



THE IDAHO
FARM TO
EARLY CARE &
EDUCATION
PROGRAM

**HARVEST OF THE MONTH
Curriculum:**

Education, Procurement, & School Gardens

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Adapted and developed by the University of Idaho Extension Farm to Early Care and Education (Farm to ECE) Team, August 2022.

Website:

www.uidaho.edu/extension/small-farms/farm-to-school/early



THE IDAHO FARM TO EARLY CARE & EDUCATION PROGRAM

Dear Idaho childcare provider,

The University of Idaho Extension, in partnership with the Idaho Department of Health and Welfare, is working to better connect children and communities with fresh, healthy, and locally sourced foods through a tested and nationally-implemented strategy called farm to Early Care and Education (farm to ECE). The farm to ECE strategy has been associated with increasing children's consumption of fruit and vegetables at school and at home, a greater willingness to try new foods, heightened knowledge on healthy eating, and a better awareness of where food comes from.

The Idaho Farm to Early Care and Education (Farm to ECE) curriculum guides educators in implementing one or more of three key elements of farm to early care and education:

- 1) Procurement of local/regional food
- 2) Education activities related to agriculture, food, and nutrition
- 3) Hands-on learning through community or school gardens and/or local farm visits

The activities and materials in this curriculum, developed and tested in the 2019, 2020, and 2021 pilot programs, support educators in facilitating age-appropriate educational activities like cooking, reading, gardening, crafts, taste testing, and farm or food themed games. With this curriculum, educators will be able to:

- Teach farm to ECE lessons designed to improve children's knowledge of healthy eating and where food comes from
- Provide experiential education opportunities that align with young children's developmental abilities and goals as outlined in the Idaho Early Learning e-Guidelines
- Reference the resources provided in this curriculum for best practices in classroom taste testing and local food procurement

Funding for the Farm to ECE project comes from the Idaho Department of Health and Welfare through the Maternal and Child Health Services Block Grant. A special thank you to Dr. Shiyi Chen and her team for their support in aligning the curriculum to the appropriate learning standards.

Thank you in advance for your interest in farm to early care and education strategies as we work together to improve the health and wellness of our community.

Sincerely,

Alleah Schweitzer

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Classroom Materials

In the following few pages, you will find supplemental Farm to Early Care and Education program materials and resources, including:

- Suggested Harvest of the Month seasons chart
- Harvest of the Month classroom poster
- Harvest of the Month Photo Cards for each food curriculum
- University of Idaho Extension Farm to ECE Taste testing kit including: Step-By-Step Taste Test Checklist, Children's Taste Test Worksheet, and Teacher's Recording Reactions Worksheet
- Local Food Procurement Guide

Printable and downloadable versions of these materials and the curriculum can also be found by accessing the "Idaho Farm to ECE Curriculum, Resources, & Classroom Materials" link on the University of Idaho Extension Farm to Early Care and Education homepage or by scanning the QR code below with your smartphone.

Full Website URL:

www.uidaho.edu/extension/small-farms/farm-to-school/early

Shortened URL:

bit.ly/idahof2ece

QR Code:



Suggested Seasons Chart for Idaho Harvest of the Month Foods

Please note: the availability of these foods will depend on your location, available farms and producers, and the weather variation from season-to-season.

SUMMER (page 5):



Peaches



Carrots

FALL (page 18):



Tomatoes



Apples



Beets



Winter Squash

WINTER: (page 83)



Potatoes



Edible Idaho Seeds



Dried fruit



Oats

SPRING: (page 122)



Microgreens



Leafy Greens



Radishes

HARVEST OF THE MONTH



Brought to you by the Idaho Farm to ECE Program

**THIS MONTH, WE
ARE FEATURING:**

**OUR LOCAL FARM
OF THE MONTH IS:**

CLASS TASTE TEST RESULTS!

of children who
tried the food!

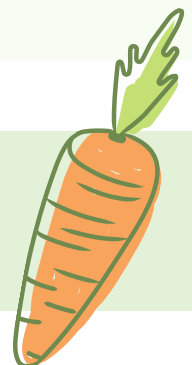
of children who
liked the food!

**QUOTES
FROM
THE KIDS:**



LEARN MORE ABOUT
FARM TO EARLY CARE
AND EDUCATION!

VISIT OUR WEBSITE:
bit.ly/idahof2ece





Plum



Peach



A peach seed
inside the pit.



Peach trees with pink flowers.



Pluot



A peach on tree branch.



**Carrot growing
underground**



Orange Carrot



Rainbow of carrots



Tomato Seeds



Cherry Tomato



**Green Zebra
Tomato**



Tomato Plant



**Yellow Pear
Tomatoes**



Plum Tomatoes



**Golden (Orange)
Beets**



Red Beet



Chioggia Beet



Growing Beet



Leek



Yellow Corn



Apple Tree



Fuji



Honeycrisp



Granny Smith



Bartlett



Bosc



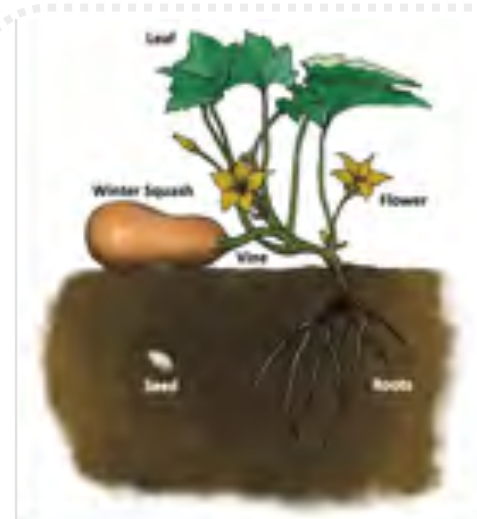
Butternut Squash



Kabocha Squash



Spaghetti Squash



A Squash Plant



Red Potatoes



Blue Potatoes



Yukon Gold Potatoes



Potato Plant



Black Beans



Pinto Beans



Red Beans



Lentils



Split peas



Dried Apples



Dried Peaches



Dried Plums



Radish Microgreens



Broccoli Microgreens



**Sunflower
Microgreens**



Butterhead Lettuce



Spinach



Arugula



Red Radish



French Breakfast Radish



Daikon Radish



We eat the **root**
of a beet plant.



We eat the **stem** of
asparagus.



We eat the **leaves** of greens.



We eat the **flower** of a
cauliflower plant.



We eat the **seeds** of bean plant.



We eat the **fruits** of a
tomato plant.

SUMMER

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HARVEST OF THE MONTH: Peaches

Farm to ECE Toolkit Contents and Material List: Peaches, Plums, & Pluots



Contents of the Peaches, Plums and Pluots toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

A Fruit is A Suitcase for Seeds by Jean Richards
Harvest of the Month Photo Cards
Taste Test sheets
Bag(s) for mystery fruit activity



Materials NOT provided:

Plates, spoons, forks, napkins, etc.
Art supplies (paint, paper, crayons, etc.)
Speakers for playing music

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1 & 4	14: Children participate in exploratory play
1	48: Children demonstrate the meaning of language by listening
1, 2, & 4	42: Children observe, describe and collect information by exploring the world around them
2 & 4	13: Children compare, contrast, and evaluate experiences, and tasks, and events building on prior knowledge
2	24: Children eat a variety of nutritious foods
3	9: Children show emerging ability to imitate behaviors that they have observed
3	21: Children engage in a variety of physical activities
4	12: Children expand abilities for conjecture, hypothesizing and guessing

Week 1: Peaches

Introduction to Fruits

Week 1 Learning Objectives

Children will be able to:

- Explore seeds and fruits
- Recognize different types of seeds
- Identify conditions and processes that plants need to live and grow

Vocabulary:

Fruits, spring, garden, plant, seeds, sprout, flowers, peas, strawberries, melons, suitcase, pit, peach, sharp, fuzzy, bumpy, heavy, light

Materials:

- Photo Cards
- *A Fruit is a Suitcase for Seeds* by Jean Richards
- A peach
- Bags for the Mystery bag Activity
- Other objects or fruits

Activity: Photocards

1. We will learn about fruits and how they grow. In the spring, we plant seeds in our garden.
 - a. What are some things that plants need to grow? (Water, Dirt, Air, Sunlight)
2. When seeds are given these things, they sprout and grow. Eventually they can grow fruits.
 - a. Can anyone name some fruits? (Give children time to name fruits).
3. Fruits can be anything that contains a seed that we eat. We are going to talk about different types of seeds that we find in fruits.
 - a. Use the photo cards to show the children pictures of seeds.
 - b. For some foods like tomatoes, cucumber, we eat the seeds along with the rest of the fruit.
 - c. Sometimes we only eat the seeds like peas and corn.
 - d. Some plants like strawberries have seeds on the outside
 - e. Sometimes we don't eat the seeds at all, like with apples and melons
 - f. Are there any other foods with seeds that you can think of?

Activity: Book

1. I have a book that can tell us all about fruits and their seeds. It's called *A Fruit is A Suitcase for Seeds*. After reading the book ask children:
 - a. Does anyone remember which fruits have lots to seeds?
 - b. Can anyone think of some plants that have just one big seed or a pit?
 - c. Who has eaten a fruit before?
 - d. Which fruits are your favorite to eat?
 - e. What kind of seeds do they have?

Activity: Mystery Bag

1. Put a peach in the bag, as well as other objects or fruits (apples, bananas, blocks, pencils etc.) in other bags. Ask the children to sit in a circle.
2. Send a bag around the circle and ask the children to feel inside the bag and describe what they feel. (Give examples of descriptive words: sharp, soft, fuzzy, bumpy, heavy, light)
 - What shape is it?
 - How does the outside of it feel?
3. Once everyone has had a turn, remove the fruits and let children see them and talk about the fruit—how it looks, feels, where it comes from, etc.
4. If possible, cut the fruit open and allow the children examine the insides.
 - What color is it?
 - What does it smell like? feel like?
 - What does the seed look like?
5. How are peaches different than the other fruits they touched?

Do not serve produce that has been handled. Instead, cut the fruits lengthwise to remove the pits. The pits can be dried out on a sunny windowsill for Week 4's activity.

Week 2: Peaches

Tasting Peaches

Week 2 Learning Objectives

Children will be able to:

- Compare, contrast and recognize fruits
- Taste fruits grown locally
- Identify the benefits of eating locally grown fruits

Vocabulary:

Predict, observe, compare

Materials:

- Plates, spoons, forks, napkins, etc.
- Taste test sheets
- Stickers

Activity

1. Set 1-2 of each fruit aside to pass around (do not serve the produce that has been handled).
 - a. Before serving, wash the fruits thoroughly to remove any remaining leafy matter or dirt.
 - b. Cut the fruits into bite sized pieces.
2. Today we are going try different fruits!
3. Show each fruit that the children will try and pass the uncut fruit around for children to observe.
 - a. How do the fruits feel?
 - b. How are the different? Similar?
 - c. Can you predict what the fruit taste like?
4. Tell the children that they will now be able to try the fruits
5. Give each child a piece of each fruit.
 - a. You can pass the fruit out and try it one at a time, or pass the fruit out all at once
 - b. What did the fruit taste like (salty, sweet, spicy, etc.)?
 - c. Did they taste like you thought they would?
6. Ask children to compare the tastes. Have children vote on their favorite fruit by raising their hands.
7. When the children have finished their snack, prompt them to help clean up by putting their paper products in the trash and/or wipe the table.
8. Pass out the taste test sheets to have students vote on how they felt about the fruit.
 - a. Students can put a sticker for each fruit on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 3: Peaches

Introduction to Farmers

Week 3 Learning Objectives

Children will be able to:

- Identify the role and actions of farmers.
- Perform simple phrases of movement to experience movements in sequence and rhythm

Vocabulary:

farmers, seeds, plants, buds, flowers

Materials:

- Photo cards
- Speaker for music

Let's Get Physical!



Activity

1. Who are farmers? Farmers grow plants that we eat like apples, peppers, spinach, and beets and raise animals like chicken, cows, goats, and pigs.
 - Explain that farmers grew the fruits the students tasted.
2. Sing the song "The Farmer Plants the Seeds" while moving your body.
 - Adapted from Arlington VA Public Library: The Farmer Plants the Seeds. Follow along at: https://www.youtube.com/watch?v=g7OVWVR_R9Q.
 - The Kiboomers have a slightly different version of the song as well: <https://www.youtube.com/watch?v=cRhGOdqWllo>.

Verse 1

- Lyric: The farmer plants the seeds. The farmer plants the seeds. High-ho a-cheerio, the farmer plants the seeds.
- Movement: Hold out left hand in front of you with palm facing upwards. The right hand pinches as if grasping onto a small seed. Repeatedly "plant seeds" into your left palm as you sing.

Verse 2

- Lyric: The rain begins to fall. The rain begins to fall. High-ho a-cheerio, the rain begins to fall.
- Movement: Raise both hands overhead to symbolize the rain. As the rain begins to fall, move your hands downwards, fluttering your fingers.

Verse 3

- Lyric: The sun begins to shine. The sun begins to shine. High-ho a-cheerio, the sun begins to shine.
- Movement: Form a "sun" by raising both arms, bent, overhead.

Verse 4

- Lyric: The plants begin to grow. The plants begin to grow. High-ho a-cheerio, the plants begin to grow.
- Movement: Lower both hands in front of you to symbolize growing plants. As the plants begin to grow, move your hands upwards, fluttering your fingers.

Verse 5

- Lyric: The buds all open up. The buds all open up. High-ho a-cheerio, the buds all open up.
- Movement: Place hands in front of you, starting in pinched position. As the buds open up, open hands.

Verse 6

- Lyric: The flowers smile at me. The flowers smile at me. High-ho a-cheerio, the flowers smile at me.
- Movement: Wave both arms back and forth in front of you.

Week 4: Peaches

How Do Peaches Grow?

Week 4 Learning Objectives

Children will be able to:

- Compare and contrast the Harvest of the Month fruits.
- Explain how peaches, plums, and pluots grow.
- Develop questions to ask their local farmer.

Vocabulary:

farmers, pits, seed, hard, bumpy, sprout, roots, leaves, blooms, fuzz, ripe

Materials:

- Harvest of the Month Photo Cards

Activity

1. Sit children in a circle and explain that farmers in our community grew the fruits we tasted this month.
2. "What do you remember about ____ (review prior vocabulary words/knowledge related to fruits)?"
3. Use saved pits to demonstrate how peaches grow:
 - Explain: the farmer planted the pit in the ground. Inside of the pit there is a seed.
 - Pass around the peach pit:
 - "What does the pit feel/smell/look like?" Provide descriptive words like "hard" or "bumpy."
 - "Why do you think peaches grow pits?"
4. Use the photo cards to describe how peaches grow:
 - Pits protect the small seed inside.
 - Farmers plant the seeds in soil. Soon, they sprout roots and leaves.
 - They grow into a large tree in a few years.
 - The peach tree blooms pink flowers in the spring. Then peaches begin to grow on the branches.
 - Peaches grow larger and develop a soft fuzz on their skin.
 - "Why do you think peaches have fuzz?"
 - The fuzz keeps the fruit dry when it rains, like a raincoat, and protects the fruit from hungry bugs.
 - "Did you guess the answer right?"
 - "What do you say if a friend asks you 'why do you think peaches have fuzz'?"
 - Soon, they are going to be ripe enough to pick and eat!
5. Have the students stand up from where they are sitting. Lead them in a fruit tree stretch.
 - Tell the children that they are first going to plant the seed in the ground by reaching down.
 - They are going to grow upwards like the tree by slowly standing up.
 - Finally, they are going to pretend to pick peaches from the peach tree. Everyone, reach for the peach!

Afterschool Activities: Peaches

Afterschool activities suitable for 4th - 6th graders:

Activity 1

Objective: Children will build creative thinking and writing skills through describing a peach and writing a short paragraph.

PEACH Paragraph – Write a word that relates to a peach for each letter and then create a paragraph using each word.

P

E

A

C

H

Activity 2

Tasting Peaches – Objective: Children will do a taste test comparing fresh and canned peaches, building their comparison and analytical skills. (Note: Fresh, canned, dried, or frozen peach may be compared.)

Follow directions provided for Pre-K Peach Taste Test (https://fns-prod.azureedge.net/sites/default/files/tn/Food_Critic_508.pdf)

Activity 3

Peachy Recipes – Objective: Children learn to follow directions and make a peach-based recipe.

Select a peach dish to make. Ideas start here for using canned peaches, (https://choosemyplate-prod.azureedge.net/sites/default/files/myplate/Peach_5_ways.pdf)

Activity 4a.

Objective: Children will practice contour drawing using an arrangement of a peach, plum and pluot.

Watch 4-H Contour Drawing (<https://www.youtube.com/watch?v=bdMqmlIU9a4&feature=youtu.be>)

Gather drawing supplies. Arrange 2-3 pieces of fruit in front of the children and have them practice drawing the outline of the fruit. Switch the arrangement several times and have them practice drawing each time. Shading may be added to create texture on the fruit and depth or shadow that the fruit casts on the table. Have each child select their 2 best drawings for the painting activity.

Afterschool Activities: Peaches

Activity 4b.

A Peach of Many Colors – Objective: Children practice using watercolors and painting their peach, plum and pluot drawing.

Watch 4-H Watercolor Experiment and Painting videos (<https://www.youtube.com/watch?v=K3SFhISLU4&t=18s>) and (https://www.youtube.com/watch?v=1P_YOt0XFLE&t=279smixing). Gather watercolor pencils or paint palettes, paint brushes and supplies. Have the children experiment with the watercolor pencils before starting to paint their fruit drawings. Emphasize the blending of colors with brush strokes and varying amounts of water. Have them paint their fruit drawings, one with peach-like colors and one with colors other than orange and yellow.

Other Ideas & Resources

- Taste Test Card, https://fns-prod.azureedge.net/sites/default/files/tn/Food_Critic_508.pdf
- Drying Fruit, National Ag in the Classroom, (<https://agclassroom.org/matrix/lesson/50/>)
- My Food Card Activity Sheet – Selecting and describing favorite food (1st–2nd grades), (<https://choosemyplate-prod.azureedge.net/sites/default/files/myplate/mystate/MyFoodCard.pdf>)
- Idaho MyPlate Graphics, (<https://www.choosemyplate.gov/resources/myplate-mystate-graphics-and-resources>)

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about peaches! There are all sorts of different varieties of peaches. Peaches are wonderful raw, but can also be baked into pie, cut up into a salad or made into jam. It's best to eat peaches when fresh, within a few days of purchase. Idaho peaches are generally available in mid-August until the end of October.

PRODUCE TIPS

- Choose peaches that have a sweet smell and give slightly to gentle pressure.
- Look for fruits with a bright yellow background (not red).
- Place firm peaches in a brown paper bag. Store at room temperature until ripe.
- Store ripe peaches in a plastic bag in the refrigerator for up to five days.

TRY IT AT HOME

- Start the day with jumping jacks.
- Play at a local park.
- Let each family member pick one new game or activity each week that your family can try together.



HEALTHY SERVING IDEAS

- Blend fresh or frozen peaches with lowfat milk, 100% orange juice, and ice.
- Combine peaches, lowfat yogurt, and granola for a healthy snack.
- Eat the skin! The skin of fruits and vegetables contains fiber and many important vitamins and minerals.
- Take your child to a farmers' market to find Idaho grown peaches—in-season fruits and vegetables cost less and taste better.

CALM BREATHING

- Invite your child to think about what makes them feel calm and relaxed (for example: listening to music, reading a book, or lying down).
- Share with your child this breathing technique that they can use when they want to feel calm:

SIT IN A RELAXED, COMFORTABLE POSITION. BREATHE IN SLOWLY THROUGH YOUR NOSE, FILLING YOUR BELLY WITH AIR LIKE A BALLOON. BREATHE OUT SLOWLY.

 **University of Idaho**
Extension



IDAHO DEPARTMENT OF
HEALTH & WELFARE

HARVEST OF THE MONTH: Carrots

Farm to ECE Toolkit Contents and Material List: Carrots



Contents of the Carrots toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Family Newsletters



Materials NOT provided:

Kitchen tools: cutting board,
plates bowls, grater, sharp
knife, peeler, colander
Small rocks, pebbles, or
marbles
Saucer or bowl
Ruler or tape measure



Materials provided:

Eating the Alphabet by Lois Ehlert
Harvest of the Month Photo Cards
Taste Test sheets
Recipe Card

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	8: Children use prior relationships, experiences, and knowledge to expand understanding
1	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play
1	46: Children demonstrate understanding and appreciation of creative arts
2	14: Children participate in exploratory play
2	42: Children observe, describe, and collect information by exploring the world around them
3	24: Children eat a variety of nutritious foods
4	7: Children show emerging ability to imitate behaviors that they have observed
4	30: Children participate positively in group experiences

Week 1: Carrots

Introduction to Carrots

Week 1 Learning Objectives

Children will be able to:

- Describe what they would grow in a garden
- Learn where and how carrots grow

Vocabulary:

Carrot, garden, the letter "C", root

Materials:

- Harvest of the Month Photo Cards
- Eating the Alphabet by Lois Ehlert

Activity: Book

1. Carrots are root vegetables. Just like radishes, we eat the root part of the vegetable.
2. Talk with children about how carrots start with the letter "C". Ask children to come up with other words that start with "C". Can they think of other fruits or vegetables that start with the letter "C"?
3. Read *Eating the Alphabet* by Lois Ehlert. Pass around the carrots before reading the story, or while you are reading. Invite the children to feel and smell the vegetables as they pass them along.
4. While you are reading, ask children questions, like:
 - Has anyone tasted a carrot? What do they taste like?
 - Has anyone ever seen a carrot growing in a garden or on a farm?
 - Has anyone ever harvested a carrot?
 - How do carrots grow? (The roots grow underground; the leaves grow above the ground.)
5. After reading the book, ask the children: "what fruits or vegetables would you like to grow in a garden?"
 - Record their ideas on a large piece of butcher paper or construction paper.
 - Hang the chart in the classroom for the rest of the month.

Fruits and Vegetables in *Eating the Alphabet*: Apricot, artichoke, avocado, apple, asparagus, blueberry, Brussel sprouts, bean, beet, broccoli, banana, currant, cucumber, corn, celery, cabbage, cherry, carrot, cauliflower, date, endive, eggplant, fig, gooseberry, grapefruit, grapes, huckleberry, Indian corn, jalapeno, jicama, kumquat, kiwi, kohlrabi, lemon, leek, lettuce, lime, melon, mango, nectarine, okra, orange, onion, pineapple, peach, pear, papaya, persimmon, pomegranate, plum, parsnip, potato, pea, pepper, pumpkin, quince, raspberry, radish, rutabaga, rhubarb, radicchio, swiss chard, spinach, star fruit, strawberry, tangerine, turnip, tomato, ugli fruit, vegetable marrow, watermelon, watercress, xigua, yam, zucchini.

Week 2: Carrots

Sprouting Carrots

Week 2 Learning Objectives

Children will be able to:

- Describe the carrot growing process
- Participate in growing carrot greens
- Measure leaves as they grow

Materials:

- Small rocks, pebbles, or marbles
- Saucer or bowl
- Tops of carrots
- Ruler/Measuring tape

Activity

1. Explain to children that the class will be doing an experiment to see if leaves will grow from a carrot.

OPTIONAL: Have the children help by collecting small rocks for this activity.

2. Teachers prepare the carrots by cutting off the tops (leaving about two inches of the carrot below the tops). You can save the rest of the carrots for a cooking or tasting activity! Remove the greens. Pass them around for the children to see. Explain that we will be re-growing the greens!

