


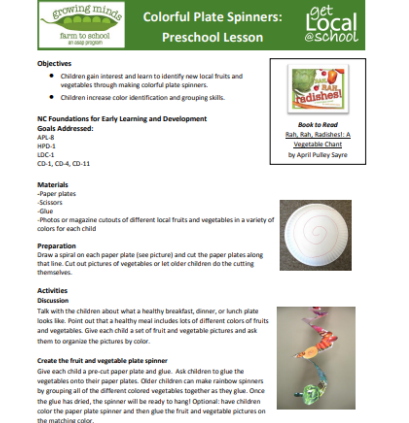



Farm To ECE Curricula

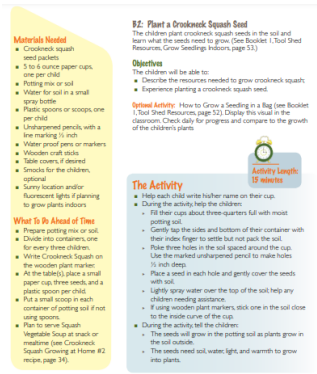

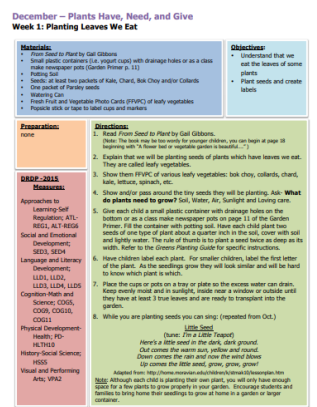
Many ready-to-use farm to ECE curricula already exist and can be used for free. There are many benefits to using a pre-existing curriculum. The materials have been tested and are already packaged for the early learning programs. We will explore one such curriculum, Harvest for Healthy Kids, on the next page.


