activity: Movement – Kangaroo’s Triangle Pose

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will perform activities that combine and coordinate large muscle movements.
- Children will strengthen their arms, spine, and chest and may have improved digestion.

Materials: N/A

Preparation:

1. Review kangaroo’s triangle pose (a picture can be found here – <https://www.pottertheotter.com/pages/yoga-with-potter> and procedure below.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Instruct children to stand up and spread out facing you.



3. Lead children into the pose. Say –
 - a. “Breathe in and move your feet to the sides.
 - b. Breathe out and make your arms go wide.
 - c. Then bend your body to the right.
 - d. Reach to your ankle and keep your arm tight.
 - e. Now raise the left hand way up high.
 - f. Breathe in and out and count to five.
 - g. Then stand up and try it on the other side.

Adapted from: <https://www.pottertheotter.com/pages/yoga-with-potter>

Activity: Book – *Oliver’s Milkshake*, by Vivian French

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will learn how to write and follow a recipe.

Materials: *Oliver’s Milkshake*, by Vivian French, chart paper, markers, materials and ingredients for Swiss chard milkshakes (see p. 9)

Preparation:

1. Gather materials.
2. Write the recipe for a Swiss chard milkshake (see p. 10) on a piece of chart paper.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Oliver’s Milkshake*.
3. Ask for a volunteer to define “ingredients.”
4. Ask children to identify the ingredients in Oliver’s milkshake. Record the ingredients on chart paper.
5. Tell the children that you will be making Swiss chard milkshakes.
6. Show children the recipe you wrote on the chart paper. Explain the different elements of the recipe.
7. Make Swiss chard milkshakes with the class.

Adapted from: <https://growing-minds.org/documents/swiss-chard-smoothies-recipe-and-lesson-plan.pdf>

Activity: Rethink Your Drink

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will learn about the importance of drinking water through art.

Materials: Copies of “Rethink your Drink Educational Games” (see <http://www.hidden-sugar.org/wp-content/uploads/2016/12/Educational-Games.pdf>) (1 packet/child), crayons

Preparation:

1. Gather materials.
2. Print copies of handouts and staple.
3. Set up activity area with handouts and crayons.

Procedure:

1. Invite children to activity area.
2. Ask children what types of beverages they drink at home? At school?
3. Ask children why they think drinking water is important.
4. Hand out packets and crayons to children. Invite children to explore the activities in the packets.

Adapted from: <http://www.hidden-sugar.org/wp-content/uploads/2016/12/Educational-Games.pdf>

Activity: Growing Microgreens

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will learn how to grow microgreens.

Materials: Packaged lettuce or berry containers (1/ group of 3 children), potting soil, seeds for microgreens (i.e., mesclun seed mix, beets, radish, arugula, cress, mustard greens, cabbage, chard, kale, bok choy, etc.)

Preparation:



1. Gather materials.
2. Fill each container with potting soil (leave some room at the top).

Procedure:

1. Invite children to sit in a circle on the floor.
2. Tell children that you will be planting microgreens today. Explain that microgreens are the shoots of Spring green vegetables such as arugula, Swiss chard, mustard green, beetroot, etc., and are picked just after the first leaves have developed.
3. Sprinkle seeds evenly on top of a layer of soil.
4. Cover lightly with a sprinkle of soil.
5. Mist, and place in a warm sunny window, in a greenhouse, or under grow lights.
6. Water daily. (Note: Soil should be moist, but not soggy.)
7. When plants have sprouted and leaves have unfurled, cut at the soil, wash and enjoy these nutrient packed leaves.

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/05_greens_lesson.pdf

Activity: Recipe – Swiss Chard Milkshakes

Ages: 6 months-5 years

Time: 5 minutes

Objective(s):

- Children will try Swiss chard prepared in a new way.

Materials: Blender, cups (1/child)

Servings: 20 tastes

Ingredients:

- 4 cups Swiss chard (washed and de-stemmed)
- 1 bag frozen strawberries (10 oz.)
- 1 bag frozen blueberries or peaches (10 oz.)
- 6 bananas
- 16 oz. yogurt (plain, low-fat)
- 2 cups milk (plain, low-fat or fat free)

Procedure:

1. Place all ingredients in the blender. Blend well and serve.

Adapted from: <https://growing-minds.org/documents/swiss-chard-smoothies-recipe-and-lesson-plan.pdf>

Activity: Movement – Crescent Moon Pose

Ages: 1-5 years

Time: 5 minutes

Objective(s):

- Children will perform activities that combine and coordinate large muscle movements.

Materials: N/A

Preparation:

1. Review the crescent moon pose (a picture can be found here – <https://www.pottertheotter.com/pages/yoga-with-potter>).

Procedure:

2. Invite children to sit in a circle on the floor.
3. Instruct children to stand up and spread out facing you.
4. Lead children into the pose. Say –
 - a. “Breathe in and raise your hands to the sky.
 - b. Make your palms touch up high.
 - c. Breathe out and bend to one side. Hold there and feel your breath glide.
 - d. Then breathe in and stand up tall Let it out and let your arms fall.
 - e. Now give it a try on the other side.”

Adapted from: <https://www.pottertheotter.com/pages/yoga-with-potter>



Harvested produce comments

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



May

Harvests of the Month

First two weeks: Spinach

Second two weeks: Radishes

If these are not available in your school garden, they should be available at the Farmers' Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
SPINACH ACTIVITIES	Fruit and Vegetable Knowledge Assessment, p. 2	Book – <i>From the Garden</i> , by Michael Dahl, p. 3	Spinach Mystery Bag and Taste Test, p. 3	Recipe – Spinach and Strawberry Salad, p. 4	Gardening!
SPINACH ACTIVITIES	Book – <i>I Eat Vegetables</i> , by Hannah Tofts, p. 4	Spinach Name Game, p. 5	Spinach Leaf Prints, p. 5	Recipe – Veggie Tortilla Roll-up, p. 5	Gardening!
RADISH ACTIVITIES	Book – <i>Rah Rah Radishes</i> , by April Sayre, p. 7	Radish Mystery Bag p. 8	Root Vegetable Sensory Bin, p. 8	Recipe – Radish Bruschetta, p. 8	Gardening!
RADISH ACTIVITIES	Book – <i>I Can Eat a Rainbow</i> , by Annabel Karmel, p. 9	Vegetable Poem, p. 9	Paper Plate Radish Craft, p. 10	Recipe – Yogurt Dip with Veggies, p. 10	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

SPINACH

Fun Facts

- **Botany**

- Spinach is an annual plant of the family Amaranthaceae, which grows best in cool, damp weather and rich, moist soil and is typically planted by direct seeding.
- Spinach consists of small and medium leaves that are bright green, thick, soft, and oval to arrow-shaped with green stems. Both the leaves and stems are edible. The leaves form rose-like clusters or rosettes from which flowering shoots emerge.
- Chlorophyll, or a group of green pigments found in plants and vegetables, like spinach, can be used to create a phenomenon called "fluorescence," which is essentially the same phenomenon as neon light.
- The name "spinach" has been applied to a number of leafy vegetables that are unrelated or only distantly related to spinach including: New Zealand spinach, Water spinach, Malabar spinach, and Orach, which is also referred to as "French spinach" or "mountain spinach."

- **History**

- Spinach originated in Iran where it was known as aspanakh.
- It made its way to China in the 7th century when the king of Nepal sent it as a gift.
- Spinach arrived in Europe in the 11th century when it was brought to Spain by the Moors (Muslims). In fact, spinach was known as "the Spanish vegetable" in England.
- In the 16th century, spinach became the favorite vegetable of Catherine de Medici of the famous Medici family of the Italian Renaissance. When she left her home in Florence, to marry King Henry II of France, she brought along her own cooks to prepare spinach in the variety of ways she liked. Since then, dishes prepared on a bed of spinach are referred to as "à la Florentine."
- North Americans began growing spinach in the early 19th century. When Popeye made his debut on January 17, 1929, spinach became the third most popular children's food after turkey and ice cream. Today, more than 94% of Americans associate spinach with Popeye.
- Spinach was the first frozen vegetable to be sold for commercial use.

- **Nutrition**

- One cup of fresh spinach provides:
 - An excellent source of vitamin A and vitamin K.
 - A good source of vitamin C and folate.
- A ½ cup of cooked spinach provides:
 - An excellent source of vitamin A, vitamin K, folate and magnesium.
 - A good source of vitamin C, vitamin B6, calcium, iron, potassium and riboflavin.

Adapted from: https://harvestofthemonth.cdph.ca.gov/documents/Spring/Spinach/Spinach_Educator%27s-Newsletter_5.pdf

Activity: Fruit and Vegetable Knowledge Assessment

Ages: 3-5 years

Time: 10 minutes

Objective(s):

- To establish a baseline with which to compare children's knowledge of fruits and vegetables from the start of the growing season to the end.
- Children will share their current knowledge of fruits and vegetables.

Materials: Pen and paper to track children's responses

Preparation:

1. Gather materials.

Procedure:

2. Invite children to sit in a circle on the floor.
3. Tell children you would like their help listing as many fruits and vegetables as they can. Do not provide any further prompting. Allow children to continue naming fruits and vegetables until they cannot think of any more. Write down the answers provided.
4. Ask children where fruits and vegetables come from and record answers. Once children have finished answering, reinforce that fruits and vegetables are grown in the ground or on bushes or trees.
5. Ask children where they can buy fruits and vegetables and record answers.
6. Ask children what fruits or vegetables they can help to grow at school or at home and record answers. Discuss what plants need to grow (soil, air, sun, water).



Activity: Book – *From the Garden*, by Michael Dahl

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be introduced to spinach as a vegetable.
- Children will identify the fruits and vegetables from the story and how they grow.
- Children will learn where spinach grows.
- Children will find the hidden numbers in the illustrations from the story.

Materials: Pictures of fruits and vegetables found in the book (i.e., tomatoes, carrots, cabbage, lettuce, broccoli, strawberries, onions, peas, cucumbers, radishes and peppers), a picture of spinach

Preparation:

1. Gather materials.

Procedure:

2. Invite children to sit in a circle on the floor.
3. Read *From the Garden*, by Michael Dahl. Ask the children to identify the fruits and vegetables from the story and how they grow. Use pictures of fruits and vegetables to reinforce each fruit and vegetable they identify.
4. Talk about how spinach also grows in the garden. Show children a picture of spinach and describe it - it can have smooth or wrinkled leaves; it grows in Colorado through the whole year, but likes the weather to be cooler (in the fall and spring). Spinach can be bought fresh at a farmers' market or at a farm stand. It can also be bought at the supermarket, but usually it comes from farms further away from where we live. We eat both the leaves and the stems.
5. Tell the children that you have a surprise for them in the book. On each page there is a number hidden in the picture. Have them look at each page of fruits and vegetables and try to find the hidden number.

Activity: Spinach Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify spinach as a lightweight, green leaf vegetable.
- Children will describe the appearance, smell, and taste of spinach.

Materials: Fresh spinach leaves (1/child to taste plus a few more for the mystery box/bag), mystery box/bag, paper and pencil, feather

Preparation:

1. Gather materials.
2. Wash spinach leaves. Reserve at least one pre-washed leaf per child for tasting. Place a handful of spinach leaves in the mystery box/ bag. Keep the remainder out of the sight of children, but have available in case "enthusiastic feelers" damage the leaves in the box/bag and more are needed.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Introduce or reintroduce the mystery box/bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the spinach. Show the spinach to the children. Note the children's guesses that were close (leaves, a plant, food) or correct (spinach). Offer each child a clean leaf of spinach to look at, touch, and smell. Talk about spinach. Ask the questions below and any other questions you like.
 - a. Is spinach a fruit or a vegetable? (Vegetable)
 - b. What color is it? (Green)
 - c. Do the leaves feel thick or thin? (Thin)
 - d. How does the outside of it feel? (Smooth and bumpy)
 - e. Is the spinach leaf light or heavy? (Very light like a feather – pass around the feather for children to compare to the spinach)
 - f. Is it soft or hard? (Soft like the leaf from a tree)
 - g. Is the stem on the spinach leaf thick or thin? (Thin)
 - h. Has anyone ever tasted a spinach leaf? (Yes or no)
 - i. When you bite or tear the spinach leaf, what color do you see inside? (Green)
3. Activity Conclusion –Tasting: Conclude the lesson by inviting the children to taste the spinach leaf. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits, such as:



- a. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
- b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
- c. Encourage children to use respectful language like "I don't care for it."
- d. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
- a. Then, encourage children to taste the spinach. After they do so, ask the children:
 - Is the leaf soft or chewy? (Chewy)
 - How does the spinach taste? (Mild)
4. Optional: Create a sticker chart for children to document whether they "liked" the spinach or "don't like it yet." A sample chart is included at the end of this document.

Activity: Recipe – Spinach-Strawberry Salad

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will engage in healthy eating practices by helping to prepare their own salad.
- Children will learn food safety practices, such as rinsing produce and asking an adult to cut food.

Materials: Chef's knife, cutting board, plates (1/child), bowls (1/child), forks (1/child), small cups (1/child)

Servings: 10, ½ cup servings

Ingredients:

- 4 cups fresh spinach leaves, washed
- 1 cup fresh strawberries, cut into bite-sized pieces
- Poppy seed salad dressing or raspberry vinaigrette

Procedure:

1. Wash spinach and strawberries.
2. Cut strawberries into bite-size pieces.
3. Pour about 2 Tbsp of dressing into each cup.
4. Provide each child with a plate of spinach leaves and strawberry pieces, a cup with dressing, a bowl and a fork.
5. Instruct children to:
 - a. Wash hands.
 - b. Tear spinach into smaller pieces.
 - c. Mix spinach and strawberries in individual bowls.
 - d. Pour the dressing onto salad and mix.
 - e. Taste and enjoy!

Activity: Book – *I Eat Vegetables*, by Hannah Tofts

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be able to describe spinach.
- Children will be able to paint a picture of spinach.

Materials: Paper for children to draw/paint (1 piece/child), picture of spinach, watercolors and paintbrushes (or markers, crayons, etc.)

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *I Eat Vegetables*, by Hannah Tofts. Discuss with the children the different vegetables pictured in the book. Explain that in the book there is not a page for spinach and you need the children's help in creating one.
3. Provide each child with a blank page to paint. Place the spinach picture where all children can see it. Encourage children to paint a picture of spinach. Children may include other fruits or vegetables to the picture, or create a spinach "dinner" by making the spinach part of a "meal."
4. Create a class "book" and encourage children to help you think of words that would describe something about spinach. Examples include: leaf, stem, bunch, green, yummy, etc.



Activity: Spinach Name Game**Ages:** 3-5 years**Time:** 20 minutes**Objective(s):**

- Children will identify spinach as a vegetable.
- Children will identify other vegetables and fruits that are green.
- Children will learn about other leafy plants you can eat.

Materials: Poster board, glue, scissors, crayons or markers**Preparation:**

1. Gather materials.

Procedure:

2. Invite children to sit in a circle on the floor.
3. Ask children to name other green fruits or vegetables (i.e., kiwi, peppers, cantaloupe, asparagus, brussels sprouts, celery, apples, avocados, broccoli, peas, green beans, etc.). Ask children if they know other leafy plants you can eat (i.e., lettuce, kale, collard greens, basil, etc.).
4. Provide children with drawing materials to create pictures of green or leafy vegetables and fruit.
5. Discuss health benefits of eating green foods –
 - a. Contain vitamin A, vitamin C, potassium, and folate, as well as phytochemicals and fiber.
 - b. Help reduce the risk of some types of cancer, maintain strong bones and teeth, promote vision health

Activity: Spinach Leaf Prints**Ages:** 3-5 years**Time:** 20 minutes**Objective(s):**

- Children will be able to identify spinach as a lightweight, green leaf vegetable.

Materials: Plain white paper (1/child), spinach leaves, green crayons or colored pencils**Preparation:**

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Review what spinach looks like, mentioning shape, color, and parts of the leaf (i.e., stem, veins).
3. Provide each child with a piece of paper and one spinach leaf. Instruct children to fold paper in half and place spinach leaf inside folded sheet of paper. Show children how to rub crayon or colored pencil gently across the paper until the spinach print appears. Point out the parts of the leaf that were discussed.

Activity: Recipe – Veggie Tortilla Roll-Ups**Ages:** 6 months-5 years**Time:** 20 minutes**Objective(s):**

- Children will try spinach prepared in a new way.
- Children will practice fine motor skills by helping prepare a snack for themselves.

Materials: Mixing bowl, measuring cups, measuring spoons, cutting board, Chef's knife, plates (1/child), plastic knives (1/child)**Servings:** 24**Ingredients:**

- 6 whole wheat tortillas
- 9 Tbsp cream cheese
- 3 cups shredded fresh spinach
- 1 1/2 cups diced tomato
- 3/4 cup chopped cucumber
- 3/4 cup chopped bell pepper (red, green, orange and yellow or mixture of all)
- 1/3 cup diced green chilies (optional)
- 1/3 cup sliced black olives (optional)
- 1/3 cup chopped red onion (optional)

Procedure:

1. Wash and chop vegetables, cut tortillas into quarters.



2. Have children wash hands. Provide each child with $\frac{1}{4}$ tortilla slice, $1\frac{1}{2}$ Tbsp of cream cheese, a small portion of desired vegetables, a plate and a plastic knife.
3. Instruct children to spread cream cheese on tortilla, assisting as necessary. Tell children to place their vegetables on the tortilla slices. Roll up tightly to enclose filling.



RADISHES

Fun Facts

- **Botany**
 - Radishes are root vegetables of a plant classified in the mustard family. They resemble beets or turnips in appearance and texture, but have a distinct flavor.
 - Radishes are cool-season, fast-maturing, easy-to-grow vegetables.
 - Radishes come in multiple types and many different colors including, red, pink, white, purple and even black. They can also come in different sizes, some being small and round, others long and oblong.
- **History**
 - Radishes most likely originated in the area between the Mediterranean and the Caspian Sea. Cultivated radish and its uses were reported in China nearly 2000 years ago and in Japan radishes were known about 1000 years ago.
 - Radishes were thought to be one of the important crops in ancient Egypt, since they were drawn on the walls of the Pyramids about 4000 years ago.
 - The biggest radish crops grown in the United States come from California and Florida.
- **Nutrition**
 - Radishes are a good source of vitamin C, potassium, folate and fiber. They also contain sulfurous compounds, (i.e., sulforaphane), which have anti-cancer properties, and are expectorant (a medicine that promotes drainage of mucus from the lungs).
 - Radishes can be eaten raw or cooked.
 - Some radishes are spicy and some are milder. Spice level varies based on type and maturity. More mature radishes tend to be spicier. Black Spanish radishes are the spiciest variety.
 - After purchasing your radishes –
 - Rinse the dirt off and remove the radish greens.
 - If you plan to use the radish greens, store them separate from the radishes.
 - Radishes should be stored in a plastic bag or container in the fridge. Make sure they are completely dry before refrigerating.
 - Fresh picked radishes can be stored in the fridge for up to a month.
 - Note: Do not freeze radishes. When thawed they will lose their crisp texture.

Adapted from: <https://fruitsandveggies.org/fruits-and-veggies/radish/>, <https://idph.iowa.gov/Portals/1/Files/INN/LP10%202-3%20Vary%20Your%20Veggies%20Final%207.13.12.pdf>, <https://oniproject.org/produce-spotlight-radishes/>, <https://web.extension.illinois.edu/veggies/radish.cfm> and <https://cropgenebank.sgrp.cgiar.org/index.php/crops-mainmenu-367/radish-mainmenu-812>

Activity: Book – *Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn about a variety of vegetables and their distinguishing characteristics.

Materials: *Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Introduce the Book: *Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre to your children. Ask children: raise your hand if you know what a radish looks like. Raise your hand if you know what a radish tastes like.
3. Tell children to listen for these names and look at the pictures of all of the different vegetables you hear as you read the book.
4. After reading the story tell the children: Plants have many parts including the root (that grows below ground), the stem, a flower (that makes the seeds), and the leaf. Show pages from the books as you ask: What part of the plant does this vegetable come from? Ask:
 - a. What part is the radish? (root)
 - b. What part is the cauliflower? (flower)
 - c. What part is the cabbage? (leaf)
 - d. What part is the celery? (stem)



Activity: Radish Mystery Bag**Ages:** 3-5 years**Time:** 20 minutes**Objective(s):**

- Children will identify radishes as a small, hard, smooth and round/oval vegetables.

Materials: Radish (leaves and root), mystery box/bag, paper and pencil**Preparation:**

1. Gather materials.
2. Place a radish in the mystery box/ bag.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Introduce or reintroduce the mystery box/bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the radish. Note the children's guesses that were close (a plant, food) or correct (radish). Pass the radish around the circle for each child to look at, touch, and smell. Talk about radishes. Ask the questions below and any other questions you like.
 - a. Are radishes a fruit or a vegetable? (Vegetable)
 - b. What color are they? (Varies – red, pink, white, purple and even black)
 - c. How does the outside of it feel? (Smooth)
 - d. Is the radish light or heavy? (Light)
 - e. Is it soft or hard? (Hard)
 - f. Is the stem on the radish leaf thick or thin? (Thin)
 - g. Has anyone ever tasted a radish? (Yes or no)
 - h. When you bite into a radish, what color do you see inside? (White)

Activity: Root Vegetable Sensory Bin**Ages:** 3-5 years**Time:** 20 minutes**Objective(s):**

- Children will explore vegetables with their senses.
- Children will be exposed to a variety of vegetables.

Materials: A selection of root vegetables (i.e., radishes, carrots, potatoes, turnips, beets), dry beans, gardening/farming tools (i.e., plastic spades, small plastic rakes, etc.), plastic bin**Preparation:**

1. Gather materials.
2. Create sensory bin: Wash and scrub dirt from vegetables. Place vegetables with dry beans and gardening utensils in plastic bin.

Procedure:

1. Invite children to the activity area.
2. Introduce sensory bin to children. Talk about appropriate use of sensory bin-to be touched, smelled, seen, and heard, but not tasted! Discuss different produce included, naming each vegetable. Ask if children know where these vegetables grow (in the ground). Explain that the beans are like the dirt, and the vegetables grow under the dirt. Allow children to "dig" and "harvest" vegetables from under the "dirt."
3. Make sure to check vegetables for freshness daily. Do not keep out longer than one week, depending on freshness.

Activity: Recipe – Radish Bruschetta**Ages:** 6 months-5 years**Time:** 30 minutes**Objective(s):**

- Children will practice safe food handling.
- Children will have the opportunity to try radishes prepared a new way and determine which way they like the vegetable better.

Materials: Chef's knife, cutting board, plates (1/child), plastic knives (1/child)**Servings:** 10 slices**Ingredients:**

- 3-4 radishes, washed and sliced
- 16 oz of cream cheese
- Loaf of French bread, sliced
- Salt and pepper (optional)

Procedure:

1. Instruct children to wash hands.
2. Provide each child with a plate, plastic knife, slice of French bread, 1 Tbsp of cream cheese and a handful of radish slices.
3. Instruct children to spread cream cheese on bread and top with radish slices. Children may sprinkle salt and pepper on top if desired.

Activity: Book – *I Can Eat a Rainbow*, by Annabel Karmel

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be introduced to fruit and vegetables of different colors.
- Children will identify additional fruits and vegetables using a rainbow theme.
- Children will learn the benefits of “eating a rainbow.”

Materials: *I Can Eat a Rainbow*, by Annabel Karmel, plain white paper (1 piece/child), paint supplies or magazines, scissors, markers, rainbow picture

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Ask children if they can name a fruit or vegetable for each color of the rainbow. Read book, emphasizing different colors as you go. Ask children if they can name additional fruits or vegetables not mentioned in the book.
3. Explain to children that they are going to make a fruit and vegetable rainbow. (You can make individual rainbows or one large rainbow as a class.)
 - a. Begin by placing a picture of a rainbow where all children can see it, to remind children of all the colors to include. (If children are creating their own rainbows, you may help them to draw the shape in pencil first. Alternately, children may assist in creating one large rainbow.)
 - b. Then, talk through the colors of the rainbow as children draw a fruit or vegetable for each color.
 - c. Next, have children paint their rainbows and/or cut out pictures of different colored fruits and vegetables from magazines to paste onto the rainbow.
4. As you work, reinforce the health benefits of eating fruits and vegetables that are different colors –
 1. Red: Heart health and healthy aging
 2. Orange: Eyesight, immune function and healthy skin.
 3. Yellow: Eyesight, immune function and healthy skin.
 4. Green: Brain, heart and eye health.
 5. Blue, indigo and violet: Heart health and healthy aging

Activity: Vegetable Poem

Ages: 6 months-5 years

Time: 5 minutes

Objective(s):

- Children will remember the importance of eating vegetables through a fun rhyme.

Materials: Chart paper, marker

Preparation:

1. Gather materials.
2. Write poem on chart paper.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read poem to children.

Give me vegetables
They're good for me
I'll eat carrots



And I'll eat peas
Give me vegetables
And no more sweets
All I want
Are vegetables to eat!

Activity: Paper Plate Radish Craft

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will become familiar with the shape, color, and parts of radishes.
- Children will practice fine motor skills.

Materials: Paper plates (1/ child), green construction paper, tissue paper or construction paper in different shades of red, scissors, glue, picture of radish

Preparation:

1. Gather materials.
2. Create a sample paper plate radish.

Procedure:

1. Invite children to activity area.
2. Tell children they are going to be making their own radishes. (Show them the sample you made.)
3. Provide children with red tissue or construction paper to tear or cut into small pieces. Have children glue the red pieces onto the paper plates. Then provide children with green paper and scissors to cut out radish leaves. (Children may also trace their hands to create leaves!) Glue the leaves to the plate.
4. As children work, reinforce the parts of the radish (leaves, stem, root) and which parts you can eat (all of them!). Discuss the radish shape, color, taste, texture and smell. Ask children where the radish grows (in the ground).

Activity: Recipe – Yogurt Dip with Veggies

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will practice safe food handling.
- Children will develop fine motor skills through pouring, mixing, and scrubbing.

