

Harvest of the Month



Farm to ECE

EARLY CARE & EDUCATION

NEBRASKA



Download and print items from
the Harvest of the Month toolkit at:

www.education.ne.gov/ns/farm-to-school/harvest-of-the-month

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HOW TO USE THIS RESOURCE

FLEXIBILITY – FOR YOU!

Use the provided activity calendars as a guide to incorporate this resource into your classroom. Follow the calendars as written, or use them as inspiration and select the activities that work best for you, the children, and your schedule.

TRY READING THE SAME BOOK EVERY DAY FOR A WEEK.

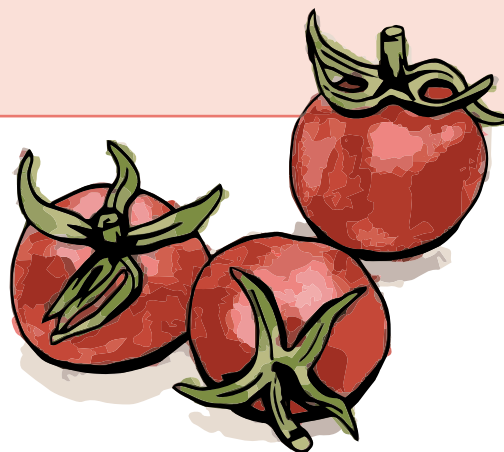
Reading the same book every day for a week allows children to learn more about the story and dive deeper into the book's meaning. Rereading a story leads to greater reading confidence. Ask discussion questions to encourage children to retell the story. This practice will help prepare children for more complex narratives down the road.

NO BOOK? TRY A READ-ALoud VIDEO!

Many books in the suggested reading lists have a read-aloud video published on the internet. If you don't have access to the physical books in your classroom or public library, check your library's digital catalog or search for a read-aloud video elsewhere online.

DON'T HESITATE TO REPEAT ACTIVITIES.

Repetition provides the practice that children need to learn and master new skills. As children repeat activities, they will improve speed, increase confidence, and strengthen the connections in their brain that help them learn!



ACTIVITY CALENDAR: PLANNING FOR ONE MONTH

WEEKLY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student Understanding: Tomatoes start as a seed and carry seeds inside. Book of the Week: <u><i>A Fruit is a Suitcase for Seeds</i></u> by Jean Richards	Story Time with Book of the Week	Video: <u><i>The Life Cycle of a Tomato Plant</i></u> Gross Motor Activity	Quick Bite One	Video: <u><i>I am a Pizza</i></u> Music Activity	Story Time with Book of the Week
Student Understanding: Farmers grow tomatoes for people to eat. Book of the Week: <u><i>Bear and Bunny Grow Tomatoes</i></u> by Bruce Koscielniak	Science Activity	Story Time with Book of the Week	Video: <u><i>Rainbow of Foods</i></u> Recipe: <u><i>Corn & Tomato Salad</i></u>	Story Time with Book of the Week Tomatoes Coloring Page	Gross Motor Activity
Student Understanding: The part of the tomato plant that we eat is the fruit. Book of the Week: <u><i>Rainbow Stew</i></u> by Cathryn Falwell	Story Time with Book of the Week	Quick Bite Two	Matching Activity	Video: <u><i>Soy una Pizza</i></u> Music Activity	Story Time with Book of the Week Recipe Idea: <i>Margherita Pizza</i>
Student Understanding: Tomatoes are a healthy food option. Book of the Week: <u><i>I Will Never Not Ever Eat a Tomato</i></u> by Lauren Child	Story Time with Book of the Week	Farm Story Recipe: <u><i>Dense Tomato & Bean Salad</i></u>	Story Time with Book of the Week Pre-Reading Activity	Quick Bite Activity for Exploration	Video: <u><i>Rainbow of Foods</i></u>

ACTIVITY CALENDAR: PLANNING FOR TWO WEEKS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK ONE	Story Time with Suggested Books for Reading Science Activity	Video: <i>The Life Cycle of a Tomato Plant</i> Gross Motor Activity Story time with Suggested Books for Reading	Quick Bite One Video: <i>Rainbow of Foods</i> Recipe: <i>Corn & Tomato Salad</i>	Video: <i>I am a Pizza</i> Music Activity Tomatoes Coloring Page	Story Time with Suggested Books for Reading Gross Motor Activity
WEEK TWO	Story Time with Suggested Books for Reading Quick Bite Two	Farm Story Matching Activity Recipe: <i>Dense Tomato & Bean Salad</i>	Story Time with Suggested Books for Reading Pre-Reading Activity	Video: <i>Soy una Pizza</i> Music Activity Quick Bite Activity for Exploration	Story Time with Suggested Books for Reading Recipe Idea: <i>Margherita Pizza</i>

RECIPE NOTE:

The recipes on the activity calendars are meant to spark ideas and give you a place to start. Programs such as Harvest of the Month offer additional options you can explore. Feel free to adapt or swap recipes to match your needs, resources, and schedule.

ENGAGEMENT TOOLS

SUGGESTED BOOKS FOR READING

- [A Fruit is a Suitcase for Seeds](#) by Jean Richards
- [Bear and Bunny Grow Tomatoes](#) by Bruce Koscielniak
- [Rainbow Stew](#) by Cathryn Falwell
- [I Will Never Not Ever Eat a Tomato](#) by Lauren Child
- [Tomatoes Grow on a Vine](#) by Mari Schuh



SONGS, POEMS, AND VIDEOS

- The Life Cycle of a Tomato Plant
» youtu.be/DKk61gemIW8?si=TyhZBcVKo6U5ejAl
- I am a Pizza with Sing-A-Long Lyrics
» youtube.com/watch?v=NDR4Z2vwKsw
- Fruits and Veggies for Kids (Rainbow of Foods)
» youtube.com/watch?v=GOSLV_tQpPc
- Charlotte Diamond - Soy una pizza - Level 1 - (English subtitles)
» youtube.com/watch?v=yjmUtW2J_S0
- How it Works: amazing machines pick gigantic tomato crop
» youtube.com/watch?v=l4Dc6QNWils
- Five Friendly Farmers Poem
» oklahoma.agclassroom.org/resources/food/songs/farmers_five
- Ode to Tomatoes by Pablo Neruda
» allpoetry.com/Ode-to-Tomatoes

INVOLVING FAMILIES

Involve families in the tomatoes unit by sharing the Tomatoes Fun Facts document. Add the information to a newsletter, incorporate the fun facts into a bulletin board, or send the sheet home so families can read through it and learn more together. Additional ways to involve families using the resources in this lesson could also include sharing the recipes and suggested books or inviting them to participate in one of the activities.

QUICK BITES

Harvest of the Month Quick Bites encourage children to participate in taste testing and provide activities for exploration. Children have the opportunity to learn more about the food on their plate and give feedback on food samples.