3. Children help fill the saucer or bowl with a layer of marbles or pebbles.

4. Children help place the carrot tops on top of the marbles/pebbles in the bowls or saucers.

5. Children help fill the bowls or saucers with a little water (fill to the top of the marbles/pebbles).

6. Place the bowls/saucers in a sunny window and add water to keep the level at the top of the marbles/pebbles.

7. Watch as green leaves grow from the carrots! Measure the leaves as they grow.

Did You Know?

Carrots are related to parsley, dill, and parsnips. Carrots contain plant pigments called carotenoids. These pigments were first identified in carrots (giving them their orange color) and their name was thus derived from the word carrot.

Week 3: Carrots

Class Tasting

Week 3 Learning Objectives

Children will be able to:

- Taste new foods

Materials:

- Carrots with tops removed
- Plates, bowls for dips (optional), cutting board, knives

Activity

1. Reserve 1-2 carrots for passing around the classroom. Do not serve these carrots. What parts of the carrot can the children identify (e.g. the root, the leaves)?
2. Before serving, wash carrots thoroughly making sure to remove any remaining leafy matter or dirt.
3. Chop the leaves off the top if you haven't already (from the previous activity). To keep raw vegetables like carrots from becoming a choking hazard, cut the carrots into thin slices before serving or serve as "ribbons" by using a peeler. Ensure that the students are seated at the table before eating together.
4. Give each child a tasting-size amount of carrots.
5. One at a time, lead the class in trying carrots (all at once; say, "One, two, three, try it!").
 - Which words can they use to describe the carrots (sweet, juicy, crunchy, etc.)?
 - What part of carrot do we eat? (We eat the root).
 - How do carrots grow? The part that we eat, the root, grows underground while the leaves of the carrot grow above ground.
6. When the children have finished their snack, prompt them to help clean up by putting their paper products in the trash and/or wiping the table.
7. Students will rate how they felt about tasting carrots on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Carrot Raisin Salad

Ingredients (serves 4)

- 4 carrots (peeled and grated)
- ¼ cup raisins
- 2 teaspoons sugar
- 1 lemon, juiced

Directions

- In a medium bowl, thoroughly mix carrots, raisins, sugar, and lemon juice.
- Serve chilled.

Source: University of Wyoming, Cooperative Extension, *Cent\$ible Nutrition Cookbook*.

Dip Ideas!

A great way to get children excited about trying new foods is to let them pick out a few of their favorite dips to try with. Carrots can be eaten with hummus, Greek yogurt, ranch dressing (plain Greek yogurt with a ranch seasoning packet), creamy pesto dip (blend cottage cheese and pesto), or peanut butter honey dip (peanut butter and honey). Provide 2-3 options for the children to choose from.

Week 4: Carrots

Do the Garden Wiggle!

Week 4 Learning Objectives

Children will be able to:

- Understand the connection between how food grows and what they ate
- Draw their favorite foods and create a card game
- Listen and follow directions
- Practice gross motor skills

Materials:

- Paper for drawing vegetable cards
- Art supplies: crayons, markers, fingerpaint, etc.

Let's Get Physical!

Activity

1. Start by reviewing with the children their favorite fruits and vegetables. See the chart below for ideas.

- Call out the name of each fruit/vegetable and have the children raise their hands if they like it.
- Tally their votes and discuss children's favorite foods— what they liked about their favorite foods and what they remember learning about them (e.g. how it grows, color, letter it starts with, etc.).

2. Next, have the children help make a set of vegetable cards. On paper, have the students draw 5 of the class's first favorite food, 5 of their second favorite food, and 5 of their third favorite food to create 15 cards total (or add 5 of their fourth favorite food if there's not enough for everyone). For example, if the class voted for peaches in first, carrots in second, and apples in third, a set of 15 cards would have 5 peach, 5 carrots, and 5 apple cards.

3. Ask: "Who wants to draw the (first place food)? Who wants to draw the (second place food)?" until the whole deck is made. Once the cards are created the game can be played.

4. Move to a place with lots of room and stand in a circle together. Tell the students that in this activity, you will call out a food and the children with that food will make a movement.

- Whichever food was voted first will twist at the waist, second will march in place, third will jump up, and fourth (optional) will stretch to the sky.
- Practice the activity several times, demonstrating each movement when you hold up a card.
- Next, have the students hold up their cards. One at a time, have them raise their card and call out the vegetable. Move with the children!
- After a few rounds, ask the children to swap cards and play again.
- Keep the fun going by adding more cards, featuring new foods, and trying new movement rules (e.g. run in place, jumping jacks, pat their head, etc.)!

Season	Foods
Summer	Peaches, Carrots
Fall	Tomatoes, Apples, Beets, Winter Squash
Winter	Potatoes, Dry Beans & Lentils, Dried Fruit, Oats
Spring	Microgreens, Leafy Greens, Radishes

HARVEST OF THE MONTH

THIS MONTH...

This month, we are learning all about carrots! Carrots come in many different colors: orange, yellow, white, purple, and red! Carrots are delicious raw and cooked. Eat raw carrots plain, or add to salad. Roast carrots in the oven with oil, salt, and pepper. Make a carrot and radish pickle, and eat plain or on a sandwich, or serve with meat or fish. Or, pickle carrots, jalepeño, and onion, and serve with tacos.



CINNAMON CARROT CRUNCH

Ingredients:

4 medium carrots, grated
2 medium apples, chopped
1 celery rib, chopped
1 tablespoon of lemon juice
3/4 cup of raisins (soak them overnight in 1 cup of water in the refrigerator)
3/4 cup vanilla yogurt
1 teaspoon cinnamon

Directions:

- Wash your hands and clean your cooking area.
- Wash the carrots, apples, and celery.
- With a knife or peeler, peel the carrots.
- Chop the carrots, apples, and celery and place them in large mixing bowl.
- Add the lemon juice, raisins, yogurt and cinnamon to the bowl of chopped carrots, apples, and celery.
- Stir them until they are coated evenly.
- Chill the salad before serving it.

Source: Junior Master Gardener Learn Grow Eat and GO! Accessed May 2022.
<http://imgkids.us/wp-content/uploads/2015/04/A.-Cinnamon-Carrot-Crunch.pdf>

KIDS CAN HELP PREPARE CARROTS BY:

- Grating carrots for a salad or pickle with the help of an adult.
- Mixing the warm water, vinegar, and sugar for the carrot and radish pickle or another pickle.
- Squeezing the water out of carrots after they sit with salt.
- Packing vegetables in jars or bowls.

PRODUCE TIPS

- Choose carrots that are firm, not flexible.
- Avoid carrots that feel soft or limp, or have wilted greens.
- Store carrots in a plastic bag in the refrigerator.
- Remove carrot greens before storing.

- Store carrot greens, peelings, and other vegetable scraps (mushrooms, celery, onion) in a plastic bag in the freezer. When the bag is full, boil in a large pot of water to make a tasty vegetable stock!



Ask your child about carrots!

Source: Harvest for Healthy Kids, News.

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IDAHO DEPARTMENT OF
HEALTH & WELFARE

FALL

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HARVEST OF THE MONTH: Tomatoes

Farm to ECE Toolkit Contents and Material List: Tomatoes



Contents of the Tomatoes toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials NOT provided:

Bean bags or balls
Art supplies (paint, glue sticks, tape, etc.)



Materials provided:

Harvest of the Month Photo Cards
Taste Test sheets
Paper plates
Green yarn

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	13: Children compare, contrast and evaluate experiences, tasks and events building on prior knowledge
1	42: Children observe, describe, and collect information by exploring the world around them
1	60: Children demonstrate knowledge and use of letters and symbols
2	24: Children eat a variety of nutritious food
3	46: Children use creative arts to express and represent what they know, think, believe, or feel
3	18: Children demonstrate strength and coordination of small motor muscles
4	17: Children demonstrate strength and coordination of large muscles
4	21: Children engage in a variety of physical activities
4	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing and play

Week 1: Tomatoes

Introduction to Tomatoes

Week 1 Learning Objectives

Children will be able to:

- Recall what season tomatoes grow and when they are eaten
- Recognize that tomatoes are a fruit
- Learn about tomato seeds
- Recognize that tomatoes grow above ground on the vine

Vocabulary:

The letter "T", tomato, vine, cherry, yellow pear, green zebra, heirloom, plum, berry

Materials:

- Harvest of the month photo cards
- *A Fruit is a Suitcase for Seeds* by Jean Richards

Activity:

1. Pass around a few different varieties of tomatoes for children to explore
 - Do not serve tomatoes that have been handled.
 - Ask the children if anyone knows what it is.
2. Explain that they are tomatoes. Farmers and gardeners grow tomatoes in Idaho during the summer. They are picked off the vine and eaten in the summer and fall.
 - Ask the children what the tomatoes feel and smell like.
 - Are they heavy? Light?
 - Are they different sizes? colors?
3. Talk with children about how tomatoes start with the letter "T." Ask children to come up with other words that start with "T,"
 - Record their ideas on a large piece of butcher paper or construction paper.
 - Hang the chart in the classroom for the month.
4. Use the Photo Cards to demonstrate the many kinds of tomatoes: cherry, yellow pear, green zebra, heirloom, plum, and more!
 - All tomatoes grow on the vine. Many people think that tomatoes are a vegetable when in fact they are a berry!
5. Read *A Fruit is a Suitcase for Seeds*.
 - Make connections between the tomatoes in the book and the tomatoes the children passed around.
6. While you are reading, ask children questions, like:
 - Has anyone tasted a tomato? What do tomatoes taste like?
 - Does your family eat tomatoes? What kinds?
 - How do tomatoes grow? (on a vine)
 - What other fruits grow on a vine? (Watermelon, grapes, cantaloupe, honeydew)
 - Does anyone grow tomatoes at home?
 - Talk about the different ways you can eat tomatoes. Explain you can eat tomatoes in pizza sauce, pasta sauce, salsa, ketchup, or whole in salads!

Week 2: Tomatoes

Tasting Tomatoes

Week 2 Learning Objectives

Children will be able to:

- Work cooperatively in groups
- Compare tasting a tomato to the book
- Taste and describe each fruit

Materials:

- Plates, spoons, forks, napkins, etc.
- Taste test sheets and stickers

Activity:

1. Reserve 1-2 tomatoes for passing around the classroom.
 - Do not serve these tomatoes.
2. Before serving, wash the tomatoes thoroughly making sure to remove any remaining leafy matter or dirt.
3. Dice the tomatoes into small, bite-sized pieces. Cut grape-sized tomatoes in half as they can be a choking hazard.
4. Give each child a tasting-size amount.
5. One at a time, lead the class in trying each variety (all at once; you can say, "One, two, three, try it!").
 - Which did the children enjoy trying the most?
 - What do they taste like? Are they soft? Sweet? Juicy?
 - Does anyone have a garden? What do you grow in your garden?
 - Does anyone eat tomatoes at home? How are they served?
 - How do tomatoes grow (on a vine)?
 - What part of a tomato plant do we eat (the fruit)?
6. When the children have finished their snack, prompt them to help clean up by putting their paper products in the trash and/or wiping the table.
7. Students will rate how they felt about tasting the tomatoes on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Did You Know?

Mealtime is a great time to talk about fruits and vegetables, especially when a Harvest of the Month fruit or vegetable is being served! Use mealtime to review something the children learned (e.g. that many kinds of tomatoes grow on vines). You can also use a hand stamp or sticker during mealtime to congratulate children who "tried something new today!"

Week 3: Tomatoes

Craft A Classroom Garden

Week 3 Learning Objectives

Children will be able to:

- Children will be able to
- Follow multiple directions
- Practice fine motor skills
- Creatively express their idea

Materials:

- Photo cards
- Green yarn
- Paper plates

Activity:

1. Tell children: We can grow tomatoes in a garden, just like our farmers! Ask the children if anyone has ever grown a tomato plant in a garden.
2. Ask the children to remember how tomatoes grow (on a vine).
3. Show children the Photo Cards or an example of a tomato that you have made.
4. Tell children: today we will make tomatoes to place on a vine in our garden.
 - Provide children with newspaper and tape (3D tomatoes). Or provide children with paper plates (2D tomatoes).
 - Create a variety of tomatoes with colored paper, crumpled newspaper, or paper plates.
 - Invite children to make their tomatoes for the vine in the “class garden.”
 - For 3D tomatoes, help children crumple newspaper into a round shape, and place tape on it to hold it together. Then children can use a variety of paint to paint their tomatoes. For 2D tomatoes, help the children decorate a paper plate or round cut out with paint or colored paper.
 - Once tomatoes have dried (the next day), glue green stems to the tomatoes. Use green string as the vine and connect all of the tomatoes in the garden.
5. Have the students taste test the tomatoes following the activity.
6. Students will rate how they felt about tasting the tomatoes on the Taste Test Sheets.
 - Have students put a sticker on either the “I Like This”, “I Don’t Like This Yet”, or “I Didn’t Try This Yet” columns of the taste test sheet.
7. Designate a space on a wall in the classroom for the “class garden.” This can be on a bulletin board or blank wall space. Leave the “class garden” on display.

Week 4: Tomatoes

Tomato Relay and More!

Week 4 Learning Objectives

Children will be able to:

- Children will be able to
- Participate in movement and exercise to keep their bodies strong and healthy
- Recognize tomatoes as a healthy food

Materials:

- Bean bag or ball

Let's Get Physical!



Tomato Relay

1. Have a tomato relay! Divide the children into teams and establish a finish line.
2. The children will take turns holding a "tomato" (a beanbag or ball) and individually running around the finish line and back to their team.
3. The next child in line will be passed the tomato and take their turn.
4. Change each round by skipping, hopping, or balancing the tomato on a head or hand.

Tomato Chant

1. Chant the "Who Took the Cookie from the Cookie Jar?" chant to "Who Took the Tomato from the Tomato Vine?" Check out this video if you need the lyrics: <https://www.youtube.com/watch?v=OzKY5YHnOTg> (Who Took the Cookie by Super Simple Songs).
2. As the children sing the chant, they can pass a tomato or ball around the circle.

Field Trip

1. If you can take a field trip to the grocery store in the fall, your kids will be excited to see the many varieties of tomatoes!
 - Which one is the sweetest?
 - Do they all look the same inside?
 - How many seeds do they have and are they the same color?
 - Investigate together to promote curiosity and interest in healthy foods.
2. Students will rate how they felt about tasting the tomatoes on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Afterschool Activities: Tomatoes

Afterschool activities suitable for 4th - 6th graders:

Activity 1

Objective: Children learn why tomatoes are in the vegetable food group.

1. Use the Photo Cards to demonstrate the many kinds of tomatoes: cherry, yellow pear, green zebra, heirloom, plum, and more! All tomatoes grow on vine.
2. Cut a tomato on half and carefully pass it around the group (no squeezing).
3. Talk about how the seeds are protected inside the tomato and how tomatoes grow from flowers.
4. Write the words **culinary** and **botanical** on a board or large sheet of paper. Talk about the meaning of these words. Although in culinary terms, tomato is regarded as a vegetable, its fruit and classified botanically as a berry. Over 100 years ago (1893) a farmer did not want to pay a tax on his imported (coming into the United States) tomatoes and had to present a case in court. Fruits were not taxed. The farmer said the tomato was a fruit, which is botanically correct. But the Supreme Court ruled that because tomatoes are commonly thought of as a vegetable and mainly used for culinary purposes, but not as a dessert, they would be classified as a vegetable.
5. Can the children think of other fruits that are called vegetables? (Cucumber, squash, zucchini peppers, eggplant, beans, pea, okra, etc.) When cooking how are these fruits used?
6. Read *A Fruit is a Suitcase for Seeds*. Make connections between the tomatoes in the book and the tomatoes the children passed around.

Activity 2

Objective: Children learn the inside structure of a tomato.

1. Introduce new vocabulary words (write on a board or large sheet of paper) and ask children to spell out the words. Skin, seed, fruit wall, core, cavity, and center.
2. Working in pairs or small groups have children use a plastic knife cutting a tomato in half lengthwise (top of stem to bottom) and another one widthwise (across the middle).
3. Examine parts of tomato, matching parts with vocabulary words.
4. Have each child draw the inside of the tomato and label the parts. Title the drawings "Transverse Section" for the tomato cut across the middle and "Longitudinal Section" for the tomato cut from top to bottom. Use colored pencils to color the drawings. Talk about the how the two views of the tomato compare to each other.

Afterschool Activities: Tomatoes

Activity 3

Objective: Children sample tomato-based (100%) juices practicing data collection skills.

1. How much juice is in a tomato? Ask the children if they drink tomato juice?
2. Cut a medium sized tomato into four pieces, placing them in a bowl. Ask a child to mash the tomato with a fork, squeezing the juice out. Ask another child to pour the tomato pieces and juice through a sieve into a glass measuring cup. How much juice was squeezed out of one tomato? Talk about the MyPlate recommend juice serving size ($\frac{3}{4}$ cup or 6 ounces, no more than one serving per day.)
3. Pour samples of 100% tomato and vegetable juice in small cups (a sip or two). Let the children taste the different juices and rate them on taste, texture, aroma, visual appearance, etc. Have a child record group's tally on a large sheet of paper or board.
4. Have children read aloud to the group the ingredient list in each juice product. Talk about how the ingredients are similar and different.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about tomatoes! Tomatoes are botanically classified as a fruit but are actually a berry! Tomatoes are a berry of the nightshade family, which includes eggplant, potatoes, and peppers. Tomatoes can be eaten uncooked, baked, grilled, boiled, and made into fresh tomato sauce. To preserve tomatoes you can freeze, dry, or can them!

FARMER'S MARKET SALSA

Ingredients

- 1/2 cup corn (canned and drained, frozen, or fresh cooked)
- 1 can (15 ounces) black beans, drained and rinsed
- 1 cup fresh diced tomatoes
- 1/2 cup diced onion
- 1/2 cup green pepper, seeded and diced (about 3/4 a small pepper)
- 2 Tablespoons lime juice
- 2 cloves garlic, finely chopped or 1/2 teaspoon garlic powder
- 1/2 cup picante sauce (hot sauce)

Directions

- Combine all ingredients in a large bowl. Chill until serving time.
- Drain before serving.
- Refrigerate leftovers within 2 hours.

Sources: Harvest for Healthy Kids News, Harvest of the Month Network for Healthy California, and Oregon Farm Direct Nutrition Program.

KIDS CAN HELP PREPARE TOMATOES BY:

- Washing the tomatoes
- Measuring out ingredients
- Squishing tomatoes that have been chopped (after washing hands!)
- Mixing the salsa ingredients together by hand or with a spoon.

CALM BREATHING

- Ask your child to think about what makes them feel relaxed (for example: reading a book, or lying down).
- Share with your child this breathing technique they can use when they want to feel calm, and have them practice a few times:

*FLOWER BREATHING:
BREATHE IN THROUGH
YOUR NOSE, IMAGINING
THE FRAGRANCE OF A
SWEET-SMELLING FLOWER.
BREATHE OUT WITH AN
"AHHH" SOUND.*



PRODUCE TIPS

- Look for tomatoes that are firm and give slightly to gentle pressure.
- Store ripened tomatoes at room temperature, out of direct sunlight. Use within a few days.
- Place unripened tomatoes in a brown paper bag until ripe.
- Before serving, wash tomatoes in cold water and remove any stems or leaves.

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HARVEST OF THE MONTH: Beets

Farm to ECE Toolkit Contents and Material List: Beets



Contents of the Beets toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Tops & Bottoms by Janet Stevens
Tops & Bottoms dice
Harvest of the Month Photo Cards
Taste Test sheets
"Colorful labels" stickers for taste testing



Materials NOT provided:

Crayons or markers
Plates, spoons, forks, napkins, etc.
Radio or speakers for playing music

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	8: Children use prior relationships, experiences, and knowledge to expand understanding
1	48: Children demonstrate the meaning of language by listening
2	7: Children show the ability to change or adapt thought processes applying previously learned concepts and skills to new situations
2	15: Children participate in pretend or symbolic play
3	24: Children eat a variety of nutritious food
3	43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause-and-effect relationships that can lead to generalizations.
4	21: Children engage in a variety of physical activities

Week 1: Beets

Introduction to Beets

Week 1 Learning Objectives

Children will be able to:

- Discuss and predict the content of a book.
- Identify beets and other vegetables.
- Recognize the importance of eating a variety of fruits and vegetables.
- Identify what parts of a plant are edible

Vocabulary:

Beets, top, bottom, middle, vegetables, above, below, healthy, rainbow, vitamins, nutrients, root, greens, leaves

Materials:

- *Tops and Bottoms* by Janet Stevens
- Harvest of the Month Photo Cards

Activity:

1. Tell children: This month we are learning about beets. Show children the Photo Cards of beets.
 - Ask if anyone has tasted a beet.
 - Ask children to describe how it was cooked, and what it tasted like.
2. Read *Tops and Bottoms*. Before reading this book, predict:
 - "What do you think this book is about?"
 - "What part of the beet do we normally eat?"
3. While reading the book: Identify the vegetables that grow above the ground (lettuce, broccoli, celery) and those that grow below the ground (carrots, radishes, beets).
 - Point out the beets in the story. Talk about their color.
 - Revisit children's prediction about beets: We normally eat the bottom or the root of the beet plant. Did you guess it right?
 - Did you know that we can also eat the leaves or greens of a beet? We can put the young leaves in a salad or we can cook older leaves and eat them that way.
4. Using the Photo Cards, have children guess which vegetables grow above ground and which vegetables grow below ground and/or if we eat the top, middle, or bottom of the plant.
5. Talk to children about what makes fruits and vegetables part of a healthy diet. Talk about why it is important to eat a "rainbow" of fruits and vegetables because different colored fruits and vegetables have different vitamins and nutrients that make us strong.

Red/Orange – good for your heart

Purple/Blue – good for your brain

Green – good for your lungs

White – good for your bones

Yellow/Orange – good for your eyes

Adapted from: Grow Radish Grow (Georgia Organics, 2014), 2. Accessed September 2019. <http://www.georgiaorganics.org/wp-content/uploads/2014/08/1-GO-PreK-Radish-Lesson-Plan.pdf>

Beets Activity Plan (Portland: Harvest for Healthy Kids, Portland State University), 12. Accessed September 2019. <https://www.harvestforhealthykids.org/>

Week 2: Beets

Tops & Bottoms Charades

Week 2 Learning Objectives

Children will be able to:

- Identify the different ways vegetables grow
- Identify different parts of the vegetables we eat.
- Describe how vegetables are grown, harvested, and picked through dramatic play.

Materials:

- *Tops & Bottoms* by Janet Stevens
- 1 or more sets of Tops & Bottoms dice

Vocabulary:

Farmer, pantomime, vegetable, growing, harvesting, digging, eating, top, bottom, middle

Activity:

1. Before this lesson, cut out, glue/tape, and assemble the Tops & Bottoms dice. We recommend 1 set of dice for every 10 children.
2. Read *Tops & Bottoms* again by Janet Stevens.
3. Play the Tops & Bottoms Charade Game:
 - Separate children into 1 or 2 groups depending on the classroom size and preference.
 - Ask the children to raise their hands if they want to be a "farmer." The farmer pantomimes a vegetable or the act of growing/harvesting/digging/eating that vegetable. The object of the game is for the other children to guess this vegetable correctly.
 - Have the children sit in a circle or semi-circle. The game begins with a "farmer" rolling all three dice. With help from an adult, the "farmer" chooses which of the vegetables to "harvest." For example, he/she rolls all three dice and gets a Corn, a Beet, and a Carrot. He/she then decides which one they want to "harvest," or in other words, pretend to pick.
 - The "farmer" pantomimes the action of growing, harvesting, digging, or eating that vegetable in front of the class.
 - The teacher will help the "farmer" and the audience by providing clues like "this vegetable grows underground" or "we eat the bottom part of this vegetable."
 - On each dice, there is a "Top," "Bottom," or "Middle" side. If a "farmer" rolls one of these, they can choose to make up a fruit or vegetable to act out. The teacher may help the student come up with ideas.