Materials: Large mixing bowl, mixing spoon, veggie brush, measuring cups and spoons, bowls (1/child), Chef's knifer, cutting board

Servings: 16, 1/8 cup servings

Ingredients:

- 2 cups plain yogurt (low-fat or fat free)
- Lemon/lemon juice (2 tsp)
- 2 Tbsp chopped fresh dill
- ½ to 1 tsp salt (flavor as desired)
- ¼ to ½ tsp pepper (flavor as desired)
- Serve with assorted vegetables (i.e., radishes, bell peppers, broccoli, snap peas, asparagus, zucchini, squash, etc.)

Procedure:

1. Teacher: Wash and slice vegetables ahead of time.
2. Instruct children to wash hands.
3. Invite children to take turns measuring and pouring ingredients. Begin by measuring 2 cups plain yogurt and pouring into a large bowl. Add lemon juice, chopped dill, salt and pepper. Pass the bowl around to give all children an opportunity to help stir the dip.
4. Spoon 2 Tbsp dip into bowls and allow children to choose several veggies to try with the dip. Enjoy!



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



June

Harvests of the Month

First two weeks: Strawberries

Second two weeks: Kale

If these are not available in your school garden, they should be available at the Farmers' Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
STRAWBERRY ACTIVITIES	Book – <i>Strawberries are Red</i> , by Petr Horacek, p. 3	Strawberry Mystery Bag and Taste Test, p. 3	Strawberries...A Look Inside p. 4	Recipe – Strawberry Pizzas, p. 5	Gardening!
STRAWBERRY ACTIVITIES	Book – <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> , by Audrey and Don Wood, p. 5	Strawberry... Where Do You Come From?, p. 5	Plant a Strawberry Jar, p. 6	Recipe – Strawberry Smoothies, p. 6	Gardening!
KALE ACTIVITIES	Book – <i>Oliver's Vegetables</i> , by Vivian French, p. 8	Kale Mystery Bag, p. 8	Kale Taste Test and Charting, p. 9	Recipe – Kale Chips, p. 9	Gardening!
KALE ACTIVITIES	Book – <i>Tops and Bottoms</i> , by Janet Stevens, p. 10	Farmer Visit, p. 10	Farmer's Market Scavenger Hunt p. 10	Recipe – Tropical Kale Smoothies, p. 11	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.



Farm to ECE Monthly Parent Update

Insert picture here	Insert picture here
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This month we grew _____ in our garden!

This month we tasted _____ and _____!
We thought _____ was _____!

This month we cooked _____ and _____!
_____ was our favorite!

This month we visited/had a visitor from _____!
We learned _____!

Insert picture here	Insert picture here
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Ask your children to share their favorite experiences and what they have learned from our garden, cooking, tasting, and field trips/visits! If you would like to participate or help during one of these activities, please let your child's teacher know!



Strawberries

Fun Facts

- Botany
 - Strawberries belong to the genus *Fragaria* in the rose family. There are about 12 species of strawberry plants.
 - The plants produce white or pink flowers. After flowering, strawberry plants require pollination by bees or other insects. On average it takes about 30 days for flowers to develop into fruit. The first crop can be harvested the year following planting.
 - The strawberry fruit grow on small, low growing perennial plants that prefer well-drained, sandy soil. The plants need plenty of water, warm days, and cool nights to produce lots of fruit.
 - Many strawberry plant varieties produce stolons (i.e. "runners") that spread out from the base and take root to form new plants.
- History
 - The history of the strawberry dates back 2,000 years!
 - Strawberries are indigenous to both the northern and southern hemispheres.
 - European explorers discovered strawberries in North America in 1588 when they landed on the shores of the state of Virginia. The explorers found tiny, sweet, deep red, wild strawberries. Early settlers in Massachusetts enjoyed eating strawberries grown by local American Indians who cultivated them as early as 1643.
 - The first "refrigerated" shipping across the United States occurred in 1843 when innovative growers in Cincinnati, Ohio spread ice on top of the strawberry boxes and sent them by train. By the middle of the 1800s many regions were cultivating strawberries.
- Nutrition
 - A ½ cup of sliced strawberries (about 4 large strawberries) provides: an excellent source of vitamin C (more than 80% of the recommended Daily Value) and a good source of fiber and folate.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Spring/Strawberries/Strawberries%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *Strawberries are Red*, by Petr Horacek

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will identify the colors of different fruits from the story.

Materials: *Strawberries are Red*, by Petr Horacek

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read *Strawberries are Red*, by Petr Horacek. After reading the story, consider asking children the following questions:
 - a. What color are strawberries? Can you name another red fruit?
 - b. What color are bananas? What color are they inside?
 - c. What color were the apples in the book? (Look and see.) Are all apples green? What other colors can they be? What color are they inside?
 - d. What color were the grapes in the book? Are all grapes purple? What other color can they be?
 - e. What recipe did all the fruits make at the end of the book?
 - f. What's your favorite fruit?

Activity: Strawberry Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify strawberries as a lightweight, heart-shaped, red fruit with a cap of green leaves.
- Children will describe the outside appearance and smell of strawberries.

Materials: Fresh strawberries with leaves attached (1/child plus a few extra for the activity), plates (1/child), mystery bag/box, paper and pencil, marble

Preparation:



1. Gather materials.
2. Wash strawberries.
3. Reserve at least one pre-washed berry per child for tasting.
4. Place a strawberry in the mystery bag/box.
5. Keep the remainder out of sight of children, but have available in case "enthusiastic feelers" damage the fruit in the box and more are needed.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that we should always wash our hands before preparing and eating food. Have children wash their hands.
3. Introduce or reintroduce (if you have used it before) the mystery bag/box. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the strawberry. Show the strawberry to the children. Note the children's guesses that were close (round, a berry, food) or correct (strawberry). Offer each child a clean strawberry on a napkin to look at, touch, and smell. Talk about strawberries. Ask the questions below and any other questions you like.
 - a. Is a strawberry a fruit or a vegetable? (Fruit)
 - b. What shape is it? (Shaped like a heart)
 - c. What color is the cap of leaves? (Green)
 - d. How do the seeds on the outside of it feel? (Rough, like sand in the sand box)
 - e. Does it have a smell? (May have no smell or smell sweet like a flower)
 - f. Is it light or heavy? (Light like a marble; let the children feel a marble)
 - g. Has anyone ever tasted a strawberry? (Yes or No)
4. Tasting:
 - a. Conclude the lesson by inviting the children to taste the strawberry. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - b. Ask the children:
 - i. Is the strawberry soft/chewy/fleshy? (Fleshy)
 - ii. How does the strawberry taste? (Sweet)
5. Optional: Create a sticker chart for children to document whether they 'liked' the strawberry or 'don't like it yet'. A sample chart is included at the end of this document.

Activity: Strawberries...A Look Inside

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will describe the appearance, smell, and taste of a strawberry.
- Children will understand that all the entire strawberry can be eaten except the stem and leaves.

Materials: Strawberries (1/child), chef's knife, cutting board, paper plates (1/child), napkins

Preparation:

1. Gather materials.
2. Wash strawberries.

Procedure:

1. Have children wash their hands.
2. Gather children around the cutting board, reminding them how to be safe around sharp knives. Review the parts of the strawberry, and ask children why it is important to wash them before eating them (because they grow on the ground).
3. Cut strawberries in half, place on paper plates, and distribute one to each child. Instruct children to look at the strawberry before eating it. Ask children:
 - a. What color is the inside of the strawberry? (Red)
 - b. What does the inside of the strawberry look like? (Red, fleshy)



- c. How does the inside feel? (Cool and smooth)
 - d. How do the strawberries smell? (Sweet)
4. Allow children to taste the strawberry, asking how the strawberry feels in their mouth (smooth, juicy, seeds may feel rough) and how it tastes. Explain that all of the strawberry can be eaten except the stem and leaves.

Activity: Recipe – Strawberry Pizzas

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be able to make a simple snack with the strawberries.
- Children will taste a new food featuring strawberries.

Materials: Paper plates and napkins (1/child), plastic knives (1/child), Chef's knife, cutting board, oven/toaster oven

Servings: 8

Ingredients:

- 8, 10" whole wheat tortillas, cut into quarters (1/4 tortilla/child)
- 8 oz cream cheese
- 16 Strawberries (2/child)
- Cinnamon (1/8 tsp/child)
- Vegetable oil/spray (optional)

Procedure:

1. Wash and dry strawberries, and remove leaves and stems.
2. Cut tortillas into quarters.
3. Optional: Brush/spray tortillas with oil. Bake in oven/toaster oven at 350 degrees F for about 10 minutes until crispy.
4. Have children wash hands.
5. Provide each child with one tortilla triangle, a small amount of cream cheese and some cinnamon.
6. Instruct children to spread cream cheese on their tortillas and sprinkle with cinnamon. While they are doing this, slice the strawberries.
7. Provide each child with several slices of strawberry and instruct them to top their "pizzas" with the strawberry slices. Enjoy!
8. While children are enjoying their snacks, ask them to share how the strawberry smells, feels, and tastes.

Activity: Book – *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*, by Audrey and Don Wood

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that strawberries and other fruits and vegetables are food for animals, too.
- Children will brainstorm what other animals might like strawberries or other fruits and vegetables.

Materials: *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*, by Audrey and Don Wood

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children if they can think of anyone besides people who might like to eat strawberries. Allow children to share ideas.
3. Read book with children. Ask children what other animals might like to eat strawberries (rabbits, bugs, birds, etc.). Ask children what other fruits or vegetables animals might like to eat (lettuce, tomatoes, other berries, etc.). Have children share ways they might keep animals from eating THEIR strawberries (fence, scarecrow, etc.).

Activity: Strawberry, where do you come from?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how strawberries grow from a seed into a plant that produces strawberries.
- Children will describe the resources needed to grow strawberries.

Materials: Packet of strawberry seeds (or one fresh strawberry per child), clear plastic cup, child-size magnifying glass, ruler, strawberry plant picture

Preparation:

1. Gather materials.



Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that you are going to learn about how strawberries grow. Show children the strawberry seeds on the strawberry.
3. Let children touch the seeds and look at them with the magnifying glass. What shape are they?
4. Ask children if they know what the seeds need to grow into a strawberry plant. Identify correct answers; explain that the seeds grow in soil and need help from sun and water to turn into plants. Using the ruler, show children that seeds must be planted at least 12 inches apart to have room to grow.
5. Show children the picture of the strawberry plant (or a real plant if you have one!). Point out the white flowers that bloom on the stems, and explain that this is where a strawberry will grow. Ask if children know how to tell when a strawberry is ready to be picked (when it is shiny, bright red, and plump).

Activity: Plant a Strawberry Jar**Ages:** 3-5 years**Time:** 30 minutes**Objective(s):**

- Children will describe the resources needed to grow strawberries.
- Children will experience planting a strawberry start.

Materials: Strawberry jar (container with openings or pockets on sides) or other container (at least 8" deep and 8-10" in diameter), strawberry starts (small plants), soil, watering can/hose/etc.**Preparation:**

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Plant starts can be found at local nurseries or Farmers' Markets. Decide on a space to keep the pot once it is planted. Assemble materials at this location before bringing children outside. Alternatively, plant strawberries in a garden patch if space allows.
3. Ask children what a strawberry plant needs to grow (sun, soil, water, air). Allow children to help fill pot with soil, describing the soil as they do. Explain that the soil has nutrients (like food for plants) that the plants need to grow and produce strawberries.
4. If planting a strawberry jar, allow children to assist with the following steps: Layer potting soil level to the first openings of the jar. Gently remove the plants from their pots and ease through the pocket opening. Spread the roots with care and cover with soil. Water enough to moisten soil but not drench. Continue, ending with 3 starts planted in the top center of the pot. Water the plants.
5. If planting a container, allow children to assist with the following steps: Fill the container 2/3 full of potting soil. Remove the start from its pot and gently loosen roots. Place the start in the center of a single container or 8 inches apart in larger containers. Cover with soil and water to moisten but not drench.

Activity: Recipe – Strawberry Smoothies**Ages:** 6 months-5 years**Time:** 15 minutes**Objective(s):**

- Children will taste strawberries in a combination food.
- Children will describe different ways to eat strawberries.

Materials: Blender, measuring cups, paper cups (1/child)**Servings:** 17, 4 oz servings**Ingredients:**

- 1 ½ cups frozen whole strawberries, unsweetened
- 1 ½ cups frozen sliced peaches
- 1 ½ cups low-fat or fat-free milk
- 8 oz low-fat or fat-free plain yogurt

Procedure:

1. Have children wash hands.
2. Allow children to help measure ingredients and pour into the blender. Cover the blender and puree until smooth. Serve immediately!



3. While children are helping, ask them what other ways they can eat strawberries (on a salad, as jam/jelly, as fruit salad, etc.). Ask children their favorite way to eat strawberries.



Kale

Fun Facts

- Botany
 - Kale is a member of the cabbage family. This group is also known as *cole crops* or *brassic*as and includes broccoli, cabbage, and cauliflower.
 - Kale is a cool-season vegetable grown for its leaves, which taste sweeter after exposure to cold temperatures.
- History
 - Kale may be popular now, but people have been growing this super food for more than 2,000 years. Popular in Europe during Roman times and the Middle Ages, it arrived in the U.S. in the 17th century.
 - Kale is such a popular vegetable in Scotland that being invited to “come to kale” was an invitation to dinner.
- Nutrition
 - Some research suggests that regularly eating vegetables in the cabbage family, like kale, helps lower the risk of certain cancers.
 - Kale contains lutein, an antioxidant, which helps create the plant’s color and helps protect our vision.
 - One cup of chopped raw kale provides more than 100% of the recommended daily amount of vitamins A and K and a good source of vitamin C and calcium.
- Selection and Storage
 - Choose dark colored kale bunches with small to medium leaves. Avoid brown or yellow leaves.
 - Store kale in a plastic bag in the coldest part of the fridge for 3-5 days.

Adapted from: <http://mgsantaclara.ucanr.edu/garden-help/vegetables/kale/> and <https://fruitsandveggies.org/fruits-and-veggies/kale/>

Activity: Book – *Oliver’s Vegetables*, by Vivian French

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will identify vegetables they already like.
- Children will name vegetables they don’t like yet, but are willing to try.

Materials: *Oliver’s Vegetables*, by Vivian French

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children to name vegetables they like to eat.
3. Ask children if there are vegetables they don’t like to eat yet. Explain that sometimes you have to try a new food several times before you like it or try it in a new way.
4. Read book with children. Discuss ways they might try vegetables they don’t like yet that may taste good.

Activity: Kale Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify kale as a thick, leafy vegetable with rough, curly edges.
- Children will describe the outside appearance and feel of kale.

Materials: Fresh kale, mystery box/bag

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
1. Out of sight of children, place a leaf of kale in the mystery box/bag.
2. Introduce or reintroduce the Mystery Box/Bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the kale. Show the kale to the children. Note the children’s guesses that were close (lettuce, leaf) or correct (kale). Pass the kale leaf around for children to look at, touch, and smell. Talk about kale. Ask the questions below and any other questions you like.
 - a. Is a kale a fruit or a vegetable? (Vegetable)



- b. What shape is it? (Long, leaf-shaped with curly edges)
- c. What color is it? (Green, depending on variety)
- d. How does it feel? (Rough on the edges, smooth on the inside, thick)
- e. Does it have a smell? (May have no smell or smell like grass)
- f. Is it light or heavy? (Light)

Activity: Kale Taste Test and Charting

Ages: 2-5 years

Time: 15 minutes

Objective(s):

- Children will taste raw kale.
- Children will describe the taste and texture of raw kale (chewy, bitter, depending on the variety you use).

Materials: Kale (1 leaf/child)

Preparation:

1. Gather materials.
2. Wash kale, slice into smaller pieces if desired.
3. Reserve at least one pre-washed leaf/piece per child for tasting.

Procedure:

1. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits:
 - a. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like "I don't care for it."
 - d. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
2. Provide each child with a piece of kale. Invite children to taste the kale. As necessary, remind the children how the group follows polite tasting manners. Ask the children:
 - a. Is the kale soft/chewy/fleshy? (Chewy)
 - b. How does the kale taste? (Bitter, grassy, mild, depending on variety)
3. Optional: Create a sticker chart for children to document whether they 'liked' the strawberry or 'don't like it yet'. A sample chart is included at the end of this document.

Activity: Recipe – Kale Chips

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will try kale prepared in a new way.

Materials: Several baking sheets, measuring cups, measuring spoons

Servings: ~10 tastes

Ingredients:

- 1-large bunch of kale
- 1 tbsp olive oil
- ¼ tsp sea salt

Procedure:

1. Gather children in a circle on the floor.
2. Have children wash their hands.
3. Explain that you are going to try making kale in a new way to see which way they like to eat it better: raw or baked. (Ask children to remember tasting the raw kale.)
4. Allow children to rinse and dry kale leaves. Drizzle the olive oil over the kale. Have children rub the oil onto the leaves. (This coats the leaves and softens them.)
5. Instruct children to spread their leaves on the baking sheets so that the leaves do not overlap. Ask children to sprinkle sea salt over the leaves.
6. Bake at 400 degrees F for 8-12 minutes, rotating baking sheets from top to bottom of cooking multiple sheets at once. Check kale at 8 minutes to prevent burning the edges.



7. Cool and serve! Ask children which way they prefer to eat kale. Explain that sometimes you might like a food when it is cooked differently, so it is important to always try something before deciding if you like it.

Activity: Book – *Tops and Bottoms*, by Janet Stevens

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will identify the edible part of a kale plant as the “top” (leaves).
- Children will identify other vegetables whose “tops” are edible.

Materials: *Tops and Bottoms*, by Janet Stevens

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children if they know which part of the kale plant is edible (the leaves, the “top”).
3. Read *Tops and Bottoms*, by Janet Stevens aloud to children.
4. Discuss other vegetables whose “tops” are eaten (spinach, broccoli, lettuce, celery, etc.).

Activity: Farmer Visit

Ages: 3-5 years

Time: 1-2 hours

Objective(s):

- Children will make connections between where and how their food is grown and how it gets to their table.
- Children will be engaged in an early step in the growing and procuring process of food.

Materials: N/A

Preparation:

1. Plan ahead for this one! Connect with a local farmer (see Farm to ECE Toolkit for suggestions, or contact Farm to ECE staff for assistance) and schedule a time when someone can come in to share with children about the farming process.

Procedure: N/A

Activity: Farmer’s Market Scavenger Hunt

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will become familiar with a Farmer’s Market.
- Children will engage in searching for specific fruits and vegetables using clues.

Materials: Printed clues for each child or group of children, notebooks for children to record findings, if desired.

Preparation:

2. Plan ahead! Plan field trip to the Boulder County Farmers Market.
3. Prepare children by explaining that farmers’ markets are places where local farmers bring the food they grow to sell directly to you, without using grocery stores or trucks to ship food far away.
4. Explain that the fruits and vegetables at a farmers’ market are grown near their homes and schools.
5. Share with children that they are going to go on a scavenger hunt, looking for certain fruits and vegetables, when they get to the farmers’ market. If this is your center’s first visit to the farmers’ market, you may want to visit ahead of time to get to know the layout, etc.

Procedure:

1. Allow children to walk around the farmer’s market to become familiar with it. Share clues with children, and instruct them to search for a fruit or vegetable that matches each clue. Children may record findings in a notebook, or a teacher or parent may keep track, or teachers may photograph children’s finding.
2. Optional extensions: Challenge children to get to know different farmers, asking about how they grow their food or what other things they have on their farm. Ask children to compare prices from different farms. Consider why certain fruits or vegetables are not found at the farmers’ market (not in season, don’t grow here, weather destroyed this year’s crop, etc).
 - a. Clues:
 - i. I am green, but when you cut me, I am red. You eat me in the summer time. I am a fruit. What am I?
 - ii. I am a vegetable that grows in the ground. I am crunchy and I am good for your eyes. You can pull me from the ground by my green, leafy top. What am I?



- iii. I am a fruit, but people sometimes think I am a vegetable. I am squishy and red. I am used to make ketchup and spaghetti sauce. What am I?
- iv. I am a dark red or purple root. You can eat my root AND my leaves. I am crunchy and taste earthy. What am I?
- v. I am long like a banana, but I am green. I am used to make pickles. What am I?
- vi. I am a green vegetable and full of Vitamin C. You might think I look like a tree, but you can eat me! What am I?
- vii. I am a green vegetable. My leaves have curly edges that you can eat. I can taste bitter if you eat me before I am cooked. What am I?
- viii. I am a heart-shaped fruit. I grow on the ground, and my seeds are so small you might need a magnifying glass to see them. What am I?
- ix. I am a heart-shaped leaf. You can eat me in a salad, a smoothie, or mixed in with pasta or pizza. I have a mild taste. What am I?
- x. I am a red and white root that you can eat! I might taste bitter. What am I?

b. Answers:

- i. Watermelon
- ii. Carrot
- iii. Tomato
- iv. Beet
- v. Cucumber
- vi. Broccoli
- vii. Kale
- viii. Strawberry
- ix. Spinach
- x. Radish

Activity: Recipe – Tropical Kale Smoothies

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will try kale prepared in a new way.
- Children will learn how to prepare a smoothie.

Materials: Blender, cups (1/child)

Servings: 13, 4 oz servings

Ingredients:

- 1 cup orange juice
- 1 banana
- ½ cup pineapple (frozen)
- ½ cup chopped kale, stems removed
- ¼ cup plain Greek yogurt

Procedure:

1. Prep fruit and kale ahead of time.
2. Have children wash hands.
3. Allow children to assist with measuring and pouring ingredients into blender. (If doubling recipe, smoothies need to be made in two batches!).
4. Cover and puree until smooth. Serve immediately!
5. Discuss with children their favorite way to eat kale. Can they taste the kale in the smoothie? What else unexpected might be good in a smoothie (spinach, peanut butter, milk, carrot juice, etc)? Brainstorm other ways to eat kale (in pasta, pureed into a sauce like pesto, in soups, etc).



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



July

Harvests of the Month

First two weeks: Beets

Second two weeks: Green Beans

Final week: Lettuce

If these are not available in your child care program's garden, they should be available at the Farmers' Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
BEET ACTIVITIES	Book – <i>Colors of the Rainbow</i> , by Donna E. Warren, p. 2	Beet Mystery Bag and Taste Test, p. 2	Beet Craft, p. 3	Recipe – Roasted Beets with Sautéed Beet Greens, p. 4	Gardening!
BEET ACTIVITIES	Book – <i>The Farmer and the Beet</i> , by Jeremy David, p. 4	Beets...Where Do You Come From?, p. 4	Beet Finger Painting, p. 4	Recipe – Beet Smoothies, p. 5	Gardening!
GREEN BEAN ACTIVITIES	Book – <i>Green Beans, Potatoes, and Even Tomatoes: What Is In the Vegetable Group?</i> , by Brian P. Cleary, p. 6	Green Bean Mystery Bag, p. 6	Green Bean Taste Test, p. 7	Recipe – Green Beans with Lemon Basil Dip, p. 7	Gardening!
GREEN BEAN ACTIVITIES	Book – <i>How Martha Saved Her Parents From Green Beans</i> , by David La Rochelle, p.8	Green Beans...Where Do You Come From?, p. 8	Sprouting a Green Bean Plant, p. 8	Recipe – Rainbow Green Bean Salad, p. 9	Gardening!
LETTUCE ACTIVITIES	Book – <i>Lettuce Grows on the Ground</i> , by Mari C. Schuh, p. 10	Lettuce Mystery Bag and Taste Test, p. 10	Lettuce...Where Do You Come From?, p. 11	Recipe – Hawaiian Lettuce Wraps, p. 12	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

Beets

Fun Facts

- Botany
 - Beets are a root vegetable of the Chenopodiaceae, or Goosefoot family, which also includes, beets, chard, mangel-wurzels, and sugar beets.
 - The entire beet is edible – from the leaves to the root.
 - The color of beet roots can range from dark purple to bright red, yellow, white and striped. (The Chioggia beet is red and white-striped, and nicknamed the “candy cane” beet.)
 - Beet juice is widely used as a “natural” dye to give pink or red coloration to processed foods.
 - Sugar beets contain a natural sugar called sucrose and contain twice the amount of sugar as table beets. They provide about one-third of the world’s table sugar supply.
- History
 - The wild beet is believed to have descended from the sea-beet (Beta maritima) and originated in the Mediterranean. It has been cultivated since about the third century.
 - The leaves were used for medicinal purposes, and then later as a potherb.
 - Romans were some of the first to cultivate and develop beets for their roots and used them for feeding animals. Greeks were the first to consume both roots and leaves.
 - The sugar beet (or “white beet”) was developed in the 18th century and, in the early 1800s, the French began extracting the sugar.
 - Colonists brought red and sugar beets to America in the 19th century.
- Nutrition
 - A ½ cup of beet root is a good source of folate and manganese. It is also a source of riboflavin.
 - A ½ cup of cooked beet greens is an excellent source of vitamin K, vitamin A, and vitamin C. It is also a good source of manganese, potassium, and riboflavin.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/021712/ED_Beets_Newsletter_Final.pdf

Activity: Book – *Colors of the Rainbow*, by Donna E. Warren

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will identify the fruits and vegetables from the story.
- Children will realize that fruits and vegetables come in a rainbow of colors.

Materials: *Colors of the Rainbow*, by Donna E. Warren

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read *Colors of the Rainbow*, by Donna E. Warren. Ask the children to identify the fruits and vegetables from the story and what color they are.
3. Talk about beets: beets can be yellow, red, white and purple. They can be planted in the early spring or late fall. Beets can also be bought at a farmers’ market, farm stand, or supermarket. The root is the part that grows underground: this is the part you eat, but the leaves can also be used for salads, sautéed or made into chips (like kale)

Activity: Beet Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify beets as a solid, round shaped, red-purple fruit with a stem of green leaves and a thin root on the bottom.
- Children will describe the appearance, texture, and smell of beets.

Materials: 1 fresh beet with stem leaves and roots attached, a few more beets for tasting, mystery box/bag, plates (1/child), napkins (1/child).

Preparation:

1. Gather materials.
2. Wash, peel and cut the tasting beets into thin, small slices. Place a few slices of beet and a beet leaf onto each plate.