HANDS-ON ACTIVITIES

These activities are aligned with the Nebraska Early Learning Guidelines for children ages 4-5. Use the lessons to engage children in hands-on activities to practice fine and gross motor skills, explore crafts and music, engage the senses, and more! All activities are “center” or “play station” based for small groups of children to complete at a time. Reference the Activity Calendars for scheduling inspiration.

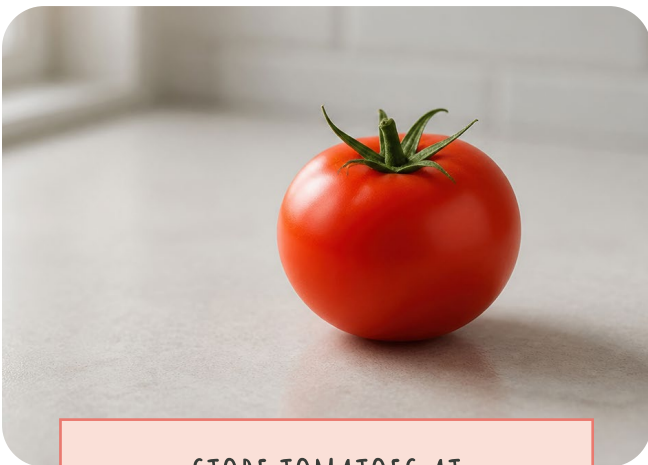
TOMATO FUN FACTS

Children are learning about tomatoes! Extend learning outside of the classroom by creating a positive experience for children with a conversation about tomatoes. Help them learn more about new foods and farming in Nebraska!



TOMATO PLANTS GROW BEST WHEN THE WEATHER IS HOT.

In Nebraska, we can find ripe tomatoes at the market in July, August, September, and October.



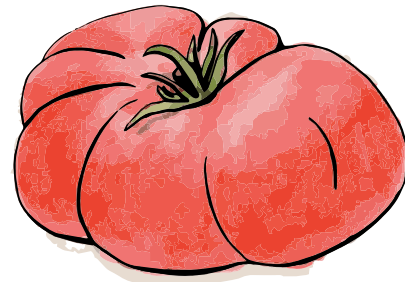
STORE TOMATOES AT ROOM TEMPERATURE.

Refrigerating degrades the tomato texture and flavor, so leave them on the counter to admire!



THEY COME IN MANY DIFFERENT VARIETIES AND SHAPES!

Some tomatoes are pear-shaped, some are perfectly round, some have ridges, and others are shaped like eggs.



TOMATOES ARE FULL OF THE ANTIOXIDANT LYCOPENE.

Lycopene helps protect against damage to cells, like that from the sun's ultraviolet (UV) rays.



TOMATOES CAN BE EVERY COLOR OF THE RAINBOW!

Some tomatoes are ripe when they are red, yellow, pink, white, indigo, or other colorful shades.

QUICK BITES

Did you know? Children may need to try a new food 10-15 times before they determine whether or not they enjoy it. Taste tests are a great opportunity for children to try new, healthy foods in a low risk setting. Refer to the Taste Test Guide for food allergy information, precautions, and safety ideas before completing these activities with children.

QUICK BITE ONE

Purchase different kinds of tomatoes for your class to sample and compare in size and color.

- Example: Purchase four to five different types of tomatoes - beefsteak (large, round, red), heirloom (large, ridged, yellow or red), roma (medium-sized, egg-shaped, red), vine-ripened (medium-sized, round, red, sold still on the vine), cherry (small, round, red) and pear (small, pear-shaped, yellow).

QUICK BITE TWO

Try tomatoes in a variety of forms (fresh, dried, canned) for tasting.

- Example: Try taking a taste of a whole fresh tomato, sun-dried tomatoes, diced canned tomatoes, canned tomato sauce, and ketchup.

ACTIVITY FOR EXPLORATION

Making **stuffed tomatoes** is a fun way to experience tomatoes. Children can help scoop out the insides, then taste and explore the textures of the tomato and its fillings.

1. Purchase cherry tomatoes (enough for 2-3 tomatoes per person).
2. Cut a thin slice off of each tomato top.
3. With clean hands, invite children to scoop out the insides, then drain upside-down on a paper towel.
4. In small bowls, combine ingredients for fillings:
 - » BLT: equal parts bacon and mayonnaise, plus shredded cheese to taste
 - » Cream Cheese Dill: one box (8 oz) cream cheese (room temperature), 2 Tbsp butter (room temperature), 2 Tbsp fresh dill (or 1 Tbsp dried dill)
5. Spoon the BLT mixture into the tomatoes.
6. Place cream cheese mixture into a piping bag if available, then pipe into the tomatoes. If a piping bag is not available, spoon the mixture into a resealable plastic sandwich bag, snip off a small corner, and use it as a piping bag.
7. Cover and refrigerate until needed. Serve and enjoy!



HANDS-ON ACTIVITIES

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MATCHING ACTIVITY - TOMATO TO KETCHUP MATCHING GAME

Children identify patterns by matching pictures of the life cycle of tomatoes through processing into ketchup in this memory game.

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GROSS MOTOR ACTIVITY - PLANTS AND POLLINATORS

Children will practice gross motor movements while acting out the flight of bumblebees and gusts of wind that carry pollen from blossom to blossom on a tomato plant to help the plant grow tomatoes.

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SCIENCE - EAT A RAINBOW

Children will compare the characteristics of fruits and vegetables, including size, color, shape, and texture, and that fruits and vegetables can represent the colors of a rainbow.

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PRE-READING ACTIVITY - "I WILL NEVER NOT EVER EAT A TOMATO" RETELLING

Children will practice listening for details in a story and using new vocabulary to answer who/what/where/when questions. They can connect the story with real-life experiences, like trying foods again that we haven't cared for before, imagining adventures with siblings or peers, and even changing our minds.

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MUSIC ACTIVITY - "I AM A PIZZA" SONG

Children will move in creative ways, make rhythmic sounds, and listen to a song about pizza that incorporates verses in English, French, and Spanish languages. The songwriter, Charlotte Diamond, is a professional educator and children's musician from Canada.

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FARM STORY WITH PROPS

Read the story and have children follow along with the photos. Use the circle time activity props to enhance the experience!

MATCHING ACTIVITY

TOMATO TO KETCHUP
MEMORY GAME

Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured.

By matching objects to pictures, children are becoming familiar with one dimensional print and learning to connect real objects to print. All of which are important pre-reading skills. Matching games improve language, concentration, and memory.

THE GOAL

Children identify patterns by matching pictures of the life cycle of tomatoes through processing into ketchup in this memory game.

