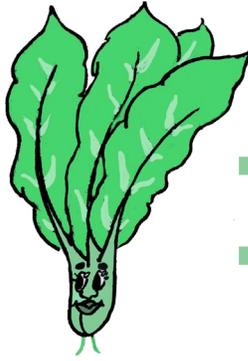


K-2nd Grade



# November

HARVEST OF THE MONTH

# KALE

## NC Standard Course of Study

**ELA Conventions of Standard English 3-5.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language when writing, speaking, reading, or listening.

**Science 4.L.2.** Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

## Materials needed:

- Construction Paper
- Writing utensils (markers, crayons, colored pencils)
- Kale leaf to pass around
- Ingredients for optional snacks (See attached recipes)
- 4-6 gallon-sized Ziploc Bag
- Large bowl

### Goal:

In a lesson that can be connected with Thanksgiving, students compose thank you notes to the farmers, processors, or cooks involved in bringing food to our table. For an extension, students can enjoy a kale snack.

### Activity Length:

Flexible. 45 minutes ideal

### Location:

Classroom

**\*Connected lesson:** December's Cabbage Lesson focuses on food systems, highlighting the steps and food miles food has to go through to reach our plates. They can be taught separately or used to complement one another.

# Kale Life Cycle

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

**Watch the Kale Life Cycle Video:**  
<https://vimeo.com/9466262>

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 (when leafy greens like kale do this, it is called BOLTING). Inside the FLOWERS are lots of 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 does KALE GROW?* → They grow on a farm or they can grow in a garden (do we have them in our garden?).

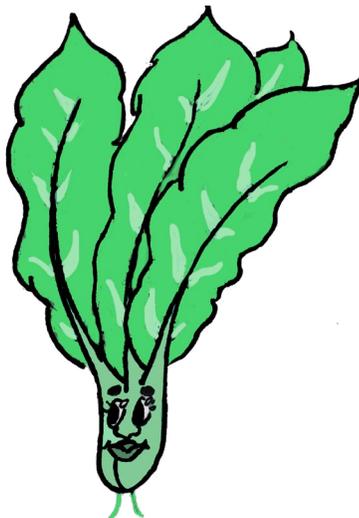
*Where can we get or buy KALE?* → We can buy them at the grocery store, farmer's market, or we can eat them at the cafeteria.

*HOW does the KALE get from the farm to our plate? WHO helps?* → **Harvest:** The farmer had to harvest (pick) them and pack them into a box

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

**Prepare:** Someone (a chef or a family member) had to wash it, and maybe cook 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 NOVEMBER is KALE!*

*Kale is a leafy green*

*Kale grows in cooler weather*

*Kale is high in Vitamin K, which helps our bodies heal themselves after we get a cut or scrape*

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 kale? When did you try kale?*

*How does your family like to prepare kale?*

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

## What's Growing On?



### 1. Introduction

*In November, with Thanksgiving coming up, it's a great time to reflect on things we're thankful for.*

Have each student share a response to the question.  
*What are you thankful for?*

*Today we are going to be talking about the people who make our food possible. The Harvest of the Month for November is Kale, so kale is what we will focus on.*

### 2. The Tale of Kale (5-7 minutes)

Reflect on some of the observations made about Kale during the Harvest of the Month Moment.

Some fun facts about kale is superfood rich in Vitamins and it grows here in North Carolina!

#### Book Extensions:

*Before We Eat* by Pat Brisson

**SCIENCE CONNECTION. VitamInvestigation:** Kale is rich in Vitamins A, C, and K. Ask students to share what they think vitamins do.

- Vitamin A: helps with vision, growth and development
- Vitamin C: helps with the immune system (defense to keep your body healthy)
- Vitamin K: helps clot blood. (To explain, ask students if they've ever had a cut...they eventually stop bleeding, right? Vitamin K to the rescue)

Invite students to make the letter signs with their bodies or do the ASL sign and then come up with a movement that represents its function. (For example, glasses for vitamin A, etc.)

**DISCUSS:** Who grows our food? Who helps get it on our table? Who cooks our food? How does that kale get to our plates? Well, there are a lot of people involved. Invite students to guess people and write the answers on the board. Then ask students to generate a list of verbs for what each person involved does.

- Farmers: plant, water, harvest
- Processors: Chop, wash, package, can
- Distributors: load, drive, etc.
- Grocery store/retail store: price, shelf, monitor
- Chefs (at cafeteria/ restaurant/home): wash, chop, cook, serve
- Adaptation: ACT IT OUT. What path does food travel from farm to you?

## 3. Thanking the people who make our food possible (20 minutes)

### Write thank you notes!

- Ask a student volunteer to pass out construction paper & markers
- Share a template on the board. Practice letter writing etiquette with proper punctuation, capitalization
- Depending on grade level and writing standards, set a required number of sentences and sentence variations.
- Invite students to share what they've written with a partner and peer edit.
- If time, students can take turns reading what they've written for the class
- Of course, don't forget to have students sign the card with their first name

#### EXAMPLE NOTE:

**Date**

**Dear ,**

**Thank you for our food/the kale/greens**  
**Farming/agriculture is important because \_\_\_\_\_**

**Your friend,**  
\_\_\_\_\_

**Follow-Up: Deliver cards to farmer or cafeteria workers!**

# Kale, Apple, & Carrot Salad



**Prep & Cook Time:** 15 minutes

## Ingredients:

- Chopped Kale Leaves
- Olive Oil/Lemon Dressing
- Diced Apples
- Grated Carrots
- Sunflower seeds (optional)

## Steps:

- Divide the students into 5-6 groups
- Divide Kale and Dressing between 5-6 Ziploc bags. Give one bag to each group and let students take turns massaging the dressing and kale until the kale has softened slightly and turned a darker shade of green
- Pour Kale and Dressing into a large bowl. Add apples and carrots and toss together.
- Add sunflower seeds, if using

*Adapted from the Garden Gastronomy Cookbook*