- Place the beet (with the stem and leaves still attached) in the mystery box/bag. Keep the remainder of beets out of sight of children, but have available in case “enthusiastic feelers” damage the beet in the box and more are needed.

Procedure:

- Gather children in a circle on the floor.
- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands
- Mystery box/bag: Introduce or reintroduce the mystery box/bag (if you have used it before). One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the beet. Show the beet to the children. Note the children’s guesses that were close (round, a vegetable) or correct (beet). Offer each child a few slices of beet to look at, touch, and smell. Talk about beets. Ask the questions below and any other questions you like.
 - Is a beet a fruit or a vegetable? (Vegetable)
 - What shape is it? (Round like a ball)
 - What color is it? (Purple/Red)
 - What color is the cap of leaves? (Green)
 - Are there seeds? How do they grow? (They are very small and they grow in the ground.)
 - Does it have a smell? (May have no smell or smell earthy (like dirt) or bitter)
 - Is it light or heavy? (heavy like a ball; let the children feel a ball)
 - Has anyone ever tasted a beet? (Yes or No)
- Tasting
 - As necessary, remind the children how the group follows polite tasting manners:
 - “Don’t yuck my yum!” Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - Encourage children to use respectful language like “I don’t care for it.”
 - Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - Ask the children:
 - Is the beet soft/chewy/fleshy/hard/crunchy? (Chewy, Soft, Crunchy)
 - How does the beet taste? (Sweet, Earthy)
 - How does the beet leaf taste? (Earthy)
- Optional: Create a sticker chart for children to document whether they “liked” the beet or “don’t like it yet.” A sample chart is included at the end of this document.

Activity: Beet Craft

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will demonstrate how beets grow underground.
- Children will identify the different parts of the beet.

Materials: Construction paper in a variety of colors (purple (1 sheet/child), green (1 sheet/child), brown (1 sheet/child) and blue (1 sheet/child)), glue

Preparation:

- Gather materials.
- Create a model paper beet: Cut out a beet using the PURPLE construction paper for the root and the GREEN paper for the leaves. Glue the root to the BROWN paper (the soil).
- Cut out beets and leaves for children.
- Set up tables with materials.

Procedure:

- Invite children to sit at tables where materials are set up.
- Tell children that they will be creating their own beet plants today out of construction paper. (Show them the model beet you created.)
- Have the children glue the beets and leaves onto the soil (brown paper). Assist as needed.
- Review the different parts of the beet (roots, stem, leaves, etc.) with children as you work.
- Ask the children what the beet needs to grow (water, sunlight, etc.). Ask the children which parts of the beet can be eaten (all of it!).



Activity: Recipe – Roasted Beets with Sautéed Beet Greens

Ages: 6 months-5 years

Time: 45 minutes

Objective(s):

- Children will identify the parts of the beet that are edible.
- Children will try the different parts of a beet prepared in a new way.

Materials: Chef's knife, cutting board, baking sheet, oven, sauté pan, mixing spoon, mixing bowl, plates (1/child), forks (1/child)

Servings: ~20, depending on size of beets

Ingredients:

- 5-8 beets with greens attached
- Olive oil
- Sea salt

Procedure:

1. Have children wash hands. Allow children to wash and dry beets, and remove leaves and stems! Cut the beets into bite-sized pieces and place in a mixing bowl. If desired, allow children to drizzle olive oil and sprinkle salt on the beets and stir them to coat evenly.
2. Spread the beets evenly on a baking sheet lined with foil or parchment paper. Bake at 425 degrees F for 20 minutes, until tender when pierced with a fork.
3. Place washed and dried beet greens in sauté pan with olive oil. Sprinkle with sea salt and sauté until wilted and tender.
4. Cool beets and greens and serve.

Activity: Book – *The Farmer and the Beet*, by Jeremy David

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that beets are planted in the ground.
- Children will learn that roots help anchor a plant in the ground.

Materials: *The Farmer and the Beet*, by Jeremy David

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children.
3. Ask children why the farmer had a difficult time pulling the beet out of the ground.
4. Explain to children that a plant's roots have several important jobs: roots soak up water and nutrients (food) from the soil to feed the plant; they also help to keep the plant in place.
5. Ask children how they might know when a beet is ready to be picked (when the top of the beet is popping out of the ground and it is dark in color).

Activity: Beets...Where Do You Come From?

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will describe how beets grow from a seed into a plant that produces beets.
- Children will describe the resources needed to grow beets.

Materials: Packet of beet seeds, clear plastic cup, child-size magnifying glass, ruler, beet plant or beet plant picture (see Harvest for Healthy Kids Beet Picture Cards – http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beets.zip)

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that they are going to learn about how beets grow. Show children the beet seeds in the packet. Pass the seeds around in the plastic cup.
3. Let children touch the seeds and look at them with the magnifying glass. What shape are they?



4. Ask children if they know what the seeds need to grow into a beet plant. Identify correct answers; explain that the seeds grow in soil and need help from sun and water to turn into plants. Using the ruler, show children that seeds must be planted at least 12 inches apart to have room to grow.
5. Show children the picture of the beet plant (or a real plant if you have one!). Point out the green leaves that bloom on the stems, and explain that the beet grows underground. Ask if children know how to tell when a beet is ready to be picked (when the top of the beet is popping out of the ground and it is dark in color).

Activity: Beet Finger Painting

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will experience finger painting with beet juice.
- Children will paint a picture of a beet and identify its parts.

Materials: Blender, beets, water, strainer, corn starch (optional), cups (1/child, optional), white drawing paper (1 sheet/child)

Preparation:

1. Gather materials.
2. Blend the beets in a blender with a little water. (Add more as necessary.)
3. Strain the juice to get rid of lumps.
4. Add corn starch to make thicker paint, or leave it watery for more of a water color feel.
5. Set up tables with materials.

Procedure:

1. Invite children to sit at tables where materials are set up.
2. Provide children with paper and beet "paint." Ask children to paint a beet (including leaves, stems, and root).

Activity: Recipe – Beet Smoothies

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will taste beets mixed into a smoothie.
- Children will identify fruits and vegetables that can be used to make smoothies.

Materials: Blender, cups (1/child), chef's knife, cutting board, measuring cups

Servings: ~2 cups (increase recipe for larger portions/class sizes)

Ingredients:

- ½ cup orange juice
- 1 cup mixed berries (fresh or frozen)
- 1/3 cup diced beets (fresh or frozen)
- ¼ cup low-fat or fat-free plain yogurt (or low-fat coconut milk)
- Ice (optional)

Procedure:

1. Dice beets (if using fresh).
2. Have children wash hands. Allow children to help measure ingredients and pour into the blender. Cover the blender and puree until smooth. Serve immediately!
3. While children are helping, ask them what other fruits and vegetables might be good in a smoothie. Ask children their favorite way to eat beets.



Green Beans

Fun Facts

- Botany
 - The common bean is a species of the herbaceous annual plant of the Fabaceae family. These plants are grown worldwide specifically for their edible beans.
 - There are two main classifications of beans — edible pod beans and shell beans. Green beans are the most popular edible pod bean, while lima beans are the most common shell bean sold in the United States.
 - There are more than 200 species of beans, which vary in color and shape. The pod color of green beans can be green, golden, purple/red, or even streaked, but the beans inside the pod are always green. Green beans range in shape from thin “fillet” to wide “romano” types.
 - Green beans are edible pod beans that can be grown as bush beans or pole (running) beans. They are often referred to as string beans because a fibrous string that ran along the seam of the bean pod. The string was noticeable when snapping off the end of the pod. This snapping noise is the reason for its other common nickname, snap beans. Botanists, however, found a way to remove the string through breeding and in 1894 the first “stringless” bean plant was cultivated. Today, nearly all varieties of edible pod beans are grown without strings.
 - Green beans are nitrogen fixers, which means they have the ability to draw nitrogen from the air and return it to the soil. Because of this, farmers often plant beans and legumes in their crop rotations to replenish the soil.
- History
 - The common bean was cultivated in ancient Mesoamerica as early as 8,000 years ago. Beans were even found in the mummy covering of a woman in a Peruvian cemetery dating back to pre-Inca civilization.
 - Green beans originated in the tropical southern part of Mexico, Guatemala, Honduras, and part of Costa Rica. They spread from this center of origin to North and South America long before European explorers ever arrived. Early explorers found the climbing beans planted alongside maize.
- Nutrition
 - A ½ cup of cooked green beans provides: a good source of vitamin C, vitamin K, vitamin A, fiber and folate.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Summer/GreenBeans/Green%20Beans%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *Green Beans, Potatoes, and Even Tomatoes: What Is In the Vegetable Group?*, by Brian P. Cleary

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will identify vegetables they already like.
- Children will name vegetables they don't like yet, but are willing to try.
- Children will learn the benefits of eating vegetables.

Materials: *Green Beans, Potatoes, and Even Tomatoes: What Is In the Vegetable Group?*, by Brian P. Cleary

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children to name vegetables they like to eat. Ask children if there are vegetables they don't like to eat yet. Explain that sometimes you have to try a new food several times before you like it, or try it in a new way.
3. Read book with children. Discuss ways they might try vegetables they don't like yet that may taste good.

Activity: Green Bean Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify green beans as a long, narrow, smooth vegetable.
- Children will describe the outside appearance and feel of green beans.

Materials: Fresh green beans, mystery box/bag

Preparation:

1. Gather materials.
2. Out of sight of children, place a couple of green beans in the mystery box/bag.



Procedure:

1. Gather children in a circle on the floor.
2. Introduce or reintroduce the mystery box/bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the green beans. Show the green bean to the children. Note the children's guesses that were close (long, bean) or correct (green beans). Pass the green bean(s) around for children to look at, touch, and smell. Talk about green beans. Ask the questions below and any other questions you like.
 - a. Are green beans a fruit or a vegetable? (Vegetable)
 - b. What shape is it? (Long, thin, like a pencil or a pen)
 - c. What color is it? (Green, depending on variety)
 - d. How does it feel? (smooth, soft)
 - e. Does it have a smell? (May have no smell or smell like grass)
 - f. Is it light or heavy? (Light)

Activity: Green Bean Taste Test**Ages:** 3-5 years**Time:** 15 minutes**Objective(s):**

- Children will taste green beans.
- Children will describe the taste and texture of green beans (soft, chewy, crisp, stringy, sweet).

Materials: Green beans (1/child), plates (1/child), chef's knife, cutting board**Preparation:**

1. Gather materials.
2. Wash green beans, remove and cut off ends, slice into smaller pieces if desired. Reserve at least one washed bean/piece per child for tasting.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Tasting
 - a. Provide each child with a piece of green bean. Invite children to taste the green bean. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - b. Ask the children:
 - i. Is the green bean soft/chewy/stringy? (soft, crunchy, stringy)
 - ii. How does the green bean taste? (Sweet, grassy, mild taste, watery, depending on variety)
4. Optional: Create a sticker chart for children to document whether they "liked" the green bean or "don't like it yet." A sample chart is included at the end of this document.

Activity: Recipe – Green Beans with Lemon Basil Dip**Ages:** 6 months-5 years**Time:** 30 minutes**Objective(s):**

- Children will taste fresh green beans with dip.
- Children will help prepare a healthy dip for vegetables.

Materials: Mixing bowls, mixing spoons, measuring spoons, measuring cups, plates (1/child), napkins (1/child), grater, chef's knife, cutting board**Servings:** ~20 tastings**Ingredients:**

- ½ pound green beans, washed and trimmed (or enough for each child to have a small handful)
- 2 cups plain Greek yogurt
- ½ cup chopped fresh basil (or 2 Tbsp and 2 tsp dried basil)



- 1 Tbsp lemon zest
- 1/2 tsp salt (or more to taste)
- Pepper if desired
- Optional: Additional vegetables to be eaten with dip (carrots, peppers, celery, broccoli, radishes, cauliflower, etc.)

Procedure:

1. Have children wash their hands.
2. Allow children to assist with measuring and mixing the ingredients for the dip. Talk about the different ingredients-how they taste or smell (remind children not to put them near their face, though, unless you have extra!).
3. Serve dip with green beans (and other veggies, if using). Ask children if they can taste the different ingredients you put in the dip.

Activity: Book – *How Martha Saved Her Parents From Green Beans*, by David LaRochelle

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that eating green beans (and other fruits and vegetables) helps their bodies grow.

Materials: *How Martha Saved Her Parents From Green Beans*, by David LaRochelle

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children to name vegetables they like to eat. Ask children if there are vegetables they don't like to eat yet. Explain that sometimes you have to try a new food several times before you like it, or try it in a new way.
3. Read the book. Explain to them that green beans (and other fruits and vegetables) help give their bodies what they need to grow.

Activity: Green Beans...Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how green beans grow upright into a climbing plant.
- Children will describe what is needed to grow green beans.
- Children will learn the relationship between legumes and vegetables.

Materials: Packet of green bean seeds, clear plastic cup, child-size magnifying glass, ruler, a green bean plant or picture of a green bean (see Harvest for Healthy Kids Beans Picture Cards – http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Beans.zip)

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that they are going to learn about how green beans grow. Show children the green bean seeds in the packet. Pass the seeds around in the plastic cup.
3. Let children touch the seeds and look at them with the magnifying glass. What shape are they? (round)
4. Ask children if they know what the seeds need to grow into a green bean plant. Identify correct answers; explain that the seeds grow in soil and need help from sun and water to turn into plants. Using the ruler, show children that seeds must be planted at least 12 inches apart to have room to grow.
5. Show children the picture of the green bean plant (or a real plant if you have one!). Remind the children they grow on a vine that "climbs," so they need something nearby like a fence for them to grow up. Point out that the green beans hang from the stem of the plant.
6. Explain the difference between a legume and a vegetable. Legumes are a special type of vegetable. Legumes grow on vines or bushes, and their seeds (or beans!) usually grow inside a pod (open up the green bean and show them the seeds in the pod; identify which parts are the seeds/beans and which is the pod).

Activity: Sprouting A Green Bean Plant

Ages: 3-5 years

Time: 30 minutes



Objective(s):

- Children will be able to identify the basic needs of sprouting a green bean seed (sun, water, air).
- Children will be able to explain what "germination" means.

Materials: Clear zip lock sandwich bags (1/child), dry green beans seeds (1 seed/child), paper towels (1/child), permanent marker (1/teacher), tape

Preparation:

1. Gather materials.
2. Set up tables with materials.

Procedure:

1. Invite children to sit at tables where materials are set up.
2. Explain to the children that they are going to germinate a green bean seed and watch it sprout. Be sure to define what germination is (it is the process by which a plant grows from a seed).
3. Distribute a zip lock bag to each child and write their name in the top corner with a permanent marker.
4. Dampen a paper towel per child and have them place the folded towel in the bag. Paper towels should be damp enough to provide moisture for the bean, but not dripping (which could cause mold).
5. Have children place a dry bean on top of the damp paper towel and seal the bag.
6. Tape each bag to a window or a wall that gets some sunlight. (A window can make it easier to see the seed as it germinates.)
7. These seeds should begin to germinate in 3-5 days. Moisten the paper towels if they are drying out.
8. Have the children observe the growth of the sprouts. You can have the children record the growth on a piece a paper throughout the week or through a series of drawings.

Activity: Recipe – Rainbow Green Bean Salad

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will try green beans as part of a salad.
- Children will learn that fruits and vegetables can be mixed together to make a new food.

Materials: Chef's knife, cutting board, measuring cups, measuring spoons, large mixing bowl, small mixing bowl, mixing spoons, can opener, colander, whisk

Servings: 24, ¼ cup servings

Ingredients:

- 2 cloves chopped garlic
- 2 cups fresh green beans, washed and trimmed
- 1, 15 oz can black beans, washed and drained
- 1 large tomato
- ½ cup carrots, cut into short, thin strips
- ½ cup yellow or red bell pepper
- 2 Tbsp fresh basil (or 2 tsp dried)
- 1 Tbsp fresh oregano (or 1 tsp dried)
- 1 Tbsp fresh parsley (or 1 tsp dried)
- 3 Tbsp lemon juice
- 3 Tbsp olive oil
- 1/8 tsp salt
- 1/8 tsp pepper

Procedure:

1. Cut green beans, tomato, bell pepper, and herbs into bite sized pieces and add to large mixing bowl.
2. Add black beans.
3. In small bowl, whisk together lemon juice, olive oil, salt and pepper.
4. Pour dressing over vegetables
5. Serve and enjoy.



Lettuce

Fun Facts

- Botany
 - Lettuce is a member of the family Asteraceae, along with artichokes, marigolds and sunflowers.
 - It is native to the eastern Mediterranean and boasts over 100 varieties.
- History
 - Thousands of years ago, lettuce was most likely grown for the oil its seeds produced.
 - Christopher Columbus introduced varieties of lettuce to North America during his second voyage in 1493.
 - The word lettuce is derived from the Latin word lactuca, which stems from lactus, meaning "milk"; this name was designated because of the white resin the stems secrete when they're cut.
 - In China, lettuce represents good luck.
- Nutrition
 - The nutritional value of lettuce varies with the variety. One cup of raw leaf lettuce has 9 calories, 1 gram of protein and 1.3 grams of fiber. It's also a moderately good source of vitamin C, calcium, iron and copper. The spine and ribs of lettuce provide dietary fiber, while vitamins and minerals are concentrated in the delicate leaf portion.
 - Iceberg is a head lettuce that is very low in nutritional value and flavor. The most abundant nutrient in iceberg lettuce is water. Dark green lettuce leaves always indicate higher fiber, flavor and nutritional value.
 - If possible, do not cut or slice lettuce leaves in advance. Damaged, cut lettuce leaves release an ascorbic acid oxidase, which destroys vitamin C and causes the cut edges to discolor.

Adapted from: <http://www.wafarmtoschool.org/ToolKit/20/lettuce/Facts> and http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/mixed_greens_educator.pdf

Activity: Book – *Lettuce Grows on the Ground*, by Mari C. Schuh

Ages: 6 month-5 years

Time: 15 minutes

Objective(s):

- Children will learn how lettuce grows.

Materials: *Lettuce Grows on the Ground*, by Mari C. Schuh

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children if they know how lettuce grows. Ask them if they know any other vegetables that grow on the ground (i.e., kale, spinach, etc.).
3. Read book with children. Point out what lettuce needs to grow (soil, water, sun, etc.).

Activity: Lettuce Mystery Bag

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will identify lettuce as a thick, leafy vegetable.
- Children will describe the outside appearance and feel of lettuce.

Materials: Fresh lettuce leaves (not iceberg), mystery box/bag

Preparation:

1. Gather materials.
2. Out of sight of children, place a piece of lettuce in the mystery box/bag.

Procedure:

1. Gather children in a circle on the floor.
2. Introduce or reintroduce the mystery box/bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the lettuce leaves. Show the lettuce to the children. Note the children's guesses that were close (plant, leaf) or correct (lettuce). Pass the lettuce around for the children to look at, touch, and smell. Talk about lettuce. Ask the questions below and any other questions you like.
 - a. Is lettuce a fruit or a vegetable? (Vegetable)



- b. What shape is it? (Long, leaf shaped, may have wrinkly edges; explain that there are different kinds of lettuce that look different)
- c. What color is it? (Green, depending on variety)
- d. How does it feel? (Smooth, thick)
- e. Does it have a smell? (May have no smell or smell like earth or grass)
- f. Is it light or heavy? (Light)

Activity: Lettuce Taste Test

Ages: 2-5 years

Time: 10 minutes

Objective(s):

- Children will taste lettuce.
- Children will describe the taste and texture of lettuce (crunchy, watery, may have no taste).

Materials: Chef's knife, cutting board, plates (1/child)

Preparation:

1. Gather materials.
2. Wash lettuce, slice into smaller pieces if desired. Reserve at least one pre-washed piece per child for tasting.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Tasting
 - a. Pass out lettuce.
 - b. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Invite children to taste the lettuce. Ask them:
 - i. Is the lettuce soft/crunchy/chewy? (crunchy, chewy)
 - ii. How does the lettuce taste? (Mild, grassy, no taste, watery, depending on variety)
4. Optional: Create a sticker chart for children to document whether they "liked" the lettuce or "don't like it yet." A sample chart is included at the end of this document.

Activity: Lettuce...Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how lettuce grows in the ground.
- Children will describe the resources needed to grow lettuce.

Materials: A packet of lettuce seeds, clear plastic cup, child-size magnifying glass, ruler, lettuce plant or picture of a lettuce plant (<https://www.epicurious.com/ingredients/varieties-and-types-of-lettuce-article>)

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that they are going to learn about how lettuce grows. Show children the lettuce seeds. Pass the seeds around in a plastic cup.
3. Let children touch the seeds and look at them with the magnifying glass. What shape are they? (long, oval, thin)
4. Ask children if they know what the seeds need to grow into a lettuce plant. Identify correct answers; explain that the seeds grow in soil and need help from sun and water to turn into plants. Using the ruler, show children that seeds must be planted at least 12 inches apart to have room to grow.
5. Show children the picture of the lettuce plant (or a real plant if you have one!). Remind the children that the leaves on the lettuce plant are the actual lettuce that can be eaten.



Activity: Recipe – Hawaiian Lettuce Wraps

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try lettuce as a wrap.

Materials: Chef's knife, cutting board, plates (1/child), napkins (1/child)

Servings: 1 wrap/child

Ingredients:

- Romaine lettuce leaves (1/child), rinsed and dried
- Provolone cheese, sliced (1 slice/child)
- Dijon mustard (optional)
- Pineapple, cut into small pieces

Procedure:

1. Have children wash their hands. Explain that you are going to use lettuce leaves to make a wrap.
2. Provide each child with a piece of lettuce, a slice of cheese, a few pieces of pineapple, and a small amount of mustard. Help children spread mustard on lettuce if they would like to try their wrap with mustard. Direct children to place remaining ingredients on top of the lettuce. Demonstrate how to roll the lettuce into a wrap, helping as necessary.
3. Enjoy! While children are eating, share other foods that might be good in a lettuce wrap.



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



August

Harvests of the Month

First two weeks: Summer Squash

Second two weeks: Peaches

Final week: Melons

If these are not available in your school garden, they should be available at the Farmers' Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
SUMMER SQUASH ACTIVITIES	Book – <i>Mrs. McNosh and the Great Big Squash</i> , by Sarah Weeks, p. 2	Summer Squash Mystery Bag and Taste Test, p. 2	Crookneck Squash: A Look Inside, p. 3	Recipe – 5-Star Pizza, p. 4	Gardening!
SUMMER SQUASH ACTIVITIES	Book – <i>Zora's Zucchini</i> , by: Katherine Pryor, p. 4	Squash Patch Field Trip, p. 5	Squash...Where Do You Come From?, p. 5	Recipe – Yellow Submarines, p. 5	Gardening!
PEACH ACTIVITIES	Book – <i>Giant Peach Yodel</i> , by Jan Peck, p. 7	Peach Mystery Bag and Taste Test, p. 7	Peach Craft, p. 8	Recipe – Peach Cobbler, p. 8	Gardening!
PEACH ACTIVITIES	Book – <i>Juicy Peach</i> , by Mary Dixon Lake p. 9	Song – Old McDonald Had a Peach Farm, p. 9	Grow a Pretend Peach Tree, p. 10	Recipe – Peach Muffins with Oatmeal Topping, p. 11	Gardening!
MELON ACTIVITIES	Book – <i>Down by the Bay (Raffi Songs to Read)</i> , by Raffi, p. 12	Melon Mystery Bag and Taste Test, p. 12	Watermelon Shapes, p. 13	Recipe – Mini Fruit Pizzas, p. 13	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

Summer Squash

Fun Facts

- **Botany**

- Summer squash are members of the Cucurbitaceae (Cucurbit) family, which includes melons, pumpkins, cucumbers, and gourds.
- Summer squash are eaten when they are still immature, small, and have a soft rind. The entire squash – skin, seeds, flesh – is edible, raw or cooked.
- In the culinary world, squash are referred to as vegetables since they are commonly eaten this way. Botanically speaking, squash is the immature fruit, or swollen ovary of the female squash flower.
- Squash grows on bushy, non-vining plants with large, dark green, mature leaves that have silver-gray splotches and streaks. The plants are monoecious, producing male and female flowers on the same plant.
- Varieties include: zucchini, pattypan squash, crookneck squash, sunburst squash, yellow squash, chayote squash, opo squash, among many others.
- When green summer squash started growing in the Mediterranean, Italians called it “zucchini” and the French called it “courgette.” Both names mean “small squash.” In Great Britain, zucchini is referred to as “vegetable marrow.”

- **History**

- The Native Americans introduced squash to European settlers as one of the “Three Sisters” – three indigenous plants used for agriculture: maize (corn), beans, and squash.
- While most squash varieties were brought from America to Europe, zucchini originated in Italy as a result of spontaneously occurring mutations.
- Zucchini arrived in California with Italian immigrants in the 1920s.

- **Nutrition**

- A ½ cup of sliced zucchini is a good source of vitamin C, manganese, potassium and vitamin B6.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Summer/021712/ED_Zucchini_Newsletter_Final.pdf

Activity: Book – *Mrs. McNosh and the Great Big Squash*, by Sarah Weeks

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be introduced to squash.
- Children will learn that squash grows on a vine on the ground.

Materials: *Mrs. McNosh and the Great Big Squash*, by Sarah Weeks

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book.
3. Ask children to name other vegetables and fruits that grow on the ground or on vines.
4. Discuss what food group the squash belongs to. (Technically, squash is a fruit because it contains seeds! But it is typically eaten as a vegetable.)

Activity: Summer Squash Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify squash as a solid, with a variety of shapes and a thick stem.
- Children will describe the outside appearance and smell of squash.

Materials: Summer squash (variety), mystery bag/box, paper and pencil, chef’s knife, cutting board

Preparation:

1. Gather materials.
2. Wash and slice the squash, reserving at least one pre-washed slice of squash (multiple if using more than one variety) per child for tasting.
3. Place a squash in the mystery bag/box. Keep the remainder out of sight of children.