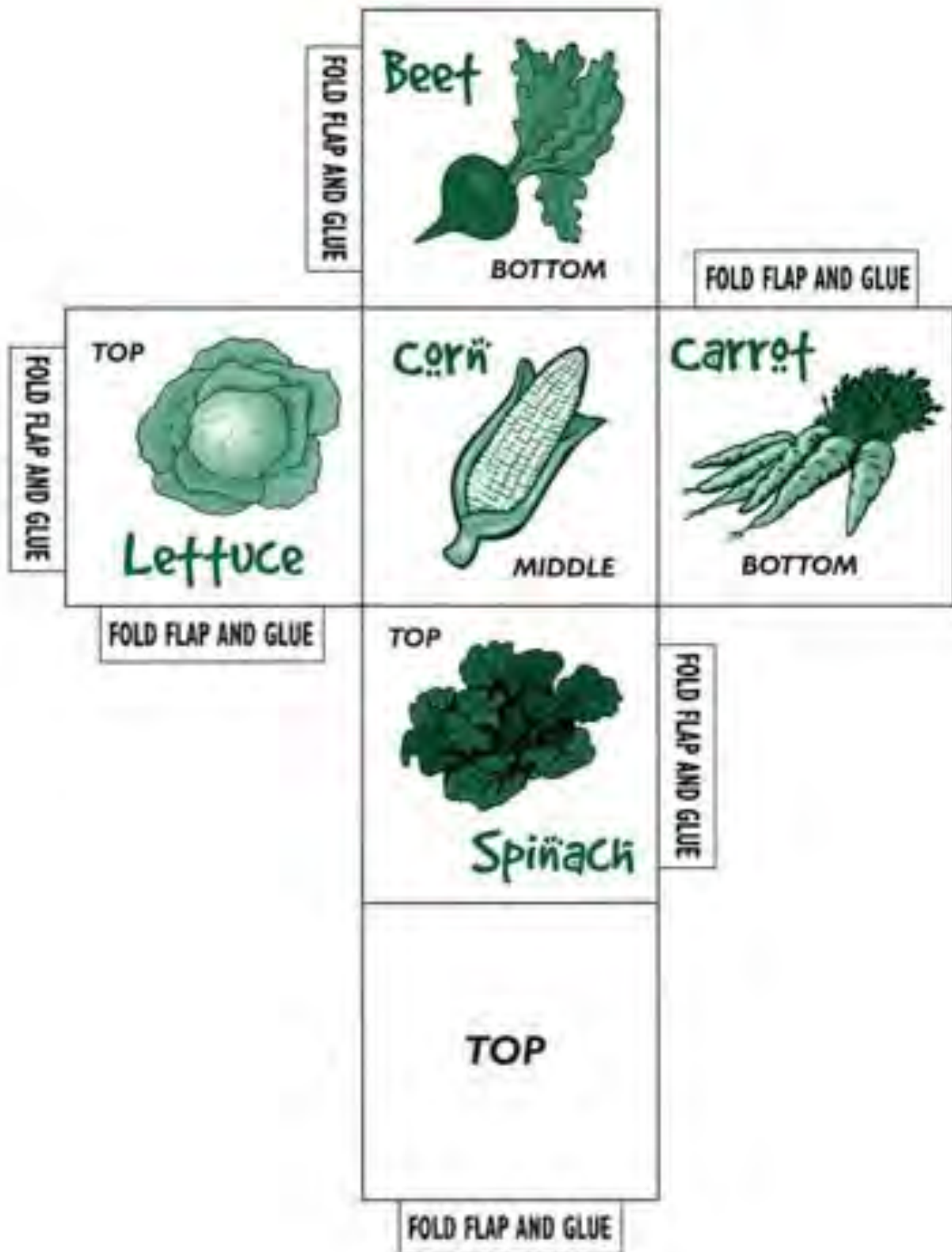
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Tops & Bottoms Dice Cutouts: Activity 26: Veggie Bunk (College Station: Vegetable in the Garden, Junior Master Gardener, Texas A&M Agrilife Extension), 127-129.

Week 2: Beets

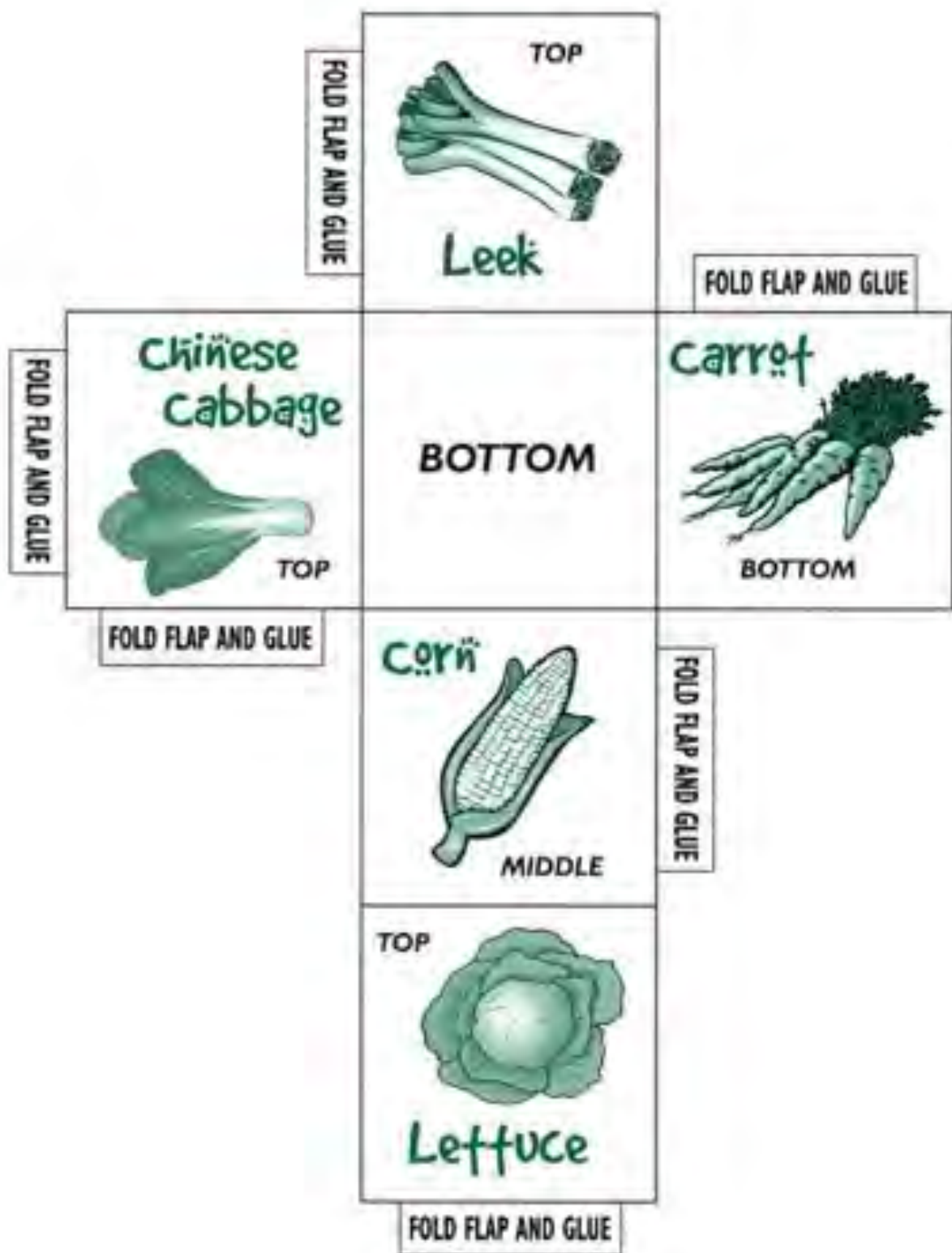
Tops & Bottoms Charades



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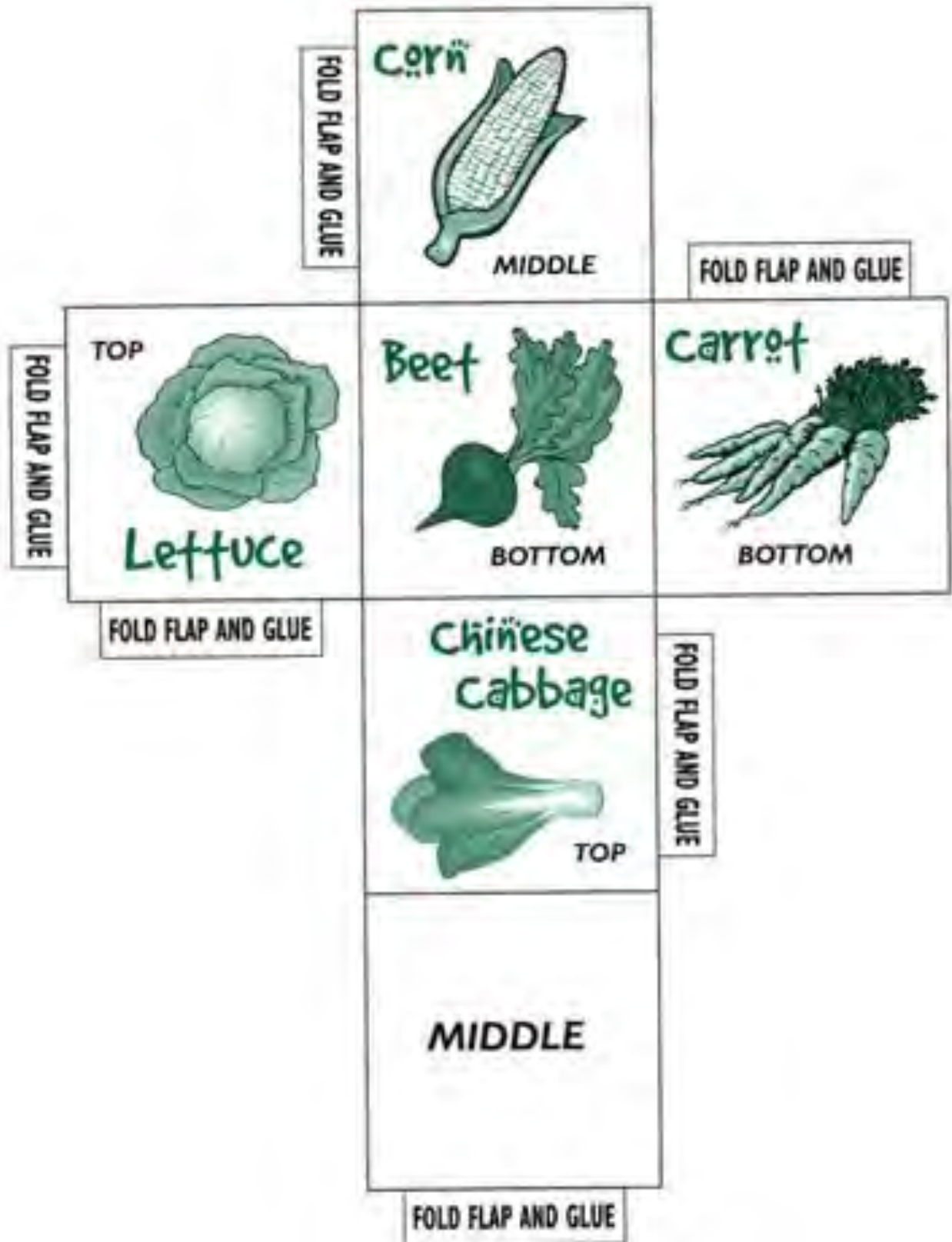
Tops & Bottoms Charades



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Week 2: Beets

Tops & Bottoms Charades



Tops & Bottoms Dice Cutouts: Activity 26: Veggie Bunk (College Station: Vegetable in the Garden, Junior Master Gardener, Texas A&M Agrilife Extension), 127-129.

Week 3: Beets

Tasting Beets

Week 3 Learning Objectives

Children will be able to:

- Describe the taste of beets
- Explain how beets grow
- Review the concept of “seed to table.”
- Recognize how vegetables are good for our bodies.

Materials:

- Plates, spoons, forks, napkins, etc.
- Taste test sheets and stickers

Vocabulary:

Beets, greens, above, root, farmer

Activity:

1. Prepare beets in advance by washing carefully and slicing raw beets into paper-thin “chips.” Beets can also be roasted or microwaved. Beet greens are edible and can be saved for the children to try.

2. Set aside 1 whole raw beet for later.

3. Talk about how beetroots grow underground, and beet leaves (or “greens”) grow above the ground. Explain that we eat the root. We can also eat the beet greens.

4. Pass around a whole raw beet so that children can touch, smell, and feel the vegetable (do not serve this beet, we will use it again later).

5. Explain to the children that a local farmer grew the beets they are about to try. What questions would they like to ask their local farmer about beet? Record children’s responses on the Question Card.

6. Tell the children that we are now going to taste the beet.

7. Depending on age and abilities, have children help set up the table and area for the taste test by wiping down the table with a cleaning and sanitizing solution, and putting out the utensils, plates, and napkins.

- Please note: Beets have natural juices that may stain clothes and surfaces.

8. Children will then rate how they felt about tasting the beets on the Taste Test Sheets.

- Have children put a sticker on either the “I Like This”, “I Don’t Like This Yet”, or “I Didn’t Try This Yet” columns of the taste test sheet.

Adapted from: Grow Radish Grow (Georgia Organics, 2014), 2. Accessed September 2019. <http://www.georgiaorganics.org/wp-content/uploads/2014/08/1-GO-PreK-Radish-Lesson-Plan.pdf>

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Week 4: Beets

Fruit and Vegetable Yoga

Week 4 Learning Objectives

Children will be able to:

- Recognize that movement and exercise keep their bodies healthy and strong.
- Develop listening skills.
- Practice gross and fine motor skills.

Materials:

- Radio or speakers for playing music

Let's Get Physical!

Activity:

1. Have light relaxing music in the background that will add to the atmosphere of the classroom without being distracting.

2. Begin with small simple movements sitting down:

- Have them sit very tall to straighten their back.
- Have them take deep and slow breaths.

OPTIONAL: Here is a video of the Mason County Fruit and Vegetable Yoga if you would like to see the moves: <https://www.youtube.com/watch?v=ZhsxMVj3fP8>

3. **Carrot stick pose:** Have the children reach up to the sky, feet flat on the ground with arms by their ears. Have the children taken big breaths in and out?

4. **Tomato Pose:** Have the children reach up to the sky again, and then bend their elbows to make an O. Have the children take a big breath in and out?

5. **Broccoli Pose:** Have the children reach up to the sky again and clap their hands together. Have their children bring up their favorite foot and rest it on their ankle and hold it for a count to three. Have the children come down and rest. Then have them reach up and clap their hands together again and pick up the other leg and hold for a count of three.

6. **Grape Pose:** With feet flat on the floor have the children touch their toes and handhold for one breath (in and out). Then have the children bend their knees and hug their legs.

7. **Corn on the Cob Pose:** Have the children sit with their legs out in front of them and reach up towards the sky. Then have the children lay on their backs and roll onto their bellies and reach out in front of them.

8. **Banana Pose:** While on their tummies, Have the children bring their arms in and push their chests up off the floor have them hold for a count of three and lower themselves back down.

9. **Pepper pose:** Have the children sit on their knees, place their hands on the floor in front of them and have them walk their hands forward until their chest touches their knees, and have them breathe in and out a few times.

Afterschool Activities: Beets

Afterschool activities suitable for 4th - 6th graders:

Activity 1

Objective: Children will learn parts of a beet through investigation.

Supplies for children: Half a beet per two children; drawing paper and pencil; colored pencils; rulers

Select beets in at least two different colors with root tip and leaves attached (if possible). Beets grow in several colors but are most often available in red and golden tones. Beets may be pink, white, and striped.

Slice the beets in half longitudinal-wise, slicing through the center of leaves down to through the root tip. Give each pair of children half a beet to investigate.

Beets have natural juices that may stain clothes and surfaces. Share that beets are a root vegetable and how they grow into the soil. Both the root and leaves may be eaten. Ask the children to look closely at the parts of the beet.

- Leaves (golden beets may not have leaves)
- Stems or stubs of the stem
- Root
- Root tip
- Rootlets
- Grooves inside the beet

Have a discussion around these questions:

1. What do you notice about the leaves? (Big in size, green with red veins, etc.)
2. What do you think the red veins do for the beet?
3. Why is the stem red but the leaves green?
4. Does your beet have a root tip? If not, why might it be missing?
5. Can you see any rootlets (hairs)? How might they help a beet grow?
6. Do the grooves inside have a texture or just a change in color?
7. How deep did your beet grow? Measure the beet length with a ruler.

Have the children draw their beet using the contour drawing technique, following the contour or edge of the root and leaves (4-H YouTube <https://www.youtube.com/watch?v=wcM-6J7LkN0&t=61s>). Color the drawing using colored pencils and label the leaves, root, root tip, rootlets, and grooves.

Afterschool Activities: Beets

Activity 2

Objective: Children will test how beet juice (dye) transfers to a variety of paper.

Supplies for children: Three types of paper – watercolor, coffee filter, photocopy; half a beet, water, paint brush, hand wipes, plastic gloves optional.

Please Note: Beets have natural juices that may stain clothes and surfaces.

Natural dyes come from plants, invertebrates (animals with no backbone), and minerals. Plants are the most common source for dyes. The dye is usually extracted from the plant material using a very specific process. Getting the dye to absorb into the material being dyed and staying true to its color takes some practice. Beets take little preparation and are fun to use to dye materials.

Slice beets in half, some longitudinal and some transverse, one half per child. Note: A serrated knife will create a rippled surface and interesting texture when stamping. Wrap beets in two layers of paper towels and microwave for 2-3 minutes. The heat will force juice to the cut surface. Let them cool and then pass out to the children.

Have the children lightly brush water onto a piece of paper. The wet surface will help transfer the beets juice when stamping. Show the children how to stamp by pressing the beet down and holding it in place for 10-20 seconds. Encourage the children to stamp in a pattern. Test beets stamps on three types of paper. Beets may be cut into smaller sizes or shapes.

Have a discussion around these questions:

- Why does heating the beet cause the juice to squeeze out to the cut surface?
- Why doesn't the juice come out the skin side of the beet?
- Which pattern design do you like best and why?
- Are the papers made of different fibers?
- Which paper absorbed the beet juice best?
- Does the structure of the paper effect how well the juice is absorbed?

Afterschool Activities: Beets

Activity 3

Children will paint with beet juice creating an original artwork.

Supplies for children: Watercolor paper, paintbrush, pencil, colored pencils, masking tape, black paper or mounting artwork, one medium red beet per four children and one beet with leaves for the group

Beets have natural juices that may stain clothes and surfaces.

Prepare the beet paint:

1. Grate beets into a microwaveable bowl. Cover the bowl and heat for 1–3 minutes, checking several times. It is okay to have coarse pieces of beets.
2. Divide the beet pulp into small cups, one per child.
3. Place the whole beet with leaves in the center of the room so that all children can see it.

Have the children:

- Review contour drawing. (4-H YouTube <https://www.youtube.com/watch?v=wcM-6J7LkN0&t=61s>)
- Draw a contour drawing of a beet with leaves. Keep pencil lines light.
- Tape watercolor paper to the table so it will not curl when applying juice.
- Begin painting the beet drawing with beet juice (paint). Go slowly to let the juice settle into the paper. Add layers of paint as needed to get rich colors.
- Paint only the veins of the leaves.
- After the painting has dried add green to the leaves using colored pencils.
- Sign and ate your artwork. Mount on black paper.

Have a discussion around these questions:

- Did the beet juice dry as different shades of red? Why?
- How were you able to capture the details of the beet?
- What other paper would work well when using beet juice as a painting medium?

HARVEST OF THE MONTH



THIS MONTH...

This month we are learning all about beets. Beets are a root vegetable that can be eaten raw, cooked, or pickled. You can eat the greens, too! Beets are available year-round. Try beets raw in a salad, as in the recipe below. Or, roast beets with skins on in the oven at 375° for about 40 minutes.

MANDARIN BEET SALAD RECIPE

Ingredients:

3/4 pound raw beets, grated
1 cup canned mandarin oranges (packed in 100% juice)
1 cup currants or raisin

Directions:

- Drain mandarin oranges and keep 1/4 cup of the juice.
- In a bowl, combine beets, mandarins, currants, and 1/4 cup of reserved juice. Mix well.
- Serve immediately or chill.

Sources: Harvest for Healthy Kids News and Harvest of the Month Network for Healthy California.

KIDS CAN HELP PREPARE BEETS BY:

- Grating- Instruct your child to stop grating when they get close to the holes, and help them by using an adult hand over a child hand while they are learning.
- Mixing a dressing
- Chopping cooked beets with a plastic or ceramic knife.
- Combining carrots and beets in the Mandarin Beet Salad recipe.



PRODUCE TIPS

- Look for smooth, hard beets, without cuts and bruises.
- When possible, choose fresh beets with green tops still attached. Greens should look healthy and green, not wilted or brown.
- Store beets in a plastic bag.
- Beets will stay fresh in the refrigerator for up to two weeks. Beet greens should be used within a few days.
- Choose low-sodium or no salt added canned beets.

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IDAHO DEPARTMENT OF
HEALTH & WELFARE

HARVEST OF THE MONTH: Apples

Farm to ECE Toolkit Contents and Material List: Apples



Contents of the Apples toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Harvest of the Month Photo Cards
Taste Test sheets
Large piece of paper
Seed Matching Game Cards



Materials NOT provided:

Bean bags or balls (optional)
Items of varying buoyancies (a rock, a ball, etc.)
Large bowl or bucket
Art supplies (paint, glue sticks, tape, etc.)

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1 & 2 & 3	13: Children compare, contrast and evaluate experiences, tasks and events building on prior knowledge
1 & 2 & 3	42: Children observe, describe, and collect information by exploring the world around them
1 & 3	60: Children demonstrate knowledge and use of letters and symbols
2	12: Children expand abilities for conjecture, hypothesizing, and guessing
2	14: Children participate in exploratory play
2 & 3	31: Children participate positively in group activities
4	17- Children demonstrate strength and coordination of large muscles
4	21: Children engage in a variety of physical activities
4	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing and play
2 & 3 & 4	24: Children eat a variety of nutritious foods

Week 1: Apples

From Seed to Apple

Week 1 Learning Objectives

Children will be able to:

- Recognize the season when apples are harvested
- Learn about orchards
- Learn where apples grow
- Recognize the different foods made from apples

Materials:

- Photo Cards
- Bean bags or balls (optional)
- Baskets or boxes (enough for each color)

Vocabulary:

The letter "A", apple, and orchard

Activity:

1. Introduce the new fruit of the month by passing around apple varieties so that children can touch, smell and feel the apples (do not serve these apples, but do save their seeds).

- Ask if any student has tasted apples before.
- Ask them to describe how they ate it and what it tasted like.
- Ask them what letter "apple" starts with.

2. Ask children: "Do you know where apples come from? Have you ever seen an apple tree or picked an apple?"

- Introduce the term orchard: a group of fruit trees.

3. From Seed to Apple: Talk about what plants need to help them grow. All seeds and plants need sun, water, air, nutrients, and soil to grow.