Classroom Focused Curricula

Curriculum	Overview	Activities	Extras																			
<p>Harvest for Healthy Kids</p>	<p>A comprehensive curriculum with an activity kit for each plant of the month</p>	<p>Circle time activities complete with a book list</p> <p>Cooking, sensory, and creative arts activities</p> <p>Meal time ideas</p> <p>Fast and simple activities</p>	<p>Parent newsletters</p> <p>Picture cards</p> <p>In-depth information for teachers</p> <p>Growing, handling, and storage information</p> <p>Recipes</p>	<p>★ READ ALOUD BOOK AND DISCUSSION Apple Farmer Annie</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> Children learn that apples grow in orchards. Children learn that apples grow on trees. Children learn what products are made from apples (cider, applesauce, muffins). <p>WHAT YOU MIGHT NEED: Book: Apple Farmer Annie by Maricica Wellington Different varieties of apples to pass around</p> <p>WHAT YOU MIGHT DO:</p> <ul style="list-style-type: none"> Introduce the new fruit of the month by passing around apple varieties so that children can touch, smell and feel the apples. Ask if any student has tasted apples before. Ask them to describe how they ate it and what it tasted like. Ask children: "Do you know where apples come from? Have you ever seen an apple tree or picked an apple?" Introduce the term orchard: a group of fruit trees. From Seed to Apple: Talk about what plants need to help them grow. All seeds and plants need sun, water, air, nutrients, and soil in order to grow. After an apple seed is planted, it takes a few weeks before it will sprout. Then, the roots grow down into the soil. The stems grow upwards and toward the light and leaves begin to develop on the stems. Apple trees do not bear fruit until they are 5-8 years old. Then, fragrant white blossoms appear in the spring. The flowers are pollinated by bees and other insects. When the blossoms fall off, small baby apples begin to grow in their place. Only flowers that have been pollinated can grow into apples. By late summer, the apples are fully grown and ripe. The apples are hand-picked, washed, and stored. Read Apple Farmer Annie. When you get to the page about Annie sorting the apples, ask the children if they can find the varieties you passed around in the different baskets. Discuss the different color varieties of apples (red, yellow, green, pink). When you get to the part about the farmers market ask if anyone has ever been to a farmers market and seen apples.  <p>GET CHILDREN MOVING WITH AN APPLE ACTION RHYME! Way up high in the apple tree. (Point up) Two little apples smiled at me. (Make a shape of a apple with your hand.) I shook that tree so hard as I could. (Pretend to shake a tree.) Down fell the apple— (Make hands and feet flat.) MMMMMMM, were they good? (Circle tummy!)</p> <p>VOCABULARY apple orchard farmers market</p>																		
<p>IATP Farm to Childcare</p>	<p>A comprehensive curriculum with classroom activities organized by plant</p>	<p>Plant activities by focus areas such as circle time, sensory & dramatic play, math & science, and art</p> <p>General food and non-food related activities</p> <p>Food songs and rhymes</p>	<p>Family engagement ideas and examples</p> <p>Parent newsletters</p> <p>Farmer profiles</p> <p>Guide to highlighting local foods and example menus</p>	<table border="1"> <thead> <tr> <th></th> <th>Monday Activity</th> <th>Tuesday Activity</th> <th>Wednesday Snack</th> <th>Thursday Menu Item</th> <th>Parent Outreach</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Week 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Activities Choose two activities per week from the general activity section or the specific activities below.