Procedure:

1. Gather children in a circle on the floor.



2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Mystery Bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the squash. Show the squash to the children. Note the children's guesses that were close (thick, solid, fruit, food) or correct (squash). Offer each child a clean slice of squash on a napkin to look at, touch, and smell. Talk about squash. Ask the questions below and any other questions you like.
 - i. Is squash a fruit or a vegetable? (Vegetable)
 - ii. What shape is it? (Curved like a cane)
 - iii. What color is it? (Light yellow)
 - iv. How does the outside of it feel? (Smooth)
 - v. Is it light or heavy? (Light)
 - vi. Is it soft or hard? (Hard)
 - vii. Does it have a smell? (May have no smell or smell earthy)
 - viii. Has anyone ever tasted squash? (Yes or No)
4. Tasting
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of squash. Invite children to taste the squash. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. Is the squash soft/chewy/fleshy/crunchy? (Chewy, crunchy, fleshy)
 - ii. How does the squash taste? (Buttery, watery, mild)
5. Optional: Create a sticker chart for children to document whether they 'liked' the squash or 'don't like it yet'. A sample chart is included at the end of this document.

Activity: Crookneck Squash: A Look Inside

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe the appearance, smell, and taste of a crookneck squash.
- Children will tell that all of the crookneck squash can be eaten including the seeds, flesh, and peel.

Materials: Crookneck squash (at least 2, depending on number of children), chef's knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash squash ahead of time. Instruct children to wash hands before beginning activity.

Procedure:

1. Have the children gather around the area with the crookneck squash and cutting board. Review with children how to be safe around sharp knives: only adults use them, children keep their hands away, and do not touch sharp knives.
2. Tell the children you have a crookneck squash to share today. Tell the children crookneck squash grow on the ground. We have to wash the outside very well to remove soil and germs before we cut it open. Tell the children you have already washed the crookneck squash.
3. Cut the crookneck squash in half to reveal the inside. Let the children know they will get to touch the inside if they want a little later. Cut a section of crookneck squash into small wedges with the peel and seeds intact. On a plate, give each child a small wedge of crookneck squash to look at, touch, and smell.
4. Talk with the children about the inside of the crookneck squash. Ask the following questions and ask additional questions if you like.
5. What color is the inside of the crookneck squash? (White)
6. What does the inside of the crookneck squash look like? (Seeds and white flesh of the crookneck squash)



7. How does the inside feel? (The flesh feels smooth and firm, the seeds feel like small, flat bumps)
8. How does the crookneck squash smell? (Mild, earthy, or no smell)
9. Once the children have explored their own piece of crookneck squash, invite them to taste the crookneck squash. Tell the children that all of the parts of the squash may be eaten: flesh, seeds, and peel.
10. How does the crookneck squash feel in their mouth? (Smooth, firm, crunchy)
11. How does the crookneck squash taste? (Mild)
12. After everyone has sampled their own crookneck squash wedge, invite the children to come to the board and feel the squash half with the seeds.

Activity: Recipe – 5 Star Pizza

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try squash in a new way.
- Children will brainstorm additional ways to incorporate squash or other produce into meals.

Materials: Chef's knife, cutting board, oven, sauté pan, stove, cookie cutters (optional), plates (1/child), spoons (1/child), cups (1/child), napkins (1/child)

Servings: 1 pizza/child

Ingredients:

- Whole wheat tortillas or English muffins (1/child)
- 1 jar pizza sauce
- Shredded mozzarella cheese (1/4 cup/child)
- 2-3 summer squash (Zucchini or crookneck squash work well)
- Olive oil
- Garlic (minced) or garlic powder

Procedure:

1. Prepare summer squash ahead of time. Wash and slice squash, then sauté with olive oil and garlic for 3 minutes. Cool before cooking with children. Optional: Cut squash slices into fun shapes using small cookie cutters, such as stars.
2. Have children wash hands. Provide each child with a tortilla or English muffin half. Spoon pizza sauce onto tortillas/English muffins and allow children to spread the sauce with their spoon. Provide each child with a small cup of shredded cheese. Instruct children to top their pizzas with the cheese. Provide each child with several slices of summer squash and ask children to decorate their pizzas with the squash. (Optional-provide additional toppings, such as meats, other cheeses, tomato slices, basil, or other veggies.)
3. Bake at 400 degrees for 12 minutes. Cool and serve.
4. While children are eating, ask them if they like the squash on their pizzas. Ask children what other fruits or vegetables might be good on pizzas.

Activity: Book – *Zora's Zucchini*, by Katherine Pryor

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn about the different varieties of summer squash.
- Children will be introduced to the many ways to cook and eat zucchini or other summer squash.
- Children will discuss ways to use excess food.

Materials: *Zora's Zucchini*, by Katherine Pryor

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children. If you have not already discussed the different varieties of summer squash, use this opportunity to do so. Provide pictures or actual squash for children to touch and smell if possible.
3. Discuss the different ways Zora and her family cooked and ate their zucchini. Can children think of any other ways to eat zucchini or other summer squash? Have they tried any of these ways at home? (Zucchini and squash can be used in breads, muffins, and even cookies. It can be included in pasta or shredded into pasta sauce. Summer squash can be baked, roasted, grilled, sautéed, or even eaten raw in salads or with veggie dip.)



4. Ask children to share ideas about what you might do with extra food grown in the garden. (You might suggest donating food, sharing with friends and neighbors, cooking and freezing food for later, canning or pickling produce, or composting produce that has gone bad.)

Activity: Squash Patch Field Trip

Ages: 3-5 years

Time: 1/2 day

Objective(s):

- Children will become familiar with where and how their food is grown.
- Children will be able to identify that squash grows on a vine from the ground.

Materials: N/A

Preparation:

1. Gather materials.
2. Plan and coordinate ahead of time to schedule a visit to a local farm.
3. Ahead of time, ask children to share what they know about where their food comes from. Make a list of questions children can ask the farmers on their visit.
4. Ask the farmer to show the children a squash patch while you are there.

Procedure:

1. Enjoy your trip to the farm!

Activity: Squash...Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how squash grows from a seed into a vine plant that produces squash.
- Children will describe the resources needed to grow squash.

Materials: Packet of squash seeds, squash slices (1/child), clear plastic cup, ruler, squash plant picture -

<https://cuesa.org/article/zucchini-and-beyond-farmers-market-guide-summer-squash> (or a real one), chef's knife, cutting board

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that you are going to learn about how squash grow. Show children the squash seeds from the packet. Tell children the seeds are just like the ones from the inside of the squash. Pass the seeds around in the plastic cup.
3. Let children touch the seeds and count them. What shape are they?
4. Explain that the squash seeds are planted in the soil in the spring. Ask children if they know what else the seeds need to grow into a squash plant. Using the ruler, show children that seeds must be planted at least 2 feet apart to have room to spread out as they grow. The seeds grow into long vines and yellow flowers will bloom on the vines. During the summer, squash will grow where the flowers bloomed.
5. Show children the picture of the squash plant (or a real plant if you have one!). Explain that squash are picked when they are tender and still have a glossy or shiny appearance. Squash stems and leaf stalks are prickly, so it is best to wear gardening gloves when picking squash.

Activity: Recipe – Yellow Submarines

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try squash prepared in a new way.

Materials: chef's knife, cutting board, several baking sheets, oven, plates (1/child), napkins (1/child)

Servings: 16

Ingredients:

- 4 summer squash (any submarine-shaped squash will do)
- ½ cup veggie mixture (diced bell peppers, onions, and tomatoes, as desired)
- ¼ cup shredded cheese (any good variety that melts well works), plus more to sprinkle on top
- 2 tbsp parsley (you can use other spices, such as cumin, oregano, or garlic, as desired)
- Olive oil
- Salt and pepper to taste



Procedure:

1. Ahead of time: Wash and slice squash length-wise. Scoop out insides and add to veggie mixture. You should have 8 "submarines." Sauté veggie mixture in olive oil and allow to cool.
2. Have children wash hands. Allow children to help measure additional ingredients and pour into a large bowl. Add the cooled veggie mixture and stir. Place "submarines" on baking sheets and allow children to scoop veggie, cheese, and spice mixture into the hollowed-out squash. Top with additional cheese.
3. Bake at 350 degrees F for 15 minutes. Cool and serve.



Peaches

Fun Facts

- **Botany**
 - The peach comes from a deciduous fruit-bearing tree of the rose family.
 - Its botanical name, "Prunus persica," resulted from the original belief that peaches were native to Persia (Iran).
 - Peaches are classified as a stone fruit, meaning that they possess a single large seed or stone surrounded by juicy flesh. Other common stone fruits include cherries, plums, apricots and nectarines. (Commercially, peaches and nectarines are treated as different fruits, but they belong to the same species. The nectarine is a type of peach with a smooth, fuzzless skin.)
 - There are two major peach cultivars — clingstone and freestone — based on how the flesh sticks to the stone (or pit). Commercially, nearly all clingstone varieties are processed (pit removed), then canned, preserved, juiced, or used in other food products (i.e., baby food). Freestone peaches are primarily sold as fresh.
- **History**
 - The peach tree originated in western China about 4,000 years ago.
 - Alexander the Great introduced the peach to Greek and Roman society.
 - From the Mediterranean and North Africa, the peach traveled north during the Middle Ages with the Moors to the Iberian Peninsula.
 - Spanish and Portuguese explorers brought peaches to the Americas in the 1500s.
 - The peach is the state flower of Delaware and state fruit of South Carolina. Georgia is nicknamed The Peach State.
 - In World War I, peach pits were used as filters in gas masks.
- **Nutrition**
 - A ½ cup of sliced peaches (about half of a medium peach) provides vitamin A, vitamin C and fiber.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Summer/Peaches/Peaches%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *Giant Peach Yodel*, by Jan Peck

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn how peaches grow.
- Children will identify additional ways to eat peaches.

Materials: *Giant Peach Yodel*, by Jan Peck

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children. Discuss how the peach grows from a peach pit into a tree that produces more peaches.
3. Ask children if they have tasted a peach before. Did they like it? Discuss different ways they might eat peaches that would taste good. Explain that sometimes you have to try a new food several times before you like it, or try it in a new way. (As part of a smoothie or fruit and yogurt parfait, baked in a muffin, or grilled with honey and cinnamon are a few ideas.)

Activity: Peach Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify a peach as a lightweight, round fruit.
- Children will describe the outward appearance and smell of a peach.
- Children will taste peaches.
- Children will describe the taste and texture of peaches.

Materials: Whole peach, peach pieces (1/child), spoons (1/child), napkins (1/child), mystery bag/box, tennis ball

Preparation:

1. Gather materials.
2. Out of sight of children, place a round peach in the mystery bag/box.
3. Wash peaches, slice into smaller pieces. Reserve at least one pre-washed piece per child for tasting.

Procedure:



1. Gather children in a circle on the floor.
2. Mystery bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the peach. Show the peach to the children. Note the children's guesses that were close (round, food, a plant) or correct (peach). Pass the peach around for children to look at, touch, and smell. Talk about peaches. Ask the questions below and any other questions you like.
 - i. Is a peach a fruit or a vegetable? (fruit)
 - ii. What shape is it? (round, like a ball)
 - iii. What color is it? (yellow and red)
 - iv. How does it feel? (fuzzy, like a baby chick or tennis ball)
 - v. Does it have a smell? (may have no smell or smell sweet like a flower)
 - vi. Is it light or heavy? (small, round, light like a tennis ball-pass around the tennis ball for children to feel)
 - vii. Has anyone ever tasted a peach? (yes or no)
3. Taste Test
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of peach. Invite children to taste the peach. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. How does the peach feel in their mouth? (cool, soft, fleshy)
 - ii. How does the peach taste? (sweet)
 - iii. Optional: Create a sticker chart for children to document whether they "liked" the peach or "don't like it yet." A sample chart is included at the end of this document.

Activity: Peach Craft

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will be able to identify the different parts of peaches.

Materials: tissue paper (yellow, orange, red), glue, paper plates (1/child), scraps of brown or green paper, scissors

Preparation:

1. Gather materials.
2. Create a sample paper peach (see instructions below).

Procedure:

1. Gather children in a circle on the floor.
2. Tell children they are going to create their own peaches using paper plates and tissue paper.
3. Cover the back of the paper plate with glue.
4. Have children tear the tissue paper into small pieces and cover the plate to look like a peach.
5. Next, ask children to cut out a small rectangle of brown paper (stem) and a green leaf and glue them onto the peach.
6. As they are working, ask children to name the different parts of the peach. How would the outside feel? How would the inside feel? What would they find inside a peach? How would the peach taste and smell? Where do peaches grow?

Activity: Recipe – Peach Cobbler

Ages: 6 months-5 years

Time: 60 minutes

Objective(s):

- Children will try peaches prepared in a new way.

Materials: Chef's knife, cutting board, 1 ½-quart dish, mixing bowls, mixing spoon, measuring cups, measuring spoons, oven, plates (1/child), napkins (1/child)



Servings: 16, ½ cup

Ingredients:

- 2-3 peaches, cut into small pieces
- ½ cup whole-wheat flour
- ½ cup enriched all-purpose flour
- ½ cup quick-cook oatmeal
- ¼ cup brown sugar
- 2 tsp baking powder
- 1½ tbsp canola oil, plus more for greasing the pan
- ½ cup low-fat or fat-free milk
- Optional: Low-fat or fat-free plain yogurt for serving

Procedure:

1. Preheat oven to 350 degrees F. Grease ovenproof 1 ½-quart dish with oil.
2. Have children wash their hands. Ask children to spread peach slices evenly in the baking dish.
3. In a large mixing bowl, have children combine the flours, oatmeal, sugar, and baking powder and stir.
4. Allow children to help measure and add oil and milk to the dry ingredients and mix until smooth.
5. Children can drop the dough on top of peach slices by spoonfuls, covering peaches.
6. Bake in oven for about 30 minutes or until fruit bubbles and the topping is slightly brown.
7. Remove from oven. Let cool before serving. Serve warm and garnish with a small scoop of low-fat or fat-free plain yogurt, if desired.

Activity: Book – *Juicy Peach*, by Mary Dixon Lake

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will understand the importance of sequence in a story.

Materials: *Juicy Peach*, by Mary Dixon Lake

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book. Review the sequence of events. Would there be any events that could be switched in their order? Why not?
3. Connect children's experiences eating peaches with those of children in the book.

Activity: Song – Old McDonald Had a Peach Farm

Ages: 2-5 years

Time: 10 minutes

Objective(s):

- Children will learn that peaches grow in an orchard.
- Children will mimic harvesting and eating peaches.

Materials: Chart paper, marker

Preparation:

1. Write lyrics on chart paper.

Procedure:

1. Gather children in a circle on the floor.
2. Teach children the lyrics:

1st Verse

Old MacDonald had an orchard, EIEIO! (Skip in place)

In this orchard he grew some peaches, EIEIO! (Pretend to carry a basket of peaches)

With a peach tree here and a peach tree there, (Pretend to be trees reaching high into the air stretching tall)

Here a tree, there a tree, everywhere a peach tree!

Old MacDonald had an orchard, EIEIO! (Skip in place)

2nd Verse

Old MacDonald had an orchard, EIEIO! (Skip in place)

In this orchard he grew some peaches, EIEIO! (Pretend to carry a basket of peaches)



With a blossom here and a blossom there, (Wiggle fingers – blossoms – to the left and right, moving arms until above head)

Here a blossom, there a blossom, everywhere peach blossoms!

Old MacDonald had an orchard, EIEIO! (Skip in place)

3rd Verse

Old MacDonald had an orchard, EIEIO! (Skip in place)

In this orchard he grew some peaches, EIEIO! (Pretend to carry a basket of peaches)

With a fuzz, fuzz here, and a fuzz, fuzz there, (Pretend to climb a tree and pick peaches)

Here some fuzz, there some fuzz, everywhere peach fuzz. (Pretend to climb a tree and pick peaches)

Old MacDonald had an orchard, EIEIO! (Skip in place)

4th Verse

Old MacDonald had an orchard, EIEIO! (Skip in place)

In this orchard he grew some peaches, EIEIO! (Pretend to carry a basket of peaches)

With a bite, bite here, and a bite, bite there (Pretend to eat peach)

Here a bite, there a bite, everywhere a healthy bite. (Pretend to eat peach)

Old MacDonald had an orchard, EIEIO! (Skip in place)

Activity: Grow A Pretend Peach Tree

Ages: 3-5 years

Time: 5 days

Objective(s):

- Children will experience making a pretend peach tree.
- Children will describe the resources needed to grow peaches.

Materials: Brown paper (at least 4 feet in height), green paper (cut to look like peach leaves), construction paper (white, yellow, orange, and red), crayons, markers, or colored pencils (yellow-green, orange, and red), scissors, reusable adhesive or double stick tape

Preparation:

1. Gather materials.
2. Copy and cut out, from white paper, peach blossoms (1/child).

Procedure:

1. Gather children in a circle on the floor.
2. Let the children know you are planting a pretend peach tree. The class will take care of this tree for the next few days. Tell the children that peaches grow from seeds called peach pits that are planted in the ground. The pit needs soil, water, sun, and time to grow into a peach tree. When the tree is at least 3 years old, the tree grows flowers called peach blossoms every spring. The blossoms fall away and peaches grow where the flowers were. At first the peaches are small, hard, and slightly yellow-green with some orange in color. By the middle of summer, the peaches have grown larger, are changing in color to have less green and more orange and red. By the end of the summer, the large peaches on the tree are soft, round, and creamy yellow with orange-red in color. Once the peaches are ripe, they are picked and sent to stores or farmers' markets. That is where we buy peaches to take home and eat.
3. Have children help you draw and cut out a 4 ft outline of a tree. (You may also do this ahead of time.) Attach the tree to a wall and have children help add the leaves.
4. Help children to draw and cut various sizes and colors of peaches. The smallest peach (2" size) is the least ripe; it appears yellow-green with some orange. The medium size peach (3" size) is growing and ripening; it appears to have a little yellow-green, more orange and the beginning of red tones. The largest peach (4" size) is ripe and ready to pick; it is yellow-orange with more red.
5. For the next 5 days, allow your children to do the following:
 - a. Day 1: Help the children attach a peach blossom to the tree with reusable adhesive or tape. As the blossoms are added, remind the children that the tree has grown for 3 years before it produces blossoms.
 - b. Day 2: Remove the blossoms and place the 2" peaches in the blossom positions. As the small peaches are added, remind the children that peaches start to grow where the blossoms were located on the tree. Talk with the children about the resources needed for the tree to grow peaches (water, sun, soil, and time).
 - c. Day 3: Replace the 2" peaches with the 3" ones. As the medium size peaches are added, remind the children that peaches grow larger during the summer on the tree. Talk with the children about the resources needed for the tree to grow peaches (water, sun, soil, and time).



- d. Day 4: Replace the 3" peaches with the 4" ones. As the large size peaches are added, remind the children that after peaches reach their full size, they ripen on the tree. Talk with the children about the resources needed for the tree to grow peaches (water, sun, soil and time).
- e. Day 5: Continue the lesson by celebrating with a pretend harvest of the 4" peaches from the tree. Talk with the children about the resources needed for the tree to grow peaches (water, sun, soil, and time). Optional: Serve peaches for snack.

Activity: Recipe – Peach Muffins with Oatmeal Topping

Ages: 6 months-5 years

Time: 45-60 minutes

Objective(s):

- Children will try peaches prepared in a new way.

Materials: Chef's knife (if using fresh peaches), cutting board (if using fresh peaches), 1 ½-quart dish, mixing bowls, mixing spoon, measuring cups, measuring spoons, oven, plates (1/child), napkins (1/child)

Servings: 12 muffins or 24 mini muffins

Ingredients:

- Muffin batter ingredients:
 - ½ cup quick-cook oatmeal
 - ½ cup enriched all-purpose flour
 - ½ cup whole-wheat pastry flour
 - ¼ tsp salt
 - ½ Tbsp baking powder
 - ½ tsp ground cinnamon
 - ¼ tsp ground nutmeg
 - ½ cup sugar
 - 1 cup low-fat or fat-free plain yogurt
 - 1 large egg
 - 2 tbsp canola oil, plus more for greasing the pan
 - ½ cup peaches, diced (Fresh, frozen and thawed, or canned and packed in water or juice and drained thoroughly will all work)
- Oatmeal Topping Ingredients:
 - ¼ cup quick-cook oatmeal
 - 1 tbsp all-purpose flour
 - 1 tbsp sugar
 - 1 tbsp canola oil

Procedure:

1. Preheat oven to 375 degrees F.
2. Have children wash their hands.
3. Make the topping: Children can help measure and combine oatmeal, flour, sugar, and oil in small bowl and mix with fork.
4. Make muffin batter: In large bowl, have children mix the oatmeal, flour, salt, baking powder, cinnamon, nutmeg, and sugar.
5. In a separate bowl, mix yogurt, egg, and oil until smooth. An adult must handle the egg.
6. Add the yogurt mixture to the dry ingredients. Mix only until the ingredients are combined, about 1 minute. The batter will be slightly lumpy.
7. Gently stir in the diced peaches.
8. Grease muffin pan. Divide the batter evenly in the muffin pan, filling each cup about ¾ full.
9. Allow children to sprinkle the oatmeal topping evenly over each muffin, about 1 teaspoon per muffin or ½ teaspoon per mini muffin.
10. Place muffin pan on a lower oven rack and bake for 25-30 minutes or until toothpick inserted in center of muffin comes out clean. Mini muffins will take less time; about 10-12 minutes.
11. Variation: Substitute whole-wheat pastry flour for all the flour (all-purpose and whole-wheat) listed in the recipe.



Melons

Fun Facts

- **Botany**

- Melons are an annual fruit and require a long growing season.
- There are male and female flowers on the plant, which require bees for pollination. On average, it takes about 10 to 15 bee visits for proper pollination to grow melons.
- They grow best under conditions with warm, sunny days and cool nights.
- Watermelons are loosely called melons because, although in the cucurbitaceae family, they are only distantly related to honeydew or cantaloupe.
- There are many varieties of the “western shipping type” cantaloupe, but since consumers cannot differentiate between them, they are marketed under the general name as “cantaloupe.”
- There are four main varieties of watermelon: allsweet, ice-box, seedless, and yellow flesh.

- **History**

- Melons are believed to be one of the earliest domesticated plants having first been cultivated between 4,000 and 5,000 years ago in Africa and Southwest Asia.
- They were brought to Europe towards the end of the Roman Empire and to North America by Christopher Columbus on his second expedition to the new world.
- Watermelons are thought to have come to the US by African slaves.
- It was not until the latter half of the 20th century that melons were commercially cultivated in the US. Before that, they were mostly grown in home gardens. China is the largest producer of melons in the world.
- By weight, the watermelon is the most common melon consumed in America, followed by the cantaloupe and honeydew.

- **Nutrition**

- A ½ cup of cantaloupe is an excellent source of vitamin C and vitamin A.
- A ½ cup of casaba or honeydew is an excellent source of vitamin C.
- A ½ cup of watermelon is a good source of vitamin C.
- Melons provide a rich source of carotenoids, such as lycopene (watermelon) and beta-carotene (cantaloupe).

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Melon.zip and http://harvestofthemoth.cdph.ca.gov/documents/Summer/021712/ED_Melons_Newsletter_Final.pdf

Activity: Book – *Down by the Bay (Raffi Songs to Read)*, by Raffi

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will sing a silly song about melons.

Materials: *Down by the Bay (Raffi Songs to Read)*, by Raffi

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children.
3. Optional: Play song (<https://www.youtube.com/watch?v=-CSxGHve6oE>) and have children sing along.

Activity: Melon Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify melons as a heavy, round fruit.
- Children will describe the outside appearance and smell of honeydew melons.

Materials: Fresh honeydew melon, honeydew slices for each child, plates, napkins, mystery bag/box, chef’s knife, cutting board

Preparation:

1. Gather materials.
2. Wash melons thoroughly: 1) wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melons with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.
3. Slice enough melon for each child for tasting. Place a whole honeydew melon in the mystery bag/box. Keep the remainder out of sight of children.



Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. The Activity
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the melon. Show the melon to the children. Note the children's guesses that were close (round, fruit, food) or correct (melon). Offer each child a clean slice of melon on a napkin to look at, touch, and smell. Talk about melon.
 - b. Ask the questions below and any other questions you like.
 - i. Is a honeydew melon a fruit or a vegetable? (Fruit)
 - ii. What shape is it? (Round like a ball)
 - iii. What color is the outside of the melon? (White)
 - iv. How does the outside feel? (Smooth, hard)
 - v. Where are the seeds? (In the center of the melon, you may cut the melon in half to show them)
 - vi. Does it have a smell? (May have no smell or smell sweet)
 - vii. Is it light or heavy? (Heavy)
 - viii. Has anyone ever tasted a honeydew melon? (Yes or No)
4. Taste Test
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of honeydew. Invite children to taste the honeydew. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. Is the melon soft/crunchy/fleshy? (Fleshy)
 - ii. How does the melon taste? (Sweet)
 - iii. Optional: Create a sticker chart for children to document whether they 'liked' the melon or 'don't like it yet'. A sample chart is included at the end of this document.

Activity: Watermelon Shapes

Ages: 2-5 years

Time: 30 minutes

Objective(s):

- Children will be able to make a simple snack with watermelon melon.

Materials: Watermelon cut into thin slices, small cookie cutters, paper plates (1/child), napkins (1/child), chef's knife, cutting board

Preparation:

1. Gather materials.
2. Wash watermelon thoroughly: 1) wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melons with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.

Procedure:

1. Gather children in a circle on the floor.
2. Give each child a paper plate with at least two thin slices of watermelon. Let each child select a small cookie cutter(s).
3. Show children how to press the cookie cutter into the honeydew melon. Assist children if needed.
4. Discuss the shapes they are making. Once through with cutting, allow children to eat their shapes. Talk about how the honeydew melon tastes and feels in their mouth.

Activity: Recipe – Mini Fruit Pizzas

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will make mini pizzas with cantaloupe.