INSTRUCTIONS

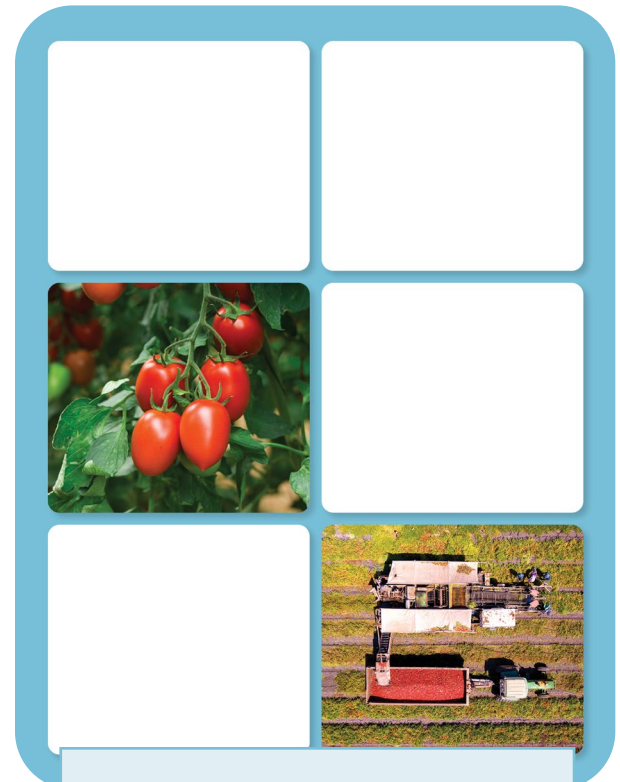
This activity is best implemented as a small center with 2-3 children playing at a time. Show children part or all of a video showing tomatoes being harvested in the field.

1. Print and cut the cards provided.
2. Place each card face down in a random order on the floor or on a table.
3. Demonstrate how children will take turns finding a match of the tomato life cycle through processing into ketchup.

ENGAGE THE CHILDREN

Engage children to help develop language, socialization, motor, and touch sensory skills.

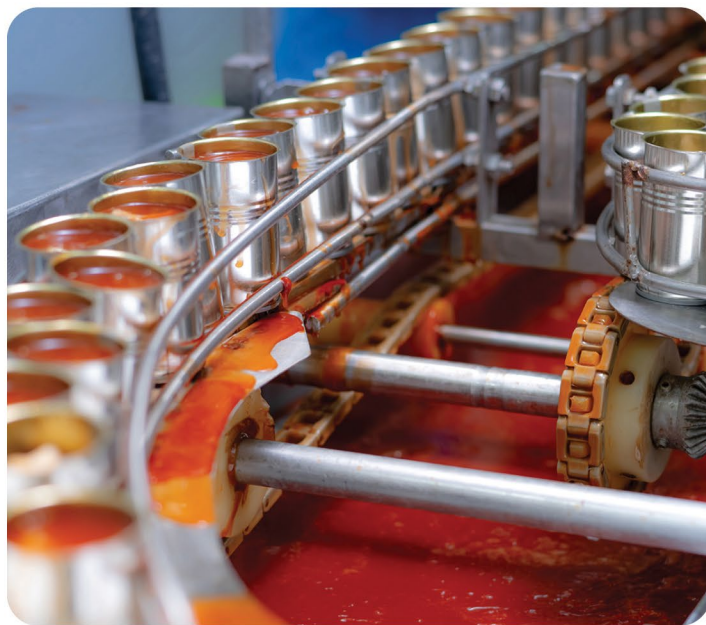
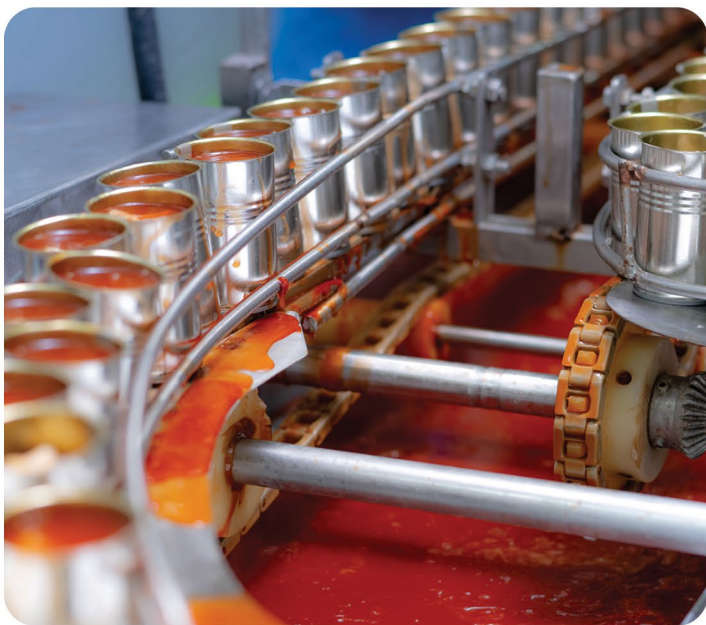
1. Ask children about what they are doing.
2. Ask children to provide explanations.
3. Ask children the following questions to help them make the connection from their lives to the farm.
 - » Where do tomatoes grow? (on a vine, on a plant)
 - » Who picks the tomatoes? (farmers)
 - » Why do we wash tomatoes before we eat them? (To stay safe! To wash off any dirt or bugs that could have been on them in the fields.)
 - » What colors of tomatoes have you tried? Which was your favorite?
 - » Have you tried ketchup? What do you like to eat ketchup on/with?



MATERIALS NEEDED

- Cardstock (or plain paper, optional laminating materials)
- Cutout set of eight tomato matching cards
- Tomato harvesting video: [youtube.com/watch?v=l4Dc6QNWils](https://www.youtube.com/watch?v=l4Dc6QNWils)







GROSS MOTOR ACTIVITY

PLANTS AND POLLINATORS

BEAR-WALK

Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment.

Children strengthen gross motor skills as they hold a bear-walk position, using their arms, legs, and core muscles to walk on all fours. As children navigate space and coordinate their movements, they build body control and spatial awareness while playfully exploring how bumblebees pollinate tomato plants.

THE GOAL

Children will practice gross motor movements while acting out the flight of bumblebees and gusts of wind that carry pollen from blossom to blossom on a tomato plant to help the plant grow tomatoes.

INSTRUCTIONS

This activity is best implemented as a medium-sized center with six children.

Just like tomatoes in the garden or field are pollinated, we are going to pretend we are pollinators and plants! Moving pollen from blossom to blossom is how tomato plants get what they need to grow fruit. Movement of the flowers from wind, visits from bumblebees, and even a gentle shake from farmers can help tomato plants pollinate. Tomatoes usually use pollen from their own flowers to self-pollinate. If a tomato uses pollen from another plant's blossoms, it is called cross-pollination.

