

June

..... HARVEST OF THE MONTH

BLUEBERRIES

NC Standard Course of Study

Language Arts:

SL.3.2 Determine the main ideas and supporting details of text read aloud or information presented orally or through other media.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, relevant, descriptive details, speaking clearly in complete sentences.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal disclosure.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the 2-3 grammar continuum.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the 4-5 grammar continuum

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the 4-5 grammar continuum

NC Essential Standards

Health:

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness

3.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

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Science:

4.L.2 Understand food and the benefits of vitamins, minerals and exercise.

Goal:

Students will discuss and learn how to prepare a healthy breakfast using Go, Grow, Glow foods (Grains, Protein, Fruits + Veg). Students will prepare and sample blueberry yogurt parfait.



Activity Length:

Flexible, 45 minutes is ideal



Location:

Classroom

Materials needed:

Go, Grow, Glow Hand-Out*

For snack:

- Blueberries
- Yogurt
- Granola
- 3 serving utensils

- Clear plastic cups (so kids can see the layers in their parfaits)
- Spoons for each student

*Alternatively, you can have students draw their own on a sheet of paper or on a paper plate

Teacher Prep beforehand:

- Print Go, Grow, Glow Hand-Out
- Have ingredients (yogurt, blueberries, granola) accessible. If using frozen blueberries, leave out to thaw for an hour

Blueberry Life Cycle

Question for the class: How do our BLUEBERRIES GROW? What does it need to grow?

Invite students to join in narrating or acting out the process:

Possible script: *It starts of as a tiny little SEED. If that plants gets SOIL + WATER, it will start to GERMINATE. It will send ROOTS down into the SOIL. Then it sends up its STEM toward the sky. It sends out its LEAVES to collect more sun. When it wants to make more plants, it will open up a FLOWER. Visitors like BEES & BUTTERFLIES (Pollinators!) (buzzzzzz) will help the flower grow into a FRUIT, like our sweet blueberries! Inside the fruit is a tiny SEED, which can make a new plant!*

Optional warm-up songs:

Roots, Stems, Leaves by the Banana Slug String Band

Sun, Soil, Water & Air by the Banana Slug String Band

Bonus: Have students act it by starting as a tiny little seed (ball on the floor), pressing their roots (feet) into the floor, stretching their stem (body) towards the sky, and opening leaves.

Supply Chain

Question for the class:

WHERE do BLUEBERRIES GROW?> They grow on a farm or they can grow in a garden (do we have them in our garden?). They also grow in the wild.

Where can we get or buy BLUEBERRIES?> We can buy them at the grocery store, farmer's market, or we can eat them at the cafeteria.

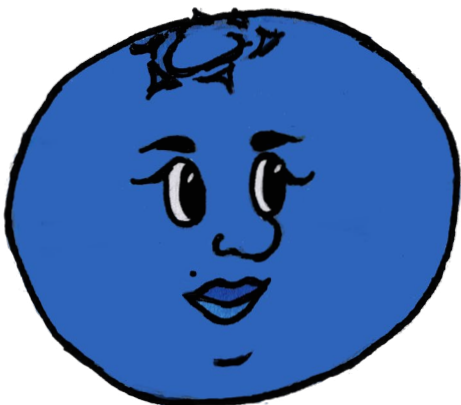
HOW did the BLUEBERRIES get from the farm to our plate? WHO helps?> **Harvest:** The farmer had to harvest (pick) them from the blueberry bush.

Process: Maybe they were washed, and then someone had to pack them in a box to keep them safe.

Transport: A driver had to drive them from farm to market. It may be a long way depending on where the journey started!

Prepare: Someone (a chef or a family member) had to wash it or put it a blueberry muffins or jam

Eat: And finally... after all that... YOU get to eat it!



Harvest of the Month Moment!



Before diving into the lesson, introduce the featured produce!

If space, gather in a circle or around the poster. Feel free to use this space to share your own experiences with the harvest and celebrate what students know.

The Harvest of the Month for JUNE is BLUEBERRIES!