Materials: Plates (1/child), napkins (1/child), butter knives or spoons for spreading (1/child)

Servings: ~18 servings

Ingredients:

- 1 cantaloupe sliced into bite-sized pieces
- Whole grain tortillas (small) or English muffins (1/child)
- 8 oz low fat or fat-free cream cheese or nut/seed butter
- Additional fruit, as desired

Procedure:

1. Wash melons thoroughly: 1) wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melons with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.
2. Provide each child with a few slices of cantaloupe, 1 tortilla/English muffin and a small amount of cream cheese or nut/seed butter.
3. Help children spread the cream cheese or nut/seed butter.
4. Encourage children to place cantaloupe slices and other fruit (if using) on top of their pizzas.



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



September

Harvests of the Month

First two weeks: Melons

Second two weeks: Tomatoes

If these are not available in your school garden, they should be available at the Boulder County Farmers Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
MELON ACTIVITIES	Book – <i>One Watermelon Seed</i> , by Celia Lottridge, p. 2	Watermelon Mystery Bag and Taste Test, p. 2	Watermelon...Where Do You Come From?, p. 3	Recipe – Watermelon Soup, p. 4	Gardening!
MELON ACTIVITIES	Book – <i>The Cantaloupe Cat</i> , by Jan Yager, p. 4	Cantaloupe Mystery Bag and Taste Test, p. 4	Cantaloupe, A Look Inside, p. 5	Recipe – Cantaloupe Melon Kabobs, p. 6	Gardening!
TOMATO ACTIVITIES	Book – <i>Runaway Tomato</i> , by Kim Cooley Reeder, p. 7	Tomato Mystery Bag, p. 7	Tomato Taste Test, p. 8	Recipe – Caprese Salad, p. 9	Gardening!
TOMATO ACTIVITIES	Book – <i>Tomatoes Grow on a Vine</i> , by Mari C. Schuh, p. 9	Field Trip: Farmers' Market Tomato-Themed Scavenger Hunt, p. 9	Tomato...Where Do You Come From?, p. 10	Recipe – Pico de Gallo, p. 10	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

Melons

Fun Facts

- **Botany**
 - Melons are an annual fruit and require a long growing season. Annual plants perform their entire life cycle (from seed to flower to seed) within a single growing season. All roots, stems and leaves of the plant die annually.
 - There are male and female flowers on the plant, which require bees for pollination. On average, it takes about 10 to 15 bee visits to grow melons.
 - They grow best under conditions with warm, sunny days and cool nights.
 - Melons are members of the cucurbitaceae family, which also include cucumbers, gourds, squashes, pumpkins, cucumbers and luffa (among others).
 - There are four main varieties of watermelon: allsweet, ice-box, seedless, and yellow flesh.
- **History**
 - Melons are believed to be one of the earliest domesticated plants having first been cultivated between 4,000 and 5,000 years ago in Africa and Southwest Asia.
 - They were brought to Europe towards the end of the Roman Empire and to North America by Christopher Columbus on his second expedition to the new world.
 - It was not until the latter half of the 20th century that melons were commercially cultivated in the US. Before that, they were mostly grown in home gardens. China is the largest producer of melons in the world.
 - By weight, the watermelon is the most common melon consumed in America, followed by the cantaloupe and honeydew.
- **Nutrition**
 - A ½ cup of cantaloupe is an excellent source of vitamin C and vitamin A.
 - A ½ cup of casaba, honeydew and watermelon are good sources of vitamin C.
 - Melons provide a rich source of carotenoids, such as lycopene (watermelon) and beta-carotene (cantaloupe). Lycopene is an antioxidant that may decrease the risk of certain cancers and heart disease and also help to keep the immune system healthy. Lycopene cannot be produced in the body so it can only be obtained by eating lycopene-rich foods. Beta-carotene is a carotenoid – an antioxidant that give plants their reddish-violet colors. Beta-carotene is used by your body to make vitamin A, which helps keep skin, eyes, and the immune system healthy.

Adapted from: http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Melon.zip and http://harvestofthemonth.cdph.ca.gov/documents/Summer/021712/ED_Melons_Newsletter_Final.pdf

Activity: Book – *One Watermelon Seed*, by Celia Lottridge

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

1. Children will be introduced to watermelon as a fruit.
2. Children will practice counting.

Materials: *One Watermelon Seed*, by Celia Lottridge

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book, identifying any produce from the story that is also being grown in your garden.

Activity: Watermelon Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify watermelon as a heavy, round fruit.
- Children will describe the outside appearance and smell of watermelon.

Materials: Mystery bag/box, chef's knife, cutting board, watermelon, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.



2. Wash watermelon thoroughly: 1) Wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melon with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.
3. Cut watermelon into triangular slices (including the rind), reserving at least one pre-cut watermelon slice per child for tasting.
4. Place a whole watermelon in the mystery bag/box. Keep the remainder out of sight of children.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Mystery Bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the watermelon. Show the watermelon to the children. Note the children's guesses that were close (round, a melon, food) or correct (watermelon). Offer each child a clean slice of watermelon on a napkin to look at, touch, and smell. Talk about watermelon. Ask the questions below and any other questions you like:
 - i. Is a watermelon a fruit or a vegetable? (Fruit)
 - ii. What shape is it? (Round, oval)
 - iii. What color is the outside of the watermelon? (Green)
 - iv. What color are the seeds? (Black)
 - v. Does it have a smell? (May have no smell or smell sweet)
 - vi. Is it light or heavy? (Heavy like a bowling ball)
 - vii. Has anyone ever tasted a watermelon? (Yes or No)
4. Tasting
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of watermelon. Invite children to taste the watermelon. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. Is the watermelon juicy/crunchy/fleshy? (Juicy, possibly crunchy)
 - ii. How does the watermelon taste? (Sweet)
5. Optional: Create a sticker chart for children to document whether they "liked" the watermelon or "don't like it yet." A sample chart is included at the end of this document.

Activity: Watermelon...Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how watermelons grow from a seed into a plant that produces watermelons.
- Children will describe the resources needed to grow watermelons.

Materials: Dried watermelon seeds or a packet of watermelon seeds, yardstick, picture of watermelon plant, watermelon

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Tell the children they will learn about how watermelons grow. Show the children the watermelon seeds. If you are using seeds from a packet, tell the children the seeds are just like the ones from the inside of the watermelon. People buy packages of seeds to grow watermelons in gardens.
3. Pass the seeds around. Let the children touch and count the seeds.
4. Explain that the watermelon seeds are planted in the soil at least three feet apart. Watermelon seeds need enough room to spread out when they grow. Have two children hold the yardstick between them to show a three-foot length.



5. Explain that the watermelon seeds are planted in the soil in the spring. The sun and rain help them grow into long vines above the ground. Yellow flowers bloom on the vines. Where the flowers bloomed on the vine, watermelon fruits will grow during the summer.
6. Explain that the watermelon is picked when the rind (the outside) on the bottom of the watermelon where it was sitting on the ground turns a cream or yellow color and the tendrils coming off of the melon are starting to turn brown. Show a picture of a ripe watermelon (see Harvest for Healthy Kids' Melon Picture Cards - http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Melon.zip.)
7. Explain that ripe watermelons are picked and taken to a grocery store or farmers' market. This is where people buy them and take them home to eat.

Activity: Recipe – Watermelon Soup

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will try watermelon prepared in a new way.

Materials: Chef's knife, cutting board, blender, measuring cups, bowls (1/child), spoons (1/child), napkins (1/child)

Servings: 16, ¼ cup servings

Ingredients:

- 4 cups seedless watermelon, cut up
- 2 Tbsp lemon juice
- 2 Tbsp lime juice
- 1 Tbsp honey (optional)
- Plain low-fat or fat free Greek yogurt (for serving, optional)

Procedure:

1. Cut watermelon into chunks and chill in refrigerator.
2. Have children wash hands. Ask children to help you count the cups of watermelon as you pour them into the blender. Add lemon juice and lime juice and blend. Taste. To add sweetness, add honey and blend.
3. Ladle into bowls. Add a spoonful of yogurt (if using) to each bowl. Serve immediately.
4. As children eat their "soup," discuss how the soup tastes. Can they tell it is watermelon? Do they prefer watermelon slices or soup? How else might the watermelon be prepared? (It can be grilled, frozen into an icy dessert, or used in smoothies.)

Activity: Book – *The Cantaloupe Cat*, by Jan Yager

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that every person is unique.
- Children will identify their own unique "likes."

Materials: *The Cantaloupe Cat*, by Jan Yager

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children.
3. Discuss how the cat was unique because he likes to eat cantaloupe.
4. Explain that everyone has different "likes." Ask children to share their "likes." (This activity is meant to focus on the fruits and vegetables children like, but can certainly be expanded to include any other "likes" or unique characteristics you are comfortable discussing.)

Activity: Cantaloupe Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify cantaloupe as a heavy, round fruit that is rough on the outside.
- Children will describe the outside appearance and smell of cantaloupe.

Materials: Mystery bag/box, chef's knife, cutting board, cantaloupe

Preparation:



1. Gather materials.
2. Wash cantaloupe thoroughly: 1) Wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melon with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.
3. Cut cantaloupe into triangular slices (including the rind), reserving at least one pre-cut cantaloupe slice per child for tasting.
4. Place a whole cantaloupe in the mystery bag/box. Keep the remainder out of sight of children.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Mystery Bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the cantaloupe. Show the cantaloupe to the children. Note the children's guesses that were close (round, a melon, food) or correct (cantaloupe). Offer each child a clean slice of cantaloupe on a napkin to look at, touch, and smell. Talk about cantaloupe. Ask the questions below and any other questions you like:
 - i. Is a cantaloupe a fruit or a vegetable? (Fruit)
 - ii. What shape is it? (Round, like a ball)
 - iii. What color is the cantaloupe? (Tan, like sand)
 - iv. Does it have a smell? (May have no smell or smell sweet)
 - v. Is it light or heavy? (Heavy)
 - vi. Has anyone ever tasted a cantaloupe? (Yes or No)
4. Tasting
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of cantaloupe. Invite children to taste the cantaloupe. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. Is the cantaloupe soft/chewy/fleshy? (Fleshy)
 - ii. How does the cantaloupe taste? (Sweet)
 - iii. What color is the cantaloupe on the inside? (Orange)
5. Optional: Create a sticker chart for children to document whether they "liked" the cantaloupe or "don't like it yet." A sample chart is included at the end of this document.

Activity: Cantaloupe, A Look Inside

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe the appearance, smell, and taste of cantaloupe.
- Children will tell that the orange flesh of a cantaloupe can be eaten, but not the rind or seeds.

Materials: Cantaloupe, chef's knife, cutting board, spoon, container to hold removed seeds, towels for wiping hands, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash cantaloupe thoroughly: 1) Wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melon with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.

Procedure:

1. Gather children in a circle on the floor.
2. Have children gather around the cantaloupe and cutting board. Review how to be safe around sharp knives; only adults use them, children keep their hands away, and do not touch sharp knives.



3. Review with the children what they have learned about cantaloupe, or tell children you have a cantaloupe to share today.
4. Tell children cantaloupes grow on the ground. We have to wash the outside very well to remove soil and germs before we cut it open. Tell them you have already washed the cantaloupe.
5. Cut the cantaloupe in half to reveal the inside. Have a paper towel handy to wipe up extra juices. Using the spoon, scoop the center strings and seeds into a bowl and set aside. Let children know they will get to touch the seeds a little later.
6. Cut a section of cantaloupe into small wedges with the rind intact. Give each child a small wedge of cantaloupe for individual exploration.
7. Talk with the children about the inside of the cantaloupe. Lead the children through the questions below and ask additional questions if you like:
 - a. What colors are on the inside of the cantaloupe? (Orange, green, white)
 - b. What does the inside of the cantaloupe look like? (Seeds, slippery string-like fibers, and orange flesh)
 - c. How does the inside feel? (Cool and smooth)
 - d. How does the cantaloupe smell? (Sweet)
8. Invite children to taste the cantaloupe. Remind them not to eat the rind. While they're eating, ask the following questions:
 - a. How does the cantaloupe feel in their mouth? (Smooth and juicy)
 - b. How does the cantaloupe taste? (sweet)
9. After everyone has sampled their own cantaloupe wedge, invite the children to come to the bowl and feel the string-like fibers and seeds, from the inside of the cantaloupe. Ask the children: How do the seeds and string-like fibers feel? (Wet and Slippery)
10. After the children have felt the seeds and strings, have them wash their hands.

Activity: Recipe – Cantaloupe Melon Kabobs

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will identify the tastes of different melons.

Materials: Chef's knife, cutting board, 12 wooden craft sticks, bowls (1/child), napkins (1/child)

Servings: 12 servings

Ingredients:

- 1 cup fresh watermelon, cut into 1-inch cubes, seeds removed
- 1 cup fresh cantaloupe, cut into 1-inch cubes
- 1 cup fresh honeydew melon, cut into 1-inch cubes
- 1 cup plain low-fat or fat free yogurt, for dipping or drizzling

Procedure:

1. Wash melons thoroughly: 1) Wash the outer surface of the melon under running cool tap water to remove surface dirt; 2) scrub melon with a clean produce brush before cutting; and 3) cut away any bruised or damaged areas before serving.
2. Cut melons into 1-inch cubes.
3. Pour yogurt into bowls (1/child).
4. Have children wash hands. Provide each child with a craft stick and enough melon pieces to fit on stick. Demonstrate how to press wooden stick through center of fruit pieces, and assist children as necessary. Leave 1-inch of stick bare for a handle at one end. Repeat pressing other pieces of melon on wooden stick alternating types until stick is full. Refrigerate or serve immediately. Offer yogurt as sauce for dipping kabobs. Compare and contrast the different melons as children eat their kabobs. Do they have a favorite melon?
5. Optional: Have children make patterns with their fruit pieces.
6. Optional: Freeze kabobs for a cool, frosty fruit treat on a hot summer day. Place kabobs on a tray and place in the freezer for 30 minutes, then serve.



Tomatoes

Fun Facts

• Botany

- The tomato is a berry of the nightshade family, which includes potatoes, eggplants and peppers.
- There are more than 4,000 varieties of tomatoes ranging in size, shape, and color. Varieties are commonly divided into these four categories, based mostly on shape, use, and size (small to large):
 - Cherry: Sweet tomatoes, usually eaten whole in salads.
 - Plum: Pear-shaped, more meaty, ideal for tomato products, also called Italian or Roma.
 - Slicing: Round or globe-shaped, used mainly for commerce and processed products.
 - Beefsteak: Round, juicy, used mainly for sandwiches
 - Other varieties include heirlooms, green, orange, and yellow tomatoes. Yellow and orange tomatoes tend to be sweeter than red and green varieties; only red tomatoes contain lycopene. (See the "nutrition" section for additional information about the health benefits of lycopene.)

• History

- The first tomatoes can be traced back to the Andes in Peru, where they grew wild as cherry-sized berries. As early as 700 A.D., the Incas and Aztecs began cultivating tomato plants.
- The word "tomato" is derived from the Nahuatl (Aztec language) word, *tomatl*, meaning "something round and plump."
- In the mid-1500s, Spanish conquistadors carried tomato seeds back to Europe, where they were embraced in Italy, Spain, and Portugal.
- In 17th and 18th century England, tomatoes were believed to be poisonous and called "devil apples." Eating the stems and leaves may cause illness and should be avoided.
- Thomas Jefferson was one of the first Americans to grow tomatoes at his Virginia home as early as 1781. By 1812, tomatoes were gaining in popularity among Louisiana Creoles who used them in jambalayas and gumbos and Maine cooks who added them to seafood dishes.
- In the 1893 U.S. Supreme Court case of "Nix v. Hedden," the tomato was declared a vegetable, along with cucumbers, squashes, beans and peas. This came about as a result of tariff laws in 1887, which imposed a duty on vegetables but not fruits.
- George Washington Carver believed tomatoes had "medicinal virtues." After World War I, he issued "115 Ways to Prepare It [Tomatoes] For the Table" thus marking the introduction of the tomato into popular culture.
- According to USDA, Americans eat more than 22 pounds of tomatoes each year, more than half of this amount in the form of ketchup and/or tomato sauce.

• Nutrition

- A ½ cup of sliced tomato is a good source of vitamins C, A, K and potassium.
- Tomatoes are rich in lycopene, which is an antioxidant that may decrease the risk of certain cancers and heart disease and also help to keep the immune system healthy. Lycopene cannot be produced in the body so it can only be obtained by eating lycopene-rich foods.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Fall/21712/Ed_News_Tomatoes.pdf

Activity: Book – *Runaway Tomato*, by Kim Cooley Reeder

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will describe the resources a tomato needs to grow.

Materials: *Runaway Tomato*, by Kim Cooley Reeder

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children. Discuss with the children how tomatoes grow. Ask them what a tomato needs to grow? (Water, soil, sun). Brainstorm what you could make with a giant tomato (spaghetti sauce, pizza, tomato soup, salads, etc).

Activity: Tomato Mystery Bag

Ages: 3-5 years

Time: 20 minutes



Objective(s):

- Children will identify tomatoes as a smooth, round fruit.
- Children will describe the outside appearance, feel, and smell of tomatoes.

Materials: Mystery bag/box, chef's knife, cutting board, fresh tomato

Preparation:

1. Gather materials.
2. Place a tomato in the mystery bag/box. Keep the remainder out of sight of children.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Mystery Bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the tomato. Show the tomato to the children. Note the children's guesses that were close (thick, solid, fruit, food) or correct (tomato). Offer each child a clean slice of tomato on a napkin to look at, touch, and smell. Talk about tomato. Ask the questions below and any other questions you like.
4. Tasting
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of tomato. Invite children to taste the tomato. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10 times before you begin to like them.
 - c. Ask the children:
 - i. Is a tomato a fruit or a vegetable? (Fruit)
 - ii. What shape is it? (Round)
 - iii. What color is it? (Red)
 - iv. How does it feel? (Smooth, soft)
 - v. Does it have a smell? (May have no smell or smell sweet or like grass)
 - vi. Is it light or heavy? (Light)
5. Optional: Create a sticker chart for children to document whether they 'liked' the tomato or 'don't like it yet'. A sample chart is included at the end of this document.

Activity: Tomato Taste Test

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will taste tomato.
- Children will describe the taste and texture of tomato.

Materials: Chef's knife, cutting board, tomatoes (enough for each child to have 1-2 bite-sized pieces), plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash and cut tomato into bite-sized pieces for tasting.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands. If this is the first activity involving food tasting, talk with the children about polite food tasting habits.
3. Provide each child with a piece of tomato. Invite children to taste the tomato. As necessary, remind the children how the group follows polite tasting manners. Ask the children:
 - a. Is the tomato soft/chewy/fleshy? (Soft/fleshy)



- b. How does the tomato taste? (Watery, mild, sweet)
4. Optional: Create a sticker chart for children to document whether they “liked” the tomato or “don’t like it yet.” A sample chart is included at the end of this document.

Activity: Recipe – Caprese Salad

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will try tomatoes prepared in a new way.

Materials: Chef’s knife, cutting board, bowls (1/child) and forks (1/child)

Servings: 1 salad/child

Ingredients:

- Mozzarella sticks (1/child)
- Bite-size pieces of tomato (¼ cup/child)
- Basil leaves (2-3/child)
- Virgin olive oil (as needed)

Procedure:

1. Ahead of Time: Wash and cut up tomatoes. Wash and dry basil leaves.
2. Have children wash their hands. Explain that you are going to try eating tomatoes in a new way.
3. Give each child a bowl, a fork, a mozzarella stick, tomatoes, and basil leaves. Have each child break their cheese stick into bite-sized pieces and place in their bowl with tomatoes. Have children tear basil leaves into smaller pieces and place in their bowl.
4. Allow children to drizzle olive oil on top if desired. Stir and enjoy!
5. As they eat their snack, ask children what else might taste good with tomatoes.

Activity: Book – *Tomatoes Grow on a Vine*, by Mari C. Schuh

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be able to identify the parts of a tomato plant.
- Children will learn the growing process of a tomato.

Materials: *Tomatoes Grow on a Vine*, by Mari C. Schuh

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children if they know how tomatoes grow.
3. Read book with children. Review the growing process of the tomato plant with children. (See “How do Tomatoes Grow” Harvest for Healthy Kids Picture Card for a picture and description of the tomato growing process – http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Tomatoes.zip.) How will they know when the tomato is ripe and ready to be picked?

Activity: Field Trip: Farmers’ Market Tomato-Themed Scavenger Hunt

Ages: 3-5 years

Time: ½ day

Objective(s):

- Children will become familiar with a farmers’ market.
- Children will identify different varieties of tomatoes that can be grown and purchased locally.

Materials: Notebooks (1/child, optional), pencils (1/child, optional)

Preparation:

1. Plan ahead! Schedule a field trip to your local Boulder County Farmers Market. (See <https://bcfm.org/> for times and locations.)
2. Prepare children by explaining that farmers’ markets are a place where local farmers bring the food they grow to sell directly to you, without using grocery stores or trucks to ship food far away. Explain that the fruits and vegetables at a farmers’ market are grown right here near their homes and schools. Share with children that they are going to go on a scavenger hunt when they get to the farmers’ market to see how many different varieties (kinds) of tomatoes they can



find. If this is your child care program's first visit to a farmers' market, you may want to visit ahead of time to get to know the layout, etc.

Procedure:

1. Allow children to walk around the farmers' market to become familiar with it. Children can work in groups or individually to see how many different varieties of tomatoes they can find. Children may write or draw findings in a notebook, or a teacher or parent may keep track, or teachers may photograph children's findings. Allow children to choose several varieties of tomatoes to purchase and have a taste test and comparison when you return to school. (Remember to use your Veggie Bucks!)
2. Optional extensions: Challenge children to get to know different farmers, asking about how they grow their food or what other things they have on their farm. Ask children to compare prices from different farms. Consider why certain fruits or vegetables are not found at the farmers' market (not in season, don't grow here, weather destroyed this year's crop, etc).

Activity: Tomato...Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will describe how tomatoes grows from a seed into a vine plant that produces tomatoes.
- Children will describe the resources needed to grow tomatoes.

Materials: Packet of tomato seeds, fresh tomato slices (1/child), clear plastic cup, ruler, tomato plant picture (see "How do Tomatoes Grow" Harvest for Healthy Kids Picture Card – http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Tomatoes.zip) or a real plant (if available), cutting board, chef's knife

Preparation:

1. Gather materials.
2. Slice tomatoes.
3. Pour tomato seeds into plastic cup.

Procedure:

1. Gather children in a circle on the floor.
2. Explain to children that you are going to learn about how tomatoes grow. Show children the tomato seeds from the packet. Tell children the seeds are just like the ones from the inside of the tomato. Pass the seeds around in the plastic cup.
3. Let children touch the seeds and count them. What shape are they?
4. Explain that the tomato seeds are planted in the soil in the early summer. Ask children if they know what else the seeds need to grow into a tomato plant. Using the ruler, show children that seeds must be planted at least 2-3 feet apart to have room to spread out as they grow. The seeds grow into long stalks with many branches and green leaves. Yellow flowers will bloom on the branches. This is where a tomato will grow.
5. Show children the picture of the tomato plant (or a real plant if you have one). Explain that tomatoes are picked when they are tender, brightly colored, and still have a glossy or shiny appearance. Their color will vary depending on the variety. Tomatoes can be red, yellow, orange, purple, or green.

Activity: Recipe – Pico de Gallo

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will try tomatoes prepared in a new way.

Materials: Chef's knife, cutting board, serving spoons (3), bowls (1/child), spoons (1/child)

Servings: 17, ½ cup servings

Ingredients:

- 8 large tomatoes, diced
- 1 small onion, diced
- 1-2 bunches fresh cilantro
- Minced garlic
- 2-3 limes
- Kosher salt, to taste
- Tortilla chips
- Optional: Jalapeno peppers, diced

Procedure:

1. Ahead of Time: Wash and dice tomatoes, onion, and garlic. Slice limes into enough pieces for each child to have one slice.



2. Have children wash their hands. Provide each child with a bowl and spoon. Allow children to take a spoonful each (depending on size of serving spoons) of tomato, onion, and garlic. Provide each child with a slice of lime to squeeze into their bowl and a stalk of cilantro. Children can pull the leaves off the stalk and add them to their bowl. Sprinkle with kosher salt and stir all ingredients together.
3. Give each child tortilla chips to eat with their Pico de Gallo. As children eat, ask them to describe the different flavors and textures of the Pico de Gallo. Can they taste the tomato? Do they like the tastes of all the ingredients separately? Or do they prefer them mixed together?



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



October

Harvests of the Month

First two weeks: Peppers

Second two weeks: Apples

If these are not available in your school garden, they should be available at the Boulder County Farmers Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
PEPPER ACTIVITIES	Book – <i>Red Pepper, Yellow Squash: A Book of Colors</i> , by Scholastic, p. 2	Pepper Mystery Bag and Taste Test, p. 3	Peppers...A Look Inside, p. 4	Recipe – Loaded Pepper Skins, p. 4	Gardening!
PEPPER ACTIVITIES	Book – <i>Garbage Helps Our Garden Grow: A Compost Story</i> , by Linda Glaser, p. 4	Field Trip: Visit a Farm or Garden, p. 5	Pepper, Where Do You Come From?, p. 5	Recipe – Savory Stop Lights, p. 5	Gardening!
APPLE ACTIVITIES	Book – <i>Up, Up, Up! It's Apple-Picking Time</i> , by Jody Fickes Shapiro, p. 7	Apple Mystery Bag, p. 8	Apple Taste Test and Charting, p. 8	Recipe – Whole Wheat Apple Muffins, p. 9	Gardening!
APPLE ACTIVITIES	Book – <i>Apples for Everyone</i> , by Jill Esbaum, p. 9	Field Trip: Visit an Apple Orchard, p. 9	Apple...A Look Inside, p. 10	Recipe – Apple Faces, p. 10	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

Peppers

Fun Facts

• Botany

- The pepper plant is a member of the Solanaceae or “nightshade” family, which also includes tomatoes and potatoes.
- Peppers are botanically a fruit of Capsicum plants. However, in the culinary world, people recognize peppers as a vegetable.
- Peppers are warm-season crops, sensitive to freezing, and do not grow well in cold, wet soil. It is best to germinate seeds indoors in late winter and then transplant to the garden in late spring.
- Nearly 2,000 varieties of peppers are cultivated worldwide. They are commonly grouped into two categories: hot (chili) and sweet peppers.
 - Hot peppers are named for their fiery, hot taste. They contain capsaicinoids, natural substances that feel hot in the mouth. Capsaicin, the primary capsaicinoid, is a flavorless, odorless substance that acts on pain receptors in the mouth and throat. Hot peppers can be picked at any stage, but are hottest when fully ripe. They ripen into yellow, orange, purple, red, and even brown. Each variety differs in flavor and heat intensity depending on the number of capsaicinoids in the pepper, which is influenced by the variety, soil, climate, size and other conditions.
 - When left to ripen, sweet green bell peppers mature into red, yellow, orange and purple peppers. As bell peppers mature, their taste becomes sweeter and milder. Sweet bell peppers were almost always harvested when green (immature), but more recently, are harvested when red, orange, yellow or purple.