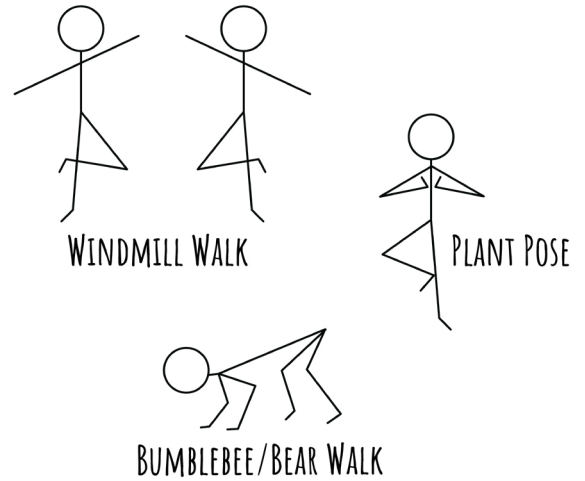
1. Split children into three groups: tomato plants, bumblebees, and gusts of wind. The bumblebees and gusts of wind are pollinators.
2. Decide the route of pollinators: will they visit one plant to help it self-pollinate? in a round to visit plants one after another to cross-pollinate? You can vary distances based on space and children's needs and abilities.
3. Give the tomato plants two sticky notes to represent pollen.
 - » The tomato plants can hold these in their hands or place them somewhere on their body for the pollinators to pick up.
 - » Self-pollination (most of tomato pollination): Explain to the bumblebees and gusts of wind that they will pick up pollen at one plant, give a piece of pollen to the other pollinator, then place it back on the plant to self-pollinate it.
 - » Cross-pollination (to create different varieties of tomatoes): Bumblebees and gusts of wind can place pollen on a different plant than they picked it from.



MATERIALS NEEDED

- Tomato Pollination diagram
- Sticky notes to use as "pollen"

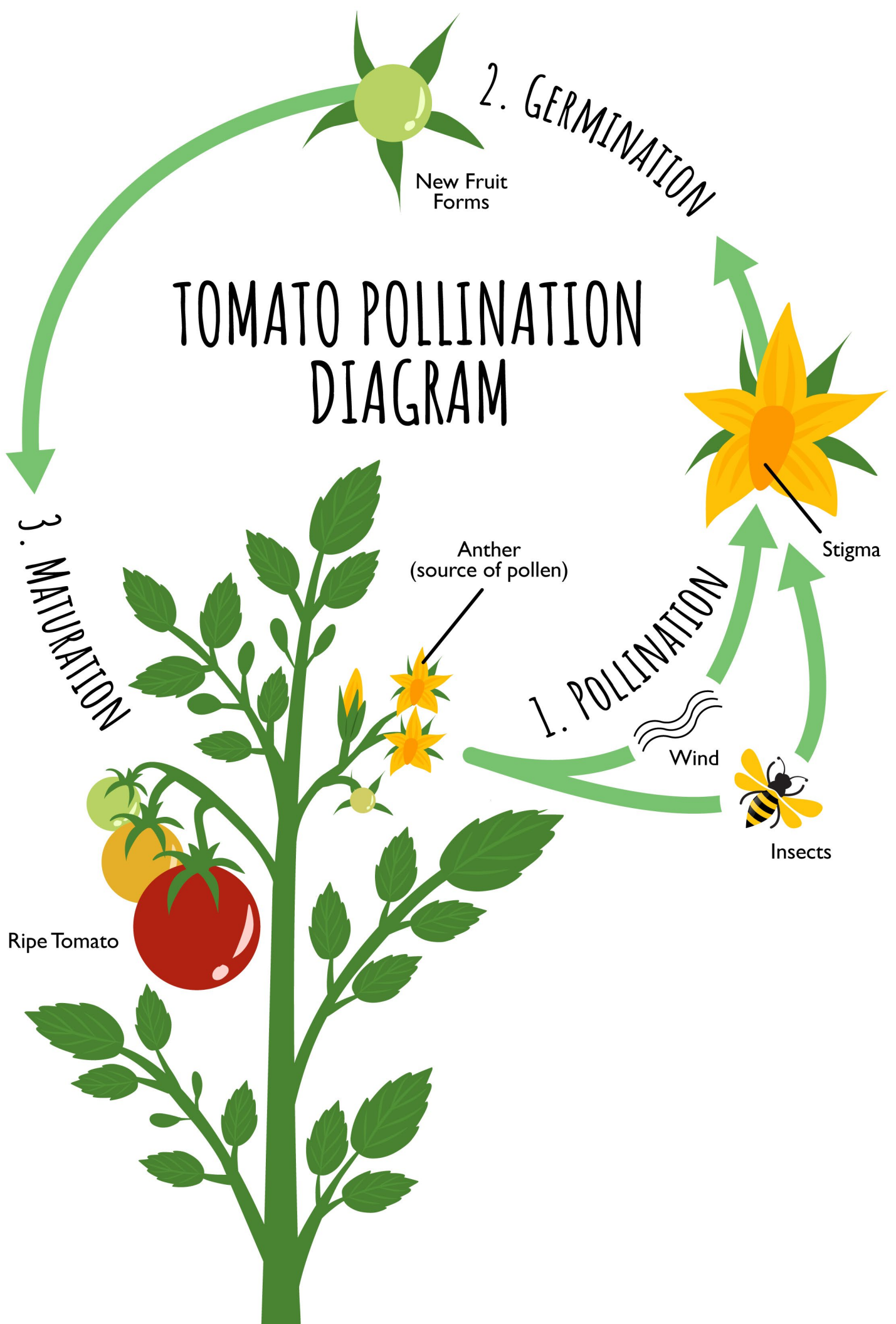
4. Demonstrate special actions for the children:
 - » Tomato plants balance on one leg
 - » Gusts of wind windmill-walk to and fro: standing up, arms and legs out like an X, then touch opposite hand to opposite foot with each step
 - » Bumblebees bear-walk to and fro: hands and feet on the floor while lifting knees and body to walk on all fours
5. When children know their role and their path, begin the pollinating!
6. Children can take turns being plants or pollinators, and multiple rounds can be played while varying the route.



ENGAGE THE CHILDREN

Engage children to build curiosity, scientific observation, language, and fine motor skills.

1. Ask children about what they are doing.
2. Ask children to provide explanations.
3. Ask children the following questions to help them make the connection from their lives to the farm.
 - » Where does a plant make pollen? (in the blossoms)
 - » What happens if a blossom gets pollen from another blossom? (It can make fruit!)
 - » How can tomato plants pollinate? (by wind, bumblebees, or people using paintbrushes!)



SCIENCE ACTIVITY

EAT A RAINBOW

Standard (S.01): Demonstrates a basic awareness and use of scientific concepts.

Children observe and discuss things that are similar and different, making increasingly complex observations of objects, organisms, and events. Showing interest in the world and phenomena around them leads to beginning active investigations by observing, describing, and discussing.

THE GOAL

Children will compare the characteristics of fruits and vegetables, including size, color, shape, and texture, and that fruits and vegetables can represent the colors of a rainbow.