- *Blueberries are a good source of Vitamin C and fiber.*
- *Blueberries grow on a bush. From the time you plant a blueberry bush, it usually takes 3-4 years for it to produce berries to eat.*
- *We celebrate blueberries during the month of June because they grow best in North Carolina during summer and they are ripe and juicy. But, there are different varieties that ripen at different times of the year.*

Ask students to find the harvest on the *What's Growing On?* Poster. If available, pass around the harvest and invite students to share observations (*How does it feel, look, smell, sound? Does it remind you of another harvest we've done this year?*).

Consider asking some warm-up questions for students:

- *Have you tried blueberries? When did you try them?*
- *How does your family like to prepare blueberries?*
- *Do you have anything that you know about this harvest that you'd like to share?*

What's Growing On?



1. Breakfast Warm up

Question for the class:

What did you eat for breakfast this morning? Why is breakfast important?

- Helps fuel our day. Thanks everyone for sharing!
- Today we're going to talk about healthy breakfasts and how blueberries can be a part of it!

Distribute worksheets.

2. Go, Grow, Glow (10 minutes)

On their worksheets, have students write the answer to the question in the corresponding section :

- **Grow:** What do you want to be when you grow up?
- **Go:** How do you like to stay active? (Example: Running, sports, dancing)
- **Glow:** What makes you special? When do you feel your best?

Invite students to share their actions out loud and write them on the board: 'Ways we're GOing,' 'Where we're GROWing,' 'When we are GLOWing'

Bonus points! Incorporate Movement:

Have students create a movement for Go, Grow, Glow:

Example: If student's GO was swimming, they might motion swimming with their arms

Depending on how much time you have, you can invite students to take turns sharing their movements with the class or ask students all do their own movement at the same time

3. Go, Grow, Glow Foods (10 minutes)

Different foods help our bodies in different ways. What kinds of foods can help us do these things you wrote on your plate?

- *Protein helps us **grow**: Have students flex their muscles*
- *Grains have a lot of carbohydrates which help us **go**! Run in place or jumping jacks*
- *Fruits & veggies have vitamins and minerals that help us **glow**! Strike a pose or pose like a superhero*

Pause to define and invite students to read the definitions aloud

- Protein
- Carbohydrates
- Vitamins

As a class, brainstorm examples of foods in each of the categories and write them on the board:

- **Whole Grains (go):** brown rice, whole wheat bread, whole grain pasta
- **Protein (grow):** beans, dairy, nuts, lean meats, fish, chicken.
- **Vegetables & Fruits (glow):** BLUEBERRIES, carrots, broccoli, and so on!

Have students to fill in their favorite protein, vegetables + fruits, and whole grains in the appropriate category on their worksheet, a minimum of 2-3 examples for each category

4. Parfait Party Time! (15 minutes)

1. Parfait supply chain and math connection: *Where did each ingredient come from?*

- Check the labels of the yogurt, granola, and blueberries
- If you have access to google maps, look up where each product was made, and map the distance each traveled. Compare the local blueberries with blueberries you might buy from a grocery store. How far did the food travel to get to you?
- Discuss how even though the product may have been packaged in a certain place, the ingredients (milk, sugar, etc in the yogurt for example) could have come from lots of places.

2. Wash hands!

3. Preparing the Blueberry Yogurt Parfait

- Have student volunteers create a buffet line with the yogurt, granola and blueberries and appropriate utensils. Place the clear cups at the front of the line.
- Invite students to serve themselves yogurt, granola and berries
- Wait until all students have a parfait before eating
- Bon Appetit, now you may eat!

4. Mindful Eating

While students are eating, invite them to think about other possible variations for their Parfait:

- Yogurt + Crunch (granola, cereal, oats, nuts) + Fruit
- *What would you add to yours?*

Yogurt +	Crunch +	Fruit
Vanilla Yogurt	Granola	Berries
Strawberry Yogurt	Cereal	Apples
Plain Yogurt	Nuts	Bananas
		Peach
		Mango

5. Reflection

Possible questions:

- What other healthy foods can you eat for breakfast? Are there other fruits you often eat for breakfast? Vegetables?
- Why is breakfast food often distinct from the foods we eat at other times of day?
- Why is it important to eat a varied diet?
- Why should we make sure to eat lots of different fruits and vegetables?
- Do you think it is easier to get fruits and vegetables when they are in-season than at other times of year?
- Do any of your family members grow blueberries?