4. Use the photo cards to review the lifecycle of an apple:

- After an apple seed is planted, it takes a few weeks before it will sprout.
- Then, the roots grow down into the soil.
- The stems grow upwards and toward the light and leaves begin to develop on the stems.
- Apple trees do not bear fruit until they are 5-8 years old.
- Then, fragrant white blossoms appear in the spring. The flowers are pollinated by bees and other insects.
- When the blossoms fall off, small baby apples begin to grow in their place.
- Only flowers that have been pollinated can grow into apples. By late summer, the apples are fully grown and ripe. The apples are hand-picked, washed, and stored.

5. Discuss the different color varieties of apples (red, yellow, green, pink, etc.).

6. Have the children pretend that they are at an orchard picking apples. Ask the children if they can sort the apples by color into boxes or baskets.

Week 2: Apples

Sink or Float?

Week 2 Learning Objectives

Children will be able to:

- Work cooperatively with others
- Predict, observe, and discuss what will happen
- Taste and describe the fruit

Materials:

- Apples and Pears
- Items of varying buoyancies (a rock, a ball, etc.)
- A large piece of paper
- Taste test sheets and stickers

Activity:

1. Introduce the sink/float activity by asking children whether or not they think an apple, then a pear, will float or sink.
2. Review the concepts of float (rise to the top) and sink (fall to the bottom). Ask the children whether or not different items (like a rock, a ball, etc.) will float.
3. Fill a bucket or bowl with water. Have them announce their predictions. Will the apple sink or float? Will the pear sink or float? What about the other items (a rock, a ball, etc.).
4. Record their responses on a large piece of paper.
5. Test the objects and the apple in the water and see what happens!
6. Explain that apples float because they are 25% air. Explain that pears generally sink because they are 6% air.
7. Have the children taste different varieties of apples and pears family style. Save a few seeds from the pears and apples for the next activity and dry them on a windowsill.
8. Students will rate how they felt about tasting fruits on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 3: Apples

Seed Card Matching Game!

Week 3 Learning Objectives

Children will be able to:

- Work cooperatively with others
- Predict, observe, and discuss what will happen

Vocabulary:

The letter “P”, pear, ripe, and peel

Materials:

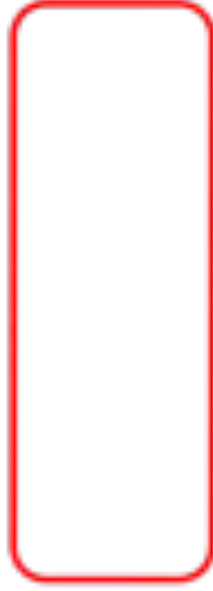
- Pears (if available seasonally)
- Seed Matching Game Cards

Activity:

1. Introduce pears by passing around a few pear varieties so that children can touch, smell and feel them (do not serve these pears but do save their seeds).
 - Ask if any student has tasted pears before.
 - Ask them to describe how they ate it and what it tasted like.
 - Ask them what the letter “pear” starts with.
2. Pears, like apples, are grown in orchards.
3. Pears do not ripen on the tree, apples do and are therefore not ready to eat when picked.
 - Instead, pears are picked when they are green.
 - We leave them to ripen at room temperature when we are ready to eat them.
 - Ripe means they are ready to eat!
4. Just like the apples, we can eat the peel of the pear.
5. Cut a pear open to show the children the peel of the pear (the outside skin).
 - What do they notice about the peel?
 - What are other fruits we can eat the peels of (peaches, plums)?
 - Can they think of some fruits we do not eat the peels of? (Bananas, pineapples, watermelons, etc.).
6. Play the Seed Card Matching Game:
 - To make the cards, save and dry seeds from apples and pears and other vegetables or fruits such as peaches, bell peppers, or tomatoes. Glue the seeds onto the card in the designated spot (optional).
 - Cut across the grey dotted line and cut out each seed card.
 - Pass around the seed cards and have the children try to guess the seed’s matching fruit.
 - Leave the cards in the science area of your classroom for children to look at and talk about.
 - Provide magnifying glasses so children can see the seeds more clearly.
 - Have the children taste different varieties of apples and pears family style.
7. Students will rate how they felt about tasting fruits on the Taste Test Sheets.
 - Have students put a sticker on either the “I Like This”, “I Don’t Like This Yet”, or “I Didn’t Try This Yet” columns of the taste test sheet.



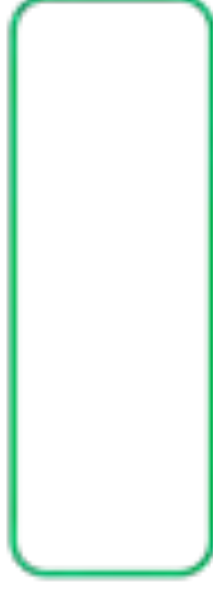
Apple



Get along here and not get here



Pear



Get along here and not get here





Peach



Cut along line and cut out fruit seeds.



Plum



Cut along line and cut out fruit seeds.





Cut along this line and cut out. Label carefully.



Cut along this line and cut out. Label carefully.

Write your name!

Week 4: Apples

Be a Su-PEAR-hero!

Week 4 Learning Objectives

Children will be able to:

- Participate in movement and exercise to keep their bodies strong and healthy
- Develop strength, locomotor skills, and group coordination
- Recognize that fruits like pears and apples give the body energy

Materials:

- Costumes, props, and/or masks
- Optional: Art supplies for creating their costumes

Let's Get Physical!

Be a Su-PEAR-hero!:

1. Bring out a few costumes or props for the children to use for the following activity.
2. Ask the children to stand in a circle. Tell the students to create their superheroes and act out a movement of the character for all the students to do together for about 30 seconds.
3. As students act out their movements have them call out their favorite fruit or vegetable that gives them super strength/energy.
4. Repeat until all students have had a turn being a superhero.

Fruit Tree Stretch:

1. This exercise is meant to get your students moving and reinforce the idea that pears and apples are fruits that come from a tree.
2. Alternate different fruits with each set of stretches. Reach for Apples, Pears, Oranges, Grapefruits, Plums, Peaches, etc.
3. Add "marching in place" to raise their heart level and improve coordination.

Taste Test:

1. Conduct a taste test with the children on this day.
2. Students will rate how they felt about tasting fruits on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Afterschool Activities: Apples & Pears

Afterschool activities suitable for 4th - 6th graders:

Introduction to Apples and Pears

Fruits and vegetable have common names like apple, pear, tomato, beet, potato. They also have botanical or scientific names that are in Latin, a universal language used by scientists. Because there many types of fruits and vegetables botanists, plant scientist, group or classify all plants. Plants are grouped into large families. The next level is the Genus written with a capital letter and then species, written with a lower case letter. The last level of classifying fruits is by the variety, which may have been carefully grown for unique traits or characteristics, like color or taste. When we buy plants they often are just labeled by a common name, though sometimes the Genus species is on the label in parentheses. Apples and pears will be listed by their common name in grocery markets.

New Terms:

- **Rosaceae** is the family name for pears and apples. They are pome fruits with a core of several small seeds in the center, surrounded by flesh and a thick skin or membrane.
- **Genus** refers to the general name of a group of plants written with a capital letter.
- *Species* is the specific name that may describe the plant color, form, leaf, flower, or named after a person or a geographic location.
- **Variety** is a very specific name of a fruit or vegetable for example Fuji apple or Golden Delicious apple.
- **Malus domestica (Rosaceae)** is the Genus species (Family) name for apples. There are 7,500 varieties of apples in the world with 2,500 that grow in the United States.
- **Pyrus communis (Rosaceae)** is the Genus species (Family) name the common pear. There are many species of pears.
- **Botanist** is the name for a scientist who studies, researches, or teaches others about plants.

Materials:

- Three types of pears or three types of apples
- Plastic knife to cut fruit in half
- Plastic gloves per child
- Paper plate per child

Activity 1

Objective: Children learn how fruits are grouped and given a scientific name.

Have the children follow these directions and use their journal for recording observations.

1. You will examine three apples or pears and create a new Genus species name for them based on your observations.
2. Wash and dry the fruit. Wash and dry your hands and put gloves on.
3. Examine the whole fruit – the shape, color, stem, weight, aroma, etc.
4. Slice the fruit in half – examine the inside structure, number of seeds and how the seeds are held in the center, the color, juiciness, and texture of the pome, thickness of skin, etc.
5. Slice fruit into small bites – sample it. How does the fruit taste? What is the texture? Is there a lingering taste? Is there an aroma?

Afterschool Activities: Apples & Pears

Activity 1 continued

1. Using all the characteristic of the fruit you observed, create new Genus and species names. Write the names in your journal.

- The **Genus** refers to the general name of a group. If two of the fruit look similar, they could be in the same Genus.
- The **species** is the specific name that may describe color, shape, aroma, texture, leaf, flower, a person, or a geographic location.

2. Present your new name and explain how you used your observation and examination skills to name the fruit.

Introduction to Drying Apples

The drying process is a way to remove water from fruit, while keeping the healthy fiber and vitamins. Dried fruit can be stored for long periods and still be nutritious. The key is to dry the fruit without cooking it, yet quickly enough that bacteria does not grow while it is drying. It is a careful balance between heat and time. Using a dehydrator is the easiest way to dry fruit, but an oven will also work well but will take longer.

Materials:

- An apple per child
- Plastic knife to cut fruit
- Paper plate or cutting mat per child
- Apple slicer
- Large bowl
- Water
- Lemon Juice
- Baking sheet
- Parchment paper
- Paper towels

Activity 2

Objective: Children will learn to dry apples.

Have the children follow these directions.

1. Wash and dry your hands.
2. Wash and dry an apple.
3. With the apple on a cutting mat or plate, center the apple cutter over the top of the apple with the stem in the middle. Press down slicing the apple into the core and eight pieces.
4. You may peel the skin from each slice now or leave it for chewy dried slices.
5. With the plastic knife cut each piece into $\frac{1}{4}$ " slices. Thinner pieces of fruit will dry easier than thick pieces.
6. To keep apple slices from turning brown, mix $\frac{1}{2}$ cup lemon juice with 2 cups water. Drop the apple slices into the water for 10 minutes. Remove and pat dry with paper towels.
7. Place slices on a parchment paper on a baking sheet.
8. Heat oven to 200°F, place baking sheet in oven for one hour. Check slices and turn them over. Continue drying for several more hours, checking often. Let the moist air of the oven escape each time which will help the slices dry.
9. Once the apples are dry let them sit in the oven with the door open until completely cooled.
10. Store in an air-tight container. Be sure the apples are completely dry before storing.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about apples! There are all sorts of different varieties of apples. Apples are wonderful raw, but can also be baked into muffins, cut up into a salad or made into applesauce. It's best to eat apples when fresh, within a few days of purchase. Once you cut an apple, it will quickly turn brown. Putting some lemon juice on the apple will keep it from browning!

EASY APPLE SAUCE

Ingredients:

4 medium apples
(recommended varieties: fuji or gala)
1 cup of water
1/4 teaspoon cinnamon
1/8 teaspoon nutmeg

Directions

- Peel and slice 4 apples, removing the cores.
- Place in large pot.
- Add 1 cup of water, 1/4 teaspoon of cinnamon and 1/8 teaspoon of nutmeg.
- Bring to a boil and let simmer until mushy.
- Use a masher to mash up the apples into a sauce.
- Set aside and let cool.
- Serve warm or cold.

Sources: Harvest for Healthy Kids News, Harvest of the Month Network for Healthy California, and Oregon Farm Direct Nutrition Program.

PRODUCE TIPS

- Look for apples that are firm and do not have bruises or soft spots.

- Store apples at room temperature for up to one week. Or, refrigerate apples for up to three months. Do not refrigerate apples in closed bags.
- To keep apples from browning, prepare fresh apple dishes just before serving. Or, pour 100% apple juice over fresh apple slices.

CALM BREATHING

- Invite your child to think about what makes them feel calm and relaxed (for example: listening to music, reading a book, or lying down).
- Share with your child this breathing technique that they can use when they want to feel calm:

IMAGINE THAT YOU HAVE A JAR OF BUBBLES IN FRONT OF YOU. TAKE OFF THE LID. DIP THE WAND INTO THE BUBBLES. TAKE A DEEP BREATH AND FILL YOUR BELLY WITH AIR. NOW TAKE THE WAND OUT OF THE JAR, BREATHE OUT VERY SLOWLY IN ORDER TO BLOW A LARGE BUBBLE, WITHOUT POPPING IT. REPEAT THESE STEPS TO BLOW MORE BUBBLES.



HEALTHY SERVING IDEAS

- Freeze 100% apple juice in an ice tray or in a paper cup with a popsicle stick. Serve as a snack or dessert.
- Use unsweetened applesauce to make lower fat baked goods. Replace shortening or oils in baking with an equal amount of applesauce plus one-third of the oil called for in the recipe.
- Cut thin slices and serve raw.

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HARVEST OF THE MONTH: Winter Squash

Farm to ECE Toolkit Contents and Material List: Winter Squash



Contents of the Winter Squash toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Up, Down, and Around by Katherine Ayers
Harvest of the Month Photo Cards
Taste Test Sheets



Materials NOT provided:

Kitchen tools
Serving utensils

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	42: Children observe, describe, and collect information by exploring the world around them
1 & 3	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
1, 3, 4	43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalization
2	24: Children eat a variety of nutritious food
3	1: Children show curiosity and interest in learning and experimenting
3 & 4	18: Children demonstrate strength and coordination of small motor muscles
4	17: Children demonstrate strength and coordination of large muscles
4	21: Children engage in a variety of physical activities
4	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play

Week 1: Winter Squash

Book and Discussion

Week 1 Learning Objectives

Children will be able to:

- Identify the different ways that plants grow
- Observe and compare a variety of squash
- Explain when different squash are harvested
- Describe how winter squash grows

Materials:

- Photocards
- *Up, Down, and Around* by Katherine Ayers

Vocabulary:

The letter "S", Squash, Pumpkin, Winter Squash, Summer Squash, Seed, Vine, Up, Down, Around, Above

Activity:

1. Tell children that this month we will be learning about winter squash.
 - Ask children if they know what a winter squash is?
 - Ask if anyone has ever been to a pumpkin patch to pick out a pumpkin and take it home.
 - Ask children what they did with the pumpkin.
 - If they don't mention eating the, tell pumpkin children that pumpkin is a type of winter squash, and we can eat pumpkin in soups, in pie roasted, and other ways.
 - Some other squash includes acorn squash, a butternut squash, spaghetti squash, and hubbard.
2. Read *Up, Down and Around*.
 - Get the children moving by adding physical movements to the book
 - When veggies grow "up" children reach arms high overhead.
 - When veggies grow "down," children reach down to the ground.
 - When veggies grow around and around, children turn in a circle.
 - When you get to the pumpkin page, ask the children if they remember what type of squash a pumpkin is? It's winter squash.
3. Tell the children all winter squash grows above ground on a vine, just like the pumpkins in the book. Point out other vegetables in the book that children have learned about so far (use Photo Cards from previous months as needed).
4. Discuss the difference between summer squash and winter squash
 - Summer squash, like zucchini, is picked in the summer and has tender skin that we can eat.
 - Winter squash is picked in the fall and has a thick, hard skin that we typically don't eat.
 - Ask children to try making a "thump" sound on the winter squash with their hands.

Week 2: Winter Squash

Tasting Experience

Week 2 Learning Objectives

Children will be able to:

- Describe the taste of winter squash
- Learn how squash grow
- Further solidify the concepts of “seed to table”
- Understand the benefits of vegetables for our bodies

Vocabulary:

Winter squash, vines, rinds, above

Materials:

- Winter squash
- Knife (for cutting)
- Potato peeler (if needed)
- Baking or microwave dish
- Plates, forks, napkins, etc.
- Taste test sheets and stickers

Activity:

1. Prepare by cutting in half lengthwise. Peel the outside skin if possible (see above for more details). Scoop out the seeds and fibrous material with a spoon. If the squash has been peeled, cube the flesh into 1-inch cubes. Squash can be roasted, microwaved, or boiled. Only the skin of a delicate squash can be eaten once cooked. Other squash skins are too tough to eat.

- If baking, place in an oven-safe dish or on a baking sheet, drizzle with olive oil and bake at 400°F for 25 minutes or until tender.
- If microwaving, place in a microwave-safe dish with an inch of water. Cover the dish and microwave on high for 5 to 10 minutes until tender.
- If boiling, bring a large pot of water on the stove to a boil. Place the cut pieces of squash carefully into the pot, bring it back to a boil, and then lower it to a hard simmer. Cook the squash until fork-tender, about 7 to 10 minutes. Drain the water and let the squash cool.

2. Serve by either mashing it like mashed potatoes, cutting it into small cubes for the children to try, or puréeing it with a little oil.

3. Review again with children how squash grows.

- Talk about how squash grows above ground on a vine.
- The rinds make a “thunk thunk” sound when we knock on them.
- We cut the squash from the vine and eat the inside.

4. Have the class taste the squash. Sit family style and have children practice passing around plates and helping other children.

5. Depending on age and abilities, have children help set up the table and area for the taste test by wiping down the table with a cleaning and sanitizing solution, and putting out the utensils, plates, and napkins.

6. Children will rate how they felt about tasting winter squash on the Taste Test Sheets.

- Have children put a sticker on either the “I Like This”, “I Don’t Like This Yet”, or “I Didn’t Try This Yet” columns of the taste test sheet.

Please note: Winter squash has a tough skin that is difficult to cut through. Use a pumpkin carving knife, if possible. Place on a damp dishtowel to reduce rolling.

Cooking suggestions: Bake, microwave, or boil butternut squash, delicate squash, and kabocha squash. Halve lengthwise and bake/microwave acorn squash, pumpkins, and spaghetti squash (leave the skin on).

Week 3: Winter Squash

Investigating Seeds

Week 3 Learning Objectives

Children will be able to:

- Listen and follow directions
- Practice fine motor skills
- Explore seeds
- Match plants with the seeds they make
- Observe and compare a variety of seeds

Materials:

- Photo Cards
- Yarn or pipe cleaners
- Paper plates

Vocabulary:

Winter squash, seeds, colander, scoop

Activity:

1. Gather the children in circle time. Tell the children: today we will be exploring winter squash!
 - Take out the 3-4 kinds of winter squash and name them for the children.
2. Ask the children to describe the squash.
 - What color do they think the seeds will be?
 - Have children guess which squash will have the most seeds.
3. Wash winter squash and cut it in half
 - Children can take turns washing squash
 - Teachers cut the squash in half, being careful to stabilize the squash so it doesn't roll. Placing it on a damp towel on top of a cutting board works nicely.
4. Show the children the inside of each squash.
 - Ask children to note the color of the seeds.
 - Give the children a piece of the squash and have them take turns scooping out seeds.
 - Ask children to describe the color, texture, and smell of the squash and seeds.
5. Rinse the seeds in a colander and return them to the table. Have children make piles of the seeds from each squash.
 - Ask children to count the number of seeds in each pile.
 - Which squash has the biggest pile of seeds?
6. Use other questions to direct children's explorations, like:
 - What colors are the squashes?
 - Which squash is the biggest? The smallest?
 - Use string to measure the squash. You can wrap it around the squash and cut it to see which is the fattest. Or you can use a string to measure the length and see which is the longest?
 - How does the squash feel? (Smooth, bumpy, hard...)
 - What does the squash look like inside? What does the squash feel like inside? What color are the seeds?
 - Which squash has the most seeds? Which seeds are the biggest?
 - How are the squash seeds the same or different?
7. Bake, boil, or microwave squash (or have cooked squash prepared in advance)
Children will rate how they felt about tasting winter squash on the Taste Test Sheets.
 - Have children put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 4: Winter Squash

Creative Movement

Week 4 Learning Objectives

Children will be able to:

- Identify the process that permits plants to grow
- Describe the lifecycle of a squash
- Describe the growth of seeds into plants
- Identify how plants change and grow.
- Practice gross and fine motor skills

Materials:

- Harvest of the Month Photo Cards to illustrate squash lifecycle

Vocabulary:

Lifecycle, stages, squash, seed, sprout, roots, seedling, flower, squash, vines, fruit, grow

Activity:

1. This activity can be completed in the morning or as a mid-day break. Studies have shown that physical activity breaks increase children's concentration and attentiveness throughout the day.
2. Explain that as a class you will review the lifecycle of a squash.
 - Does anyone know what a lifecycle is?
 - A lifecycle is the stages a plant or animal goes through as they grow up.
 - People begin as babies then grow into a child and become an adult— that is our lifecycle.
3. Use Harvest of the Month Photo Cards to show the life stages of squash.
 - Name each of the stages in order—seeds, seedlings, flowers, and squash.
4. If possible have at least one adult model the movement:
 - Ask children to crouch down into a ball to become tiny "seeds."
 - Pretend to spray them with water.
 - Have them begin to sprout by slowly stretching their legs.
 - Tell them to reach their face to the sun to grow strong.
 - Make their legs and feet firm to make strong roots.
 - Grow vines by wiggling their arms in front of them.
 - Slowly stretch their arms up with their fists closed.
 - Slowly open their "flowers" (hands) to create fruits.
 - The fruit drops its seed.
 - They plop back down and start the process over.
 - You can also incorporate a slide whistle as they "grow".

Let's Get Physical!



Adapted from: Farm to Preschool Harvest of the Month Curriculum Week 2: Tomatoes Grow On A Vine. (Urban & Environmental Policy Institute), 7. Accessed October 2019. <http://www.farmtopreschool.org/documents/Farm2PreschoolYear2.pdf>

Adapted from: Farm to Preschool Harvest of the Month Curriculum Optional Supplemental Lessons. (Urban & Environmental Policy Institute), 12. Accessed October 2019. <http://www.farmtopreschool.org/documents/Farm2PreschoolYear2.pdf>

Afterschool Activities: Winter Squash

Afterschool activities suitable for 4th - 6th graders:

Introduction to Winter Squash

Winter squash are in the Cucurbita genus and includes squash, pumpkins, and gourds. Winter squash is harvested when the fruit is fully ripened with a tough outer skin and mature seeds inside. Winter squashes grow on sturdy vines that snake through the garden and can grow upwards on just about any structure, like trees or bushes, trellises, fences, etc. There are many types of Cucurbita and they come in many colors, shapes, sizes, and skin texture.

Even though the fruit is not picked or harvested until the cold stretch of autumn, the seeds prefer a warmer environment. For the seeds to germinate (start growing) the soil needs to be at least 70°F (Fahrenheit). It takes about 2-4 weeks before the plant pops through the warm soil. Cucurbita will take 80–90 days to grow and produce hardy fruit.

New Terms:

- **Cucurbita** is a Genus of plants that includes winter squash, pumpkins, and gourds.
- **Germinate** is when a seed begins to grow, usually in soil.
- **Fahrenheit** is one temperature scale used based on work by a physicist Daniel Fahrenheit. It is based on the temperature at which water freezes (32°F) and the boiling point of water (212°F). There is another scale named Celsius °C.
- **Longitudinal section** is the dissection cut from top to bottom.
- **Transverse section** is the dissection cut across the middle.
- **Seed coat** is the outer covering of a seed.
- **Seed embryo** is the inner seed that becomes the plant.

Materials:

- Plastic gloves per child
- Any type of winter squash
- Pumpkin carving knife and scraper
- Paper plate per child
- Scissors
- Hand-held magnifying glass per child, optional
- Journal per child. (Create with four 8.5" x 11" papers, stacked and folded in half with a card stock cover and center stapled.)

Activity 1

Children will examine the outer and inner structure of a winter squash or gourd.

Group Demonstration: Children may do steps that do not involve the carving knife.

1. Select any type of winter squash or gourd. Looking straight down on the stem, mark line that divide the squash into quarters and then eighths.