</p> <p>Specific Activities for Apples</p> <p>Circle Time</p> <ul style="list-style-type: none"> Make a list of the different kinds of apples. Sing "Apples Up On Top". <p>Sensory and Dramatic Play</p> <ul style="list-style-type: none"> WORM THROUGH THE APPLE: Have children stand in a straight line with their feet apart. The child at the end is the "worm." They crawl through the "apple" (children's spread feet/legs). When the player reaches the front of the apple line, the next person in line becomes the "worm." <p>Math & Science</p> <ul style="list-style-type: none"> Make applesauce. Cut open 4 to 5 apples and count the number of seeds in each apple. Does each apple have the same amount of seeds? Which has more? Less? <p>Newsletter: Apples This month we feature the many children's favorite fall produce for Farm to Childcare—the apple! It doesn't get much better than a fresh, local apple in fall, and we will be serving delicious apples from Farm Name in Farm Location. A weekend outing to an apple orchard is a great way to have some family fun, get some fresh air, see apples growing on the trees and eat fresh-picked fruit.</p>		Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach	Week 1						Week 2					
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<p>Harvest of the Month</p> <p>Spanish version: Farm to Preschool</p> <p>Currículo de la cosecha del mes</p>	<p>Curriculum with weekly activities for each plant of the month including seasonal & local food systems themes, DRDP and Head Start standards</p>	<p>Circle time with recommended books, science & math, and sensory exploration activities</p> <p>Taste tests</p> <p>Handouts</p>	<p>Seasonal planting recommendations</p> <p>CACFP Recipes</p>	<p>Week 3: Sweet Peppers</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> Students will taste a variety of peppers. Students will draw their favorite kind of pepper. Students will investigate pepper seeds. <p>MATERIALS</p> <ul style="list-style-type: none"> Food Experience Ingredients Paper and crayons <p>LEARNING STANDARDS</p> <p>Head Start Learning Domains</p> <ul style="list-style-type: none"> Physical Development and Health Social and Emotional Development Creative Arts Expression Language Development Literacy Knowledge and Skills <p>Key Developmental Indicators</p> <ul style="list-style-type: none"> Language, Literacy and Communication Social and Emotional Development Physical Development, Health and Well-Being The Arts (Visual Art, Dramatic Art, Music) <p>DRDP-R</p> <ul style="list-style-type: none"> Self and Social Development, SS01 Language and Literacy Development, LLD3, LLD4 English Language Development, ELD3, ELD2 Cognitive Development, COG1, COG3, COG4 Physical Development, PD3 Health, HLTH2 <p>DIRECTIONS WITH CHILDREN</p> <ol style="list-style-type: none"> Review with students how peppers grow. They grow from seeds planted in the ground which grow into small plants. The peppers start growing where the flowers were. If you are preparing the food experience in class, save seeds from at least one pepper. Pass the seeds around to the class and ask them to describe the seeds (white, slimy, small, round, etc). Have the class taste the food experience with ideally 2-3 different types of sweet peppers. Refer to the handout in your binder. <p>Conducting an In-Class Taste Test for ideas on how to engage the class. Have students put a sticker on either the "I Like This!" or "I Don't Like This Yet!" columns of the taste test sheet, or have them write or initial their name if they are able to do so.</p> <ol style="list-style-type: none"> With paper and crayons, have each student draw their favorite pepper.