INSTRUCTIONS

This activity is best implemented in a medium-sized center of 3-6 children. Watching the *Fruits and Veggies for Kids* YouTube music video describing the rainbow of foods complements this activity: [youtube.com/watch?v=GOSLV_tQpPc](https://www.youtube.com/watch?v=GOSLV_tQpPc)

1. Display the fruits and vegetables, discussing with the children the many characteristics of the foods including color, size, shape, and texture.
 - » Can we describe the color of each of these foods? Describe the vegetable/fruit with them.
 - » Compare two of the foods: How are they different? How are they the same?
 - » Refer to specific fruits and vegetables which can be a variety of colors: carrots, tomatoes, aronia berries, etc.
2. Who can think of something that has the same colors of the fruits and vegetables in front of us?
 - » If no one mentions a rainbow, help lead them to this conclusion.
 - » Reveal the rainbow reference poster, discussing how the colors of the fruits and vegetables match the different colors of the rainbow. (When finished display the poster in your classroom.)
 - » Different colored foods provide different nutrients for our body, which is why “eating a rainbow” is a great way to take good care of our bodies. Generally, the darker the color, the more nutrients the food has! Understanding how foods help our bodies stay healthy is an important part of staying well and strong.



MATERIALS NEEDED

- Several fruits and vegetables representing the different colors of the rainbow (using real food, play food, and/or images), such as tomatoes, strawberries, carrots, cantaloupe, corn, cucumbers, broccoli, asparagus, blueberries, blackberries, and peppers (red, green, and orange)
- Rainbow Reference poster
- Optional collaborative creative extension:
 - » Crayons, markers, or other color art supply
 - » Coloring pages for rainbow of foods and/or construction paper
 - » Child-safe scissors

3. Optional “Classroom Rainbow” coloring activity

- » Print various coloring pages of fruits and vegetables to represent colors of the rainbow. A number of Nebraska Harvest of the Month coloring pages are linked below or can be found at: education.ne.gov/ns/farm-to-school/harvest-of-the-month. Feel free to supplement them with other coloring pages, or have children draw their own pictures or cut shapes from construction paper or other materials. There are a lot of ways to extend the rainbow observation!
- » Set up stations for separate colors, providing various mark-making tools in those colors and/or child-safe scissors, and time for collaborative small-group coloring and assembling time.
- » This portion of the activity can be practiced multiple times, adding more items to the rainbow over various sessions and small groups.
- » Display the rainbow of foods in your classroom!

Digital document users, click the following links for direct access to each food’s coloring page:

Red: [strawberries](#), [red pepper](#), [rhubarb](#), [aronia berries](#), [radishes](#), [tomatoes](#)

Orange: [orange pepper](#), [carrots](#), [melon \(cantaloupe\)](#), [sweet potato](#), butternut squash

Yellow: lemon cucumber, [lemon tomatoes](#), [honey](#), [corn](#), summer squash, [spaghetti squash](#)

Light Green: iceberg, romaine, [cabbage](#), [cucumber](#), [sage \(native herb\)](#)

Bright Green: [green pepper](#), microgreens, [broccoli](#), [asparagus](#), watermelon (outside)

Dark Green: [spinach](#), kale, [mint](#), [basil](#), zucchini

Blue: blueberries, [Hopi blue corn](#)

Purple: [sweet potato](#), [red cabbage](#), [dry beans](#)

White: [potatoes](#), [eggs](#), [dairy](#), [turnips](#), [radishes](#)

Black: [blackberries](#), [black aronia berries](#)

ENGAGE THE CHILDREN

Engage children to help develop language, socialization, fine motor, and touch sensory skills.

1. Ask children about what they are doing.
2. Ask children to provide explanations.
3. Ask children the following questions to help them make the connection from their lives to the farm.
 - » Where do fruits and vegetables come from? (They grow as plant parts.)
 - » What do fruit and vegetable plants need to grow? (sun, soil, water, space, and care)
 - » Why do we eat fruits and vegetables? (They provide important nutrients that help our bodies grow and thrive.)



EAT A RAINBOW



PRE-READING ACTIVITY

"I WILL NEVER NOT EVER EAT A TOMATO" RETELLING

Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary.

Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities.

Standard (SE.01): Develops self-awareness and sense of self.

Children begin to provide basic answers to specific questions about details of a story (e.g., who, what, where, or when), as well as approaching new experiences with a developing sense of confidence. Reading aloud is the best way to help children develop word mastery and grammatical understanding, which form the basis for learning how to read. These activities contribute to a positive sense of self and ability to contribute to group discussions expressing their own thoughts and ideas.

THE GOAL

Children will practice listening for details in a story and using new vocabulary to answer who/what/where/when questions. They can connect the story with real-life experiences, like trying foods again that we haven't cared for before, imagining adventures with siblings or peers, and even changing our minds.

INSTRUCTIONS

This activity is best implemented as a small center of 2-4 children.

1. Read or listen to the story, *I Will Never Not Ever Eat a Tomato*.
2. Present the five question cards to the children, giving them opportunities to answer and helping direct the discussion about elements of the book:
 - » Who is this story about? (Charlie, Lola, brother and sister, mermaid, alien)
 - » When is the story happening? (dinnertime)
 - » Where are they? (The setting is in Charlie and Lola's kitchen, dinner table, and home; their imaginations take them to other places like Jupiter, a supermarket under the sea, and Mount Fuji.)
 - » What's the problem? (Lola refuses to eat her dinner.)
 - » What's the solution? (Charlie imagines tales about the foods Lola is supposed to eat, and then Lola tells a tale, too!)
3. Give each student a question card and a movement job while we re-read the story.
 - » Invite the child to stand up when we hear something that tells us an answer to their question card: Who?



MATERIALS NEEDED

- *I Will Never Not Ever Eat a Tomato* book by Lauren Child
- Cardstock (or plain paper, optional laminating materials)
- Set of five Story Questions cards: Who? Where? When? What's the problem? What's the solution?

When? Where? What's the problem? What's the solution?

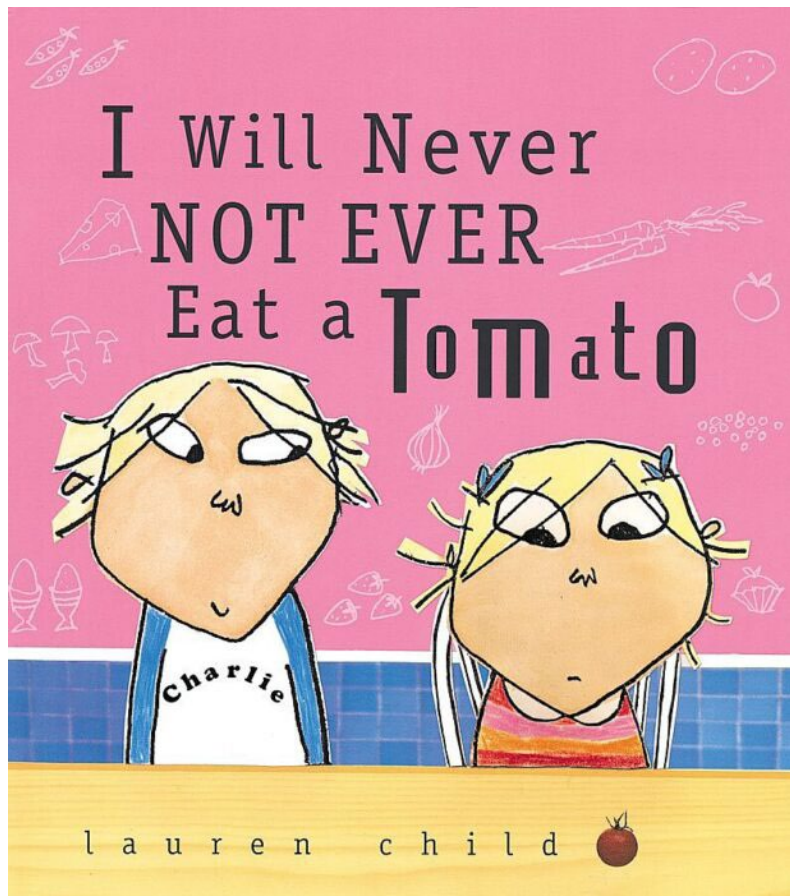
4. Practice imagining stories about new foods:

- » I wonder what it would be like to be an author, someone who writes books? Let's practice. Can anyone tell a story about another food that Lola says she doesn't like?
- » Creating alternate endings or continuing the story are excellent for promoting creative thinking.