2. Using a pumpkin carving knife carve one-eighth section of squash. Gently pull the section away from the squash.

Afterschool Activities: Winter Squash

Activity 1 continued

3. With gloves on, let each child examine the squash by touching the cut section and feeling the inside of the squash. Ask the children to observe and note the following in their journal:

- Is the squash skin color the same as the inside? What color names would you give each?
- What does the inside of the squash feel like?
- How are the seeds attached?
- How many columns of seed or rows are there inside the squash?
- How does one seed feel in the hand?

4. Have the children count how many seeds there are in the longitudinal section.

5. Multiply the number of seed in the section by the number of columns inside the squash. This gives an approximate number of seeds per fruit. Each seed may be capable of growing a new plant.

Activity 2

Objective: Children will examine the structure of a squash seed.

Have the children follow these directions.

1. Place 2-3 seeds from the squash on a small paper plate.

2. Cut one seed longitudinal (top to bottom) and the other transverse (across the middle).

3. Record your observations in a journal. You can also draw the squash section and seed and add labels. Share with the group the answers to these questions:

- Describe the outside of the seed. Is it soft or hard?
- Describe the inside part of the seed. How does it compare to the outside?

4. Try and peel the outer seed. Look at the inner seed. There are two sections to the inner seed.

- Does the seed coat have layers, a very thin coating, middle shells, and inside layer?
- What colors do you observe in the outer seed layers?
- Can you separate the embryo from the seed coat? Describe the embryo. What else do you see?

5. Watch a short video on seed germination.

Plant Germination - <https://www.youtube.com/watch?v=1RiKqFrJsVU>

Edible Schoolyard, The Germination of a Bean Seed -

<https://edibleschoolyard.org/germination-bean-seed-student-version>

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about winter squash! Squash are gourds. Squash come in two varieties: summer and winter. Winter squash are delicious roasted, baked, boiled, sautéed or microwaved. Find winter squash at your local farmer's market or supermarket. Squash with darker yellow or orange flesh are extra nutritious!

SPAGHETTI SQUASH WITH TOMATO SAUCE

Ingredients:

1 spaghetti squash (2-2½ lbs.)
¼ cup chopped onion
2 cloves garlic, minced
1 Tbsp. vegetable oil
1 15 oz. can tomatoes, crushed
1 tsp. dried Italian seasoning (or a mix of dried basil and oregano)
¼ tsp. each: salt and pepper

PREPARE SAUCE: Cook onion and garlic in hot oil until tender. Do not brown. Stir in tomatoes, Italian seasoning, salt and pepper. Bring to a boil. Reduce heat and simmer for 10-15 minutes, stirring often.

COOK SQUASH: Squash can be boiled or roasted. Boil whole for 20-30 minutes until tender (test with a fork). Let squash cool slightly, then cut in half and scoop out seeds. OR, cut squash in half lengthwise and scoop out seeds. Prick skin with fork. Bake in a 350° oven for 30-40 minutes until tender.

MAKE "SPAGHETTI": Scrape squash from shells. Use a fork to shred squash. Serve tomato sauce over squash.

Source: Harvest for Healthy Kids News, Harvest of the Month Network for Healthy California, and Oregon Farm Direct Nutrition Program.

PRODUCE TIPS

- Squash are members of the gourd family. Winter squash have hard shells, inedible skins, and large seeds.
- Choose squash that are firm, heavy for their size, and have dull skins (not shiny). Winter squash should be hard without cracks or soft spots.
- Store uncut winter squash in a dark, cool, dry place. They can keep up to three months.
- Once cut, squash can keep about one week when wrapped and refrigerated.
- Varieties include acorn, banana, butternut, hubbard, kabocha, pumpkin, spaghetti, and turban squash.



KIDS CAN HELP PREPARE WINTER SQUASH BY:

- Using a fork to scrape spaghetti squash flesh from the rind.
- Toss spaghetti squash with tomato sauce, or butter and salt.
- Mashing cooked squash.
- Tossing chopped squash in olive oil and salt for roasting. This can also be done by putting a little oil, salt and spices in a zip lock bag with the squash and toss it around.

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HEALTH & WELFARE

WINTER

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HARVEST OF THE MONTH: Potatoes

Farm to ECE Toolkit Contents and Material List: Potatoes



Contents of the Potatoes toolkit include:

Weeks 1 – 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Two Old Potatoes and Me by John Coy
Harvest of the Month Photo Cards
Taste Test Sheet(s)
Poster paper for “Healthy Food Chart”



Materials NOT provided:

Bean bags
Tasting experience supplies
(plates, forks, baking sheets,
etc.)
Cookie cutters
Arts and crafts supplies
(crayons, paper, paint, etc.)
Clear cup, glass, or jar
Toothpicks or wooden craft
sticks

Learning Standards: Idaho Early Learning e–Guidelines

Week	Goal
1	7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations
1	8: Children use prior relationships, experiences, and knowledge to expand understanding
1	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
2	24: Children eat a variety of nutritious foods
3	46: Children use creative arts to express and represent what they know, think, believe, or feel
4	17: Children demonstrate strength and coordination of large motor muscles
4	18: Children demonstrate strength and coordination of small motor muscles
4	43: Children observe, describe, and collect information by exploring the world around them

Week 1: Potatoes

Book & Discussion

Week 1 Learning Objectives

Children will be able to:

- Understand the importance of fruits and vegetables for a healthy diet
- Learn the benefits of potatoes and sweet potatoes
- Describe ways to stay strong and healthy

Vocabulary:

The letter "P", potato, sprout, harvest, grow, underground, root, stem, tuber, healthy food

Materials:

- *Two Old Potatoes and Me* by John Coy
- Harvest of the Month photo cards
- Posterboard for Healthy Food Chart
- Potatoes

Activity:

1. Tell children that this month we will be learning about potatoes.

- Pass around potatoes before reading the story or while you are reading.
- Tell children to feel and smell the potatoes.
- Ask the children: How are they the same or different? What do they feel like? What do they smell like?

2. Read *Two Old Potatoes and Me*. While you are reading, ask children questions like

- Have you ever tried a potato? What does it taste like?
- How might the children harvest potatoes if they grew their own? What tools would they need?
- How do potatoes grow? (They grow underground.)

3. Use the Photo Cards and the book to demonstrate how potatoes grow underground.

- Tell the children that like beets, potatoes grow underground but they are not the root like a beet is. A potato is a tuber.
- Potato plants have a stem above ground and a stem that grows underground, and potatoes grow from that underground stem
- Talk about how potatoes are vegetables. Talk about how fruits and vegetables are healthy foods. These foods keep us healthy and strong.

4. Make a healthy foods chart with the children (see Figure 1).

- Ask children to name some healthy "Always" foods that they like to eat (e.g. fruits and vegetables).
- Ask the children to name some "Sometimes" foods - less healthy foods (e.g. French fries, pizza, etc.).
- Ask the children to name some "Special occasions" foods- foods that are the least healthy and an occasional treat (e.g. candy, cookies, etc.).



Figure 1

Week 2: Potatoes

Tasting Experience

Week 2 Learning Objectives

Children will be able to:

- Taste potatoes
- Learn the growth process of the potato
- Learn the benefits of vegetables

Vocabulary:

Sweet potatoes, potatoes, spoon, rake, soft, crunchy, sweet, salty, garden, grow, tubers

Materials:

- Large sauce pan or baking sheet
- Plates, spoons, forks, napkins, etc.
- Taste test sheets and stickers

Activity:

Children may be more likely to try new fruits and vegetables if they can touch and see the fruit or vegetable before it is cooked. When potatoes are served, try to have a few raw, whole sweet potatoes and potatoes on hand to pass around the tables. Talk with children about how whole potatoes like these were cut up/mashed/roasted by the cooks so that children and teachers can have delicious, healthy food to eat!

1. Boil, roast, or bake a few potatoes for the children to try. Cook potatoes until tender. Scrub potatoes clean. Cut into large, evenly sized cubes. Next, you have a few options:
 - Boil: Transfer the potatoes to a saucepan and cover with water. Bring water to a boil. Once boiling, reduce to simmer. Most potatoes will be cooked for 10-20 minutes. Season and serve as is or mash into mashed potatoes.
 - Roast: Preheat oven to 425°F. Toss potatoes in olive oil (and seasonings if desired). Place on a baking sheet and bake for 30-35 minutes until tender.
2. Give children spoons and forks to explore the texture of cooked sweet potatoes and cooked potatoes, if desired. Children can mash potatoes, spoon potatoes out of skins, and rake potatoes with a fork.
3. When children are trying potatoes during mealtime, ask them questions, like
 - What do they taste like? Are they soft? Crunchy? Sweet? Salty?
 - Does anyone have a garden? What do you grow in your garden?
 - Has anyone tried to grow a sweet potato? What about a potato plant? (Later in the month, you can try a potato growing activity in the classroom.)
 - How do sweet potatoes and potatoes grow? (They grow underground.)
 - What part of a plant are sweet potatoes and potatoes? (The tuber.)
4. Students will rate how they felt about tasting potatoes on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 3: Potatoes

Potato Stamp Holiday Cards

Week 3 Learning Objectives

Children will be able to:

- Learn the printing process
- Use familiar items in new ways
- Explore color, shapes, patterns, and variety

Materials:

- Potatoes
- Cookie cutters (holiday shapes)
- Water-soluble paints
- Plates or paper plates
- Construction paper/card stock
- Arts and crafts materials
- Taste test sheets and stickers

Activity:

1. "Potato Stamp" Preparation:

- Day 1: Cut a few potatoes in half and set them aside to dry overnight. Print results are better using air-dried potatoes rather than freshly cut ones.
- Day 2: Press a small cookie cutter into half a potato. Cut out the shape around the cookie cutter to create a potato stamp. See Figure 2.



Figure 2

2. Tell the children that they will make holiday cards for the people they love.

- Place different color paints on paper plates.
- Ask: "Tell me which color and shape you want to use for your card?"

3. Have the children take turns selecting the shape and color they want to use for their cards. Help the children stamp the shape onto paper.

4. Children can use crayons, markers, finger paint, pipe cleaners, cotton balls, glue, and other materials to help create a colorful and special holiday card. Encourage them to draw some of the vegetables they have already learned about (peaches, beets, winter squash, and potatoes) or to draw their favorite holiday meal or memory.

- Ask: "Did you have any problems making your card? Why did it happen?"

5. Allow their artwork to dry before taking home.

6. Have the students test taste potatoes on this day.

7. Students will rate how they felt about tasting potatoes on the Taste Test Sheets.

- Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Adapted from: Winter Squash Activity Plan (Portland: Harvest for Healthy Kids, Portland State University), 10. Accessed October 2019.
<https://www.harvestforhealthykids.org/>

Week 4: Potatoes

Hot Potato!

Week 4 Learning Objectives

Children will be able to:

- Develop listening skills
- Practice gross and fine motor skills
- Predict, Observe, and discuss how potatoes grow

Vocabulary:

Potato, grow, roots, soil, sprouts, shoots

Materials:

- Harvest of the month photo cards (Hot Potato)
- Bean Bags (Hot Potato)
- Clear cup/glass, or jar (Grow in a cup)
- Toothpicks or wooden crafts sticks (Grow in a Cup)
- Vocabulary: potato, grow, roots, soil, sprouts, shoots

Activity:

1. Remind children that potatoes come in all sizes, shapes, and colors. Use the Photo Cards to re-illustrate this point.
2. Play Hot Potato!
 - Designate an object like a ball or bean bag to be a "potato."
 - Have the students sit in a large circle.
 - Play music while one of the "potatoes" is passed around.
 - When the music is stopped, the student with the potato tells the class what their favorite thing to do in the winter is.
 - Switch the potato being passed and continue the game until all children have had a turn to share their favorite activities.

Let's Get Physical!

Grow A Potato In A Cup:

1. Tell the children that they will be growing a potato plant in the classroom like the little girl in *Two Old Potatoes and Me*.

- Stick four toothpicks into the sides of a potato/sweet potato, arranging them so they stick out all around the middle.
- Insert the wide end of the potato into the clear cup so the toothpicks rest on the rim of the cup (suspending the potato from the bottom of the cup). See Figure 2.
- Add enough water to the cup to cover just the bottom of the potato.

2. Place the cup with the water and potato in a dark, cool place. Leave it there for 1 - 2 weeks (great for over the winter break!) to allow the eyes and sprouts to grow.

3. Put the potato in the cup near a sunny window. You should see shoots and growing roots. Allow the potato to continue growing, adding water when needed, or transplant it to the soil when you like.



Figure 3

Adapted from: Farm to Preschool Harvest of the Month Curriculum Year 2: Extending the Learning Experience. (Urban & Environmental Policy Institute), 24. Accessed November 2019. <http://www.farmtopreschool.org/documents/Farm2PreschoolYear2.pdf>

Adapted from How to Grow A Potato in Water for A Science Project. Pendleton, C. (Sciencing.com). Accessed November 2019. <https://sciencing.com/grow-potato-water-science-project-6239373.html>

Afterschool Activities: Potatoes

Afterschool activities suitable for 4th - 6th graders:

Introduction to Potatoes

Idaho grows more potatoes than any other state. The two leading varieties of Idaho potatoes are the Russet "Norkotah" and Russet "Burbank." At the grocery store Idaho potatoes must be labeled as Idaho Potato, if not its not grown in Idaho. Idaho growers also raise other varieties of brown russet along with reds, yellow and purple potatoes. Check out all the varieties of Idaho potatoes at <https://idahopotato.com/directory/varieties>

Potatoes are a superb healthy food. They are an excellent source of vitamin C, a good source of vitamin B6 and a good source of potassium. The potato skins have fiber, so leave it on.

New Terms:

- A **tuber** is the long stem that grows underground and becomes the potato.
- **Eyes** on a potato sprout and grow the plant above ground.
- **Stolon's** are creeping underground stems that can take root and produce a new plant. They are also called runners.
- The **stem** is the plant part growing upward and supports leaves.
- **Seed potatoes** grow next season's crop. They are an actual potato with an eye that sprouts the new plant. Potatoes can produce seeds, but most potatoes are grown from part of a seed potato.

Materials:

- Small potato per child
- Clear glass (12-16 oz. size)
- Toothpicks
- Journal per child
- Colored pencils, optional

Activity 1

Objective: Children will observe and draw a sprouting potato.

Note: This activity provides daily observation over 2-3 weeks. Growing a potato in a glass is fun and allows children to see daily growth through the formation of roots, stems, and leaves.

Have the children follow these directions and use their journal for recording observations.

1. Look at the variety of potatoes grown in Idaho. Notice the shapes, sizes, and colors.
<https://idahopotato.com/directory/varieties>
2. Get your journal ready to record the date of each observation and describe the growth you see in the potato.
3. Select a small potato that will fit into the glass. It needs to have an eye or sprout.
4. Push 4-5 toothpicks into a circular pattern around the middle of the potato.
5. Fill the glass with water and set the potato in it in a sunny place. The toothpicks should hold only about a third of the potato in the water.
6. Each day check to see if the potato has started growing. You may need to change the water every couple of days if it gets cloudy.

Afterschool Activities: Potatoes

Activity 1 continued

7. Include the following in your daily journal observations

- Date and time
 - Description of growth
 - Measurement of growth
-
- Which appeared first – roots or stem?
 - What colors where the roots and the stem?
 - Did the colors change over the week? Why do you think the colors changed?
 - How many days did it take leaves to appear?

Activity 2

Objectives: Children will learn the printing process using potatoes and other vegetables. Children will explore shapes and patterns to create an artwork.

Materials:

- Stamp pad
- Acrylic paints, a variety of colors, optional
- Paper plates with small amounts of acrylic paint soaked into a wet cloth or sponge to make a paint pad, optional
- Paper
- Potato, carrot celery, apple, squash, etc.
- Sponge brushes
- Plastic tablecloth
- Black paper for matting artwork, optional

Prepare all vegetables by making a smooth cut, creating a stamping surface. Allow cut vegetables to air-dry several hours before use, which will give a solid stamping surface. Small cookie cutters may be pressed into half of a potato and the outer edge of the potato removed with a sharp knife, creating a relief stamp.

Have the children follow these directions.

1. Press the vegetables piece onto the stamp pad or into the paint pad.
2. Use the sponge brush to touch-up the paint if needed before stamping.
3. Press the stamped vegetable onto the paper to create patterns.
 - Practice stamping using several colors.
 - Adjust the amount of paint to get the desired effect.
 - Arrange the stamps into different patterns.
 - Try layering one stamp over another.
4. After creating several practices works, plan and create a final artwork showing color and pattern.
5. Matt the artwork on black paper with a 1.5"-2" border.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about potatoes! Potatoes are tubers. They come in many different shapes and colors. You can find them both at farmer's markets and supermarkets. Try baking potatoes whole. Or, chop, toss in a little oil, and roast until tender. Potatoes are also delicious mashed, cooked in soups, and stir-fried.

HEALTHY SERVING IDEAS

- Boil, bake, roast, or grill potatoes. Sprinkle with fresh herbs and spices.
- Top baked potatoes with mashed avocado instead of butter. Other toppings include salsa, broccoli, lowfat cheddar cheese, and lowfat cottage cheese.
- Boil cubes of potatoes and carrot slices. Mash with a small amount of reduced-sodium chicken broth to make orange mashed potatoes.
- Serve water, lowfat or nonfat milk, or 100% juice to your child.

PRODUCE TIPS

- Choose firm potatoes with smooth skin. Avoid potatoes that are shriveled, bruised, or have sprouts. Also avoid potatoes with any green coloring.

- Store potatoes in a cool, dark, and dry place (not the refrigerator). Place them in a burlap bag or plastic bag with holes. When stored properly, potatoes can keep up to five weeks.
- Wash potatoes thoroughly before cooking.

Ask your
child about
potatoes!

TRY IT AT HOME

- Find a safe walking or biking route to your child's school.
- Make arrangements with other parents to take turns walking (or biking) students to and from school.
- Contact your local parks and recreation department to find out about any free or low-cost activities they offer.

Sources: Harvest of the Month,
Network for a Healthy California.

OVEN WEDGE FRIES

Ingredients:

Nonstick cooking spray
2 large russet potatoes, wedged
2 cloves garlic, finely chopped
1 teaspoon Italian herb seasoning mix
1 teaspoon chili powder or paprika

Directions:

- Preheat oven to 400 F. Spray cookie sheet with nonstick cooking spray. Place potato wedges on sheet.
- In a small bowl, combine garlic with seasonings. Sprinkle $\frac{1}{2}$ of the mixture over top of potato wedges.
- Bake wedges for about 7 minutes or until they start to brown. Flip wedges over and sprinkle with the remaining mixture.
- Bake for another 7 minutes or until wedges are brown and cooked through. Serve hot.

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HARVEST OF THE MONTH: Dried Fruit

Farm to ECE Toolkit Contents and Material List: Dried Fruit



Contents of the Dried Fruit toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

A Fruit is A Suitcase for Seeds by Jean Richards
Harvest of the Month Photo Cards
Taste Test sheets



Materials NOT provided:

Plates and napkins
Baking sheets

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations
1	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
1 & 2 & 3	42: Children observe, describe, and collect information by exploring the world around them
2 & 3	24: Children eat a variety of nutritious foods
2 & 3	43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations
4	17: Children demonstrate strength and coordination of large muscles
4	21: Children engage in a variety of physical activities
4	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing and play

Week 1: Dried Fruit

From Fresh to Dried Fruit

Week 1 Learning Objectives

Children will be able to:

- Recognize what fruits are grown locally during the summer
- Learn about drying fruit to preserve it for the winter

Vocabulary:

Dry, dried fruit, fresh, & preserve

Materials:

- Photocards
- *A Fruit is a Suitcase for Seeds* by Jean Richards

Activity:

1. Ask the children if they remember tasting apples and pears.
 - What are some words they can use to describe eating an apple or a pear? (Juicy, sweet, wet, delicious, crunchy, soft, mushy, cold, etc.)
2. Read *a Fruit is a Suitcase For Seeds*.
 - Explain that the fruit shown in the book is fresh.
 - Fresh means that the fruits were picked recently from the tree, vine, or bush.
 - When the weather is warm, we can eat fresh fruits like peaches, plums, apricots, berries, cherries, and grapes.
 - What are the children's favorite fresh fruits?
3. From Fresh Fruit to Dried Fruit:
 - When the weather is cold, plants and trees that grow our fruit cannot produce fresh fruit.
 - They need to wait until the weather is warm again to produce flowers and fruit.
 - Even though the weather is cold in the wintertime, we can still eat fruits grown in Idaho.
 - By drying the fruit, we remove the water. Dry is the opposite of wet, meaning there is no more water left.
4. Why do we take the water out of fruit?
 - When we dry fruit, we leave behind the sweet-tasting fruit and nutrients.
 - Ask the children if they have ever eaten or seen a mushy apple, peach, or banana?
 - When we leave fresh fruit out too long, it goes bad. That means we cannot eat it anymore.
 - When we dry fruit, we remove the water which preserves the fruit for longer. Preserving means that the fruit will last for a long time instead of a few days. Therefore, we can eat dried fruit in the wintertime.
5. Using the Photo Cards, show students pictures of the dried fruit.
 - Can the children guess which type of dry fruit is matched up to each type of fresh fruit?
 - What are some of the differences they notice?

Week 2: Dried Fruit

Drying and Tasting Dried Fruit

Week 1 Learning Objectives

Children will be able to:

- Work cooperatively in groups
- Predict, Observe and Discuss what will happen
- Taste and describe each fruit

Materials:

- Baking sheets and parchment paper
- Fresh apples
- Plates and napkins

Activity:

1. Discuss the differences between fresh and dried fruit. By taking the water out of fresh fruit, we make dry or dried fruit.

- Ask the children how they dry off after swimming.
- Do they use a towel?
- Do they lay in the sunshine?

2. Ask the children if they can think of ways to dry fruit. What do they suggest?

- Tell the children that people a long time ago used to dry fruit in the sun. Now, we use ovens or dehydrators to dry fruits.

3. Prepare fresh apples for drying. Invite the children to watch or participate as you prepare the apple chips. Children can help by scooping out seeds with a spoon or sprinkling cinnamon. Alternatively, have older children follow the recipe prepared for them in Activity 2 to create chips for everyone to try.

4. Have the students try the dried apples alongside the fresh ones. What differences do they notice?

- Which is wet? Which is dry?
- What words would they use to describe the dry fruit? (Soft, crunchy, chewy, sweet, tough, etc.)
- Which version do they like better?
- Ask the students what they think happened to make the dried fruit darker, smaller, and sweeter.

5. Students will rate how they felt about tasting dried fruits on the Taste Test Sheets.

- Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Oven-Baked Apple Chips

Total time: 2 hours, 20 minutes

Ingredients:

- 1-2 apples or as many as you would like
- 1 teaspoon of cinnamon

Directions:

- Preheat the oven to 225°F
- Line 2 baking sheets with parchment paper. Set aside.
- Wash and dry apples.
- To prevent accidents, slice the apple carefully along its equator (horizontal). Remove the star-shaped core as if you are carving a pumpkin, removing seeds too. Lay the apple half down on its flat side (to prevent rolling). Cut thin slices.
- Place apples on a baking sheet in a single layer.
- Sprinkle cinnamon evenly over apple slices.
- Bake for approximately 1 hour and then turn each slice over and continue to bake for another hour or so. The longer they stay, the crispier they get.
- Serve the day or two after they are made. Chips can be stored in an airtight container for a few days.

Source: She Loves Biscotti, 2015.