• History

- The wild pepper plant originated near Bolivia and Peru about 9,000 years ago. It was later cultivated for its fruits by the Olmecs, Toltecs and Aztecs.
- The seeds rapidly spread throughout Central America by wind and movement of settlers.
- Columbus discovered peppers in the West Indies and mistook them for spices. He brought them to Europe where they spread throughout Europe, Africa and Asia.
- The Pueblo Indians of the American Southwest acquired a wild chili pepper called chiltepin through trade with native Mexicans.
- Juan de Oñate (founder of New Mexico) and Spanish explorers are credited with bringing peppers to the U.S. in 1583.
- Sweet peppers were not widely grown until after World War II. Today, there are more than 200 varieties.

• Nutrition

- By weight, green bell peppers have twice as much vitamin C as citrus fruit. Red bell peppers have three times as much. Hot peppers contain even more – 357% more vitamin C than one orange.
- A ½ cup of hot peppers (red and green) is an excellent source of vitamin C and a good source of vitamin A, vitamin K, and vitamin B6*.
- A ½ cup of sweet green peppers is an excellent source of vitamin C.
- A ½ cup of sweet red bell peppers is an excellent source of vitamin A and vitamin C and a good source of vitamin B6.

*B6 is a water-soluble vitamin, essential for growth, development, and a variety of other bodily functions. They help the body break down protein, form red blood cells, maintain normal brain function and make antibodies.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Summer/021712/ED_Peppers_Newsletter_Final.pdf

Book – *Red Pepper, Yellow Squash: A Book of Colors*, by Scholastic

Ages: 6 months-5 years

Time: 15 minutes

Objectives:

- Children will be introduced to peppers as a vegetable.
- Children will be introduced to the different varieties and colors of peppers.
- Children will identify the fruits and vegetables from the story and share what they know about them.

Materials: *Red Pepper, Yellow Squash: A Book of Colors*, by Scholastic, pictures of different pepper varieties (see <https://growinginthegarden.com/types-of-peppers-pepper-varieties/>) or different peppers from the farmer’s market or your garden (include as many different colors as possible)

Preparation:

1. Gather materials.



Procedure:

1. Gather children in a circle on the floor.
2. Read *Red Pepper, Yellow Squash: A Book of Colors*, by Scholastic. Ask the children to identify the fruits and vegetables from the story and share what they know about each one. If it is a fruit or vegetable you have talked about or tasted, remind children of the activities you did. If it is a new fruit or vegetable, ask children to identify a fruit or vegetable that is similar that they have learned about and make hypotheses about the new fruit or vegetable. Share correct information as needed. You may want to do a little background research ahead of time if you are unfamiliar with any of the fruits or vegetables in the book.
3. Talk about peppers:
 - a. Peppers grow on a pepper plant.
 - b. Most kinds of pepper plants have small, white flowers that bloom where a pepper will grow.
 - c. Peppers are hollow except for their small, round seeds that are inside.
 - d. There are many different types of peppers. Can anyone name a type of pepper (bell, jalapeno, chili, habanero, poblano, serrano, etc.)?
 - e. What color are peppers (Most peppers start out green, but many turn a different color as they ripen: red, yellow, orange, purple)?

Activity: Pepper Mystery Bag and Taste Test

Ages: 3-5 years

Time: 20 minutes

Objective(s):

- Children will identify peppers as a lightweight, hollow vegetable.
- Children will describe the outside appearance and smell of peppers.

Materials: Mystery bag/box, chef's knife, cutting board, fresh peppers (include as many types and colors as you like, but be sure to include bell peppers, as these are the best for tasting), plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Cut pepper into strips making sure you have at least one pre-cut pepper slice/child for tasting.
3. Place a whole pepper in the mystery bag/box.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Mystery bag/box
 - a. Introduce or reintroduce the mystery bag/box, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the bag/box with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the pepper. Show the pepper to the children. Note the children's guesses that were close (smooth, vegetable, food) or correct (pepper). Offer each child a clean slice of pepper on a napkin to look at, touch, and smell. Talk about peppers. Ask the children:
 - i. Is a pepper a fruit or a vegetable? (Vegetable)
 - ii. What shape is it? (Round/oblong. If you have different varieties, compare their shapes.)
 - iii. What color is the pepper? (Green/red/yellow/orange/purple)
 - iv. How does the outside of it feel? (Smooth)
 - v. Does it have a smell? (May have no smell or smell sweet)
 - vi. Is it light or heavy? (Light)
 - vii. What happens when you shake it? (Shake the pepper so that children can hear the seeds move inside it. Ask children if they know what makes the sound. Remind children that peppers are hollow, or empty, inside, except for their seeds, which is why they make a sound when they are shaken.)
 - viii. Has anyone ever tasted a pepper? (Yes or No)
4. Tasting
 - a. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
 - b. Provide each child with a piece of pepper. Invite children to taste the pepper. As necessary, remind the children how the group follows polite tasting manners:
 - i. "Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.



- ii. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - iii. Encourage children to use respectful language like "I don't care for it."
 - iv. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
- c. Ask the children:
- i. Is the pepper soft/chewy/fleshy/crunchy? (Crunchy)
 - ii. How does the pepper taste? (Sweet, mild, bitter, depending on variety)
5. Optional: Create a sticker chart for children to document whether they "liked" the pepper or "don't like it yet." A sample chart is included at the end of this document.

Activity: Peppers...A Look Inside

Ages: 3-5 years

Time: 30 minutes

Objectives:

- Children will describe the appearance, smell, and taste of a pepper.
- Children will understand that all of a pepper can be eaten except the stem and seeds.

Materials: Fresh peppers (enough for at least one slice/child), chef's knife, cutting board, plates (1/child) and napkins (1/child)

Preparation:

1. Wash peppers ahead of time and pre-slice several for children to taste. Place slices on plates.

Procedure:

1. Have children wash their hands.
2. Gather children around the cutting board, reminding them how to be safe around sharp knives. Review the parts of the pepper (see http://harvestofthemoonth.cdpd.ca.gov/documents/Summer/021712/ED_Peppers_Newsletter_Final.pdf), shaking the pepper to remind children that peppers are hollow inside except for their seeds.
3. Cut whole pepper in half, place on plates, and distribute so each child can see. Pass out pre-sliced pepper pieces to each child. Instruct children to look at the pepper halves and tell you:
 - a. What color is the inside of the pepper? (Red/green/yellow, etc, same as the outside)
 - b. What do the children see inside of the pepper? (Seeds. You may let the children hold or count some of the seeds.)
 - c. How does the inside feel? (Cool and bumpy)
 - d. How do the peppers smell? (Sweet or no smell)
4. Allow children to taste their pepper slices, asking how the pepper feels in their mouth (crunchy) and how it tastes. Explain that all of the pepper can be eaten except the stem and seeds.

Activity: Recipe – Loaded Pepper Skins

Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will help to make a healthy snack with peppers.
- Children will try peppers prepared in a new way.

Materials: Chef's knife, cutting board, oven, baking sheet, aluminum foil, bowls (1/topping), serving spoons (for toppings and fillings), plates (1/child), napkins (1/child)

Servings: Varies depending on the number of children in your classroom

Ingredients:

- Bell peppers (any color, enough for each child to have several slices)
- Fillings (chili, beans, shredded cheese, olives)
- Toppings (tomatoes, green onions, salsa, sour cream))

Procedure:

1. Wash and slice bell peppers ahead of time. Tell children that they will each be making their own loaded pepper skins.
2. Have children wash hands. Provide each child with several pepper slices to prepare. Place bowls of chili, beans, cheese, olives, etc. on table. Instruct children to select desired toppings and place a spoonful of each topping on each pepper slice.
3. Turn oven to broil on low. Line baking sheet with foil and place pepper slices on sheet. Broil for 8 to 10 minutes or until cheese is melted, checking often to prevent burning. Serve with toppings.

Activity: Book – *Garbage Helps Our Garden Grow: A Compost Story*, by Linda Glaser

Ages: 6 months-5 years

Time: 15 minutes



Objective(s):

- Children will learn that the scraps from fruits and vegetables they eat can be used to make compost.
- Children will identify plant pieces that can be used in compost.

Materials: *Garbage Helps Our Garden Grow: A Compost Story*, by Linda Glaser

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Ask children if they have ever heard of compost. Allow children to share their ideas.
3. Read book with children. Discuss what leftover food they could use to make compost. Ask children if any of their families compost at home. Review fruits and vegetables children have learned about and identify which parts could be used in compost (cantaloupe rind, strawberry leaves, pepper stems, etc.).

Activity: Field Trip: Visit a Farm or Garden

Ages: 3-5 years

Time: ½ day

Objective(s):

- Children will experience an apple orchard and harvest apples.

Materials: Chart paper, markers, paper (1 piece/child)

Preparation:

1. Plan ahead! Contact a local farm or garden to arrange a visit. Arrange for parent volunteers and transportation, as necessary. Schedule a field trip to a local farm. (See <https://bcfm.org/our-vendors/> for a list of farms in Boulder County to visit.)
2. Allow children to brainstorm questions they have for the farmer or gardener ahead of time. Using chart paper, make a list of questions to bring along.

Procedure:

1. Visit the farm!
2. Ask farmer the questions you prepared.
3. After the visit, have children draw or write about their experience (i.e., something they learned, the answer to their question, or their favorite memory)

Activity: Pepper, Where Do You Come From?

Ages: 3-5 years

Time: 30 minutes

Objectives:

- Children will describe how peppers grow from a seed into a plant that produces peppers.
- Children will describe the resources needed to grow peppers.

Materials: Dried pepper seeds or a packet of pepper seeds, ruler, picture of pepper plant with a ripe pepper –

<http://www.coloradobackyardgardener.com/2015/04/09/growing-peppers-in-colorado/> (or a real one if you have it)

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Tell the children they will learn about how peppers grow. Show the children the pepper seeds. If you are using seeds from a packet, tell the children the seeds are just like the ones from the inside of the pepper. People buy packages of seeds to grow peppers in gardens.
3. Pass the seeds around. Let the children touch and count the seeds.
4. Explain that the pepper seeds are planted in the soil at least 12-18 inches apart. Pepper plants need enough room to spread out when they grow. Have two children hold the yardstick between them to show a 1-foot length.
5. Explain that the pepper seeds are planted in the soil in the spring. The sun and rain help them grow into plants above the ground. White flowers bloom on the stems. Where the flowers bloomed, peppers will grow during the summer.
6. Explain that when the pepper is picked will depend on the variety. Show the picture of the pepper plant with a ripe pepper
7. Explain that ripe peppers are picked and taken to a grocery store or a farmers' market. That is where people buy peppers and take them home to eat.

Activity: Recipe – Savory Stop Lights



Ages: 6 months-5 years

Time: 30 minutes

Objective(s):

- Children will try peppers in a new way.
- Children will describe different ways to eat peppers.

Materials: Chef's knife, cutting board, serving spoons, frosting tip, popsicle sticks (1/child), plates (1/child), napkins (1/child)

Servings: Varies depending on the number of children in your classroom

Ingredients:

- Celery sticks, cut into 3-4 inch pieces
- Red, yellow, and green bell peppers
- 1-2 Tbsp of cream cheese/child

Procedure:

1. Ahead of time: Wash and prepare celery slices (enough for each child to have several). Wash and slice bell peppers into quarters. Using the back of a frosting tip (or a similar-sized circle), cut circles out of bell peppers. (Each child will need one circle of each color pepper/celery slice.)
2. Have children wash hands. Review the different colors of peppers. Ask children to describe a stop light, emphasizing the three colors of lights and reviewing their meaning. Explain to children that they are going to make their own stop lights out of peppers.
3. Provide each child with several celery slices, 1-2 Tbsp of cream cheese, and one green, yellow, and red pepper circle for each celery slice. Using the popsicle sticks, have children spread cream cheese on their slices. Allow children to use the pepper circles to create their own stop lights.
4. While children are preparing their stop lights, ask them what other ways they can eat peppers (in a salad, sautéed with other vegetables, added to pasta, stuffed with rice/beans/cheese, sliced and dipped in dressing, etc.). Ask children their favorite way to eat peppers.



Apples

- **Botany**

- Apples are the fruit of plants of the genus *Malus* in the family Rosaceae (rose family).
- Domestic or table apples are one of the most widely cultivated tree fruits.
- Wild apples and their trees can still be found in the mountains of Central Asia. In fact, the former capital of Kazakhstan, Almaty, means “father of the apple.” Wild apples resist many diseases and pests that affect domestic apples, and they are often researched and used in the development of new disease-resistant apples.
- Apple trees grow in the temperate regions of the world. Apple trees are best adapted to places where the average winter temperature is near freezing for at least two months, though many varieties can withstand winter temperatures as low as -40 degrees F.
- Apple trees are deciduous (sheds their leaves each year). In late spring, white blossoms appear from the tiny buds on apple tree branches for about nine days and produce pollen and nectar. Bees help to cross-pollinate the blossoms, the first step in forming an apple.
- The seeds are distributed among an apple’s five seed chambers, called carpels, found near the core. Seed development stimulates the apple tissue development. Apples continue to grow until late summer when they are ready to harvest and eat.
- Today, about 2,500 apple varieties are grown in the United States and more than 7,500 are grown worldwide.

- **History**

- Apples have existed for the length of recorded history and are believed to have originated in the Caucasus, a mountainous area between what the Black and Caspian Seas. Through the rise of Greece, the fall of Persia and migrations to Rome and Europe, apples were cultivated and — through a process called grafting, which produces new varieties — disseminated throughout various cultures.
- Apples experienced surges of popularity and, at one point, some varieties were nearly lost, but were saved due to traditional orcharding by the English church. Apple growing arose again in 15th century Italy. Eventually, France and England followed suit, and the fruit remained popular in Europe well into the 1800s, when European settlers brought apples with them to the Americas to share the cultivation and traditions.

- **Nutrition**

- A ½ cup of sliced apples is a source of fiber. See below for some notes on fiber, carbohydrates and sugar...
 - Dietary fiber is a complex carbohydrate (the body’s main source of energy). There are three main types of carbohydrates: starch, fiber, and sugar.
 - Sugar is found only in foods of plant origin. In food, sugar is classified as either naturally occurring or added.
 - Naturally occurring sugars include lactose in milk and fructose in fruit, honey and vegetables.
 - Added sugars (white, brown, powdered and corn syrup) are originally made from sugar beets, sugar cane, corn and grapes.
 - Naturally occurring sugars (except honey and maple syrup, among others) are usually found in foods along with vitamins and minerals, while added sugars provide calories and very few vitamins and minerals. Therefore, added sugars are often called empty calories.
- Apples are best when eaten with the peel, as that is where most of the fiber and antioxidants are found.
- Almost one-half of all apples consumed are not in their fresh form, but rather as applesauce, apple juice, and jellies or jams.
- Apples can even be used to replace fat and butter in baked goods. (Replace shortening or oils in baking with an equal volume of applesauce plus one-third of the oil called for in the recipe.)

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Fall/21712/Ed_News_Apples.pdf

Activity: Book – *Up, Up, Up! It’s Apple-Picking Time*, by Jody Fickes Shapiro

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn that apples grow in a tree.
- Children will describe the process of harvesting apples.

Materials: *Up, Up, Up! It’s Apple-Picking Time*, by Jody Fickes Shapiro

Preparation:

1. Gather materials.

Procedure:



1. Gather children in a circle on the floor.
2. Ask children if they know where apples grow. Has anyone ever gone apple picking?
3. Read book with children. Review with children where apples grow and how they are harvested to be sold.

Activity: Apple Mystery Bag

Ages: 3-5 years

Time: 20 minutes

Objectives:

- Children will identify apples as a smooth, round fruit.
- Children will describe the outside appearance and feel of apples.

Materials: Fresh apple, mystery box/bag

Preparation:

1. Gather materials.
2. Out of sight of children, place a whole apple in the mystery box/bag.

Procedure:

1. Gather children in a circle on the floor.
3. Introduce or reintroduce the mystery box/bag, if you have used it before. One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child. Ask each child to describe quietly to you what he/she feels. After everyone has guessed, reveal the apple. Show the apple to the children. Note the children's guesses that were close (round, fruit) or correct (apple). Pass the apple around for children to look at, touch and smell. Talk about apples. Ask the questions below and any other questions you like.
 - a. Is an apple a fruit or a vegetable? (Fruit)
 - b. What shape is it? (Round)
 - c. What color is it? (Green or red, depending on variety)
 - d. How does it feel? (Smooth, heavy)
 - e. Does it have a smell? (May have no smell or smell sweet)

Activity: Apple Taste Test and Charting

Ages: 3-5 years

Time: 15 minutes

Objectives:

- Children will taste apples.
- Children will describe the taste and texture of apples (sweet/sour, depending on variety, crunchy).

Materials: Fresh apples (enough for 1 slice/child), chef's knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash apples, slice into smaller pieces. Reserve at least one apple slice per child.

Procedure:

1. Gather children in a circle on the floor.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Provide each child with an apple slice. Invite children to taste the apple. As necessary, remind the children how the group follows polite tasting manners:
 - a. Don't yuck my yum!" Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - b. If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - c. Encourage children to use respectful language like "I don't care for it."
 - d. Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
4. Ask the children:
 - a. Is the apple soft/chewy/crunchy? (Crunchy)
 - b. How does the apple taste? (Sweet or sour, depending on variety)
5. Optional: Create a sticker chart for children to document whether they "liked" the apple or "don't like it yet." A sample chart is included at the end of this document.
6. Optional: Have a taste comparison. Provide children with a slice of several different varieties of apple. Discuss the differences in taste and texture. Do children prefer one variety over the others?



Activity: Recipe – Whole Wheat Apple Muffins

Ages: 6 months-5 years

Time: 45-60 minutes

Objective(s):

- Children will try apples prepared in a new way.

Materials: Chef's knife and cutting board or grater, mixing bowls (1 large and 1 medium), mixing spoon, measuring cups, measuring spoons, whisk, muffin tin, muffin cups, oven, plates (1/child), napkins (1/child)

Servings: ~15 muffins

Ingredients:

- 2 cups whole wheat flour
- 2 tsp baking soda
- 2 tsp cinnamon
- ½ tsp allspice
- ½ tsp salt
- 3 eggs (Note: If children will be involved in preparation, consider using pasteurized eggs.)
- 1/2 cup pure maple syrup (or honey)
- 1/3 cup oil of choice (vegetable, canola, coconut) plus more for greasing muffin tins (if not using muffin cups)
- 1/3 cup unsweetened apple sauce
- 1 ½ tsp vanilla extract
- 2 cups shredded or cubed apples (about 2 apples)

Procedure:

1. Ahead of Time: Grease muffin tins with oil or place muffin cups in muffin tin. Wash and chop or grate apples. Preheat oven to 425 degrees F.
2. Have children wash hands. Allow children to take turns measuring, pouring and mixing ingredients.
3. In a large bowl, whisk the flour, baking soda, cinnamon, allspice, and salt together until combined and set aside.
4. In a medium bowl, whisk the eggs, maple syrup, oil, applesauce, and vanilla together until combined.
5. Pour the wet ingredients into the dry ingredients, stir a few times, then add the apple. Fold apple into dough gently until just combined and flour is completely mixed in.
6. Spoon batter into muffin tins/muffin cups (if using), filling to the top. Bake for 5 minutes at 425 degrees F, then reduce temperature to 350 degrees F. Bake for an additional 18 minutes, until a toothpick inserted in the center comes out clean. Cool in muffins for 10 minutes, then transfer to a wire rack and cool completely. Serve and enjoy!

Activity: Book – *Apples for Everyone*, by Jill Esbaum

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will describe how apples grow on apple trees.
- Children will identify that apples grow in an orchard.

Materials: *Apples for Everyone*, by Jill Esbaum

Preparation:

1. Gather materials.

Procedure:

1. Gather children in a circle on the floor.
2. Read book with children. Discuss how the apples grow from the flowers that bloom on the apple tree. Ask children where apple trees grow apples to be harvested (in an apple orchard). Discuss the different varieties of apples.

Activity: Field Trip: Visit an Apple Orchard

Ages: 3-5 years

Time: ½ day

Objective(s):

- Children will experience an apple orchard and harvest apples.

Materials: N/A

Preparation:

1. Plan ahead! Schedule a visit to an apple orchard or a local farm that has apple trees. (See <https://bcfm.org/our-vendors/> for a list of farms to consider.)

Procedure:



1. Visit the orchard and harvest some apples!

Activity: Apples...A Look Inside

Ages: 3-5 years

Time: 30 minutes

Objectives:

- Children will be able to describe the appearance, smell, and taste of an apple.
- Children will tell that all of the apple can be eaten except the core and seeds.

Materials: Apples (enough for each child to have a slice), chef's knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash apples.

Procedure:

1. Have the children gather around the area with the apple and cutting board. Review with children how to be safe around sharp knives: Only adults use them, children keep their hands away, and do not touch sharp knives.
2. Review with the children what they have learned about apples. Tell children you have an apple to share with them today.
3. Tell the children we have to wash the outside of an apple with lots of water to remove soil and germs before we cut it open. Tell the children you have already washed the apple.
4. Cut the apple in half to reveal the inside. Let the children know they will get to touch the apple in a few minutes. Cut half the apple into small slices with the skin intact; make enough slices for one/child present.
5. On a plate, give each child a small slice of apple to look at, touch, and smell.
6. Talk with the children about the inside of the apple. Lead the children through the questions below and ask additional questions if you like.
 - a. How does the outside of the apple feel? (Smooth)
 - b. What color is on the inside of the apple? (White)
 - c. What was in the center of the apple? (Several small, black seeds)
 - d. How does the inside flesh feel? (Cool and rough)
 - e. How does the apple smell? (Sweet)
 - f. Invite the children to taste the apple. (Note: If desired make additional apple slices available for seconds.)
 - g. How does the apple feel in their mouth? (Crunchy, rough)
 - h. How does the apple taste? (Sweet/sour)

Activity: Recipe – Apple Faces

Ages: 6 months-5 years

Time: 20 minutes

Objective(s):

- Children will try apples prepared in a new way.

Materials: Chef's knife, cutting board, plates (1/child), napkins (1/child)

Servings: Varies depending on the number of children in your classroom

Ingredients:

- 1-2 circular apples slices/child
- 1-2 Tbsp nut or seed butter/child. If you are a nut and seed free center, substitute cream cheese for peanut butter.
- Raisins, nuts, berries, Cheerios, etc., to make apple "faces"

Procedure:

1. Wash and slice apples into circles.
2. Have children wash their hands.
3. Provide each child with 1-2 apple slices and 1-2 Tbsp of peanut butter.
4. Instruct children to spread peanut butter onto apples. Provide each child with an assortment of toppings and have children make "faces" on their apples. Enjoy!



Name of Taste Test Here

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



November

Harvests of the Month

First two weeks: Carrots

Second two weeks: Cauliflower

If these are not available in your school garden, they should be available at the Boulder County Farmers Market. Grocery stores often have locally-grown produce in season, too.

Please choose at least one activity from each week to go along with your weekly gardening time. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
CARROT ACTIVITIES	Book – <i>The Carrot Seed</i> , by Ruth Krauss, p. 2	Planting Carrots, p. 2	Carrots Taste Test, p. 3	Recipe – Orange Glazed Carrots, p. 4	Gardening!
CARROT ACTIVITIES	Book – <i>Our Community Garden</i> , by Barbara Pollack, p. 4	Carrot Feelings, p. 5	Cut Out Carrots, p. 5	Recipe – Moroccan Carrot Salad, p. 6	Gardening!
CAULIFLOWER ACTIVITIES	Book – <i>The Trouble with Cauliflower</i> , by Jane Sutton, p. 7	Cauliflower Taste Test, p. 7	Counting Cauliflower, p. 8	Recipe – Roasted Cauliflower, p. 8	Gardening!
CAULIFLOWER ACTIVITIES	C is for Cauliflower, p. 9	The Amazing Cauliflower, p. 9	Cauliflower Colors, p. 9	Recipe – Cauliflower Breadsticks, p. 10	Gardening!

Note: Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required.

CARROTS

Fun Facts

- **Botany**
 - The carrot is a root vegetable of the Apiaceae family.
 - The edible part of a carrot is known as a “taproot.”
 - Wild carrots are familiar wildflowers known as “Queen Anne’s Lace.”
 - Leave carrots in the garden until you’re ready to use them in the kitchen. As fall temperatures drop, these vegetables often become sweeter with the concentration of sugars. Harvest before the ground freezes (usually by mid-November).
 - Most baby-cut carrots are made from large carrots that have been peeled and trimmed. The trimmings are used in salad mixes, juices, and other carrot products.
- **History**
 - Carrots are commonly grouped into two main varieties: eastern and western. Eastern carrots are the original cultivar (i.e. variety) and are usually purple or yellow in color. Western carrots emerged in the Netherlands in the 15th or 16th century and are orange in color.
 - The carrot was one of the first vegetables to be canned in the early 1800s.
 - The high beta carotene content of carrots was discovered in the 19th century. During World War II, the British worked to develop a variety of higher beta carotene carrots to help their fighter pilots see better at night.
- **Nutrition**
 - The average person eats 17 pounds of carrots per year.
 - Carrots contain about 90% water.
 - Carrots contain different plant pigments that give them their varied colors. Purple carrots contain anthocyanin, orange carrots contain carotenoids and yellow carrots contain xanthophyll.
 - A ½ cup of fresh or cooked carrots provides:
 - An excellent source of vitamin A.
 - A good source of vitamin K.
 - A source of vitamin C, fiber and potassium.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Spring/Carrots/Carrots%20-%20Educator%27s%20Newsletter_Final.pdf and <https://extension.colostate.edu/docs/pubs/bloom/16-fall.pdf>.

