

# August

..... HARVEST OF THE MONTH .....

# TOMATOES

## NC Standard Course of Study

### Health:

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

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

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

## Materials needed:

- Go Grow Glow Worksheet for each student
- Alternatively you can use a regular sheet of paper or paper plate and have students draw a circle divided into 3 sections

### Snack:

- Cherry tomatoes
- Crackers/bread
- Cheese
- Bowl or plate for each student
- Cutting board & knife for cheese

### Goal:

Students will understand and appreciate what fruits and vegetables can do for our bodies as part of a balanced diet.



### Activity Length:

Flexible. 45 minutes ideal



### Location:

Classroom

### Book Extensions:

*I Will Never Not Ever Eat a Tomato* by Lauren Child

# Tomato Life Cycle

**Question for the class:** How do our TOMATOES GROW? What does it need to grow? What do find when you open up a little tomato?

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

**Possible script:** *The tomato 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!) (buzzzzzzz) will help the flower transform into a FRUIT! Inside the fruit are many tiny SEEDS, which can each 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 (hands).

# Supply Chain

**Question for the class:**

WHERE DO TOMATOES GROW?



They grow on a farm or in a greenhouse or they can grow in a garden (do we have them in our garden?)

Where can we get or buy TOMATOES?



We can buy them at the grocery store, farmer's market, or you can eat them in the cafeteria

HOW did the TOMATOES get from the farm to our plate? WHO helps?

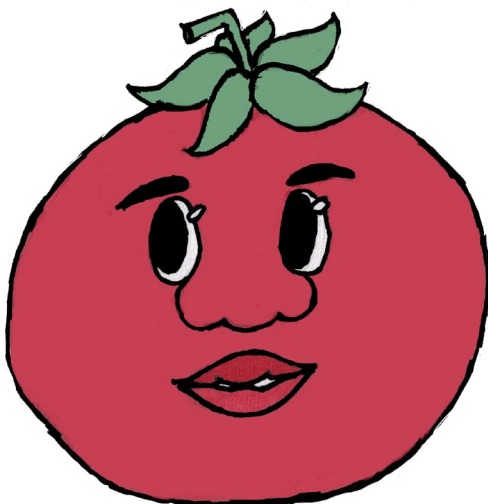


**Harvest:** The farmer had to harvest (pick) them

**Transport:** A driver had to drive them from farm to store or market

**Prepare:** Someone (a chef, family member) had to wash it

**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 AUGUST is TOMATOES!*

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 it? When did you try it?*

*How does your family like to prepare this fruit/vegetable?*

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

## Garden Extension!

If there are tomatoes growing in the garden, go visit!

- Roots
- Stems
- Leaves
- Flowers

Ask students to identify the individual plant parts (and their functions!) of the tomato plant:

- Fruits
- Seeds

# What's Growing On?



## 1. How We Go, Grow & Glow (10 minutes)

Have students share out loud (or write, if they are in 1st or 2nd grade,) something for each of the following categories:

- *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: 'Where we're GROWing,' 'Ways we're GOing,' 'When we're 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. If his/her GROW is to be an astronaut, they can act out launching into space!

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 GROW, GO, and GLOW?

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

Provide examples of each and invite students to add more of their own:

- Protein (grow): beans, dairy, nuts, tofu, lean meats, fish, chicken
- Whole Grains (go): brown rice, whole wheat bread, whole grain pasta
- Vegetables & Fruits (glow): tomatoes, strawberries, spinach

### 4. Super Snacks!

**Worksheet:** Give a “Go, Grow, Glow Foods” worksheet to each student. Students will list their favorite GROW, GO, and GLOW foods.

Brainstorm different “Super Snacks” that can be made with combinations of GROW, GO, and GLOW foods

**MATH CONNECTION:** How many combinations can you think of?

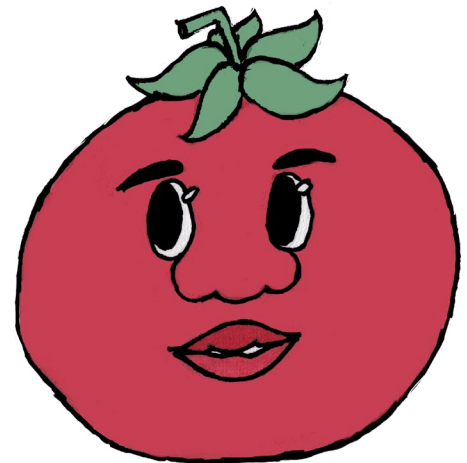
**Wash hands!**

- Have volunteers help lay out the ingredients or prepare a plate for each student with tomato, cheese, and cracker/bread
- Students assemble a “Super Snack” with a cherry tomato, cheese, and cracker/bread

### 5. Reflection

**Possible reflection questions:**

- Why is it important for us to eat different types of foods?
- What combinations did you come up with that you really like or want to try?
- Why is protein so important? Fruits and vegetables? Grains?
- What activities do you want to do when you have energy?