ENGAGE THE CHILDREN

Engage children to help develop language, socialization, fine motor, and touch sensory skills.

1. Ask children about what they are doing.
2. Ask children to provide explanations.
3. Ask children the following questions to help them make the connection from their lives to the farm.
 - » Who grows our food? (farmers)
 - » How does food get into cans, bottles, and jars? (Food processing workers cook and package the food.)
 - » How do foods get to our supermarkets, schools, and homes? (Truck drivers deliver food to places where people buy it.)





WHO?



WHEN?



WHERE?



**WHAT'S
THE
PROBLEM?**



**WHAT'S
THE
SOLUTION?**

MUSIC ACTIVITY

I AM A PIZZA!

Standard (CA.03): Develops foundational skills that support creative expression through movement.

Standard (LL.03): Demonstrates knowledge of phonological awareness.

Children explore simple music concepts (tempo, beat), respond to changes heard in music, and use voices and objects to interact with the music and with others.

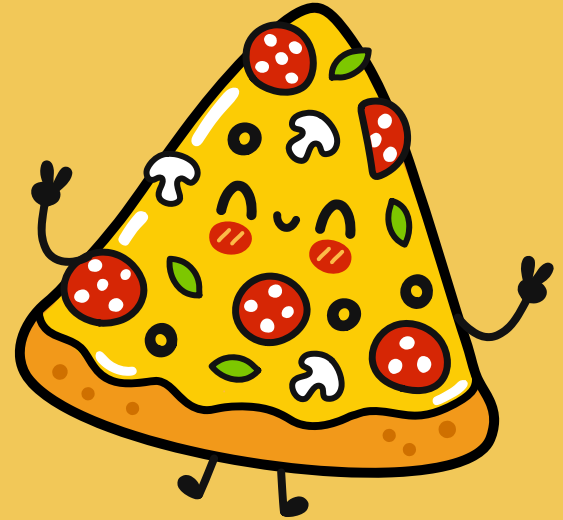
THE GOAL

Children will move in creative ways, listen to and make rhythmic sounds, and listen to a song about pizza that incorporates verses in English, French, and Spanish languages. The songwriter, Charlotte Diamond, is a professional educator and children's musician from Canada.

INSTRUCTIONS

This activity is best implemented as a medium-sized center with 4-6 children. It can be practiced and repeated with a focus on three areas that can be mixed and matched: rhythm, foods, and language. Sit or stand in a small circle to listen and discuss.

1. Listen to Rhythm: Listen to *I am a Pizza* or *Soy una Pizza*. This is a call-and-respond song, so we can echo the words with each phrase.
 - » Use rhythm sticks or hand claps to follow the beat of the music or the syllables in the words. Both support active listening and phonological awareness skills.
 - » Practice moving to the beat with actions, such as marches, hops in place, or gallops.
2. Focus on Foods: Listen to *I am a Pizza*. Ask the children, did you hear the names of vegetables and other foods during the song? Yes, tomato, onion, mushroom, cheese, peppers, oregano, mushrooms, pepperoni! Did you hear any words you didn't understand, or sounded different than words you know? Yes, Charlotte Diamond, the singer, was singing in French for part of the song. Charlotte Diamond is a musician who lives in Canada, where English, French, and other languages are spoken.
 - » Pass out a variety of different colored scarves or other classroom costumes, hats, or items of various colors to represent pizza ingredients, one per child. Can we think of a part of the pizza that matches the item you're



MATERIALS NEEDED

- Portable speaker, smart board, or other device for playing music and video
- *I am a Pizza with Sing-A-Long Lyrics* song by Charlotte Diamond: youtube.com/watch?v=NDR4Z2vwKsw
- *Soy una Pizza - Level 1 - (English Subtitles)* song by Charlotte Diamond: youtube.com/watch?v=yjmUtW2J_SO
- Rhythm sticks or objects around the room for percussion (optional)
- Scarves or other classroom costumes, hats, or items of various colors to represent pizza ingredients - one per child (e.g. yellow for cheese, white for onions, brown for mushrooms, purple for pepperoni, green for peppers, red for sauce)
- Cardstock (or plain paper, optional laminating materials)

holding? (e.g. yellow for cheese, white for onions, brown for mushrooms, purple for pepperoni, green for peppers, red for sauce)

- » When they hear their ingredient (noted by the color of their item), they can do an action. Brainstorm with children what choreography works for your space and group. We can step forward and back, turn a circle, or give a little hop in place when we hear our ingredient of the pizza.
3. Focus on Language: Why might the singer use words from other languages like French and Spanish in her songs about pizza? These are all words for pizza and pizza toppings! We may not be familiar with them yet, but children here and around the world use these words to make pizza, order pizza, or sing about pizza.
- » After listening to *I am a Pizza*, ask children, who thinks they heard a French word for tomato? For sauce? For cheese? Is the French word for pizza different than English? Nope, we say “pizza” the same way in both languages!
 - » Similarly, after listening to *Soy una Pizza*, who heard a word in Spanish for tomato? For oregano? Peppers? Cheese? Did anyone hear the word for pizza? Yes, we say “pizza” in Spanish, too!
 - » Look up names of these pizza ingredients in other languages represented in the families of the children in your classroom.
4. Optional Craft: On paper plate pizza crusts, invite children to build a tasty pizza!
- » Red paint or markers on the “crusts” can represent sauce. Toppings can be made by cutting and tearing various colors and types of paper. Attach toppings with glue. Feel free to play the pizza songs while they work!
 - » Optional Craft Supplies:
 - Lightweight paper plates, one per child
 - Children’s scissors
 - Red paint, markers, or crayons
 - Various colors and types of paper (construction, tissue, newspaper)
 - Glue sticks or liquid glue

ENGAGE THE CHILDREN

Engage children to help develop language, socialization, fine motor, and pattern recognition skills.