Week 3: Dried Fruit

Dried Fruit and Fresh Fruit Discovery

Week 3 Learning Objectives

Children will be able to:

- Children will be able to
- Work cooperatively in groups
- Predict, Observe and Discuss what will happen
- Compare and contrast fresh and dried fruit

Materials:

- Fresh apples
- OPTIONAL: Fresh grapes, bananas, plums, etc.
- OPTIONAL: Dried, raisins, banana chips, prunes, etc
- 1 plate per child

Activity:

1. Hydrate some of the dried fruit by soaking it in water for a few hours before beginning this activity.

- Once the dried fruit is plumped, drain it and save it for later in the activity.

2. Make sure that your students have washed their hands before getting started, and that their work surface is clean.

3. Cut up the larger fresh fruit into pieces.

- Make the pieces the same shape as the dried versions.
- Leave the smaller fruit, such as the grapes, as they are.
- Put each type of fresh fruit on their plates as well.

4. Invite them to guess which type of dry fruit is matched up to each type of fresh fruit by looking, touching, and tasting the fruit and noting their observations. How many did they guess correctly?

5. Ask them what they think has happened to make the taste and the look of the fruit change.

- Have them think about what will happen if the dry fruit was re-hydrated.
- Would it go back to looking like the fresh fruit?

7. Bring out the re-hydrated fruit and have the children compare it to the two other versions you have been analyzing and again to note the differences. Which version of each fruit do like the best? Why?

8. What's going on? The dried fruit has a stronger, sweeter flavor, as there is no water to dilute it. The dried fruit is a lot smaller in volume. Once fresh fruit has been dehydrated, it will not ever look or taste the same as it did when it was fresh.

9. Students will rate how they felt about tasting dried fruits on the Taste Test Sheets.

- Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 4: Dried Fruit

Fruit Tree Stretch

Week 4 Learning Objectives

Children will be able to:

- Participate in movement and exercise to keep their bodies strong and healthy
- Develop strength, locomotor skills, and group coordination
- Recognize that fruits like pears and apples give the body energy

Materials:

- Speakers for music

Let's Get Physical!



Activity:

1. This exercise is meant to get your students moving and reinforce the idea that fruits like pears, apples, bananas, and more come from a tree.
2. Have children alternate calling out different fruits with each set of stretches. Reach for Apples, Pears, Oranges, Bananas, Grapefruits, Plums, Peaches, Lemons, Cherries, Mangoes, Coconuts and more!
3. Have the students try standing on one foot while they stretch like fruit trees.
4. If a student calls out a vegetable, or fruit that grows low to the ground like a squash, melon, or berry, have the students reach to touch their toes.
5. Add some music and make it a dance party to raise their heart level and improve coordination!
6. Conduct a taste test with the children on this day.
7. Students will rate how they felt about tasting dried fruits on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Afterschool Activities: Dried Fruit

Afterschool activities suitable for 4th - 6th graders:

Introduction to Drying Apples

The drying process is a way to remove water from fruit, while keeping the healthy fiber and vitamins. Dried fruit can be stored for long periods and still be nutritious. The key is to dry the fruit without cooking it, yet quickly enough that bacteria does not grow while it is drying. It is a careful balance between heat and time. Using a dehydrator is the easiest way to dry fruit, but an oven will also work well but will take longer.

Materials:

- An apple per child
- Plastic knife to cut fruit
- Paper plate or cutting mat per child
- Apple slicer
- Large bowl
- Water
- Lemon Juice
- Baking sheet
- Parchment paper
- Paper towels

Activity 1

Have the children follow these directions.

1. Wash and dry your hands.
2. Wash and dry an apple.
3. With the apple on a cutting mat or plate, center the apple cutter over the top of the apple with the stem in the middle. Press down slicing the apple into the core and eight pieces.
4. You may peel the skin from each slice now or leave it for chewy dried slices.
5. With the plastic knife cut each piece into $\frac{1}{4}$ " slices. Thinner pieces of fruit will dry easier than thick pieces.
6. To keep apple slices from turning brown, mix $\frac{1}{2}$ cup lemon juice with 2 cups water. Drop the apples slice into the water for 10 minutes. Remove and pat dry with paper towels.
7. Place slices on a parchment paper on a baking sheet.
8. Heat oven to 200°F, place baking sheet in oven for one hour. Check slices and turn them over. Continue drying for several more hours, checking often. Let the moist air of the oven escape each time which will help the slices dry.
9. Once the apples are dry let them sit in the oven with the door open until completely cooled.
10. Store in an air-tight container. Be sure the apples are completely dry before storing.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about dried fruit! Dried fruit is a healthy snack in the winter months when the weather is cold and trees cannot produce fresh fruit. When water is removed from fruit, through dehydration, the fruit lasts a long time. In Idaho, we can find dried peaches, pears, plums, apples, apricots, cherries and more!

OVEN BAKED APPLE CHIPS

Ingredients:

1-2 apples or as many as you would like
1 teaspoon of cinnamon

Directions:

- Preheat oven to 225°F
- Line 2 baking sheets with parchment paper. Set aside.
- Wash and dry apples.
- To prevent accidents, slice apple carefully along its equator (horizontal). Remove the star shaped core as if you are carving a pumpkin, removing seeds too. Lay the apple half down on its flat side (to prevent rolling). Cut thin slices.
- Place apples on baking sheet in single layer.
- Sprinkle cinnamon evenly over apple slices.
- Bake for approximately 1 hour and then turn each slice over and continue to bake for another hour or so. The longer they stay, the crispier they get.

- Serve the day or two after they are made. Apple chips can be stored in an airtight container for a few days.

Source: She Loves Biscotti, 2015.

Ask your child about dried fruit!



PRODUCE TIPS

- Dried fruit is available year round.
- Look for dried fruit sold in bulk quantity.
- Buy dried fruit without added sugar. They are already sweet.
- Store dried fruit in airtight containers to maintain freshness. Keep in a cool, dry location like a cupboard or refrigerator.
- Freeze dried fruit before chopping. They will be less sticky and easier to chop.

Source: Harvest of the Month, Network for a Healthy California.

HEALTHY SERVING IDEAS

- Let your child try a variety of dried fruit like dates, figs, plums, and apples to find their favorites.
- Top lowfat yogurt with dried fruit for breakfast, snacks, or dessert.
- Keep small boxes or bags of dried fruit with you for quick, on-the-go snacks.
- Add chopped dates and figs to salads.
- Serve dried fruit for dessert.

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IDAHO DEPARTMENT OF
HEALTH & WELFARE

HARVEST OF THE MONTH: Edible Idaho Seeds

Farm to ECE Toolkit Contents and Material List: Edible Idaho Seeds



Contents of the Dry Beans & Lentils toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Harvest of the Month Photo Cards
Paper cups
Construction Paper
Seed Observation Journal Sheet
Taste Test sheets



Materials NOT provided:

Plates and napkins
Large basket or container
Staples and stapler
Art supplies (paint, glue sticks, tape, etc.)
Speakers for music

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1 & 2	13: Children compare, contrast and evaluate experiences, tasks and events building on prior knowledge
1	39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number system
1	42: Children observe, describe, and collect information by exploring the world around them
2 & 3 & 4	12: Children expand abilities for conjecture, hypothesizing, and guessing
2	31: Children participate positively in group activities
2 & 3 & 4	42: Children observe, describe, and collect information by exploring the works around them
4	17: Children demonstrate strength and coordination of large muscles
4	21: Children engage in a variety of physical activities
4	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing and play

Week 1: Idaho Edible Seeds

Idaho Seeds

Week 1 Learning Objectives

Children will be able to:

- Children will be able to:
- Recognize what season different vegetables can be eaten
- Learn where beans, peas, and lentils grow
- Recognize numerals, counting, ordering numbers, and/or combining small sets of numbers.

Vocabulary:

Beans, edible, lentils, peas, and seasonal eating

Materials:

- Dry beans, peas, or lentils
- Large baskets or containers and paper cups
- Photo Cards



Figure 1

Activity:

1. Pass around a few varieties of edible seeds for the children to see and touch.
2. Tell the children that this month we are learning about Idaho seeds.
 - Explain that these seeds are edible when we cook them. This means that they are safe to eat when they are soft.
 - Ask the children if they have tasted beans, peas, or lentils?
 - Have they ever tried growing beans, peas, or lentils?
3. In the winter, plants have a hard time growing in cold conditions so we often eat foods that are harvested in the summer or fall but can last beyond the time that they are picked. Some foods like this are beans, peas, and lentils. They are safe to eat many months after being harvested if they are dried. When we eat foods that are available in the season we are currently in (summer, winter, fall, and spring) we call it seasonal eating.
4. What words can they use to describe how the seeds feel? (Dry, hard, small, etc.).
 - Being dry helps them last for a long time. Beans, peas, and lentils should be cooked in hot water to soften them.
5. In Idaho, bean farmers grow many varieties of beans including Pinto, Kidney, Red, Great Northern, Black, and Pink. Idaho farmers also grow lentils and peas.
 - Show students the Photo Cards of the different varieties.
6. Beans and lentils are excellent sources of fiber and protein. They power our muscles and help us feel full when we eat! Peas are a good source of Vitamin C which means they boost our immune system and prevent us from getting sick!
7. Bean Counting Activity:
 - Put a few handfuls of beans (at least 55) into a basket or a container (Figure 1). Do not serve these beans as food.
 - Label ten paper cups, 1 through 10 (or up to the number of children participating).
 - Hand each child their own cup and have them take turns counting out the correct number of beans to plant in their cup.
 - For example, if their cup has the number 4 on it, instruct the student to count out 4 beans to "plant."
 - Once everyone has had a turn to "plant" their beans, switch up the cups and play again!
 - Other variations: Have the children order themselves 1 through 10; practice reading numerals on the cups; pair up and have them work together to determine how many beans they have combined; have children tally how many colors of each bean they have.

Week 2: Idaho Edible Seeds

Idaho Seeds

Week 2 Learning Objectives

Children will be able to:

- Work cooperatively in a group
- Predict, Observe and Describe bean growth
- Taste and describe edible seeds

Vocabulary:

Sprout, predict, observe

Materials:

- Plastic Bags
- Dampened towel
- 2-4 varieties of dried beans

Activity:

Germinating dry beans in a bag is a fun way for kids to view how seeds transform into plants. Seeds do not need soil to start germinating, so you can place them in a sunny window!

1. Before beginning the experiment, “wake up” the seeds by soaking dried beans overnight and rinsing. Use about 10 seeds from each of the provided varieties (Red beans, Black beans, and Pinto).

2. The next day, tell the children that they will be sprouting seeds and watching them grow in the next few weeks.

- They will make a science notebook to record their observations.
- What do they predict will happen?

3. To begin the experiment, label 4 plastic bags: Pinto, Black, Red, and Lentils. Have students dampen 3 paper towels in water (they should be moist, not dripping) and fold each into 3 bags.

4. Ask the students to sort the seeds by type (Red beans, Black beans, Pinto, and Lentils). Students will place 5-10 beans in each bag, making sure that they touch the moist towel.

5. Place the bags near a window, or tape them to the glass (Figure 2). Make sure the bags are visible on the side of the window where the children will be observing from. If paper towels seem dry after a day or two, re-moisten with a spray bottle, or take paper towels out and resoak.

6. The next activities should be conducted in the few days to follow as the seeds should begin sprouting in a day or two. Within 3 days to a week, the seeds will be fully sprouted. Leaves will start to emerge and then they will be ready to move to the soil. Further lesson ideas are offered in Part 2 and Part 3.



Figure 2

- Don't forget to label the bags!
- Children will compare the seed types as they grow over time.
- Writing the date your class started may also be helpful.



Black Beans

Date planted: _____

Day 1	Day _____	Day _____
Day _____	Day _____	Day _____



Red Beans

Date planted: _____

Day 1	Day _____	Day _____
Day _____	Day _____	Day _____



Lentils

Date planted: _____

Day 1	Day _____	Day _____
Day _____	Day _____	Day _____



Pinto Beans

Date planted: _____

Day 1	Day _____	Day _____
Day _____	Day _____	Day _____

Week 3: Idaho Edible Seeds

Germinating Seeds Experiment: Part 2

Week 3 Learning Objectives

Children will be able to:

- Work cooperatively
- Predict, Observe and Discuss bean growth

Materials:

- Construction paper
- Seed Observation Journal
- Staples and stapler
- OPTIONAL: Arts and crafts supplies for decorating the cover

Activity:

1. For best results, conduct this activity in a day or two following Part 1.

2. Make the Seed Observation Journals.

- Take a piece of colored construction paper and fold it in half horizontally, hamburger-style. This will be the journal's cover. Children can decorate their own journals after they are assembled.
- Fold the Seed Observation Journal Sheet similarly, along the dotted line.
- Place the colored paper outside the white paper to create the journal.
- Staple twice along the fold to create a binding.
- Repeat until each student has their own Seed Observation Journal.

3. Have children write their names on the front of the journal. They can choose to decorate the covers as they would like.

4. Tell the children that they will be recording the bean seed's growth in their Seed Observation Journal. They will observe the sprouting process.

5. On the space for Day 1, have the children draw the seeds. Every day after, have the children record each seed's germination.

- Write the date that the seeds were "planted".
- Write the Day # in the provided space.
- Have children draw the growth of the sprout in the provided table on the Seed Observation Sheet.

Note: Cooking dry beans is optional as they can be difficult to prepare. At the end of the month, children are welcome to take the unused beans home in the small bags provided with cooking instructions for families!

Cooking in the Classroom: Lentils and Beans

Cooking Lentils in 4 easy Steps:

Save some lentils for cooking activity

1. Rinse the lentils through a colander to remove any debris.
2. There is no specific water-to-cup ratio for lentils. Just fill a large pot halfway with water, bring to a boil, and then add the lentils.
3. Simmer until they are tender. The cook time will depend on the variety and amount.
4. Serve as a tasting or make into a soup!

Cooking Dry Beans:

1. Sift through beans to ensure no debris ends up being cooked.
2. Soak all beans overnight by adding water to cover beans by 2 inches.
3. The next day, drain the beans and transfer them to a large pot.
4. Cover soaked beans with 2 inches of water.
5. Bring water to a boil and then simmer.
6. Cook beans thoroughly, until tender. The cooking time could be anywhere from 30 minutes to 2 hours.

Week 4: Idaho Edible Seeds

Germinating Seeds Experiment: Part 3

Week 4 Learning Objectives

Children will be able to:

- Work cooperatively
- Predict, Observe and Discuss bean growth
- Develop strength, locomotor skills, and group coordination

Materials:

- Seed Observation Journals
- Speakers for Music

Activity:

1. As the seeds begin to sprout, children should continue to record their growth in their Seed Observation Journals.
2. Questions to ask throughout the experiment:
 - Compare how the different types of seeds grow. How are they similar? How are they different?
 - What do seeds need to grow? They need sunshine, air, water, and eventually, soil.
 - What happens if we did the same experiment but put one bag in the window and the other in a dark closet?

Seed Yoga:

1. Kids will re-enact how the seeds sprouted in the experiment using their bodies. Bring out mats or yoga mats and play calming music. Let the children know that this is a quiet activity.
2. Together in a line or a circle, create a seed pod.
3. Join the seed pod and instruct the children to sit on the floor on their knees. Then slowly bend forward until their foreheads touch the floor, folding their bodies into a small seed.
4. Have them grasp their hands behind them. Explain that we are bean seeds about to sprout.
5. Remain in the seed position for a minute and take a few deep breaths. Then, with foreheads still on the ground, stretch your arms out front (Figure 3). The seed is beginning to sprout!
6. After a minute, have the children raise their heads very slowly. Begin to sit up and reach your arms overhead. Finally, stand up and stretch your arms overhead. You are a sprout!

**Let's Get
Physical!**

Afterschool Activities: Dried Fruit

Afterschool activities suitable for 4th - 6th graders:

Introduction to Dry Beans

The best information on dry beans, peas and lentils comes from MyPlate.gov. Beans, peas, and lentils belong to a group of vegetables called “pulses.” This group includes kidney beans, pinto beans, black beans, lima beans, black-eyed peas, garbanzo beans (chickpeas), split peas, and lentils. Lentils come in varieties that are mostly differentiated by their colors, such as brown, black, red, and green. Most beans, peas, and lentils are available in dry and canned form, and some are available frozen.

Beans, peas, and lentils are excellent sources of plant protein, and provide other nutrients such as iron and zinc. Because they are like meats, poultry, and fish in their contribution of these nutrients, they are considered part of the Protein Foods Group.

Beans, peas, and lentils are also excellent sources of dietary fiber and nutrients such as folate and potassium. These nutrients are also found in other vegetables. Therefore beans, peas, and lentils are also considered part of the Vegetable Group. Individuals can count beans, peas, and lentils as either a vegetable or a protein food. One-fourth cup of cooked beans, peas, or lentils counts as 1 ounce equivalent in the Protein Foods Group.

Note that Green peas, green lima beans, and green (string) beans are not considered to be part of the beans, peas, and lentils subgroup. Green peas and green lima beans are like other starchy vegetables and are grouped with them. Green beans are grouped with other vegetables such as onions, lettuce, celery, and cabbage because their nutrient content is like those foods.

Idaho Beans are named for their color, shape, or another characteristic. Check out how the name reflects the bean character or does not. You may be surprised about Pinto , Pink, Great Northern, Red, Kidney, Light Red Kidney, Small White, Cranberry, Navy and Black beans. Explore the Idaho Bean Commission site for details on the beans grown in Idaho, <https://bean.idaho.gov/bean-facts/>

Materials:

- Paper or journals and pencil
- Ruler
- Printer to print selected recipes
- Access to internet:
 1. <https://bean.idaho.gov/recipes/>
 2. <https://www.myplate.gov/search?keyword=Dry+Beans+Recipes>

Afterschool Activities: Dried Fruit

Activity 1

Objective: Children will compare three bean recipes looking at cooking process, seasons/spices, overall flavor, and pairing with a food from the grain or vegetable group.

Have the children follow these directions and use their journal for recording information.

1. Look at the bean recipes from the Idaho Bean Commission or MyPlate.gov. There are many options to consider. As a group select three recipes that are a similar type of dish – hot meal, cold salad, or snack.

- <https://bean.idaho.gov/recipes/>
- <https://www.myplate.gov/search?keyword=Dry+Beans+Recipes>

2. Print the three recipes and read the ingredients and cooking process. (One copy per pair)

3. In your journal draw the following table to record the information. A ruler helps make straight lines.

A. Gathering Information on a Bean Dish			
	Recipe 1	Recipe 2	Recipe 3
Name of Recipe			
Type of Bean			
How are the beans cooked? How much time is needed?			
Vegetables used – onion, celery, carrots, others			
Seasons or spices used – bay leaf, salt, pepper, oregano, parsley, thyme, garlic, chili, chipotle, crushed red pepper, others			
Paired with grain – rice, oats, wheat berries, quinoa, others			
Other ingredients			
B. Your Predictions – How do you think the bean dish will taste after reading the ingredient list?			
	Recipe 1	Recipe 2	Recipe 3
Describe how you think the dish will taste – hot and spicy, flavorful, smooth, crunchy, etc.			

Afterschool Activities: Dried Fruit

Activity 1 continued

5. As a group decide on one recipe to make with the help of an adult. Make of list of ingredients and kitchen tools like a pot, spoons, measuring cups and spoons, oven, or stove, etc.

6. Make the dish and enjoy eating.

Activity 2

Objectives: Children will create a mosaic artwork exploring shapes and patterns.

Materials:

- Selection of colorful dry beans and lentils – red, pink, black, brown, greens, white, etc.
- Cardboard cut to approximately 9" x 9", one per youth
- Multiple small bowls to hold beans and lentil. Note: Do not mix colors as it makes it harder for youth to visually see unique colors when creating a mosaic.
- Pencil and markers
- Ruler
- Glue and brush, one per youth
- Samples of simple quilt blocks and mosaic artworks – Search the internet using "quilt blocks" and "images for mosaic artwork," optional

Prepare by placing different color beans and lentils in multiple bowls. One set of colors per youth is best.

A mosaic is an artwork created by arranging small pieces of tile, glass, or other small items in a specific pattern. Up close you can see each piece but stepping back you see the whole design. Show the group several simple quilt blocks and mosaic artworks done with tile and glass. Point out that the direction each tile is laid helps create a pattern and movement. Discuss with the group that they will create a mosaic artwork using colorful beans and lentils. Explain that they can copy a quilt block onto the cardboard, or they can create their own design with squares, triangles, diamond, circle, or curved shapes. A pattern is usually a design feature that is repeated at least three times in the artwork.

Have the children follow these directions.

1. Plan out a design for the cardboard. Copy it to the cardboard. Using a dark marker will help in seeing the lines as you start to work with the glue, beans and lentils.
2. Select beans and lentils for each section of the design. Place a few down to see how they look together.
3. As you work, changing your mind about which beans and lentils to use is okay.
4. Work one section at a time. Brush glue onto a section. Place beans and lentils carefully. By placing then in the same direction, you can create more detail to your pattern and a sense of movement.
5. Glue beans and lentils to each section until the artwork is complete. Allow time for the glue to dry.
6. Share with the group.
 - How did you decide on a design?
 - Which colors do you like best?
 - How did you use color and beans and lentils to create a pattern?
 - What would you do differently next time?

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about beans. Beans come in many varieties: Pinto, Garbanzo, Kidney, Navy, Black, and more! Beans are a delicious addition to all sorts of meals. Eat beans in soup or chili, or turn into bean dip! Mix dry beans into your family's diet for variety and a healthy dose of nutrition.

PRODUCE TIPS

- Look for these varieties of dry beans: garbanzo (chickpeas), blackeye peas (cowpeas), lentils, navy, lima, pinto, kidney, and black beans.
- Choose loose, dry beans that have similar size and color.
- Pick low sodium frozen or canned beans.
- Store dry beans in an airtight container in a cool, dry, and dark place.
- Keep a small supply of canned or frozen beans on hand for last minute additions to soups, casseroles, and quesadillas.

Sources: Harvest for Healthy Kids News, Harvest of the Month Network for Healthy California.

Ask your child
about beans!

BEAN AND CORN SALAD

Makes 6-12 servings

INGREDIENTS

- 1 can black beans (12 oz.), drained and rinsed
- 1 can of corn
- 1 red bell pepper, chopped (approx. 2/3 cup)
- 1 large fresh tomato, diced (approx. 2/3 cup)
- 1 Tbsp. lemon juice
- 1/2 bunch fresh cilantro, chopped (approx. 1/2 cup)
- 1 Tbsp. garlic, minced
- 2 Tbsp. olive oil
- 1 tsp. salt
- 1/2 tsp. ground Black Pepper

DIRECTIONS

1. Combine all ingredients in a large bowl and toss

HEALTHY SERVING IDEAS

- Dry beans are usually cooked by boiling. You can also use canned and frozen beans.
- Add lima or kidney beans to salads.
- Mix lentils into your favorite casseroles instead of meat.
- Add navy beans to soups for protein.
- Sprinkle black beans on top of pizza for added flavor and fiber.
- Make a tasty dip or hummus using your favorite beans.

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HARVEST OF THE MONTH: Oats

Farm to ECE Toolkit Contents and Material List: Oats



Contents of the Oats toolkit include:

Weeks 1 – 4 of Farm to ECE Curriculum
Afterschool Activities
Family Newsletters



Materials provided:

Harvest of the Month Photo Cards
Paper cups
Construction Paper
Seed Observation Journal Sheet
Taste Test sheets



Materials NOT provided:

Plates and napkins
Large basket or container
Staples and stapler
Art supplies (paint, glue sticks, tape, etc.)
Speakers for music

Learning Standards: Idaho Early Learning e–Guidelines

Week	Goal
1 & 2	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/vocalizing, and play
1	18: Children demonstrate strength and coordination of small motor muscles
1	59: Children demonstrate comprehension of printed materials and oral stories
2	16: Children participate in exploratory play
2	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
3	40: Children demonstrate understanding of measurable attributes of objects and unities, systems, and processes of measurement
3 & 4	31: Children participate positively in group activities
4	7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations



1. Planting

In the spring, farmers plant bean seeds in their fields.