Activity: Book – *The Carrot Seed*, by Ruth Krauss

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children will be introduced to the sequence of events based on how carrots grow.

Materials: *The Carrot Seed*, by Ruth Krauss

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *The Carrot Seed* to class.
3. Discuss with class:
 - a. Who told the little boy the seed would not come up?
 - b. How many people told him that?
 - c. What two things did the little boy do every day to take care of the seed?
 - d. Did a carrot come up? How?
 - e. Have you ever grown something by yourself? Tell us about it.
4. Explain to class the importance of sequence of events:
 - a. Ask the class what the carrot seed looked like in the beginning of the book.
 - b. Ask the class what did the carrot look like at the end of the book?
 - c. Ask the class if anyone has watched something grow over time.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Planting Carrots



Ages: 3-5 years (Note: Raw carrots are considered a choking hazard for children under 3.)

Time: 45-60 minutes

Objective(s):

- Children will observe and describe observable phenomena (objects, materials, organisms, and events) by using magnifying glasses to observe carrots. The children will ask a question, gather information, and make predictions based on their observations of the carrot.
- Children will engage in and maintain positive interactions and relationships with other children by working in partners to share their observations.
- Children will appropriately handle and take care of classroom materials by using an appropriate amount of materials for their plants.
- Children will attend to communication and language from others by listening to directions and sharing their observation with their partners.

Materials: Carrots, magnifying glass, clear cups, carrot seeds, dirt, water, 2 buckets, 1 small shovel, journals, *The Carrot Seed*, by Ruth Krauss

Preparation:

1. Gather materials.
2. Wash carrots and have ready for children.
3. Set up "Garden Station."
 - a. Place dirt inside bucket and set the shovel next to it.
 - b. Place a clear cup with all the seeds inside of it.
 - c. Place a bucket with water and a cup next to it to get water.
4. Write names on clear cups to distribute in class.

Procedure:

1. Have children wash their hands and sit at their tables.
2. Distribute one carrot and one magnifying glass per child.
3. Have children observe the carrot using the magnifying glass.
4. Pair the children up and have them share with each other what they observe. Have some pairs share aloud with class and make a list of observations on chart paper.
5. Talk about what a plant needs in order to grow. Take volunteers to answer and have class do thumbs up or thumbs down to the answers. Refer to book, *The Carrot Seed*, if necessary.
6. Pass out cups to children.
7. Have children make a line. They will add dirt to the cup and move to the next station.
8. Add seeds and water to the cup.
9. Set cups near a window to obtain sunlight.
10. Have children collect material and clean up.
11. Continue to add water to plants until the carrots grow.
12. Have children keep a journal where they draw what they observe with the plant and have them write a sentence about it. They should journal at least once per week with the support of the teacher as needed.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Carrots Taste Test

Ages: 3-5 years (Note: Raw carrots are considered a choking hazard for children under the age of 3.)

Time: 10-15 minutes

Objective(s):

- Children will have the opportunity to taste a selection of raw, locally grown, different colored carrots.

Material(s): A selection of carrots in different colors, big bowl, spoon, vegetable peeler, chef's knife and cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash, dry carrots and peel carrots.
3. Cut carrots into sticks, coins, or other shapes.

Procedure:

1. Hand out a couple carrots to each child. Make sure they each receive at least two colors of carrot.
2. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.
3. Serve the children one piece of each color of carrot.



4. Invite children to taste the carrots. As necessary, remind the children how the group follows polite tasting manners:
 - “Don’t yuck my yum!” Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - Encourage children to use respectful language like “I don’t care for it.”
 - Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
5. Ask the children:
 - Are the carrots soft/chewy/crunchy? (Crunchy)
 - How do the carrots taste? (Sweet, earthy, spicy – depending on variety)
 - Do the different colors taste differently? (Yes/No)
6. Optional: Create a sticker chart for children to document whether they “liked” the cauliflower or “don’t like it yet.” A sample chart is included at the end of this document.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Orange Glazed Carrots

Ages: 1-5 years

Time: 40 minutes

Objective(s):

- Children will try carrots prepared in a new way.

Materials: Colander, cutting board, large pot, measuring cups, measuring spoons, medium bowl, medium skillet, chef’s knife, vegetable peeler

Servings: 4, 3/4 cup servings

Ingredients:

- 1 pound carrots
- 1 cup orange juice
- ¼ tsp salt
- ½ tsp dried basil
- Pinch ground black pepper

Procedure:

1. Fill a large pot half-full with water. Bring to a boil.
2. While waiting for water to boil, rinse, peel, and slice carrots into ¼-inch slices.
3. In a medium skillet over medium heat, heat orange juice until liquid thickens and reduces by about ¾. Watch carefully after it reduces by ½ so that it does not boil dry in the pan. Juice may take up to 20 minutes to reduce.
4. Add carrots to boiling water. Cook until slightly soft but still a bit crunchy, about 7–10 minutes.
5. In a colander, drain carrots. Rinse under cold water.
6. In a medium bowl, add carrots, salt, basil, black pepper, and orange juice sauce. Toss until carrots are fully coated. Taste and adjust seasonings as needed.

Notes:

- To save time, steam carrots in the microwave instead of cooking on the stove. Place carrots in a microwave-safe dish with ½ cup of water for 3-5 minutes.
- Try parsnips instead of carrots.
- Use other dried herbs like dill or parsley instead of basil, if you like.
- When oranges are in season or on sale, use fresh oranges instead of orange juice. Juice 2 oranges to get 1 cup of juice. Zest just one of the oranges. Stir juice into skillet in step 3. Add zest at the end of cooking time.

Adapted from: <https://cookingmatters.org/recipes/orange-glazed-carrots>

Activity: Book – *Our Community Garden*, by Barbara Pollack

Ages: 6 months-5 years

Time: 10 minutes

Objective(s):

- Children learn that carrots grow underground and the leaves grow above the ground.
- Children learn that a community garden is a garden where families and neighbors grow food together.
- Children talk about what they would grow if they had a garden.



Materials: *Our Community Garden*, by Barbara Pollack, a few carrots to pass around while reading

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Pass around the carrots before reading the story, or while you are reading Invite the children to feel and smell the vegetables as they pass them along
3. Share with the children: today we are going to read a book about a community garden. Tell children that community gardens are gardens where families and neighbors grow food together! Does anyone have a garden at home? Does anyone go to a community garden?
4. Read *Our Community Garden*. Spend extra time on the garden tools and soil bugs pages identifying the different tools used in gardening and the different bugs that are found in the soil.
5. While you are reading, ask children questions, like:
 - a. Has anyone tasted a carrot? What do they taste like?
 - b. Has anyone ever seen a carrot growing in a garden or on a farm? Has anyone ever harvested a carrot?
 - c. How do carrots grow? (The roots grow underground; the leaves grow above the ground)
 - d. What would you like to grow in a garden?
6. Break up the story to read over multiple days.
7. If possible, connect the story with classroom gardening activities. Activities can happen indoors (sprouting or harvesting carrots, as in the lessons in this activity plan) or outdoors (as in a classroom garden).

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Carrot Feelings

Ages: 3-5 years

Time: 15-20 minutes

Objective(s):

- Children will recognize and interpret emotions of others with the support of adults.
- Children will use words to describe emotions by participating in class discussion about emotions.
- Children will use hand eye coordination to carry out tasks like cutting, gluing, and painting.

Materials: Orange and green construction paper, glue, googly eyes, scissors, markers

Preparation:

1. Gather materials.
2. Create a few sample carrots to demonstrate this activity to your children.
 - a. Cut out carrots from construction paper.
 - b. Draw a selection of facial expressions on the carrots to showcase different emotions.

Procedure: (Note: Younger children may require additional assistance with some of the tasks required in this activity.)

1. Invite children to sit in a circle on the floor.
2. Talk about different emotions, such as anger, sadness, joy, excitement etc. with children and give examples of when one may feel that way. Use carrot faces with corresponding emotions when talking about the emotion.
3. Using carrot faces, call on children to have them identify the emotions and have them try to give an example. An alternative is to give them an example of what would cause one to feel each emotion and have them choose which is the correct example.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Cut Out Carrots

Ages: 3-5 years

Time: 15-20 minutes

Objective(s):

- Children will be introduced to the basic characteristics of a carrot and how it grows.
- Children will construct their own personalized carrot.
- Children will use hand eye coordination to carry out tasks like cutting, gluing, and painting.

Materials: Medium or large sized cutouts of a carrot, green tissue paper, scissors, paint, paint brushes, glue

Preparation: (Note: Younger children may require additional assistance with some of the tasks required in this activity.)

1. Gather materials.
2. Pre-cut the carrot shapes and pre-rip green tissue paper into manageable pieces.



Procedure:

1. Have children identify/describe what a carrot looks like, assist in guidance if needed.
2. Allow children to explore the different colors of a carrot, as well as the size and shape.
3. Explain that carrots are not always the same size such as, baby carrots and explain the sequence of sizes when a carrot is growing.
4. Explain to the class we'll be making a harvest of the month carrot cut out today.
5. Each child will have the opportunity to paint their carrot orange, glue the small pieces of tissue paper on top of the carrot.
6. Guide each child if needed.
7. Afterwards hang up each carrot so all of the children can see everybody else's carrots.
8. Instruct the class to give themselves a round of applause and praise their work individually through this process.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Moroccan Carrot Salad

Ages: 3-5 years (Note: Raw carrots are considered a choking hazard for children under the age of 3.)

Time: 15 minutes

Objective(s):

- Children will try carrots prepared in a new way.

Materials: 2 small bowls, box grater, cutting board, measuring cups, measuring spoons, medium bowl, chef's knife, vegetable peeler

Servings: 6, $\frac{3}{4}$ cup servings

Ingredients:

- 6 medium carrots
- $\frac{1}{2}$ small onion
- 1 large lemon
- 3 Tbsp vegetable oil
- 1 tsp curry powder
- $\frac{1}{2}$ tsp salt
- $\frac{1}{4}$ tsp ground black pepper
- $\frac{1}{4}$ cup dark or golden raisins

Procedure:

1. Rinse and peel carrots and onion.
2. Shred carrots with a grater. Dice onion.
3. Rinse lemon and cut in half. In a small bowl, squeeze juice. Discard seeds.
4. In a medium bowl, combine carrots and onions.
5. In a second small bowl, combine oil, curry powder, salt, pepper, and 2 Tbsps of the lemon juice. Mix well. Let marinate 5 minutes.
6. Pour liquid mixture over carrots and onions. Stir in raisins. Mix well.

Notes:

- Children shall not handle, with bare hands, ready-to-eat foods for children other than themselves (https://www.colorado.gov/pacific/sites/default/files/DEHS_ChildCare_6CCR1010-7_DistribCopy_Jan2016.pdf).
- Replace half of the carrot with grated jicama or apples.
- For best taste, allow flavors to blend before serving. Let sit 15–20 minutes after you have mixed in the sauce in step 6.
- Serve as a colorful side dish.
- Layer onto a sandwich with lean turkey and fresh veggies like cucumber.

Adapted from: <https://cookingmatters.org/recipes/moroccan-carrot-salad>



CAULIFLOWER

Fun Facts

- **Botany**
 - The name cauliflower means “cabbage flower” in Latin.
 - Cauliflower is a member of the cabbage family, which also includes broccoli, Brussels sprouts, kale and Bok choy.
 - Green leaves cover the flower buds of the cauliflower plant preventing chlorophyll (green color in plants) from developing, so the cauliflower stays white.
 - Cauliflower comes in white, orange, green and purple varieties.
 - The head of cauliflower is actually called a “curd” made of undeveloped flower buds.
- **History**
 - Cauliflower is a wild descendant of ancient cabbage, which grew in Asia and the Mediterranean. It became popular in Western Europe during the 16th century.
- **Nutrition**
 - Cauliflower is high in fiber and Vitamin C. In fact, one serving of cauliflower provides 100% of your daily recommended Vitamin C!
 - Choose cauliflower with compact, creamy white curds and bright green, firmly attached leaves. Avoid brown spots or loose sections that are spread out.
 - Store cauliflower in a plastic bag in the refrigerator for up to 5 days.

Adapted from: <http://www.wvps.org/departments/nutrition-services/fruit-and-vegetable-fun-facts>,
<https://www.fruitsandveggiesmorematters.org/cauliflower> and
<https://idph.iowa.gov/Portals/1/userfiles/94/School%20Grant%20Program/Year%201%20Lessons/K-1%20Broccoli%20Cauliflower%20complete%20lesson.pdf>

Activity: Book – *The Trouble with Cauliflower*, by Jane Sutton

Ages: 6 months-5 years

Time: 20-30 minutes

Objective(s):

- Children will answer questions about the details of a story.

Materials: *The Trouble with Cauliflower*, by Jane Sutton

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read the book.
3. While you’re reading, ask children the following questions:
 - a. How is Mortimer feeling at this moment? Why? How do you know? (page 5)
 - b. How many of you have tried cauliflower? Do you like it? (page 6)
 - c. Think-pair-share with a partner: How does Mortimer feel according to the text and the pictures? (page 13)
 - d. Have you ever had a really bad day? What made it a bad day? (page 15)
 - e. What does Mortimer think about lemonade? What is Sadie going to do? (page 30)
 - f. End the read aloud by asking all the children whether or not they liked the book and why.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Cauliflower Taste Test

Ages: 3-5 years (Note: Raw cauliflower is considered a choking hazard for children under the age of 3.)

Time: 10-15 minutes

Objective(s):

- Children will have the opportunity to taste test raw, varieties of different colored cauliflower.

Materials: Locally grown (if available) cauliflower in a variety of colors, paring knife, cutting board, plates (1/child), napkins (1/child)

Preparation:

1. Gather materials.
2. Wash and dry the cauliflower.

Procedure:

1. Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands.



2. Serve the children one piece of each color of cauliflower.
3. Invite children to taste the cauliflower. As necessary, remind the children how the group follows polite tasting manners:
 - “Don’t yuck my yum!” Remind children that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new.
 - If a child tries something that they do not like, request that they quietly spit it out in a napkin so other children have an opportunity to taste it and form their own opinions.
 - Encourage children to use respectful language like “I don’t care for it.”
 - Remind children that sometimes it takes trying new things 10-20 times before you begin to like them.
4. Ask the children:
 - Is the cauliflower soft/chewy/crunchy? (Crunchy)
 - How does the cauliflower taste? (Nutty, earthy, bitter, etc.)
 - Do the different colors taste differently? (Yes/No)
5. Optional: Create a sticker chart for children to document whether they “liked” the cauliflower or “don’t like it yet.” A sample chart is included at the end of this document.

Notes

- Children shall not handle, with bare hands, ready-to-eat foods for children other than themselves (https://www.colorado.gov/pacific/sites/default/files/DEHS_ChildCare_6CCR1010-7_DistribCopy_Jan2016.pdf).

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Counting Cauliflower

Ages: 3-5 years

Time: 20-30 minutes

Objective(s):

- Children will be able to count verbally to 20 and be able to distinguish which group has more or less objects.

Materials: Plates (1/child), cauliflower (1 medium head)

Preparation:

1. Gather materials.
2. Cut the cauliflower.
3. Divide the pre-cut pieces between two plates, placing an obviously greater amount on one. This can be done to show the whole class or several can be done for separate small groups of children.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Review counting numbers 1-20 by having the children count along with you. Introduce or review the terms “less,” “more,” and “equal.”
3. Ask children to look at the plates with pre-cut cauliflower and identify which plate has less and which plate has more. Ask the children if the plates have an equal amount. Ask them to justify their answers for each question.
4. Provide each child with a plate. Have the children count chorally as you place pre-cut cauliflower on each child’s plate. After counting each time, ask the child to say how many pieces are on his/her plate.
5. As an extension activity, have the children write their names on the board or on chart paper and write the numeral that shows how many pieces of cauliflower they have.
6. Allow the children to eat the cauliflower.
7. Invite the class to give “high fives” to their classmates counting well and eating healthy.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Roasted Cauliflower

Ages: 1-5 years

Time: 40 minutes

Objective(s):

- Children will try cauliflower prepared in a new way.

Materials: Chef’s knife, cutting board, oven or toaster oven, baking sheet, measuring cups, measuring spoons, medium bowl

Servings: 4, ½ cup servings

Ingredients:

- 1 large cauliflower head (1-1½ pounds)
- ½ tsp salt



- ½ tsp pepper
- 1 Tbsp olive oil
- 1 tsp turmeric, cumin or coriander, can be used in any combination or on their own (optional)

Procedure:

1. Preheat the oven or toaster oven to 400°F.
2. Wash or soak the cauliflower in water. Cut or tear off the florets.
3. Toss florets with the olive oil, salt and pepper, and spices, if you choose.
4. Place the floret pieces on a baking sheet and roast for 20-30 minutes. The florets should turn soft and slightly browned.
5. Serve warm.

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: C is for Cauliflower

Ages: 1-5 years

Time: 10 minutes

Objective(s):

- Children will learn words that start with the letter "C," like cauliflower.

Materials: Chart paper, markers, pictures of things that start with the letter "C"

Preparation:

1. Gather materials.
2. Place chart paper on an easel or wall.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Ask children to practice making the "C" sound.
3. Ask the children to come up with other words that start with that sound/letter and record their ideas on a large piece of paper.
4. You could also have children sort picture cards into "words that start with the C sound" and "words that start with other sounds."

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: The Amazing Cauliflower

Ages: 3-5 years

Time: 20-30 minutes

Objective(s):

- Children will discuss their experiences eating cauliflower.
- Children will use words to describe cauliflower.

Materials: Plates (1/child), napkins (1/child), 1 head of cauliflower

Preparation:

1. Gather materials.
2. Cut the cauliflower for the children and have plates ready.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Ask the class "Is cauliflower a fruit or vegetable?"
3. Hold up a piece of cauliflower.
4. Ask the children "Has anyone ever eaten cauliflower?"
5. Have the children share stories about their encounter with cauliflower. (Discuss whether it was raw or cooked, what else did they eat with it, etc.)
6. Guide the children in describing the color, shape, texture, size, and other features of the vegetable. Guide the children in discussing how the features compare to other items or vegetables with which they are familiar. For example, "Is it lighter or heavier than ___?"; "Is it rough or smooth compared to ___?").
7. Discuss why it is good to eat vegetables and the specific nutrients in cauliflower.
8. Invite the children to try the cauliflower.
9. After everyone is done eating ask them whether or not they liked the vegetable and ask why.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Cauliflower Colors



Ages: 3-5 years

Time: 10-15 minutes

Objective(s):

- Children will use various materials to make cauliflower artwork.

Materials: Pictures or real examples of a variety of cauliflower (see Harvest for Healthy Kids' Cauliflower Picture Cards - http://www.harvestforhealthykids.org/wp-content/themes/harvest/assets/HfHK_Cauliflower.zip), crayons and drawing paper

Preparation:

1. Gather materials.
2. Print color pictures of the different color cauliflower or use real cauliflower, have crayons that are the same color as each of the different color cauliflower, drawing paper for each child.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Prompt the children to identify features and details of the cauliflower, such as size, shape, color, texture, lines, etc.
3. Provide each child with a piece of drawing paper, along with crayons, and explain they are going to draw a picture of cauliflower.
4. While children are working, prompt them to look at the cauliflower, examine the details, and replicate them in their drawing. Give the children an allotted time to finish their coloring and display their own creative expressions. Allow children to share their drawings and prompt them to discuss the features.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Cauliflower Breadsticks

Ages: 1-5 years

Time: 45 minutes

Objective(s):

- Children will try cauliflower prepared in a new way.

Materials: Baking sheet, chef's knife, cutting board, food processor/blender (optional), measuring cups, measuring spoons, mixing bowl, parchment paper

Servings: 32 pieces (see notes below regarding CACFP creditable food serving size)

Ingredients:

- 8 cups cauliflower rice (from about 2 medium heads of cauliflower)
- 6 eggs (beaten)
- 7 cups mozzarella cheese (shredded)
- 2 tsp salt
- 3 tsp dried oregano
- 3 tsp dried rosemary

Procedure:

1. Pre-heat oven to 425°F, prepare 1 large baking sheet with parchment paper.
2. Shave cauliflower heads using a circular cutting motion. Alternatively can cut into florets and use food processor or blender to achieve rice consistency.
3. Place 6 cups of water into a pan and bring to a boil. Place cauliflower rice in pan, boil/steam for 5 minutes.
4. Remove from heat and drain thoroughly, use a spatula and press out as much water as possible.
5. Combine cauliflower, 4 cups of cheese, eggs, salt, and dried herbs, mix to combine.
6. Press mixture into pan until ¼ inch thick and even.
7. Bake for 30 minutes. Remove from oven and top with remaining 3 cups of cheese. Bake for additional 7 minutes.

Notes:

- Recipe must be cut into 32 equal pieces.
- CACFP creditable food serving size: 1 piece at snack or 2 pieces at lunch meets the meat/meat alternate component and provides 1/8 cup of vegetable for children 3-5 years old.

Adapted from: <https://www.colorado.gov/pacific/cdphe/cacfp-chop>



Name of Taste Test: _____

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"



December

Harvests of the Month

First two weeks: Winter Squash

Second two weeks: Broccoli

Produce should be available at your local grocery store. Please choose at least one activity from each week. You may also create your own lesson plan.



	Monday	Tuesday	Wednesday	Thursday	Friday
WINTER SQUASH ACTIVITIES	Book – <i>Pumpkin Pumpkin</i> , by Jeanne Titherington, p. 2	Discovering Winter Squash, p. 3	Counting Squash Seeds, p. 3	Recipe – Roasted Squash Taste Test, p. 4	Movement – Freeze Dance, p. 4
WINTER SQUASH ACTIVITIES	Book – <i>Pumpkin Circle: The Story of a Garden</i> , by George Levenson, p. 4	Watch our Garden Grow, p. 5	Squash Science, p. 5	Recipe – Squish Squash Lasagna, p. 6	Movement – Walk Like a Gardener, p. 6
BROCCOLI ACTIVITIES	Book – <i>The Boy Who Loved Broccoli</i> , by Sarah A. Creighton, p. 8	The Growing Broccoli, p. 8	Broccoli Taste Test, p. 9	Recipe – Fresh Broccoli and Ranch Dip, p. 9	Movement – Balance Like a Plant, p.9
BROCCOLI ACTIVITIES	Book – <i>The Vegetables We Eat</i> , by Gail Gibbons, p. 10	"Roots, Stems, Leaves" Sing Along, p. 10	Paper Broccoli, p. 12	Recipe – Broccoli Frittata, p. 12	Movement – Colorful Plants, p. 13

Notes:

- Please feel free to adapt these activities as necessary. Younger children may require additional assistance with some of the tasks required
- Squash seeds are considered a choking hazard for children under the age of 3.

WINTER SQUASH

Fun Facts

• Botany

- Squash are gourds belonging to the Cucurbita genus. Gourds, along with cucumbers and melons, are vine crops of the Cucurbitaceae family.
- There are two main squash varieties: winter and summer. Winter squash are not grown or harvested in winter, but picked when fully ripe and feature a hard shell (rind) with thick, inedible skin and hollow seed cavity with fully developed seeds. The thick shell allows it to be stored for several months. (Summer squash are picked immature and have a soft shell.)
- The most common varieties of winter squash grown in the United States include:
 - Acorn: A smaller, acorn-shaped squash with dark green skin, deep furrows, and yellow-orange flesh.
 - Butternut: A long, pear-shaped squash with tan skin and orange, sweet flesh; the most popular variety.
 - Buttercup or Turban: Named for its “wrapped” layers, usually a dark green shell with orange, mealy flesh.
 - Hubbard: A golden or green squash notable for its bumpy, thick skin.
 - Pumpkin: The largest squash variety with bright orange, ribbed skin, and orange flesh.
 - Spaghetti: A yellow-skinned squash whose flesh forms translucent spaghetti-like strands when cooked.
- In Native American the word “squash” means “eaten raw” but winter squash are almost never eaten raw.

• History

- Squash and pumpkins are native to the Americas, while other members of the Cucurbitaceae family like cucumbers originated in eastern Asia, and melons in Africa or Persia.
- Squash are one of the oldest cultivated crops in the Western Hemisphere. Seeds found in Mexico have been dated as 10,000 years old.
- Squash were originally cultivated for their seeds, as early varieties did not contain much flesh and were very bitter.
- Squash were one of the “Three Sisters” planted by the Iroquois. The Iroquois myth describes three sisters (squash, maize (corn), and beans) that were inseparable. These plants were staples of nearly every Native American tribe.
- Winter squash first migrated to Europe from Peru by the Spanish in the early 16th century. In North America, it became a staple food of early colonists.

• Nutrition

- Besides the fruit, other edible parts of squash plants include the seeds (eaten whole, toasted, ground into paste, or pressed for oil); shoots, leaves, and tendrils (eaten as greens); and blossoms (used for cooking and decoration).
- A ½ cup of cooked winter squash provides:
 - An excellent source of vitamin A (butternut, hubbard and pumpkin).
 - A good source of vitamin C (acorn, butternut, hubbard and pumpkin).
 - A good source of fiber (acorn, butternut and hubbard).
 - A good source of potassium (acorn and hubbard).
 - A good source of magnesium, thiamin, and vitamin B6 (acorn).
 - A source of iron (acorn).

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Fall/21712/Ed_News_Winter%20Squash.pdf

Activity: Book – *Pumpkin Pumpkin*, by Jeanne Titherington

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be able to explain the life cycle of a pumpkin.

Materials: *Pumpkin Pumpkin*, by Jeanne Titherington, pumpkin life cycle cards

Preparation:

1. Gather materials.
2. Print pumpkin life cycle cards (<https://www.education.com/worksheet/article/pumpkin-life-cycle/>).