1. Ask children about what they are doing.
2. Ask children to provide explanations.
3. Ask children the following questions to help them make the connection from their lives to the farm.
 - » When we hear the song “I am a Pizza,” where do you think the following ingredients came from: tomatoes, onions, mushrooms, cheese? (from greenhouses, farms, dairy farms)
 - » Who do you think helps tomatoes grow on a farm, and what do they need to take care of them? (Farmers make sure tomatoes have water, nutrients, sun, and space to grow.)
 - » After tomatoes are picked, what happens before we buy them as tomato sauce? (Tomatoes are sorted, washed, heated and processed to remove skin, cooked, and checked for quality before pouring and sealing into cans or jars.)

I am a Pizza!

French (English)

*Oh, I am a pizza
with extra cheese
from tomatoes
sauce is squeezed
onions and mushrooms
oregano
I am a pizza, ready to go!*

*Ô, je suis un pizza (Oh, I am a pizza)
Avec du fromage (with some cheese)
Beaucoup de sauce (lots of sauce)
Des tomates (some tomatoes)
Des oignons, des champignons
(some onions, some mushrooms)*

*Épices mélangées (mixed spices)
Je suis une pizza, prête à manger (I
am a pizza, ready to eat)*

*I am a pizza, pepperoni
No anchovies, or phony bologna
I am a pizza, ordered by phone
I am a pizza, please take me home!*

*I am a pizza, peppers on the top
Out of the oven, and into the box
Into the car, UPSIDE DOWN!
I am a pizza, dropped on the ground!*

*I was a pizza, I was the best
I was a pizza, now I'm a mess!*



I am a Pizza!

Spanish (English)

*Oo, Soy una pizza (Oh, I am a pizza)
Con mucho queso (with lots of cheese)
Llena de salsa (full of sauce)
De tomate (from tomatoes)
Cebollas y hongos (onions and
mushrooms)
Orégano (oregano)
Soy una pizza. ¡Soy la mejor! (I am a pizza.
I am the best!)*

*Soy una pizza (I am a pizza)
Pepperoni (pepperoni)
Sin anchoas (no anchovies)
Sin boloni (without bologna)
Soy una pizza (I am a pizza)
Pídeme (order me!)
Soy una pizza. ¡Ya llévame! (I am a pizza.
Pick me up!)*

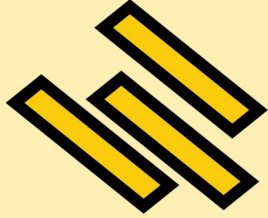
*Soy una pizza (I am a pizza)
Pimiento verde (green peppers)*

*Salí del horno (I left the oven)
Hacia la caja (into the box)
Pero en el coche (but in the car)
¡Me caí! (I fell!)
Soy una pizza. ¡Pobre de mí! (I am a pizza.
Poor me!)*

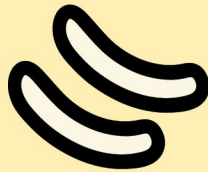
*Fui una pizza (I was a pizza)
Fui la mejor (I was the best)
Una linda pizza (a beautiful pizza)
¡Ahora ya no!
(Not anymore!)*

*Ooh, I am a Pizza,
with extra cheese
From tomatoes,
sauce is squeezed
Onions and mushrooms, oregano
I am a pizza, ready to go!*

Ingredients



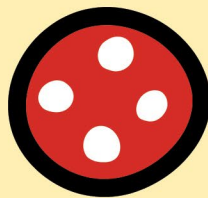
cheese / fromage / queso



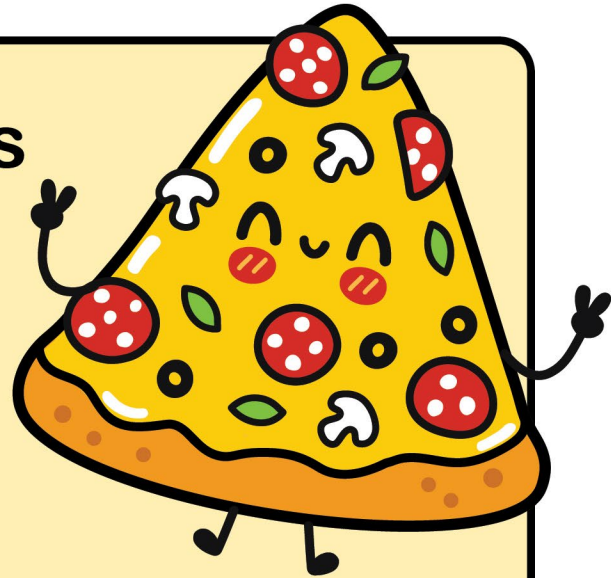
onion / onion / cebolla



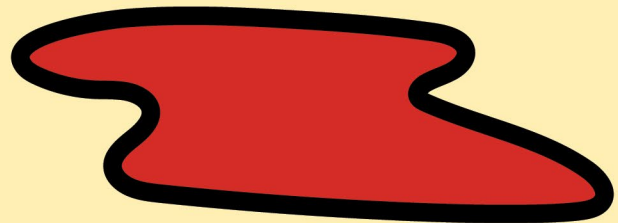
oregano / épices (spices) / orégano



pepperoni / pepperoni



mushroom / champignon / hongo



sauce / sauce / salsa



peppers / pimientos

TEACHER SCRIPT FOR FARM STORY WITH PROPS

INSTRUCTIONS

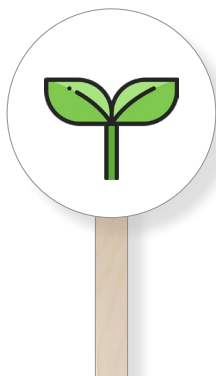
Read the story and have children follow along with the photos on the front of this page. Use the circle time activity props to enhance the experience.

- Tomato seeds are planted inside a greenhouse. They do not like cold weather.
- When it is 70°F outside, tomato plants can be transplanted in the ground outside.
- Vines, leaves, and roots grow for three weeks. The roots anchor the plant and absorb nutrients while leaves use sunlight to make energy to keep growing. The tomato plants are watered with a drip irrigation sprinkler in greenhouses or along a furrow (small ditch for water) outside.
- Tomato plants grow yellow flowers called blossoms. The tomato flower can pollinate itself, or a bumble bee can pollinate the blossom so it can turn into a fruit. Tiny green tomatoes appear, slowly getting bigger over time as the plant grows taller and fuller with leaves.
- After two to three months of growing, tomatoes are ready to be picked. Some tomatoes go to markets, restaurants, and schools. Other tomatoes ride on trucks to a processing plant where they're washed, cooked, and crushed to make ketchup and tomato sauce. “



CIRCLE TIME PROPS

Ahead of the activity, gather classroom items as props and/or cut and glue the included images to popsicle sticks. Distribute the props before you read the story and have children act out the story with the props. Practice sequencing: when children hear their item called, they would stand in order at the front of the room with the teacher.



FARM STORY

TOMATOES

Learn more about how tomatoes start as a tiny seed and grow to get to your hands!



Farmers plant tomato seeds in starter trays in a greenhouse in the early spring.



