

# 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](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](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](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](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](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](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](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.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/harvest\\_lessons\\_upper\\_valley\\_farm\\_to\\_school\\_%EF%80%A7\\_beans.pdf](http://www.vermontharvestofthemoth.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.vermontharvestofthemoth.org/uploads/2/8/9/6/28966099/harvest\\_lessons\\_upper\\_valley\\_farm\\_to\\_school\\_%EF%80%A7\\_beans.pdf](http://www.vermontharvestofthemoth.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](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](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](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](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](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"