Procedure:

1. Invite children to sit in a circle on the floor.
2. Discuss the life cycle of a pumpkin using the pumpkin life cycle cards.
3. Read the book and hold up the pumpkin life cycle card that corresponds to each part of the book.
4. After you’re done reading, mix up the life cycle cards and see if the children can put them into the correct order as a class.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf



Activity: Discovering Winter Squash**Ages:** 3-5 years**Time:** 30 minutes**Objective(s):**

- Children will compare different types of winter squash.
- Children will estimate and measure winter squash to determine the size and weight of each.
- Children will investigate the outside vs. inside of winter squash.

Materials: 1 pumpkin, 1 delicata squash, 1 spaghetti squash, 1 butternut squash, 1 kabocha squash, scale, paper cups, string, ruler, chart paper, markers, winter squash picture cards**Preparation:**

1. Gather materials.
2. Download winter squash picture cards. To do so,
 - a. Visit http://www.harvestforhealthykids.org/?page_id=291#.
 - b. Download Winter Squash Activity Plan PDF.
 - c. Open winter squash picture cards.
3. Print one set of these.
4. On a chart paper, create columns for each type of squash.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Show the children the photo cards of the winter squash and compare them to the real ones in the classroom.
3. Ask the class to describe the outside of each of the squash. Chart their answers.
4. Have the children estimate which one weighs the most. Weigh each one to determine the heaviest and lightest.
5. Have the children estimate which squash is the widest. Using the string, have the children measure the circumference of each.
6. Chart the information learned from the weighing and measuring.
7. Ask "what do you think is inside each of these squash?"
8. Cut open the top to reveal the seeds. Ask them to estimate how many seeds are in each (or how many cups the seeds will fill).
9. Scoop out the seeds and have the children compare each pile of seeds. Chart their comparisons.
10. Be sure to point out where the "meat" of the pumpkin is (the part we eat).
11. Direct children to separate the seeds from the pulp. Ask the class to describe the inside of each of the squash.
12. Fill cups with seeds. Compare which squash has the most and least seeds. Optional – count the seeds to see whose guess was the closest.
13. Have the children come to conclusions by comparing their squash observations. Display the chart in the classroom.

Adapted from: http://www.farmtopreschool.org/documents/F2PreKNovemberPumpkins_Squash.pdf

Activity: Counting Squash Seeds**Ages:** 3-5 years (Note: seeds are considered a choking hazard for children under the age of 3.)**Time:** 15 minutes**Objective(s):**

- Children will be introduced to the seeds in the center of the squash.
- Children will use addition and subtraction to count seeds by adding and taking away specific amounts of seeds.

Materials: 1 or 2 squash (acorn, delicata, butternut, etc.), sharp knife, cutting board, plates (1/group of 3 children)**Preparation:**

1. Gather materials.
2. Cut one of the squash in half lengthwise to reveal the seeds.
3. Remove the seeds from one half and wash them to remove the squash innards. Leave the seeds in the other.
4. Place 5 of the washed seeds onto several other plates (enough for 1/group of 3 children).

Procedure:

1. Invite children to the activity area.
2. Show the uncut squash to the class. Ask what's inside.
3. Show both halves of the cut squash to the children.
4. Break the children into groups of 3 and give each group a plate with seeds on it.
5. Go around to each table and use math problems, using no more than 5 seeds to show addition and subtraction within the seeds.
6. Allow each child to have a few turns.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf



Activity: Recipe – Roasted Squash Taste Test

Ages: 6 months-5 years

Time: 60 minutes

Objective(s):

- Children will taste squash prepared in a new way.

Materials: Chef's knife, cutting board, oven/toaster oven, baking sheet

Servings: 15-20 tastings

Ingredients:

- 2 pounds squash
- 1/4 cup olive oil
- Dash of salt

Procedure:

1. Preheat oven to 375°F.
2. Cut the squash in half, remove seeds and drizzle the olive oil on the flesh of the squash.
3. Season with salt. Roast on a baking sheet, flesh side down, for about 30-45 minutes, or until very tender. This time will vary, depending on the size of the squash.
4. Let cool and scoop the flesh out. Remove skin and cut into bite-sized pieces.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Movement – Freeze Dance

Ages: 2-5 years

Time: 5 minutes

Objective(s):

- Children will practice starting and stopping.

Materials: 4 cones, music, device to play music on

Preparation:

1. Gather materials.
2. Create an activity area large enough for all children to be able to move around in.
3. Use cones to create boundaries.

Procedure:

1. Invite children to the activity area.
2. Tell children –
 - a. When the music starts, start dancing.
 - b. When the music stops, stop quickly and freeze like a statue. (Ask a child to demonstrate what this looks like.)
 - c. When the music starts again, children can dance again.
3. Review personal space and boundaries with children.
4. Start and stop the music every 10-20 seconds.

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/starting-stopping_EC1.pdf

Activity: Book – *Pumpkin Circle: The Story of a Garden*, by George Levenson

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will be able to describe the life cycle of a pumpkin.
- Children will be able to identify that pumpkins grow on a vine.
- Children will be re-introduced to the concept of "from seed to table."

Materials: *Pumpkin Circle: The Story of a Garden*, by George Levenson, pumpkin, dried pumpkin seeds

Preparation:

1. Gather materials.
2. Pre-read the book to practice fluency and to prepare discussion/teaching points appropriate to your children.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *Pumpkin Circle: The Story of a Garden*, by George Levenson
3. Show a pumpkin to the class and pass around the dried pumpkin seeds.
4. Identify the farm it was grown on (if you know it).
5. Explain that a pumpkin is a vegetable that people eat.



6. Ask the class –
 - a. What color and shape is this pumpkin?
 - b. Where were these seeds?
 - c. How does a pumpkin grow?
 - d. Has ever gone to a pumpkin patch or a farm that grows pumpkins?
 - e. Have you ever eaten pumpkin? (Explain that yellow and orange vegetables, like pumpkins and squash, are good for our eyes, hair, skin and keep our bodies healthy).
 - f. Can anyone name some different foods made from pumpkins?

Adapted from: <http://www.farmpreschool.org/documents/F2P%20Curriculum.pdf>

Activity: Watch Our Garden Grow

Ages: 2-5 years

Time: 60 minutes

Objective(s):

- Children will learn that we can grow winter squash in a garden.
- Children will review how winter squash grows.
- Children will make their own winter squash to display in the classroom “garden.”

Materials: Small paper plates (1/child), colored paper, yarn, paint, or other art supplies, scissors, glue

Preparation:

1. Make a pumpkin using a paper plate and colored paper as an example for the class. Create the pumpkin fruit on the paper plate and paste a green or brown “stem” made out of colored paper to the plate.
2. Prepare brown or green “stems” for children out of yarn.

Procedure:

1. Invite children to the activity area.
2. Tell children: we can grow winter squash in a garden. Ask children if anyone has ever grown winter squash in a garden.
3. Ask children to remember how winter squash grows.
4. Show children example plate and tell children we will be making pumpkins for our class garden.
5. Provide children with plates, stems, colored paper, scissors and glue.
6. Invite children to make their own pumpkin for the class garden.
7. Designate a space on a wall in the classroom for the class garden. If desired, connect children’s pumpkins in the garden with yarn “vines.”

Adapted from: http://www.harvestforhealthykids.org/?page_id=291

Activity: Squash Science

Ages: 3-5 years

Time: 30 minutes

Objective(s):

- Children will observe a variety of squash using their 5 senses.

Materials: 2 butternut (or other variety of) squash, sharp knife, oven/toaster oven, cutting board, spoon, chart paper, markers, napkins, plates (1/child), forks (1/child).

Preparation:

1. Gather materials.
2. Before class, cut up both squash. Cook one (see [Roasted Squash Taste Testing recipe](#) above) and leave the other raw.
3. Place a piece of cooked squash and a piece of raw squash on each plate for each child.
4. Draw a Graphic Organizer for Senses (<https://www.smores.com/48gb6-visualizing-through-your-senses>) on your chart paper.

Procedure:

1. Explain to the children that they will be observing the squash using their 5 senses (i.e., see, hear, taste, smell and touch). Point to each of the senses on the chart paper as you do so. (Use this as an opportunity to introduce senses to the class, if they have not yet learned them.)
2. Pass out the squash and ask children to look at both the raw and cooked squash. Ask children – what do you see? Record children’s observations in the eyes category on the chart paper.
3. Repeat the activity for each of the remaining senses.

Adapted from: http://www.farmpreschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf



Activity: Recipe – Squish Squash Lasagna

Ages: 6 months-5 years

Time: 2 hours

Objective(s):

- Children will try butternut squash prepared in a new way.

Materials: cutting board, sharp knife, sauté pan, stove, measuring cups, measuring spoons, vegetable peeler, 8"x8" pan

Servings: 6

Ingredients:

- ¼ teaspoon vegetable oil
- ¾ cup fresh onions, peeled, diced
- 2 teaspoons fresh garlic, minced
- 1 ½ cups canned low-sodium diced tomatoes (1, 14.5 oz can)
- ¼ teaspoon dried oregano
- ¼ teaspoon dried thyme
- ¼ teaspoon dried basil
- 8 whole wheat lasagna sheets, no boil
- 1 ¾ cups fresh spinach, julienned
- 1 fresh medium butternut squash, peeled, seeded, sliced ¼"
- ¾ cup (3 oz) low-fat mozzarella cheese, low moisture, part skim, shredded

Procedure:

1. Preheat oven to 350°F.
2. Heat oil in a medium pot over medium-high heat. Add onions and garlic. Cook for 2-3 minutes or until tender. Add tomatoes, oregano, thyme, and basil. Reduce heat to low and simmer, uncovered, for 30 minutes, stirring occasionally. Add ½ cup water. Mix well.
3. Divide sauce into 3 equal parts (about ¾ cup each) and set aside for step 6.
4. Place pasta sheets in a bowl filled with hot water for 5 minutes. Remove sheets as needed to assemble lasagna.
5. Spray bottom and sides of an 8" x 8" nonstick baking pan with nonstick cooking spray.
6. Assemble lasagna:
 - a. Place 4 lasagna sheets overlapping, covering the bottom of the pan.
 - b. Cover evenly with about ¾ cup tomato sauce.
 - c. Spread half of the spinach (about ¾ cup) evenly over sauce.
 - d. Place 11 slices of squash on top of spinach, slightly overlapping.
 - e. Repeat steps a-d.
 - f. Cover with remaining sauce (about ¾ cup).
7. Cover tightly with aluminum foil and bake at 350°F for 50 minutes or until squash is fork-tender.
8. Remove lasagna from oven. Sprinkle cheese evenly over top.
9. Bake uncovered for 5 minutes or until cheese melts and browns slightly.
10. Remove lasagna from oven and allow to rest for 15 minutes before serving. Cut into 6 even pieces and serve.

Adapted from: <https://whatscooking.fns.usda.gov/recipes/child-nutrition-cnp/squish-squash-lasagna>

Activity: Movement – Walk Like a Gardener

Ages: 3-5 years

Time: 15 minutes

Objective(s):

- Children will practice starting and stopping.
- Children will practice walking in the garden.

Materials: Construction paper in a variety of colors (1 piece/child), 4 cones, music, device to play music on, speakers

Preparation:

1. Gather materials.
2. Create an activity area large enough for all children to be able to move around in.
 - a. Scatter paper within area
 - b. Use cones to create boundaries

Procedure:

1. Invite children to the activity area.
2. Tell children we will be playing a game to practice walking in our "garden."
 - a. Ask children – when we're working in the garden, how do we walk through it?
 - b. Each piece of paper represents a "plant" in our garden.



- c. Tell children to find a "plant" to stand next to.
 - d. Practice starting and stopping on cue. (Start with verbal cues, then introduce music cues.)
 - i. Tell children, when you hear, "Go!" (or music starts) walk around your "plant."
 - ii. When you hear, "Freeze," (or music stops) show that you can stop quickly and freeze like a statue. Make sure you don't step on your "plant!"
 - e. The cones show the sides of our "garden." When the music starts, we are going to move within our "garden" without stepping on the "plants." When the music stops, freeze like a statue.
 - f. Start and stop the music every 10-20 seconds.
3. Explore different ways of walking through your garden (i.e., with our hands way up high stretched to the sky, with our hands on your knees, on our tip toes, dancing, etc.). Remind children not to step on our "plants!"

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/starting-stopping_EC1.pdf



BROCCOLI

Fun Facts

- **Botany**
 - Broccoli is a plant of the cabbage family, Brassicaceae, formerly known as Cruciferae. It is classified as part of the Brassica oleracea Italica Group and is related to cabbage, cauliflower, kale, collard greens and Brussels sprouts, all of the vegetables in this family have bitter tasting compounds in them and it may take children longer to try it (up to 20 times being introduced) and become familiar with it before children may be willing to taste and like it.
 - Broccoli is a cool season crop. It can be grown as a spring or fall crop, but it is susceptible to frost, especially when the plants are small and tender.
- **History**
 - Broccoli was first grown in the Italian province of Calabria and named "Calabrese." It was then coined brocco, meaning branch or arm. Broccoli is plural and refers to the numerous flower-like shoots that form the head of the plant.
 - People worldwide are eating over 940% more broccoli today than 25 years ago. Today, the average person in the United States eats 4.5 pounds of broccoli each year.
- **Nutrition**
 - Rich in minerals and vitamins, broccoli is also known as the "Crown Jewel of Nutrition." A ½ cup of fresh or cooked broccoli is:
 - An excellent source of vitamin A, vitamin C, vitamin K, and folate.
 - A good source of fiber.
 - A source of vitamin B6 (pyridoxine), riboflavin, and potassium.
 - An excellent source of vitamin C and vitamin K.
 - A source of vitamin A and folate.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/Broccoli/Broccoli%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Book – *The Boy Loved Broccoli*, by Sarah A. Creighton

Time: 15 minutes

Objective(s):

- Children will be able to explain why broccoli is an important part of our diet.

Materials: *The Boy Who Loved Broccoli*, by Sarah A. Creighton

Preparation:

1. Gather materials.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Read *The Boy Who Loved Broccoli*, by Sarah A. Creighton, which tells the story of a boy who discovers super powers after eating broccoli.
3. Discussion Questions:
 - a. Did the boy really have super powers?
 - b. Does broccoli give us powers?
 - c. What does it do for our bodies and brains?

Adapted from: http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/10_broccoli-cauliflower_lesson.pdf

Activity: The Growing Broccoli

Ages: 3-5 years

Time: 30-40 minutes

Objective(s):

- Children will engage in scientific discussion by describing the growing process of broccoli.

Materials: Pictures of broccoli growing steps (see p. 154 of http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf)

Preparation:

1. Gather materials.
2. Display the steps on chart paper.

Procedure:

1. Introduce the process of how a broccoli grows.
2. Explain each step of the growing process with the class, by explaining what happens to the seed in every step.



3. Once the children have a clear understanding of the growing process, rearrange the steps on the chart paper.
4. Have children come up to the board and fix them until the steps are in the right order.
5. If there are mistakes on the order, ask the class “why it’s wrong?”
6. Have them explain all the steps again just to make sure they understand the growing process.
7. Finally, have the children describe their favorite part of the broccoli growth.
8. A possible extension is to sprout broccoli seeds and watch them grow. Have the children keep individual journals or keep a class journal where you draw weekly pictures and write a weekly description of the growth.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Broccoli Taste Test

Ages: 1-5 years

Time: 15 minutes

Objective(s):

- Children will try broccoli prepared in a new way.

Materials: ¼ cup each of broccoli prepared in a minimum of three ways (e.g., raw/fresh, microwave from fresh, microwave from frozen), paper and colored pencils, plates (1/child)

Preparation:

1. Gather materials.
2. Prepare broccoli in each of the three ways described above (enough for each child to taste).
3. Put a sample of each broccoli on each plate.

Procedure:

1. Invite children to sit in a circle on the floor.
2. Try each kind of broccoli noting differences in taste, smell, color, and texture.
3. Rate the prepared broccoli varieties from least to most favorite, using a numeric scale (i.e., 1 to 5).
4. Survey other children and develop a pie chart depicting the different broccoli preferences.

Adapted from: http://harvestofthemonth.cdph.ca.gov/documents/Winter/Broccoli/Broccoli%20-%20Educator%27s%20Newsletter_Final.pdf

Activity: Recipe – Fresh Broccoli and Ranch Dip

Ages: 1-5 years

Time: 15 minutes

Objective(s):

- Children will try broccoli prepared in a new way.

Materials: sharp knife, cutting board, measuring cups, measuring spoons, mixing bowl, small plates (1/child) and napkins (1/child)

Servings: 16, ¼ cup broccoli and 1 tablespoon dip

Ingredients:

1. 4 cups bite-sized broccoli florets (about 2 heads of broccoli)
2. ¾ cup plain low-fat, regular or Greek yogurt
3. 1 teaspoon (or more to taste) dried dill weed
4. Sprinkle of salt and pepper to taste
5. 1 small clove of garlic
6. 6 tablespoons olive oil
7. 2 tablespoons parmesan cheese, grated

Procedure:

1. Cut broccoli into bite-sized florets
2. Put yogurt, garlic, cheese, and spices in a blender or food processor and blend until smooth.
3. Very slowly, add the oil so that it emulsifies. Use immediately or store in the fridge for up to one week.

Adapted from: http://www.vermontharvestofthemonth.org/uploads/2/8/9/6/28966099/10_broccoli-cauliflower_lesson.pdf

Activity: Movement – Balance like a Plant

Ages: 2-5 years

Time: 10 minutes

Objective(s):

- Children will practice balancing.

Materials: Construction paper in a variety of colors (1 piece/child)

Preparation:

1. Gather materials.



2. Create an activity area large enough for all children to be able to move around in.
3. Scatter paper within area.

Procedure:

1. Invite children to the activity area.
2. Ask children –
 - a. Are plants free to move about like people?
 - b. What do they do on a rainy or windy day?
3. Tell children that plants have to balance in place despite the weather. We are going to practice balancing like plants. Then invite them to find a piece of paper to stand on.
4. Challenge children to try the following balances –
 - a. One leg stand: Stand on 1 foot and hold for 3 seconds.
 - b. Kimbo Stand: Cross one leg over the other and touch that toe to the floor. Stretch your arms out to the side to help you balance. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - c. Stork Stand: Balance on 1 foot, then put the other foot on the side of your knee. Put both arms out to the side to help you balance. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - d. Sideways Balance: Stretch your arms to the side, then lift 1 leg straight out to the side. Hold for 3 seconds. Try the other leg.
 - e. Backward Balance: Stretch your arms to the side. Lift 1 leg backward (leg is parallel to the ground) while you lean forward. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.
 - f. Forward Balance: Stretch your arms to the side. Raise 1 leg in front of you. Point your toes and hold your pose. Hold for 3 seconds. Try the other leg. Hold for 3 seconds.

Adapted from: https://sparkpe.org/wp-content/uploads/2011/01/single-leg-balances_EC.pdf

Activity: Book – *The Vegetables We Eat*, by Gail Gibbons

Ages: 6 months-5 years

Time: 15 minutes

Objective(s):

- Children will learn about the different kinds of vegetables we eat.
- Children will understand which parts of the plant we eat.

Materials: *The Vegetables We Eat*, by Gail Gibbons

Preparation:

1. Gather materials.
2. Pre-read the story and familiarize yourself with the parts of the plant and their jobs.

Procedure:

3. Invite children to sit in a circle on the floor.
4. Read *The Vegetables We Eat*, by Gail Gibbons.
5. Tell children: In the book, we heard about six different parts of the plant. What were they and what are the part's jobs?

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/10_broccoli-cauliflower_lesson.pdf

Activity: "Roots, Stems, Leaves" Sing Along

Time: 15 minutes

Objective(s):

- Children will learn about the parts of plants through singing.

Materials: Computer or cell phone with internet access and speakers

Preparation:

1. Gather materials.
2. Listen to Roots, Stems, Leaves (<http://bananaslugs.bandcamp.com/track/roots-stems-leaves>) before class starts.
3. Create motions that correspond to each part of the plant: "roots," "stems," "leaves," "flowers," "fruits" and "seeds."

Procedure:

1. Invite children to activity area.
2. Tell children we will be learning about the parts of a plant by singing a song.
3. Share motions to go along with each word in the chorus to help remember "roots stems, leaves, flowers, fruits and seeds."
4. Listen to the "Roots, Stems, Leaves"
5. Teach children the lyrics –
 - a. Chorus:

Roots, stems, leaves, flowers,
Fruits and seeds



Roots, stems, leaves, flowers,
Fruits and seeds
Roots, stems, leaves, flowers,
Fruits and seeds
Roots, stems, leaves, flowers,
Fruits and seeds
That's six parts, six parts, six plant parts
that plants and people need.

b. Verse:

The roots hold the plant
in the ground.
They gather up the water
that falls around.
And there's a root inside of me,
because a carrot is a root that I eat.
That's six parts, six parts, six plant parts
that plants and people need.

A stem is an elevator growing up from
the ground.
The water goes up and the
sugar back down.
And there's a stem inside of me
because celery is a stem that I eat.

The leaves are the kitchens
where the food is done.
They breath the air and
catch rays from the sun.
And there's a leaf inside of me
because lettuce is a leaf that I eat.
Sing chorus here...

The flowers are dressed so colorfully.
They hold the pollen and
attract the bees.
And there's a flower inside of me
because cauliflower is a flower I eat.

The fruit gets ripe, then falls on down.
It holds the seeds and feeds the ground.
And there's a fruit inside of me
because an apple is a fruit that I eat.
Sing chorus here...

Now you know what this
whole world needs.
It's roots, stems, leaves, flowers,
fruits and seeds.
There's six plant parts inside of me
because a garden salad is what I eat.
Sing chorus here...

Adapted from: http://www.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/10_broccoli-cauliflower_lesson.pdf



Activity: Paper Broccoli

Time: 20-30 minutes

Objective(s):

- Children will use various materials to create broccoli artwork.

Materials: 1 piece of broccoli, paper plates, crayons, markers, green construction paper, glue

Preparation:

1. Gather materials.
2. Before class, cut a few pieces of construction paper that look like broccoli florets.
3. Glue the florets to the plate to look like real vegetables on a plate.

Procedure:

1. Invite children to activity area.
2. Show children the broccoli.
3. Introduce each part of the broccoli and have the children describe each of the parts (stalk, florets, and leaves). Prompt them to discuss details about size, shape, color, texture, etc.
4. Tell children that they will be making paper broccoli.
5. Give instructions on how to cut paper to make it look like florets.
6. Distribute scissors and construction paper.
7. When done, teach the children how to paste the paper florets to the paper plate.
8. Pass the paper plates and crayons around and let the children color the paper plates
9. Let the children finish gluing the parts of the broccoli.
10. After everyone is done have the children explain to you what they did to make the paper broccoli.

Adapted from: http://www.farmtoschool.org/Resources/LYCO_Edition-Harvest-of-the-Month-FINAL.pdf

Activity: Recipe – Broccoli Frittata

Ages: 6 months-5 years

Time: 60 minutes

Objective(s):

- Children will try broccoli prepared in a new way.

Materials: 9x13-inch baking dish, box grater, colander, cutting board, large bowl, large pot, measuring cups, measuring spoons, medium skillet, rubber spatula, sharp knife, cutting board, thermometer

Servings: 8 slices

Ingredients:

- 1½ pounds broccoli
- 2 medium onions
- 4 ounces low-fat cheddar cheese
- 12 medium eggs
- 1 teaspoon dried dill, thyme, or oregano
- Non-stick cooking spray
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

Procedure:

1. Preheat oven to 350°F.
2. Rinse and cut broccoli evenly into small pieces. Peel, rinse, and dice onions.
3. Grate cheddar cheese.
4. Bring a large pot of water to boil. Add broccoli to boiling water. Briefly boil, about 30 seconds. Using a colander, drain the broccoli.
5. In a large bowl, whip eggs with a fork until well blended. Whisk in dried herbs. Set aside.
6. Coat medium skillet with non-stick cooking spray. Heat over medium high heat. Add onions and cook until soft, about 5 minutes. Add broccoli. Continue cooking until soft and some of their juices have evaporated, about 5 minutes more.
7. Coat 9x13-inch baking dish with non-stick cooking spray.
8. Layer ingredients in the baking dish in the following order: broccoli, egg mixture, cheese, salt and pepper.
9. Bake until eggs are firm and cheese is melted, about 35 minutes. A thermometer inserted in the middle should read 160°F.
10. Cut into 8 equal-size portions.

Adapted from: <https://cookingmatters.org/recipes/frittata>



Activity: Movement – Colorful Plants

Ages: 2-5 years

Time: 15 minutes

Objective(s):

- Children will be able to control their bodies and move safely in a designated space.
- Children will identify different fruits and vegetables that are good for their bodies.

Materials: Construction paper in a variety of colors (1 piece/child), 4 cones

Preparation:

1. Gather materials.
2. Create an activity area large enough for all children to be able to move around in.
 - a. Scatter paper within area.
 - b. Use cones to create boundaries.

Procedure:

1. Invite children to the activity area.
2. Tell children that you will practice recalling different colored fruits and vegetables.
3. Tell children to find a "plant" (i.e., piece of paper) in the "garden" (i.e., activity area) to stand next to.
4. Ask children –
 - a. What color is your plant?
 - b. Can you think of a fruit or vegetable that has the same color as your plant? (Provide an example.)
5. Practice starting and stopping on cue.
 - a. Tell children, when you hear, the music, start walking through the garden, being careful not to step on any "plants."
 - b. When the music stops, find the closest "plant" and stand next to it. Remind children that there are enough "plants" for everyone and that each child must find his/her own "plant."
 - c. Ask child to think of a fruit or vegetable that has the same color as their new "plant."
6. Start the music again and remind children to start walking through the "garden."
7. Stop the music and tell children to find another "plant" to stand next to.
8. Ask children to think of a fruit or vegetable that is the same color as their new "plant" and raise their hand to share with the class.
9. Repeat steps 6-8 a few more times. Encourage children to move differently through the garden each time (i.e., skip, hop, crawl, etc.)

Adapted from: <https://openphysed.org/wp-content/uploads/2017/01/EC-BeanBag-05-HEALTH-FruitFinder.pdf>



Harvested produce comments

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA
TODAVÍA"