When the weather is warmer, the farmer transplants tiny tomato plants from the greenhouse into rows in the ground.



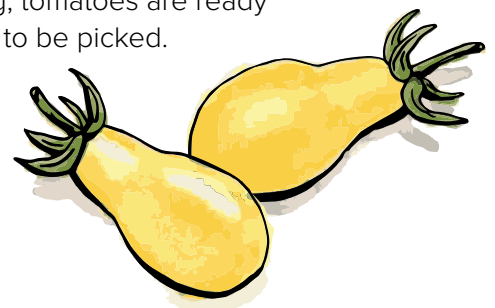
Vines, lush leaves, and roots grow for three weeks. Roots anchor the plant and absorb nutrients while leaves use sunlight to make energy to keep growing.

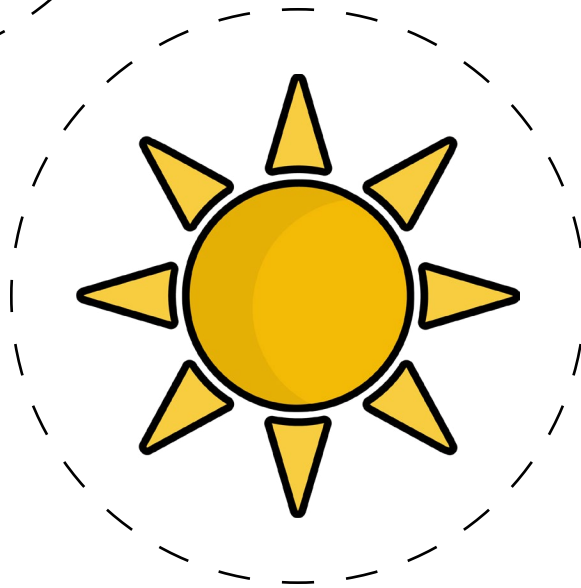
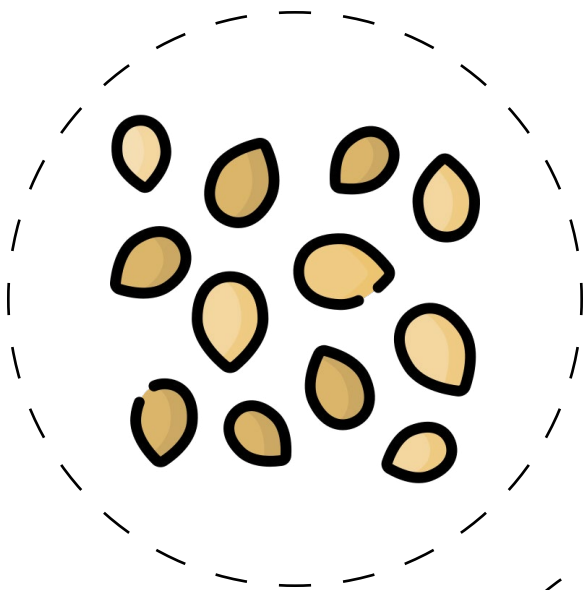


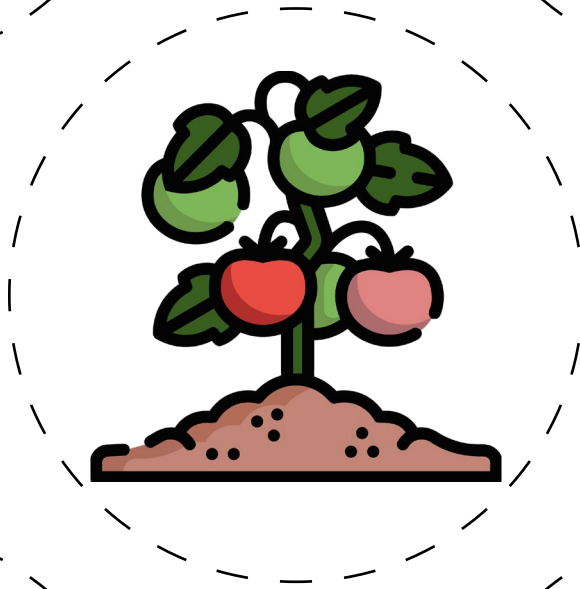
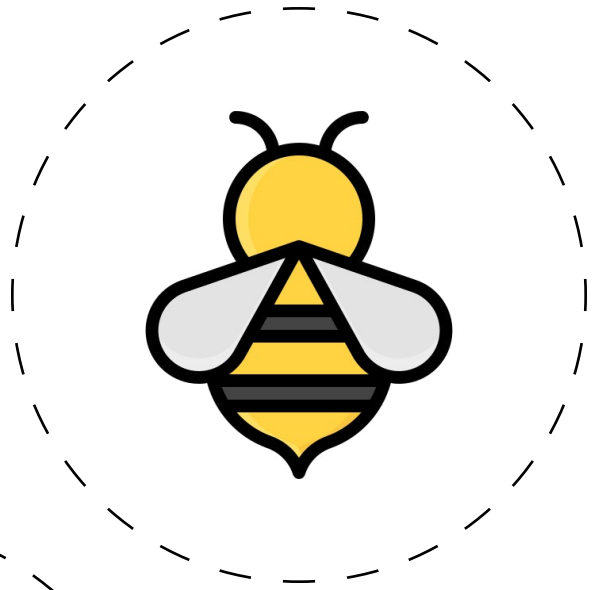
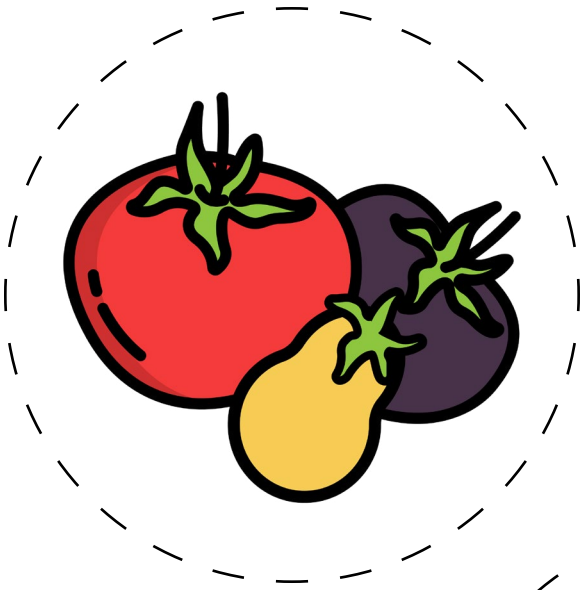
Each vine grows a blossom. The tomato flower can pollinate itself, or a bumble bee can pollinate the blossom so it can turn into a fruit.



After two to three months of growing, tomatoes are ready to be picked.







Harvest of the Month

TOMATOES



DID YOU KNOW -

Tomato flowers need to be pollinated to produce a tomato fruit. The buzzing of bees and other insects searching for nectar, along with the wind, creates vibration in the tomato flower. This causes pollen to fall onto another flower, which then produces a tomato.



Farm to School
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