2. Growing

Throughout the summer, bean seeds grow into green plants. The plants grow flowers, and then bean pods, where the bean seeds develop.



3. Drying

In the fall, the hot weather dries out the bean pods. The pods dry out and turn brown. The seeds inside the pods also dry out. That's how farmers know it is time to harvest the beans.



4. Harvest

Farmers use tractors to pull large harvesting machines. The machines pick up plants and sort bean seeds from the rest of the bean plant.



5. Cleaning and Drying

Farmers use machines to sort out rocks and dirt from the bean seeds. Then they store the bean seeds in large crates in warehouses until they are packaged. We can buy dried bean seeds at the store. The dried bean seeds are called dried beans.



6. Canning

Dried beans can also be brought to a food processor or cannery where they are soaked in water, mixed with salt and water and then sealed and cooked in cans.

Week 1: Oats

Read Aloud and Book Discussion

Week 1 Learning Objectives

Children will be able to:

- Learn new healthy foods like oats, beans, peas, and barley
- Describe different ways to stay strong and healthy

Vocabulary:

Beans, edible, lentils, peas, and seasonal eating

Materials:

- *Oats, Beans, Peas, and Barley Grow* by Toni Garbani
- Harvest of the month photo cards

Activity:

1. Tell children: Today we are going to read a book about growing oats.
 - Has anyone tasted oats or oatmeal before?
2. Pass around a bowl of oats for the children to see, feel, and smell.
3. Explain that oats are the seeds from tall grass-like plants. We flatten or roll the oat kernels to eat them. This month, we will be tasting rolled oats.
 - Use the Photo Cards as an aid to help the children visualize oats, peas, and barley.
4. Read *Oats, Peas, Beans, and Barley Grow*. To enhance the reading experience, do one or more of the following:
 - Ask the children to act out the actions of the story as you read it aloud.
 - If needed, model the action first. For example, stand up tall and proud when the farmer “stands erect and takes his ease.”
 - Talk about farming. What does a person need to do to grow food from plants?
 - Farmers need land, seeds, soil, water, and tools like a hoe or a shovel.
 - Remind the children of last month’s Harvest of the Month, beans. Do they remember tasting beans? What did they taste like?
5. OPTIONAL: Sing and dance along to *Oats, Peas, Beans, and Barley Grow* by Little Fox Animated Songs for Kids.

Youtube Video: <https://www.youtube.com/watch?v=Rz4yLw4tvtQ>

Week 2: Oats

The Ultimate Breakfast Food

Week 2 Learning Objectives

Children will be able to:

- Learn the different ways oats can be prepared and eaten
- Discuss their favorite oat dish
- Practice fine motor skills
- Understand volume and capacity
- Practice scooping skills

Vocabulary:

Oats, grains, fiber, scooping

Materials:

- Paper and arts and craft supplies
- Bin
- Bowls, measuring cups, spoons, and jars
- Oats

Activity:

1. Tell the children that oats are healthy grains for our bodies. They are good for our hearts and have lots of fiber that helps us to feel full and strong.
2. Ask the children if they have ever tasted oats before?
3. Where might we see oats in our food? Oats are generally eaten for breakfast because they give us the energy we need to start our day. They can be eaten as:
 - Oatmeal
 - Cereal
 - Granola
 - Energy bars
 - Muffins
 - Overnight oat parfaits
 - Added to smoothies
4. Are there other ways to eat oats besides breakfast? Yes! They can be:
 - Ground into flour
 - Made into Oat Milk
 - Baked into cookies and desserts
 - Or cooked with meat and vegetables
5. What's your favorite way to eat oats? Have the children draw their favorite oat dish!

Activity:

1. Before starting the no-bake Oat Energy Bites recipe in Week 3, have students practice using kitchen tools like bowls and measuring cups.
2. Make an Oat Sensory Bin (place in a part of your classroom used for sensory explorations):
 - Put oats in a large bin for practice (do not serve these oats as food). Be sure to reserve enough oats for the recipe!
 - Place kitchen utensils like bowls, jars, spoons, and measuring cups into the bin.
 - As children explore the bin, ask them if they can identify the measuring cups, bowls, spoons, and jars.
 - Have the children practice scooping the oats and putting them into a bowl or larger cup.

Week 3: Oats

No-Bake Oat Energy Bites

Week 3 Learning Objectives

Children will be able to:

- Count, Measure and follow directions
- Work Cooperatively

Materials:

- Mixing bowl
- Rolled Oats
- NOT INCLUDED: peanut butter/sun butter, honey, dried fruit/chocolate chips, salt

ALLERGY INFORMATION: Oats are often processed in the same facilities as gluten-containing grains and may be contaminated. Please ensure that children with gluten allergies have another option available.

Activity:

- 1.Children wash their hands and sit or stand around the activity table. Announce, "Today we are going to make a recipe for Oatmeal Energy Bites."
- 2.Introduce each ingredient as you place it on the activity table.
 - Children can help measure ingredients with measuring spoons and cups.
 - Children can take turns mixing the ingredients.
 - Children can help roll the mixture into balls.
 - Review Tips for Taste Testing before children try oats.
 - Try to use parallel talk to narrate children's actions.
- 3.Students will rate how they felt about tasting oats on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

NO-BAKE OAT ENERGY BITES

Ingredients:

1 cup dry oats
1/4 cup peanut butter OR sunflower seed butter
1/4 cup honey
1/2 cup dried fruit (raisins, cranberries, blueberries, etc.)
Dash of salt
1/2 teaspoon vanilla, optional

Directions:

- Add the nut/seed butter and honey and stir to combine well. Add all the other ingredients and stir to combine well.
- Refrigerate the mixture for about 30 minutes.
- Use a spoon to scoop about a tablespoon of the cookie ball mixture into your hand. Roll into a ball.
- Repeat with remaining mixture. This should make about 12 oatmeal energy balls.
- Store the balls covered in the fridge for up to a week, or in the freezer for much longer.

Source: Griffiths, M. Accessed at <https://www.blessthisessplease.com/8-no-bake-oatmeal-energy-balls/>

Week 4: Oats

Oat Lifecycle Game

Week 4 Learning Objectives

Children will be able to:

- Learn the lifecycle of oats
- Learn movement and exercise to keep bodies healthy
- Develop strength, motor skills, and group coordination

Vocabulary:

Lifecycle, oats, combine harvester, milled, rolled

Materials:

- Oat Lifecycle
- Paperclip/metal fastener

Let's Get Physical!



Activity:

1. Make the Oat Lifecycle Wheel:

- Find the Oat Lifecycle Wheel in the activity kit.
- Using the point of a pair of scissors, carefully pierce a hole in the center of the spinner.
- Insert the ends of the brass metal fastener through a ring in the paperclip, and thread through the hole (see Figure 2).
- Fold the ends of the fastener on the backside of the wheel so the game lies flat.
- Make sure the paper clip can spin freely!

2. Review with students how oats begin their lifecycle on the farm and end their lifecycle on our plate:

- First, they are grown from oat seeds, which are planted in the ground in the fall.
- In the winter, the oats remain underground in a dormant state, meaning the seed has paused its growth.
- When the warm spring weather arrives, the oat plant begins to grow again.
- The oats are harvested from the mid-summer onwards with large machines, like combine harvesters. The combine separates the stem from the oats.
- Oats are milled, which means that they are cleaned, toasted, and then rolled!

3. Play the Oat Lifecycle Game!

- Ensure the game wheel is assembled before playing.
- Run through the lifecycle of oats together from the beginning with the children using the movements suggested on the game wheel. For example, when oats are rolled in the summer, have the children spin their bodies in a circle.

4. Play the game, with an adult available to model the movements:

- Children will take turns spinning the wheel.
- When the spinner lands on a wedge, ask: what season is it?
- Whatever it lands on, the class will act out oats' life cycle in that season together!
- Allow each child to take a turn spinning.

OAT LIFECYCLE GAME

Spin the wheel to learn about what oats are doing in each season. Act out the oats' lifecycle with your body and enjoy Idaho oats all year long!



Afterschool Activities: Oats

Afterschool activities suitable for 4th - 6th graders:

Introduction

Oats grow as a grass and are in the grain group on MyPlate. The “oat” is the edible seed of the oat grass. The scientific name for oats is *Avena sativa*. Oats can be used in baking and cooking. Oatmeal is a very common breakfast food and often topped with nuts and dried fruit to make a hearty meal.

In addition to oats, the grain group includes foods made from other common grains like wheat, rye, millet, barley, corn, and rice. Whole grains have three parts – the endosperm, the bran, and the germ. When grains are processed often the bran and germ are removed. The grain is still healthy but the best grain to eat is a whole grain.

Activity 1

Objective: Children will compare types of oats and record observations.

Oats are available in different forms. We will explore five oat types.

- **Oat groats** are the whole oat kernel that have the hull (outer shell) removed. Groats still have the three parts of the grain intact – the germ, endosperm, and bran.
- **Oat bran**, the fiber part of the grain, is removed from the groat and eaten as a cereal or used in recipes.
- **Steel-cut or Irish oats** are groats that are cut into two or three smaller pieces using steel blades.
- **Scottish oats** are groats that have been stone ground into meal, which is like a coarse flour.
- **Rolled or Old Fashioned oats** are groats that have been steamed to soften, rolled in a machine to flatten, and then dried. They will store a long time in your cupboard.
- **Quick or Instant oats** are rolled oats that have been cut into fine pieces.

Materials:

- Journal, per youth
- 5 Small plates, per small group
- Samples of Oat groats, oat bran, steel-cut oats, Scottish oats, rolled oats, and quick oats
- 5 Sticky notes, per group

Place samples of the five oat types on plates for youth to examine. Talk about the oat types and then have the youth examine each type. As a group they may describe each type – texture, color, size, and aroma. Have the youth label the sticky notes with the five types of oats and then decide which label goes with which plate of oats. Have the groups share their results and adjust labels as needed. Youth may record their observations in a journal.

Ask these questions after the labels have been placed:

- Which oats are the hardest?
- Which might take the longest to cook in boiling water? Why?
- What might be the texture of each type of oats when cooked? Which one will be chewy, soft, or mushy?

Afterschool Activities: Oats

Activity 2

Objectives: Children will read a recipe, follow directions, and make a fruit smooth with rolled oats.

Materials:

- Blender
- Cup measures
- Teaspoon and tablespoon measures
- Spatula
- Paper towels
- Print recipe card, one pre youth
- Small sample cups, 4oz. size

And smoothie ingredients (for approximately 8 sample servings):

- ½ cup rolled oats
- 1½ cups blue berries, frozen
- 1 cup vanilla yogurt
- ½ cup milk or milk alternative
- 1 Tablespoon honey, optional
- ¼ teaspoon vanilla extract
- ¼ teaspoon cinnamon

Have the children follow these directions.

1. Read the recipe and gather all supplies and ingredients. Double check to see if you have the correct measuring tools.

2. Set up the blender. The blender jar should always be off the base when adding ingredients.

3. Place rolled oats into the blender jar. Put jar on the base and blend oats until smooth.

4. With blender jar off the base add frozen blue berries, vanilla yogurt, milk, vanilla and cinnamon. Honey is optional.

5. Put jar on the base and blend until smooth. Add more milk as needed.

6. Pour into sample cups and enjoy.

OATMEAL & FRUIT SMOOTHIE

Approximately 8 sample servings

Ingredients:

½ cup rolled oats
1½ cups blue berries,
frozen
1 cup vanilla yogurt
½ cup milk or milk
alternative
1 Tablespoon honey,
optional
¼ teaspoon vanilla
extract
¼ teaspoon cinnamon

Directions:

- Read the recipe and gather all supplies and ingredients. Double check to see if you have the correct measuring tools.
- Set up the blender. The blender jar should always be off the base when placing ingredients in it.
- Place rolled oats into the blender jar. Put jar on the base and blend oats until smooth.
- With blender jar off the base add frozen blue berries, vanilla yogurt, milk, vanilla and cinnamon. Honey is optional.
- Put jar on the base and blend until smooth. Add more milk as needed.
- Pour into sample cups and enjoy.

Source: FiveHeatHomes.com.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about oats! Oats are a healthy snack in the winter months when the weather is cold and there are less fresh fruits and vegetables available. Oats are the grains from tall grass-like plants. We eat the flattened (rolled oats) or cut (steel cut) oat kernel. Oats are filled with fiber and are a great breakfast food!

NO-BAKE OAT ENERGY BITES

Ingredients:

1 cup dry oats
1/4 cup peanut butter OR sunflower seed butter
1/4 cup honey
1/2 cup dried fruit (raisins, cranberries, blueberries, etc.)
Dash of salt
1/2 teaspoon vanilla, optional

Directions:

- Add the nut/seed butter and honey and stir to combine well. Add all the other ingredients and stir to combine well.
- Refrigerate the mixture for about 30 minutes.
- Use a spoon to scoop about a tablespoon of the cookie ball mixture into your hand. Roll into a ball.
- Repeat with remaining mixture. This should make about 12 oatmeal energy balls.
- Store the balls covered in the fridge for up to a week, or in the freezer for much longer.

Source: Griffiths, M. Accessed at <https://www.blessthismessplease.com/8-no-bake-oatmeal-energy-balls/>

KIDS CAN HELP PREPARE OATS BY:

- Measuring oats and water for oatmeal.
- Stirring their favorite fruits, nuts, and seeds into their oatmeal.
- Rolling energy bite balls with their hands.
- Mixing honey, seeds, nuts, etc. into granola.
- Sprinkling granola on top of a bowl of yogurt.



Happy Day Brands are based in Boise and use Idaho-grown oats in all their products!

Ask your child about oats!

HEALTHY SERVING IDEAS

- Let your child top their oatmeal with their favorite dried and fresh fruits, seeds, nuts, and more!
- Top low-fat yogurt with homemade granola for breakfast, snacks, or dessert.
- Keep low-sugar oat energy bars or bites on-hand for quick, on-the-go snacks.
- Blend oats in a blender to make oat flour, which can be used as a substitute for all purpose flour.
- Add oats to smoothies.

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SPRING

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HARVEST OF THE MONTH: Microgreens

Farm to ECE Toolkit Contents and Material List: Microgreens



Contents of the Microgreens toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Family Newsletters



Materials provided:

The Vegetables We Eat by Gail Gibbons
Posterboard
Microgreen Matching Handout
Taste Test sheets



Materials NOT provided:

Photo Cards
Kitchen tools: cutting board, plastic knives and bowls, grater, sharp knife, colander.
Ingredients not included: Cream cheese, whole wheat tortillas, carrot, tomato, bell pepper.
Hula hoops, buckets, or partition areas to be "bowls"

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	7: Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations
1	8: Children use prior relationships, experiences, and knowledge to expand understanding
2	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
2	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/ vocalizing, and play
2 & 4	21: Children engage in a variety of physical activities
3	24: Children eat a variety of nutritious foods
3 & 4	31: Children participate positively in group activities
4	17: Children demonstrate strength and coordination of large motor muscles
4	18: Children demonstrate strength and coordination of small motor muscles

Week 1: Microgreens

Introduction to Microgreens

Week 1 Learning Objectives

Children will be able to:

- Recall why we eat a rainbow for fruits and vegetables
- Learn how microgreens are grown
- Learn the benefits of microgreens

Vocabulary:

Microgreens, greenhouse, rainbow, nutrients

Materials:

- Harvest of the Month Photo Cards (this month and previous months)
- Posterboard and art supplies

Activity:

1. Sometimes we eat plants when they are very young and before they fully grow up. Microgreens are only 7 to 14 days old so they are still very young. These “baby” plants contain nutrients that are healthy for our bodies. Our class will try three types of young plants. Has anyone tasted microgreens before?

2. Farmers in Idaho grow plants in a greenhouse when the weather is still too cold to grow vegetables outdoors. Has anyone seen or been inside of a greenhouse before? Microgreens grow in greenhouses.

3. Explain to the students that fresh vegetables, like microgreens, are the most nutritious when harvested fresh from the garden. Another place to get fresh vegetables is at the farmer’s market or the grocery store.

4. Remind children to eat a rainbow (a variety of colors) of fruits and vegetables every day.

- Show the children the Photo Cards of microgreens. What color(s) are microgreens?

Activity:

1. Before starting this activity, use the provided poster board to create a “Rainbow of Foods” chart (see examples in Figure 1).

- Be sure to include white, brown, and black in the rainbow chart too.
Feel free to include the children in the creative process if time permits.

2. For this activity, you can either place the chart on the floor or hang the chart on the wall or an easel.

3. Pass around the photo cards from previous months, giving each child at least 1 or 2 cards. With the help of an adult, have the children take turns carefully placing their photo cards on the “Rainbow of Colors” Food Chart based on the color of the food.

4. As each child takes turns placing their photo card on the chart, ask:

- Which food do you have?
- What letter does it begin with?
- What color is it?

5. Once every child has had a chance to place their cards on the chart, ask:

- Which are their favorite colors? Foods?
- Have we eaten all the colors?
- Which colors are missing?
- How many foods are in each category?
- Which colors have we eaten more of? Less of?



Figure 1

Week 2: Microgreens

Book Read Aloud and Chant

Week 2 Learning Objectives

Children will be able to:

- Recall why we eat a rainbow for fruits and vegetables
- Learn how microgreens are grown
- Learn the benefits of microgreens

Materials:

- *The Vegetables We Eat* by Gail Gibbons
- Harvest of the Month Photo Cards (this month and previous months)
- Posterboard and art supplies

Vocabulary:

Microgreens, broccoli, radishes, sunflower, hop, twist, bend

Activity:

1. Have the children sit in a circle. Tell the children: Today we are going to read a book about vegetables!

- If the weather is nice, read together outside!

2. Read *The Vegetables We Eat* by Gail Gibbons.

3. Point to the older vegetable versions of the microgreens they will try. "Here is broccoli when it is fully grown. You will get to taste it while it is still growing. You will taste it as a microgreen."

4. Show the students the photo cards of the microgreens.

- Discuss the differences that we see in the different types.
- For example, the radish microgreens have red stems. Fully grown radishes are red. What are some similarities?

5. After the discussion, give the children a few moments to move around and release a short burst of physical activity (bending, clapping, flapping, hopping, stomping, or twisting). Recite the "Our Bones and Muscles are Growing Strong" chant:

*Your bones and muscles are growing strong.
Eat good foods and you can't go wrong!
Now move your body, count 1, 2, 3...
Come along and hop with me.*

*Your bones and muscles are growing strong.
Eat good foods and you can't go wrong!
Now move your body, count 1, 2, 3...
Come along and twist with me.*

*Your bones and muscles are growing strong.
Eat good foods and you can't go wrong!
Now move your body, count 1, 2, 3...
Come along and bend with me.*

**Let's Get
Physical!**

6. Have the children try to match the microgreens to the fully-grown vegetable on the Microgreen Matching Handout. Can the children guess which microgreens will grow into Broccoli, Radishes, and Sun Flowers?



MATCHING GREENS!

Can you guess which greens grow up to be the plants below? Draw a line between the microgreens and plants!



Radish



Broccoli



Sunflower



MATCHING GREENS!

Can you guess which greens grow up to be the plants below? Draw a line between the microgreens and plants!



Radish



Broccoli



Sunflower

Week 3: Microgreens

Cooking Activity: Rainbow Veggie Roll-Ups

Week 3 Learning Objectives

Children will be able to:

- Recall what a rainbow of vegetables is
- Identify each ingredient
- Make rainbow rollups

Materials:

- Cooking materials: cutting board, bowls, grater, sharp knife, plastic knives, colander,
- Ingredients not included: Cream cheese, whole wheat tortillas, carrots, tomatoes, bell pepper
- Ingredients included: Microgreens

Activity:

1. Children wash their hands and sit or stand around the activity table. Announce, "Today we are going to make Rainbow Veggie Roll-Ups."

2. Introduce each ingredient as you place it on the activity table.

3. Follow the recipe (below) and encourage the children to be involved in meal prepping as much as possible:

- Have children help by rinsing the vegetables.
- Have children help to chop, cut, and grate the vegetables. Children can use plastic or butter knives and grate with adult supervision.
- Children can help spread the cream cheese on the tortilla.
- Have children help sprinkle the vegetables onto the cream cheese.

4. Students will rate how they felt about tasting microgreens on the Taste Test Sheets.

- Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

RAINBOW VEGGIE ROLL-UPS

Prep time: 10 minutes

Yield: 8 taste test servings (¼ wrap per child)

Ingredients:

- 1 Small bowl of microgreens
- 4 Tbsp low-fat whipped cream cheese
- 2 whole wheat tortillas
- 1 carrot
- ½ tomato, diced
- 2 Tbsp yellow bell pepper

Directions:

- Rinse and dry all vegetables and greens before chopping.
- Dice the tomato and bell pepper. Grate the carrot.
- Spread the cream cheese onto the whole wheat tortillas.
- Sprinkle the vegetables, including the microgreens, onto both tortillas.
- Roll the tortilla tightly. With a sharp knife, slice the wraps into quarters to make a total of 8 pieces.
- Serve family style and enjoy!

Adapted from: The Food Trust, Taste Test From "Z is for Zucchini" Lesson: Crunchy Veggie Roll-Ups

Week 4: Microgreens

Play the Salad Bowl Game

Week 4 Learning Objectives

Children will be able to:

- Children will be able to:
- Recognize healthy foods
- Practice large and small motor skills
- Work in a group

Materials:

- Hula hoops, buckets, or partition areas
- An assortment of items to represent “salad ingredients” like scarves, small balls, bean bags, etc.

Let's Get Physical!

Activity:

1. Ask the children if they have ever eaten a salad. A salad is a meal or side dish made of various vegetables, fruits, nuts, seeds, cheeses, and meats. Salads usually include leafy greens like lettuce and spinach. Sometimes salads include microgreens. We eat salads in round bowls. What kind of vegetables would you like to eat in your salad?
2. Scatter hula hoops throughout the activity area. The hula hoops are “salad bowls.” If you don’t have hula hoops, use buckets or partition areas of the classroom or playground to be “bowls.”
 - Divide students into groups of three or four at each “bowl”.
 - Divide items equally between all hoops.
 - If the weather is nice, play outside!
3. Bring out a variety of items and have students decide what vegetable each item represents in the salad. For example, a scarf could represent spinach. A crumpled ball of paper could represent lettuce. A bean bag could represent a tomato.
4. Students simultaneously begin collecting “ingredients” from other “bowls”; students can only take one ingredient at a time.
5. Items must be placed, not thrown, and students cannot guard their “bowl.” After several minutes, stop playing.
6. Begin by having students collect as many “salad ingredients” as they can in the allotted time.
 - Variations can include: “only collect the tomatoes” or “only collect the lettuce leaves.”
 - Have groups count their items (or skip this step to minimize competition), then redistribute items before starting play again.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about microgreens! Microgreens are vegetable greens that are not fully grown. Different types of edible microgreens include radish, sunflower, broccoli, beetroot, and more. Microgreens can be grown indoors and are available all season long, making them a delicious and healthy choice for early spring!

