

Strawberry

**GRADE
K-1**

Month: May

Time Required: 30 minutes

Alternative Tastings: Blueberry, Raspberry, Blackberry

Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

Learning Objectives

- Students will be able to describe the process of ripening.
- Students will be able to identify seeds on the outside of strawberries.

Academic Standards Connection

Coming soon.

Essential Components Checklist

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| <input type="checkbox"/> Physical Activity | <input type="checkbox"/> Newsletters, BINGO Cards, Stickers, and Incentives |
| <input type="checkbox"/> "Asking" Discussion | <input type="checkbox"/> Tasting |
| <input type="checkbox"/> Voting | |

Materials

- | | |
|--|---|
| <input type="checkbox"/> Image of labeled PABS tastings (attached) | <input type="checkbox"/> Napkins |
| <input type="checkbox"/> Fresh strawberries, 1 per student | <input type="checkbox"/> Hand sanitizer |

Preparation

- Wash the strawberries before the lesson.
 - Print large cards or sheets of paper showing labeled PABS tastings, or use electronic version.
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Engage

1. Introduction: 2 minutes

The "Introduction" section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lesson.

2. Engage Activity: 8 minutes

The "Engage Activity" section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.

Seat students in a half-circle (so they can see the board). *This year in Pick A Better Snack, we've learned about and tasted many fruits and vegetables. You've been brave tasters and practiced trying foods, like...* (Using images and labels on cards or by doc-camera, review the names of all 7-9 PABS tastings as a class).

Physical Activity: *Let's do an activity to see how our taste buds have grown and changed this year. I'm going to say a sentence, and when you agree, you will show us by doing a double thumbs-up jump, then freeze (use any physical activity of choice). If you do not agree, do not jump. For example, jump if you agree - I am your class' Pick A Better Snack teacher (students jump). Great! OK, jump if you agree....*

- *I tried a new food this year.*
- *I liked a food that I didn't like before.*
- *I learned something new about how fruits and veggies grow.*
- *I had fun cooking and tasting foods with my friends.*
- *My favorite vegetable was....(point to and read names of vegetables on doc-camera)*
 - *Jicama*
 - *Broccoli/Cauliflower*
 - *Peppers*
 - *Asparagus*
- *My favorite fruit was....(point to and read names of fruits on doc-camera)*
 - *Cantaloupe*
 - *Cranberries*
 - *Mango*
 - *Oranges/Clementines*
- *I am a brave taster.*

Thank you for sharing! You and your taste buds have grown and changed this year in (kindergarten or first grade). Today we are going to taste a fruit that grows and changes before we eat it.

Explore

3. Experiential Learning: 10 minutes

This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.

Seat students (opportunity for 3 deep breaths). *When food is growing and changing, it is ripening. Repeat, write, and define new vocab word: ripe. We can use our senses to observe food becoming ripe - it changes color, it feels softer, and it tastes and smells sweeter. For our tasting today, we're going to try a fruit called a strawberry. Let's watch a video of a strawberry growing ([link to 15 second timelapse video](#)). Pause the video to point out parts of the strawberry plant. How did the strawberry change in the video? Did it get bigger or smaller? How did the color of the strawberry change? Watch again, narrating as the strawberries become more ripe. Option: ask students to give a thumbs-up when students think the strawberry is ripe and ready to eat.*

With teacher or student helpers, pass out strawberries to all students. Explain to students, *we're going to use our 5 senses to explore the fruit today before we taste it.* Lead students through 5 senses exploration.

Touch: Students can close their eyes and feel the strawberry with their fingers. What does it feel like? Bumpy, smooth, hard or soft? How does the bottom feel different from the top?

See: Have students carefully examine the strawberry, looking very closely at the outside and the inside. Can they see where the strawberry was once attached to the plant? What details do they see?

- Observe the seeds! *Strawberry seeds grow on the outside of the fruit. Most other fruits grow their seeds on the inside. Can you count how many seeds are on the outside of the strawberry?*

Smell: Have students bring the strawberry to their noses and inhale. Ask them to describe the smell.

4. Tasting Activity: 3 minutes

The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum", we all try together, etc.).

Demonstrate how students can hold the green top of the strawberry like a handle, and prepare to take a bite!

Taste/Hear: Everyone should be very quiet to listen for any sounds. Students are invited to taste the orange.

Reflect

5. Voting Activity: 2 minutes

This is a time for students to give their opinion on what they tried!

As students taste the strawberry, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

6. Reflection: 5 minutes

Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion".

Choral Response:

I'm going to ask a question and you're going to quietly think to yourself. When I say the magic word, "strawberry," you can say your answer aloud. Let's practice...

- What month is it? (May)
- Whose class am I in?
- What food did we try today? (Strawberries)
- Foods grow and change from unripe to... (Ripe)
- Do strawberries grow seeds on the inside or the outside? (Outside)

Asking Discussion:

Raise your hand if you're excited to go home and tell your family about tasting strawberries.

- Ask a student with a raised hand: *if you wanted to try this at home, how might you ask your grown-ups?*
- You might also ask additional questions like, *where could you buy strawberries?*

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

Pick A Better Snack Vegetables

JICAMA



**BROCCOLI/
CAULIFLOWER**



PEPPERS



ASPARAGUS



Pick A Better Snack Fruits

CRANBERRIES



MANGO



CANTALOUPE



**ORANGE/
CLEMENTINE**



Lesson Supplement

Recommended Books

“The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear” by Don Wood, “Gabe’s Grocery List” by Heidi Shelton Jenck, “From Seed to Plant” by Gail Gibbons

Physical Activity

“Spring into Spring” from “Get Movin’ Activity Breaks” (page 68)

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

What You Need to Know About Strawberries

- Strawberries are a fruit; often the first fruit to ripen in the spring.
- Strawberries grow in Iowa.
- Strawberries are a small, low growing perennial (meaning it comes back each year) with “runners” that take root to make new plants.
- After the strawberry plant flowers, bees pollinate the flower to make the fruit. It usually takes 30 days for the flower to develop the fruit, which starts white, then turns red.
- ½ cup of sliced strawberries = 4 large strawberries

Facts About Strawberries

- The seeds - about 200 - are on the outside of this fruit.
- Strawberry is the most popular berry in the United States.
- California grows 83% of the strawberries in the United States.

Health Connection

- High in Vitamin C, to fight off germs and heal cuts and wounds (reinforce with defense shield by crossing arms)

References and Resources

<https://spendsmart.extension.iastate.edu/produce-item/berries-strawberries-blueberries-raspberries/>

http://www.californiastrawberries.com/health_and_nutrition/whats_in_a_strawberry

https://harvestofthefmonth.cdph.ca.gov/documents/Spring/Strawberries/Strawberries%20-%20Educator%27s%20Newsletter_Final.pdf

<http://www.iowaagriculture.gov/AgDiversification/pdf/FINAL3281IowaFVmagnet.pdf>

<https://snaped.fns.usda.gov/seasonal-produce-guide/strawberries>