# GO, GROW, GLOW FOODS

**GO:** Something active I like to do...

**GROW:** When I grow up, I want to be...

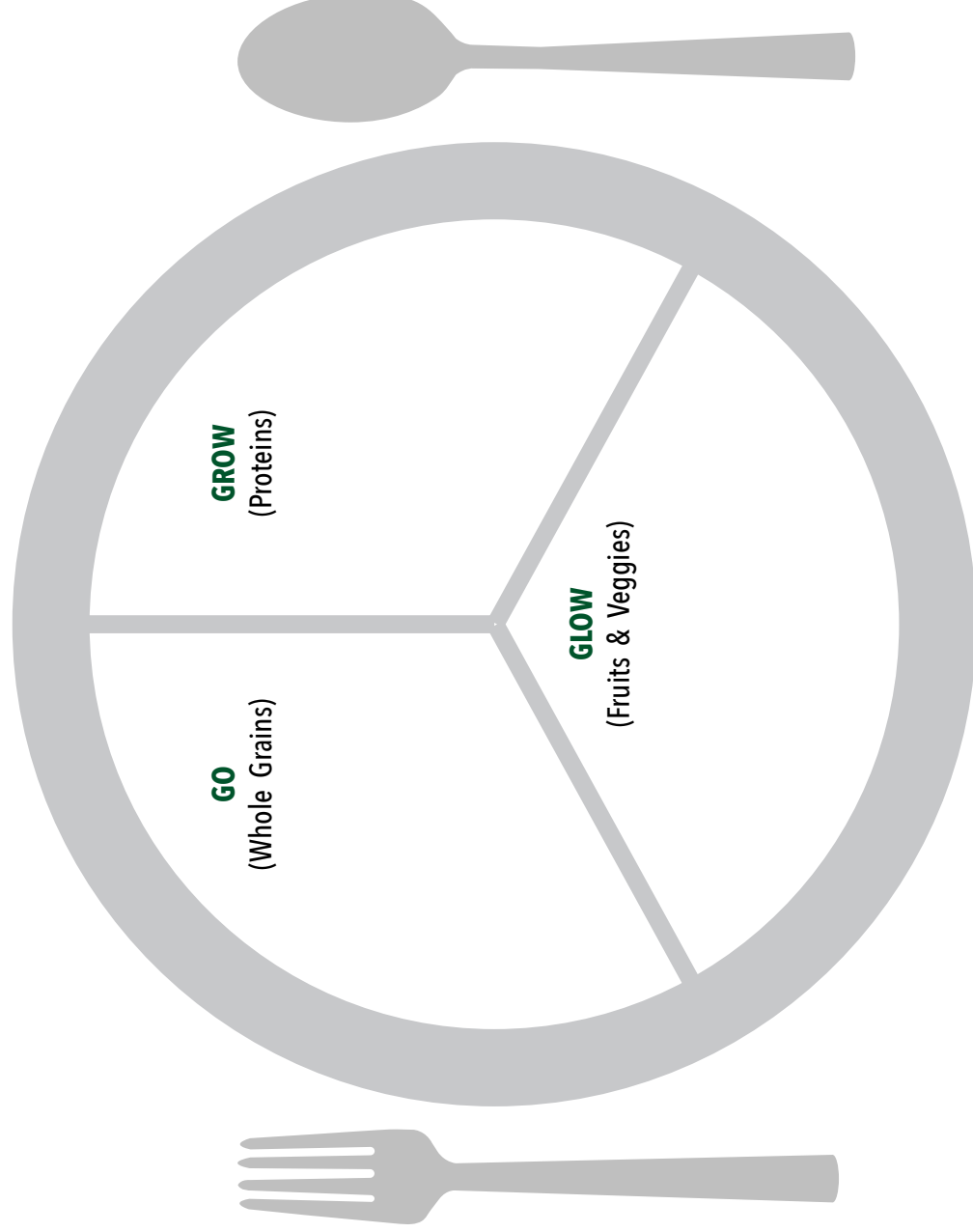
**GLOW:** I feel best when...

**What do these do for your body?**

**Whole Grains (GO):**

**Protein (GROW):**

**Fruits & Vegetables (GLOW):**



**Draw or write your favorite  
foods in each group!**