<p>Growing Minds Lesson Plans</p>	<p>Simple food-based and outdoor lesson plans. Many can be used with toddlers.</p>	<p>Tastings and sensory exploration</p> <p>Cooking</p> <p>Garden activities</p> <p>recommended books</p>		<p>growing minds farm to school worksheets</p> <p>Colorful Plate Spinners: Preschool Lesson get Local @SCHOOL</p> <p>Objectives</p> <ul style="list-style-type: none"> Children gain interest and learn to identify new local fruits and vegetables through making colorful plate spinners. Children increase color identification and grouping skills. <p>NC Foundations for Early Learning and Development</p> <p>Goals Addressed:</p> <ul style="list-style-type: none"> Art-4 WFO-1 UDC-1 CD-1, CD-4, CD-11 <p>Materials:</p> <ul style="list-style-type: none"> Paper plates Glue Photos or magazine cutouts of different local fruits and vegetables in a variety of colors for each child <p>Preparation</p> <p>Draw a spiral on each paper plate (see picture) and cut the paper plates along that line. Cut out pictures of vegetables or any other children do the cutting themselves.</p> <p>Activities</p> <p>Discussion:</p> <p>Talk with the children about what a healthy breakfast, dinner, or lunch plate looks like. Point out that a healthy meal includes lots of different colors of fruits and vegetables. Give each child a set of fruit and vegetable pictures and ask them to organize the pictures by color.</p> <p>Create the fruit and vegetable plate spinner</p> <p>Give each child a pre-cut paper plate and glue. Ask children to glue the vegetables onto their paper plates. Older children can make rainbow spinners by grouping out of the different colored vegetables together as they glue. Once the glue has dried, the spinner will be ready to hang! Optional: have children color the paper plate spinner and then glue the fruit and vegetable pictures on the matching color.</p> 
<p>Pint Sized Produce</p>	<p>An easy-to-use, introductory Farm to ECE curriculum organized by plant</p>	<p>Hands-on activities with recommended books and songs</p>	<p>Parent handouts</p> <p>Half page summaries of each plant</p>	<p>Apples!</p> <p>Book: Apple Farmer Annie</p> <p>Supplies:</p> <p>Book:</p> <p>Apple Farmer Annie By Monica Wellington</p> <p>Tasting:</p> <ul style="list-style-type: none"> 2-3 varieties of local apples Apple corer or knife Cutting board <p>Activity:</p> <ul style="list-style-type: none"> Red and green play dough Apple cookie cutters <p>Coloring Pages:</p> <p>http://www.washingtoncoloringpages.com/coloring-pages/fruits/apples</p> <p>Read the book "Apple Farmer Annie".</p> <p>Some items to point out:</p> <ul style="list-style-type: none"> Trees/orchard Different varieties/colors of apples Farmers market stand <p>Watch a video of Apple Farmer Annie read aloud here: https://www.youtube.com/watch?v=20X43Hms8t8</p> <p>Tasting: Sliced Apples</p> <p>Select 2-3 varieties of local apples. Include distinct differences – size, texture, color. Harabon and Honeycrisp contrast tart and sweet varieties, for example.</p> <p>If possible, slice the apples in the classroom. Provide whole apples to pass around the class as well.</p> <p>After tasting and comparing the various apples, discuss:</p> <ul style="list-style-type: none"> Are the apples sweet or tart? Soft or crunchy? 
<p>QAQAMIIGUX: Head Start Traditional Preschool Curriculum</p>	<p>Series of culturally-relevant lessons and activities teaching specific to the foods in the Aleutian and Pribilof Islands Region of Alaska</p>	<p>Coloring pages</p> <p>Recipes</p> <p>Nutrition activities</p> <p>Songs</p>	<p>Posters</p> <p>Definitions with audio recordings</p> <p>Take home recipes</p>	<p>Unangan Tunuu</p> <p>To hear how these words are pronounced in Unangan tunuu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiaai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangan tunuu words utilized in the curriculum. A glossary of Unangan tunuu is located in the appendix of this curriculum.</p> <p>Fish (singular) Qax̄ (E/A)</p> <p>Fish (plural) Qan (E)/Qas (A)</p> <p>Halibut Chagix̄ (E/A)</p> <p>Sockeye salmon or red salmon Aanūx̄ (E)/Haanūx̄ (E/A)</p> <p>King salmon or chinook Chaguchax̄ (E)/Chavichax̄ (R)</p> <p>Dog salmon or chum Xaykī (E)/Alūgix̄ (E-Belkofski) Xaykī (A)</p> <p>Pink salmon or humpback Adgayux̄ (E/A)</p> <p>Silver salmon or coho Qakīdax̄ (E/A)</p> <p>Pacific cod At̄idāx̄ (E/A)</p> <p>Greenling S̄ih̄iḡix̄ (E/A)</p> <p>Selma Kudmach̄ix̄ (E)/Niivudix̄ (A)</p> <p>"Looking for fish" or "fishing" Qasilix̄ (E)/Qasil (A)</p>

