

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://harvestofthemoth.cdp.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"

