

May

..... HARVEST OF THE MONTH

STRAWBERRIES

NC Standard Course of Study

Language Arts:

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.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing, demonstrate proficiency within the 2-3 conventions continuum.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation

and spelling when writing, demonstrate proficiency within the 4-5 conventions continuum.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing, demonstrate proficiency within the 4-5 conventions continuum.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Materials needed:

- “Myths” worksheet
- Writing utensils
- Plain or colored paper
- “The First Strawberries: A Cherokee Story” by Joseph Bruchac

Goal:

Students learn about mythology as storytelling through a Cherokee myth about strawberries. Students practice creative writing skills while writing their own myths.



Activity Length:

45-60 minutes



Location:

Classroom

Strawberry Life Cycle

Pass out “Strawberry Life Cycle” hand-outs and ask students to follow along as you read the script. (Alternatively, students can practice reading and take turns reading the different steps of the life cycle.)

- Before it grows into a plant, what do strawberries start out as? **Seeds.**
- What do strawberries need to grow? **Sun, soil, water, and air.**
- If we plant a strawberry seed in soil, give it water, after a few days it will start to grow **roots.**
- **Roots** provide a support system for the strawberry plants. They draw water up from the soil along with nutrients like carbohydrates and nitrogen

to help the apple tree grow big and strong. **Roots** also keep the plants in the ground, and help them grow upright.

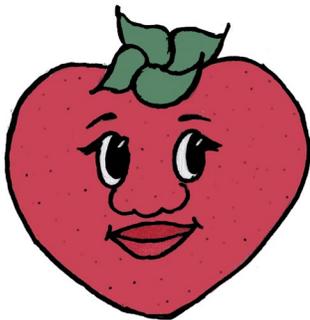
- After growing roots, the strawberry seed will “germinate”, meaning it sends up a **stem and leaves.** These are the first parts of the plant that we can see above ground.
- After a while, the strawberry seed will grow **leaves.**
- What are the main role of **leaves? Photosynthesis!** The leaves spread out wide and collect energy from the sun. The strawberry plant uses this energy to create food for itself.
- When the strawberry plant is ready to start growing fruit, it will grow small white **flowers.** If (and only if!) the flowers are **pollinated**, a strawberry will grow from the flower! This is why insects like bees, butterflies, moths, and even flies and wasps are important! Without them, we wouldn’t have food!
- The outside of each strawberry has many **ovaries**, each of which contain a **seed** inside them that can grow a new plant – and the cycle begins all over again!

Supply Chain

Watch the video “Tesco | Strawberries – From farm to store in a day”:

<https://www.youtube.com/watch?v=BDgh132QLFM>

Ask students to identify the different steps of the supply chain as seen in the video, arriving at the five main steps:



- Plant: The farmer had to plant the seeds or saplings
- Harvest: The farmer and his or her employees harvest the produce
- Transport: A driver had to drive them from the farm to the store, market, or processing facility
- Prepare: Someone (a processing facility, chef, family member) has to wash and prepare the food
- Eat: Finally, after all that work, 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 MAY is STRAWBERRIES!

- *Strawberries are a great option for getting one of your daily servings of fruit. The berries are a good source of Vitamin C. Can you remember what vitamin C does for our bodies? (boosts our immune system and protects us from getting sick).*
- *They like warm weather and grow in North Carolina during the spring. Strawberries have a very short growing season. If the weather is good, strawberries are available from mid-April to early June. This makes the month of May the best time of year to get local strawberries.*

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 strawberries? When did you try them?

How does your family like to prepare strawberries?

Do you have anything that you know about this harvest that you'd like to share?

What's Growing On?



ELA Lesson: Strawberries and Mythology

Ask students: Do you know what a *Myth* is?

- A myth is an ancient form of story telling
- Myths often tell an important story about how we relate to the world around us
- Some myths explain natural events, such as the changing of the seasons, or to explain the different kinds of life on earth, such as plants and animals
- Myths often involve some kind of *supernatural* (something that cannot be explained with logic or science) power or event.
- Groups of people from different cultures all over the world all have their own myths that have been passed down over time

Say: *Our harvest of the month is strawberries. Today, we are going to explore a myth about strawberries that was created by the Cherokee Tribe of Native Americans. Cherokees call Eastern North Carolina, where we live, their home!*

Read “The First Strawberries: A Cherokee Story” by Joseph Bruchac

- Pass out the “Myths” worksheet to each student and give them time to fill it in to the best of their ability.

Now that students have a basic understanding of what a myth is, tell them they will now get to create their own myth!

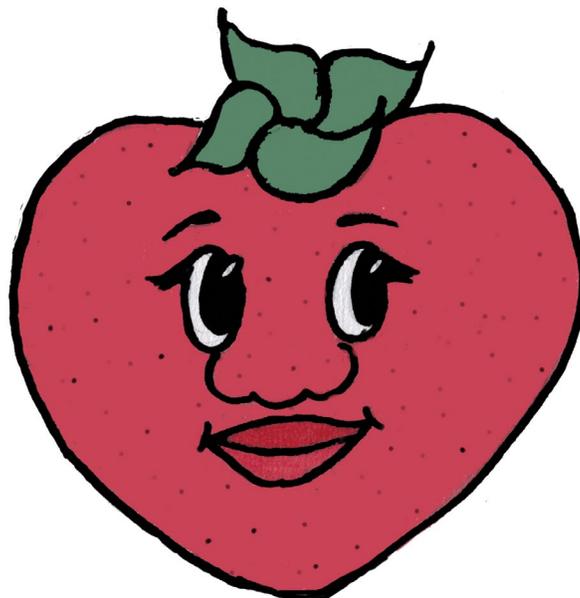
- Pass out 3-4 sheets of plain or colored paper and writing utensils to each student
- Have them fold the paper in half to create a booklet.
- Give students 15-20 minutes to create, write, and illustrate their myths, remembering to incorporate these major features:

- Explains a natural event or something about the world
- Involves some supernatural power
- Is not about a real event

Example:

Long ago, Elephants did not have trunks. One day, fire swept across the land, and the honeybees needed somewhere to escape the smoke. They flew up the elephants’ noses to hide. The elephants did not like having them there, and tried so hard to blow them out, their noses grew into trunks. That is why honeybees today build their hives in hollow trees: because it reminds them of the elephant’s trunk (Thai myth).

Give students time to share their myth with a partner



Strawberry Life Cycle