Garden Focused Curricula

Curriculum	Overview	Activities	Extras	
<p><u>Grow It, Try It, Like It!</u></p>	<p>A comprehensive curriculum with an activity kit for six plants</p>	<p>Hands-on activities</p> <p>Planting activities</p> <p>Stories and songs</p> <p>Nutrition education activities</p>	<p>“Growing at home” materials with parent letters, recipes, and a hands-on activity</p>	
<p><u>This Week in the Garden</u></p>	<p>Weekly garden-focused lesson plans by Growing Minds</p>	<p>Hands-on activities</p> <p>Recipes</p> <p>Book of the week</p>	<p>Teacher resources</p> <p>Parent Newsletters</p> <p>“What’s growing?” summary</p>	
<p><u>From Seed to Plate</u></p>	<p>A monthly garden curriculum with two featured plants, one that will be planted and one that will be harvested</p>	<p>Weekly garden learning activities</p> <p>Recipes</p>	<p>Suggested planting schedule</p>	

<p>Edible Schoolyard</p>	<p>Resource library with garden-based lesson plans for every age group and curricular area</p>	<p>Garden learning activities</p> <p>Recipes</p> <p>Circle time activities</p>		<p>What's in Soil?</p> <p>PLACE OF LEARNING: Garden Classroom Indoor Classroom</p> <p>GRADE LEVEL: PreK - 2</p> <p>CONTRIBUTOR: Ma Villanova BUSD Longfellow Berkeley, CA</p> <p>TAGS: Soil Decomposition</p> <p>Summary:</p> <p>This lesson invites students to experience soil and get to know the living critters that live in it, and the nonliving things that make up soil. These activities can be taught indoors with large butcher paper on the floors.</p>
<p>Big Green</p>	<p>Resource library with garden activities and curricula</p>	<p>Garden learning activities</p> <p>Recipes</p>		<p>BIG GREEN ACTIVITIES Soil Investigation</p> <p>Activity Outcomes</p> <ul style="list-style-type: none"> Students will become comfortable touching soil. Students will have a better understanding of what soil is composed of. <p>Materials and Preparation</p> <ul style="list-style-type: none"> Shovel or trowel to break up soil, if compacted or dry Review the activity and familiarize yourself with your Learning Garden Orient any volunteers to the activity and the structure of your planting day <p>Teacher Background</p> <p>Use this activity in tandem with the <i>Planting Seeds</i> Activity and <i>Seed by Feet</i> Game to create a three-station planting day with support from volunteers! To see an outline for the day, please review <i>Planting with your Classroom</i>.</p> <p>Investigating soil is a great learning opportunity for all students, whether they are new to the Learning Garden or an experienced student gardener looking for a deeper connection. Be aware that dry soil can blow into students' eyes daily when patted up or dropped.</p> <p>Only use this activity if you are 100% certain the Learning Garden bed you are working in has not been planted! The Learning Garden may look empty if it was recently planted with seeds; double check with your school's Learning Garden Team before digging with students.</p> <p>This activity allows teachers and/or volunteers to work with a small group of students in the Learning Garden. Students can rotate between different activities, so they can get one-on-one attention while they are investigating the soil. If you have a volunteer helping you today, make sure the volunteer reviews this activity.</p> <p>Introduction</p> <p>Welcome your students to the Learning Garden and line students up along one side. Stand on the opposite side so you can address the entire group. Make sure that each student has enough room to get both of their hands in the Learning Garden and onto the soil surface.</p> <p>Ask students if they know what they will be doing in the Learning Garden today. Let them know they will be investigating the soil using 3 of their 5 senses.</p> 
<p>Kids Gardening</p>	<p>Lessons plans and activities for parents and educators</p>	<p>Garden learning activities</p>		<p>Bug Hunt</p> <p>Overview: Visit your garden or a nearby green space and search for insects and other small animals for a bit of outdoor fun!</p> <p>Materials:</p> <ul style="list-style-type: none"> hand lenses (optional) paper, pencil and clipboard or garden journal (optional) camera or phone (optional) <p>Approximate Time to Complete: 15-30 minutes</p> <p>Location: Outdoor</p> <p>Age: PreK - 2nd Grade</p> <p>Season: Spring - Fall</p> <p>Instructions</p> <p>1. Gardens and green spaces are teeming with life. Although it is the larger animals that might first catch our eye, when you go on a hunt to specifically search out insects, they will not disappear. You can find them flying through the air, chomping on your plants and hiding under rocks – just to name a few of their favorite tactics.</p> <p>There are over one million known species of insects in our world, making up nearly 75% of the animal kingdom. Unfortunately, we often give insects a bad rap by focusing on those we consider pests, but the vast majority of insects are not harmful, and actually, they play critical but important roles in our ecosystem. Our gardens also contain many other small inhabitants from the animal kingdom that are not classified as true insects, such as spiders, earthworms and pill bugs that you may find on your search. By definition, insects have 6 legs, 3 body parts (head, abdomen and thorax) and most have wings.</p> <p>So, put on your safety hats and head out to your garden or a local green space with your young gardener to embark on your bug hunt. You do not need any supplies at all, but it can be fun to have a hand lens to get a close-up look at the smaller insects and animals, a garden journal or paper to record your findings, and/or a camera or phone to catch a few pictures.</p> <p>2. Begin your search looking for flying insects such as butterflies, bees and dragonflies. How many can you find? Watch the different ways they move through the air. Estimate how fast do you think they move? Why do you think they need to move fast?</p> <p>3. Next take a close-up look in and around the plants. Look for signs that insects or other small animals may be present such as holes in leaves and spider webs. Don't forget to look underneath leaves and inside flowers with closed petals, such as snapdragons. Are the insects solitary or found in a group?</p> <p>Kids Gardening</p> 