

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"

