

May

..... HARVEST OF THE MONTH

STRAWBERRIES

NC Standard Course of Study

Language Arts:

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the K-1 grammar continuum.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing, demonstrate proficiency within the K-1 conventions continuum.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the K-1 grammar continuum

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing, demonstrate proficiency within the K-1 conventions continuum.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking; demonstrate proficiency within the 2-3 grammar continuum.

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing, demonstrate proficiency within the 2-3 conventions continuum.

Math:

NC.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference.

NC.1.MD.2 Measure lengths with non-standard units.

NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.

NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Science:

K.P.2 Understand how objects are described based on their physical properties and how they are used.

Goal:

Students use five senses to describe and locally grown strawberries and compare them with more familiar store-bought strawberries, making connections about local and seasonal eating.



Activity Length:

Flexible, 45 minutes is ideal



Location:

Classroom

Materials needed:

- Five Senses worksheet
- Writing utensils

Strawberry Life Cycle

Question for the class: How do our STRAWBERRIES GROW? What do they need to grow?

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

Possible script: *It starts off 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 into a FRUIT! The FRUIT contains many tiny SEEDS, each of which can make a new plant!*

Strawberry Life Cycle Video:

- Time Lapse of Strawberry: https://www.youtube.com/watch?v=A_tNMJTy71
- This video has been sped up really, really fast. Usually from flower to strawberry, it takes **30 days!**

Questions: What did you all notice about the strawberry life cycle? What color were the flowers? Where did the strawberry grow?

Optional warm-up songs:

Roots, Stems, Leaves Sun, Soil, Water & Air 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 STRAWBERRIES GROW? → They grow on a farm or they can grow in a garden (do we have them in our garden?).

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

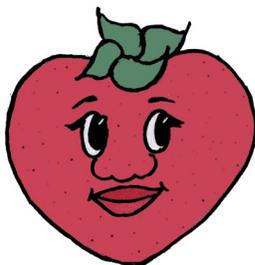
HOW did the STRAWBERRIES get from the farm to our plate? **WHO** helps? → **Harvest:** The farmer had to harvest (pick) the strawberries

Transport: A driver had to drive the strawberries from farm to store or market

Process: Maybe someone chopped them before they got to the story

Prepare: Someone (a chef, family member,) had to wash the strawberries

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 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.*
- *They like warm weather and grow in North Carolina during the spring. Strawberries grow in North Carolina and are ready to harvest and eat for only a few weeks out of the year—depending on the weather, they are available from mid-April to early June. May is usually the best time of the year to get strawberries from a local farmer. This means that strawberries have a very short growing season.*

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?

What's Growing On?



1. Using Our Five Senses

Ask: What are the Five Senses? Field answers, arriving at the solution:

Read "**The Strawberry Garden**" by Lia Yaffe Talmor

- Taste
- Touch/Feel
- Smell
- Sight
- Hearing

Today ,we are going to use all of our senses to explore strawberries!

2. Exploring Strawberries

- Pass out the “Five Senses” Worksheet to each student
- Pass out (or have a helper pass out) a small paper plate to each student.
- Pass out one (or more, depending on the amount you have) strawberry to each student. Instruct students not to eat their strawberries yet!

Invite students to fill out their five senses worksheet. For younger students, you can help guide them through each sense using the questions and prompts below:

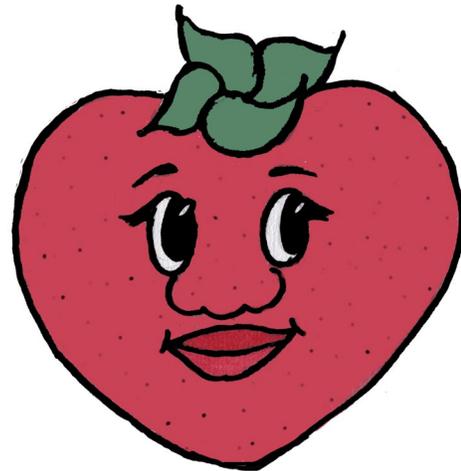
- **Sight:** *What does the strawberry look like? What color is it? Is it the same color all over? What textures are there? Does it have seeds? What shape is the strawberry? Does it remind you of anything? How long is it? How wide?*
- **Smell:** *How do they smell? Sweet? Earthy? Is it something you have smelled before?*
- **Touch:** *How do they feel? Are they smooth? Bumpy? Seedy?*
- **Listen:** *How does it sound as you take a bite? As you chew?*
- **Taste:** *How does it taste? How would you describe it to someone who has never tried strawberries before?*

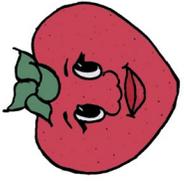
If students are able to have more than one strawberry, invite them to compare the two! Which strawberry is longer? Wider? Brighter colored? Etc.

3. Wrap-Up

Possible review questions:

- Which sense was your favorite to use to explore strawberries?
- In which season do strawberries grow best in North Carolina?
- Can anyone remember how a strawberry plant grows from a seed into a fruit?
- The strawberries we ate today a locally-grown, which means they came from somebody’s farm nearby, and were not driven a long way to be put in the grocery store. Did you think this strawberry was different from a store-bought strawberry? How so?





Strawberries & the Five Senses!

SEE	SMELL	TOUCH	HEAR	TASTE