SPROUTING RADISH SEEDS

You will need:

- 2 Tablespoons of Radish Seeds
- 1 Quart Sized Mason Jar
- Sprouting Lid or Screen
- Fresh Water for Soaking and Rinsing

Directions:

- Measure 2 Tablespoons of radish seed into a quart sized mason jar.
- Cover the seeds with plenty of water and place your sprouting lid or screen on the jar. Allow the seeds to soak overnight for 6 - 10 hours.
- On the morning after soaking your seeds, drain the soak water out of the sprouting jar and then give the seeds a good rinse with fresh water. Drain off all water.
- Shake the seeds out a bit in the jar, making sure that they aren't piled up against the screen (this would prevent good

- airflow). Rest the jar on its side on your countertop. Check your seeds after a few minutes have passed to make sure there is no water "pooling" around the seeds in your jar. If you notice any amount of excess moisture in the jar, tilt the jar over your sink to drain out the water that has accumulated.
- On the evening of the first day, you will rinse and drain your seeds one more time, following the process outlined in the prior step.
- On each subsequent day, you will repeat the rinse & drain process TWICE daily (morning and evening). The key here is to make sure you are thoroughly draining all of the water out of your jar after rinsing.
- On the final day of sprouting, you can move your sprouting jar to a sunnier location, such as a windowsill. Make sure

- that this location is not too hot or bright (this can dry out the sprouts). Leave there a few hours at most.
- Harvest radish spouts in 4 to 6 days.
- Drain and dry prior to refrigerating.

HEALTHY SERVING IDEAS

- Sprinkle on salads and soups.
- Add to omelet.
- Include on veggie rolls with whole wheat tortillas, cream cheese, and your favorite vegetables!

Ask your
child about
microgreens!

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HARVEST OF THE MONTH: Leafy Greens

Farm to ECE Toolkit Contents and Material List: Leafy Greens



Contents of the Leafy Greens toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Family Newsletters



Materials provided:

The Vegetables We Eat by Gail Gibbons
Taste Test sheets
Plastic cups
"Spinach" and "Lettuce" Labels
"Colorful labels" stickers for taste testing



Materials NOT provided:

Arts and crafts supplies
Hula hoops, buckets, or partition areas to be "salad bowls"
An assortment of items to represent "salad ingredients" (scarves, small balls, beanbags, teddy bears, crumpled paper, etc.)

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1 & 2	7: Children show the ability to change or adapt thought processes, applying previously learned concepts and skills to new situations
1 & 2	8: Children use prior relationships, experiences, and knowledge to expand understanding
1	13: Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge
3	24: Children eat a variety of nutritious foods
3 & 4	31: Children participate positively in group activities
4	17: Children demonstrate strength and coordination of large motor muscles
4	18: Children demonstrate strength and coordination of small motor muscles
4	21: Children engage in a variety of physical activities

Week 1: Leafy Greens

Read Aloud and Book Discussion

Week 1 Learning Objectives

Children will be able to:

- Recognize where leafy greens come from

Materials:

- *The Vegetables We Eat* by Gail Gibbons
- Photo cards

Vocabulary:

Leafy greens, leaf/leaves, lettuce, spinach, greenhouse, vitamins.

Activity:

1. Tell the children: Today we are going to read a book about vegetables and leafy greens! Leafy greens are a type of vegetable that grows above ground.

- Types of leafy greens include lettuce, spinach, and cabbage.
- We eat the leaves of these vegetables. The green leaves contain lots of vitamins that are healthy for our bodies. The darker the green, the more vitamins it contains!

2. Use the following discussion questions during the read-aloud of *The Vegetables We Eat*:

- Explain that we eat the leaves of lettuce. They start as tiny seeds that grow into a plant with leaves that we eat.
- Point to the leafy greens on pages 8 and 9 to show that lettuce and spinach are types of leaf vegetables.
- What other types of vegetables have we tried as a class?

Beets = Root
Winter Squash = Fruit
Potato = Tuber
Beans = Seeds

- Farmers in Idaho grow leafy greens in a greenhouse when the weather is still too cold to grow vegetables outdoors. Has anyone seen a greenhouse before?
- Greenhouses are buildings or containers that protect plants from cold weather. They are warm and humid inside because greenhouses are made of see-through materials like plastic or glass. They are like one big window!
- What do you see when you look out your window? Do you see the sun?
- Why are greenhouses see-through? To let in sunlight. Plants, like leafy greens, need sunlight to grow.
- Point out the pictures of lettuce in the book. Use the book's illustrations and the Photo Cards to demonstrate the parts of the plant that we eat.
- Explain to the students that fresh vegetables, like lettuce, are the most nutritious when harvested fresh from the garden. Another place to get fresh vegetables is at the farmer's market or grocery store. Do you see fresh, leafy greens at the store or market?

3. Have the children count the number of each type of salad green on the Healthy Salad Greens worksheet.

HEALTHY SALAD GREENS!

Count the number of each type of salad green and write the number in the blanks.



Lettuce

Spinach

Arugula

Microgreens

HEALTHY SALAD GREENS!

Count the number of each type of salad green and write the number in the blanks.



Lettuce

Spinach

Arugula

Microgreens

Answers: 4 Lettuce, 3 Spinach, 2 Arugula, 2 Microgreens

Week 2: Leafy Greens

Greens in a Mini-Greenhouse

Week 2 Learning Objectives

Children will be able to:

- Follow directions
- Use garden-specific vocabulary words
- Predict, Observe, and Discuss the growth of leafy greens

Materials:

- Plastic cups (4 per child)
- Craft Sticks
- "Spinach" and "Lettuce" labels

Activity:

1. Ask the class: Is it still cold outside? It is still cold outside, but the weather is starting to get warmer. It is almost spring!
2. Because it is still cold outside, seeds have trouble sprouting into plants. Seeds like to grow in warm environments with lots of sunshine.
 - Explain that when we build a greenhouse for our plants, they are protected from the cold.
 - Who else likes living in a warm house when it is cold?
3. Ask the children if they have ever grown a plant from a seed. Remind them of when they germinated bean seeds in February.
4. Explain to the students that they will build a greenhouse to grow a seed. We will use plastic cups because they are see-through, like a window.
5. Surrounding the seed in a greenhouse will protect the seed from the cold. It will keep the water we feed it from going outside and it will let sunlight inside.
6. Give each child 2 clear plastic cups. Tell the children that they will help come up with a name for the plant.
 - "Green" starts with the letter 'G.' What other words begin with the letter 'G?' (Garden, Gorilla, Grumpy, Goat, Giraffe, or Guitar.)
 - Once a word is selected for each cup, have each child practice writing that word. Write "Green" and add a different 'G-word to follow. Write the 'G' name on each cup.
 - OPTIONAL: Decorate the cup with stickers, beads, glitter, etc. This will be the bottom of the "greenhouse."
7. On separate, unnamed cups, place the "spinach" and "lettuce" labels towards the rim. This will be the top of the "greenhouse" (see Figure 1).
8. Fill each bottom cup with roughly $\frac{1}{2}$ cup of soil. Dig a hole about $\frac{1}{2}$ inch deep (eraser end of a pencil). This is the ideal depth for most vegetable seeds as they often are very small. Add a couple of seeds to each container.
9. Cover the hole with soil. Add water so the soil is moist, but do not overwater. A spray bottle works well for this. Invite the children to spray their soil with a spray bottle.
10. When the plants grow to be about 3-4 inches tall, send children home with 1 of each plant or plant directly into the ground on-site. Write "spinach" and "lettuce" on the craft sticks. Let family members know that the plants are ready to be transplanted either into a larger container or placed directly into the ground. Spinach is a hardy plant and can generally tolerate cooler conditions once it has matured from its sprout stage.
11. Lettuce and spinach are ready to harvest 6 to 7 weeks after sowing. It is best to harvest by hand in the morning (or in cool weather) to prevent their leaves from wilting.



Figure 1

Week 3: Leafy Greens

Who Is Growing Faster?

Week 3 Learning Objectives

Children will be able to:

- Observe the growth of leafy greens and use differences in attributes to make comparisons
- Work in a group
- Taste and describe leafy greens

Materials:

- Leafy greens for tasting
- Taste test sheets and stickers

Activity:

1. As a class, observe the growth of the leafy greens.
2. Refer to each plant by the name the children gave it. Each day, have the children order the plants from tallest to shortest. Bring out rulers and measuring tapes so the children can make more accurate comparisons.
3. As they grow, ask the children to use their observation skills:
 - Which one sprouted first? Which one started to leaf first? Which is taller?
 - What do the children notice about the spinach and lettuce sprouts?
 - What do they notice about the greenhouse? Is there water on the sides of the cup? Why do they think that is?

Tasting Greens:

1. Children may be more likely to try new fruits and vegetables if they can touch and see the fruit or vegetable before it is cooked. Have a few leaves out for the children to touch, see, and smell before tasting. Encourage children who aren't willing to try the new food to hold it, smell it, or lick it during the tasting activity.
2. Rinse greens well before serving raw.
3. OPTIONAL: Add other fresh ingredients like oranges, grapes, tomatoes, bell peppers, carrots, and beets to the leafy greens to make a salad. Cut salad ingredients into small, easily chewed pieces. Other serving suggestions: Add lettuce to veggie wraps with whole wheat tortillas or make a bean salad. Add spinach to soups, pizza, or egg bakes. For more recipe ideas, visit USDA Child Nutrition Recipe Box for standardized recipes: <https://theicn.org/cnrb/>
4. When children are trying leafy greens during meal time, ask them questions, like:
 - What do they taste like? Are they soft? Crunchy? Sweet? Bitter?
 - Has anyone tried to grow a leafy green?
 - How do leafy greens grow? (They grow above the ground).
 - What parts of the plant do we eat? (We eat the leaves and stems)
5. Students will rate how they felt about tasting greens on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

Week 4: Leafy Greens

Play the Salad Bowl Game

Week 4 Learning Objectives

Children will be able to:

- Recognize healthy foods
- Practice large and small motor skills
- Work in a group

Materials:

- Hula hoops, buckets, or partition areas
- An assortment of items to represent “salad ingredients” like scarves, small balls, bean bags, etc.

Let's Get Physical!

Activity:

1. Ask the children if they have ever eaten a salad. A salad is a meal or side dish made of various vegetables, fruits, nuts, seeds, cheeses, and meats. Salads usually include leafy greens like lettuce and spinach. Sometimes salads include microgreens. We eat salads in round bowls. What kind of vegetables would you like to eat in your salad?

2. Scatter hula hoops throughout the activity area. The hula hoops are “salad bowls.” If you don’t have hula hoops, use buckets or partition areas of the classroom or playground to be “bowls.”

- Divide students into groups of three or four at each “bowl”.
- Divide items equally between all hoops.
- If the weather is nice, play outside!

3. Bring out a variety of items and have students decide what vegetable each item represents in the salad. For example, a scarf could represent spinach. A crumpled ball of paper could represent lettuce. A bean bag could represent a tomato.

4. Students simultaneously begin collecting “ingredients” from other “bowls”; students can only take one ingredient at a time.

5. Items must be placed, not thrown, and students cannot guard their “bowl.” After several minutes, stop playing.

6. Begin by having students collect as many “salad ingredients” as they can in the allotted time.

- Variations can include: “only collect the tomatoes” or “only collect the lettuce leaves.”
- Have groups count their items (or skip this step to minimize competition), then redistribute items before starting play again.

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about leafy greens! Different types of leafy greens include romaine lettuce, green leaf lettuce, red leaf lettuce, spinach, purple cabbage, green cabbage, arugula, bok choy, dandelion greens, kale, swiss chard and more!

Ask your
child about
Salad Greens!

RAINBOW VEGGIE ROLL-UPS

Ingredients:

1 Small bowl of washed spinach
4 Tbsp low-fat whipped cream cheese
2 whole wheat tortillas
1 carrot
½ tomato, diced
2 Tbsp yellow bell pepper

Directions:

- Rinse and dry all vegetables and spinach before chopping.
- Dice the tomato and bell pepper. Grate the carrot.
- Spread the cream cheese onto the whole wheat tortillas.
- Sprinkle the vegetables, including the salad greens, onto both tortillas.
- Roll the tortilla tightly. With a sharp knife, slice the wraps into quarters to make a total of 8 pieces.
- Serve family style and enjoy!

Adapted from: The Food Trust, Taste Test
From "Z is for Zucchini" Lesson: Crunchy Veggie Roll-Ups

HEALTHY SERVING IDEAS

- Use fresh spinach to make a tasty salad. Add sliced mandarins or dried berries and toss with lowfat balsamic vinaigrette.
- Add chopped frozen spinach to lasagna, casseroles, and soups.
- Use fresh spinach on sandwiches instead of lettuce.
- Ask your children to create their own salads. Let them pick out the vegetables and toppings they want to use.
- Fresh spinach can be found loose or bagged.
- Choose fresh spinach leaves that are green and crisp. Avoid leaves that are limp, damaged, or spotted.
- Store fresh spinach in an open plastic bag in the refrigerator for up to four days.
- Rinse spinach leaves in cool water and pat dry just before using.

PRODUCE TIPS:

- Look for dark green leaves. Choose lettuce heads that are tight and firm.

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IDAHO DEPARTMENT OF
HEALTH & WELFARE

HARVEST OF THE MONTH: Radishes

Farm to ECE Toolkit Contents and Material List: Radishes



Contents of the Leafy Greens toolkit include:

Weeks 1 - 4 of Farm to ECE Curriculum
Family Newsletters



Materials provided:

Rah, Rah, Radishes by April Pulley Sayre
Harvest of the Month Photo Cards
Pipe cleaners and pom poms
Taste Test sheets



Materials NOT provided:

Kitchen tools: cutting board, plastic knives and bowls, grater, sharp knife, colander.
Arts and crafts supplies not provided (glue, feathers, leaves, popsicle sticks, cupcake papers, etc.)
Scientific tools such as: measuring tapes, rulers, a scale, magnifying glass, and/or tweezers

Learning Standards: Idaho Early Learning e-Guidelines

Week	Goal
1	8: Children use prior relationships, experiences, and knowledge to expand understanding
1	10: Children demonstrate awareness of cause and effect relationships
2	24: Children eat a variety of nutritious foods
3	16: Children represent experiences and thought through symbolic representation such as movement, drawing, singing/ vocalizing, and play
3	46: Children use creative arts to express and represent what they know, think, believe, or feel
3	18: Children demonstrate strength and coordination of small motor muscles
4	42: Children observe, describe, and collect information by exploring the world around them
4	43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalization

Week 1: Radishes

Introduction to Radishes

Week 1 Learning Objectives

Children will be able to:

- Recognize what part of the radish we eat
- Recognize full grown radishes and radish microgreens
- Recall healthy foods

Vocabulary:

Radish, root, microgreens, seedlings, bulb

Materials:

- Harvest of the month photo cards
- *Rah, Rah, Rah Radishes* by April Pulley

Activity:

1. Radishes are root vegetables that look like beets or turnips but have a different flavor. They are the root of a plant classified in the mustard family and sometimes they can taste a little spicy!

2. Pass around a few radishes for the children to see and feel. Do not serve these radishes. As the children pass around the radishes, raise these discussion questions and remarks:

- In the United States radishes are usually eaten raw, but they can be added to cooked dishes, served whole, grated onto foods like tacos, or made into chips.
- What part of the radish do we eat? We eat the root. Just like beets! We can also eat them when they're seedlings or microgreens. Use the photo cards to demonstrate the parts we eat.

3. Show the children the life stage photos of radishes. They start as seedlings and soon grow long and broad leaves. Beneath the ground, the roots extend downward. Soon a bright red bulb grows.

- Remind the children that they tried radish microgreens. These microgreens, or seedlings, were radishes at an early stage in life.

4. Gather in a circle. Read *Rah, Rah, Radishes* by April Pulley Sayre. As you read the book aloud, mention the vegetables the children have tried (winter squash, beets, etc.).

Week 2: Radishes

Tasting Radishes

Week 2 Learning Objectives

Children will be able to:

- Taste radishes
- Communicate and work with other children
- Engage in sensory experiences

Vocabulary:

Radish, root, microgreens, seedlings, bulb

Materials:

- Radishes, knife, cutting board
- Paper plates, napkins, etc.

Activity:

1. Reserve 1-2 radishes for passing around the classroom. Do not serve these radishes. Can the children spot the differences between the different varieties?
2. Before serving, wash radishes thoroughly making sure to remove any remaining leafy matter or dirt.
3. Chop the leaves off the top. Carefully cut radishes into thin slices, making sure they don't roll as you begin cutting. Radishes can also be grated.
4. Give each child a tasting-size amount of each of the different radishes.
5. One at a time, lead the class in trying one radish type at a time (all at once; say, "One, two, three, try it!").
 - How do the different varieties differ? How are they the same? Which is their favorite?
 - Which words can they use to describe the taste (sweet, juicy, spicy, etc.)?
 - What part of radish do we eat? (We eat the root).
6. When the children have finished their snack, prompt them to help clean up by putting their paper products in the trash and/or wiping the table.
7. Students will rate how they felt about tasting radishes on the Taste Test Sheets.
 - Have students put a sticker on either the "I Like This", "I Don't Like This Yet", or "I Didn't Try This Yet" columns of the taste test sheet.

ROASTED RADISH CHIPS

Ingredients:

5 radishes, cut into ¼ inch thick coins
Cooking spray or olive oil
½ tsp salt
½ tsp black pepper

Directions:

- Preheat oven to 425° F.
- Place radish coins on a baking sheet lined with parchment paper. Spray or coat the radish coins in oil and sprinkle with half the seasonings.
- Place the radishes in the oven and roast for 10 minutes. Remove from the oven, flip them, spray with additional oil, and sprinkle remaining seasonings. Roast for another 10 minutes or until golden brown. Watch carefully as they can burn quickly!
- Let them cool and serve family style. Enjoy!

Adapted from: Roasted Radish Chips, The Produce Moms. Accessed March 2021.
<https://theproducemoms.com/2018/09/25/roasted-radish-chips/>

Week 3: Radishes

Plant Part Puppet Art

Week 3 Learning Objectives

Children will be able to:

- Create a plant puppet
- Recall the parts of a plant

Materials:

- Plant parts photo cards
- Provided arts and craft supplies: pipe cleaners, pom poms
- Supplies not provided: glue, feathers, leaves, popsicle sticks, cupcake papers, etc.

Before starting this activity, let parents and families know to bring in an old pair of socks on the day of this activity. Alternatively, make the puppets out of construction paper or paper bags.

Activity:

1. Begin the discussion with the Plant Parts Photo Card that shows all six types of vegetables: roots, stem, leaves, flower, fruit, and seeds.

2. Explain that on different plants, we eat different parts of the plant. Give examples of each type and show a photo:

- **Roots:** Carrots, Beets, Radishes
- **Stems:** Asparagus, Celery, Leeks
- **Leaves:** Lettuce, Spinach, Kale, Collards
- **Flowers:** Broccoli, Cauliflower
- **Fruits:** Peppers, Tomatoes, Cucumbers
- **Seeds:** Sunflower Seeds, Pomegranate, Peas

3. Glue googly eyes on the sock/paper puppet before starting the art activity.

- Students will use art supplies (pipe cleaners, feathers, ribbon, etc.) to create their plant puppet that includes all or most parts of the plant.

4. For example, pipe cleaners can be used for stems, pom poms or buttons for fruits or roots, feathers or leaves from outside for leaves, cupcake papers for flowers, beads or dried beans for seeds, etc.

5. As they create their plant puppets, encourage them to be imaginative and to tell you about the puppet (who they are, where they live, etc.)

6. Have a puppet show! During circle time, have the children introduce their puppets and the puppets' plant parts.

7. OPTIONAL: Have the children act out a short song with their puppets.



Week 4: Radishes

Radish Observation & Exploration

Week 4 Learning Objectives

Children will be able to:

- Describe radish attributes using standard and nonstandard measurements
- Observe differences in measurements and attributes
- Compare and contrast radish attributes

Materials:

- A variety of raw radishes
- Scientific tools: magnifying glass, tweezers, etc.

Activity:

1. Prepare a space in the classroom for an exploration table. Put out a few different radish varieties and scientific tools such as measuring tapes, rulers, a scale, magnifying glass, and/or tweezers. Gather the children around the table.

- Explain to the class that today we will be scientists exploring radishes.
- We will use our eyes to see, ears to listen, nose to smell and hands to feel how the radishes are the same and different. We will also compare the outside to the inside of tomatoes.
- We will use scientific tools to measure and weigh which radishes are larger, smaller, lighter, or heavier.

2. Have them watch as you slice the radish and notice how from bottom to top the size of the slice changes. They may also notice that radishes are a different color on the inside than outside.

- What color are they on the outside? What color are they on the inside?
- Pass around the slices and have the students compare them.
- How are they different? Why?

3. Radishes come in a wide variety of shapes (round to oblong), colors (including red, white, pink, purple, and yellow), and sizes. Collect several raw radishes and compare them.

4. Small groups allow the children to explore the radishes on their own. You can guide them to use the scientific tools appropriately.

5. Ask guiding questions that will encourage them to further explore- which one is the largest? Do they have the same shape? Color? How do they feel?

6. Leave the slices out for a week. Each day examine the slice.

- What happened?
- Compare and describe the differences between a fresh slice and each day it sits out.

7. If the weather is nice, explore outside. What other plants can the children measure?

Let's Get Physical!

Adapted from: Section 2 Farm to Childcare Classroom Activities (Institute for Agriculture and Trade Policy with New Horizons Academy), 65-68. Accessed April 2020.
https://www.iatp.org/sites/default/files/2014_07_16_F2CC_Curriculum_f.pdf

Adapted from: Farm to Preschool Harvest of the Month Curriculum (Urban and Environmental Policy Institute, Occidental College), 2016. Accessed April 2021. <http://www.farmtopreschool.org/documents/F2P%20Curriculum.pdf>

HARVEST OF THE MONTH



THIS MONTH...

We are learning all about radishes!

Radishes are one of the easiest vegetables to grow in a garden, growing from seed to harvest in just a few weeks. Although not grown commercially in Idaho, you can find radishes early in the spring and throughout the summer at farmers' markets and farm stands. Radishes come in several colors and flavors. For the mildest flavors, choose young, smaller varieties. Source: Idaho Preferred

ROASTED RADISH CHIPS

Ingredients:

5 radishes, cut into ¼ inch thick coins
Cooking spray or olive oil
½ tsp salt
½ tsp black pepper

Directions:

- Preheat oven to 425 degrees F.
- Place radish coins on a baking sheet lined with parchment paper. Spray or coat the radish coins in oil and sprinkle with half the seasonings.
- Place the radishes in the oven and roast for 10 minutes. Remove from the oven, flip them, spray with additional oil, and sprinkle remaining seasonings. Roast for another 10 minutes or until golden brown. Watch carefully as they can burn quickly!
- Let them cool and serve family style. Enjoy!

Adapted from: Roasted Radish Chips, The Produce Moms. Accessed March 2021.
<https://theproducemoms.com/2018/09/25/roasted-radish-chips/>

HEALTHY SERVING IDEAS

- Grate and sprinkle onto salads, soups, tacos, and more!
- Roast them into veggie chips.
- Add them to wraps with your favorite vegetables!

FUN FACTS

- Radishes are in the brassica (mustard or cabbage) family and are related to broccoli, cauliflower, and kale.
- The skin of a radish contains much of the spiciness, so if you prefer a mellow flavor, peel it first.

- Radishes are a good source of vitamin C and contain folate, fiber, riboflavin and potassium, as well as copper, vitamin B6, magnesium, manganese, and calcium.
- Radish greens are edible, too. Pluck a few young, tender greens to add to sandwiches and salads. Older greens can be sautéed or steamed. Don't overdo it, though. Harvest just a few leaves per plant so the remaining ones can supply (through photosynthesis) the energy the plant needs to form roots.

Adapted from: Kids Gardening, "Radish"



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