

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"

