

# Stems & Leaves

## day three

# Learn, Grow, Eat & Go!

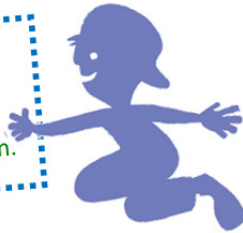
## EARLY CHILDHOOD

### Week 3

### LESSON A:

## Mystery Touch & Feel

Reach into mystery bag to feel, describe spinach and lettuce leaves then taste them.



### Song of the week:

Lead student to learn this week's song with motions each day.



**Objectives:** Students will identify spinach as a lightweight, green leaf vegetable and describe the appearance, smell and taste.

**Time:** 10 minutes

**Materials/Prep:** Fresh spinach and leaf lettuce leaves from grocery store, a mystery container (such as a brown paper sack, pillow case, or a box with a hole in lid for student to reach into).

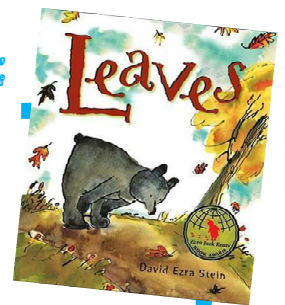
### Lesson Narrative:

1. Introduce the Mystery Box/Bag. Model how to reach inside the bag without peeking. I have something in our mystery bag and I need your help to discover what it is. We will use our sense of touch to feel what is inside of the bag. We will use our fingers.
2. Everyone will have a turn. When it's your turn, reach inside the bag and describe what you feel. Do you think the item is soft, smooth, rough, or hard? What do you think the mystery item is? If a child seems afraid, feel inside the box/bag with the child.
3. After everyone has guessed, reveal the spinach and/or lettuce. Show the spinach and or lettuce to the children. You were using your sense of touch to guess what was inside the bag!
4. Note each student's description. Some of you were very close with your guesses. The mystery item we have in the bag is part of a plant. It is spinach. It is lettuce. What part of the plant is it?
5. Demonstrate washing the leaf and offer each student a clean leaf of spinach and/or lettuce to explore. I will wash the spinach leaf under cold running water because some of you may want to taste the leaf/leaves.
6. Talk about spinach. Ask the questions below and any other questions that come to mind regarding leaves. .
  - Is spinach a fruit or a vegetable? What color is it?
  - Do the leaves feel thick or thin? How does the outside of it feel? (Smooth and bumpy?)
  - Is the leaf heavy or light?

PILOT DRAFT

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### literature connection



Share the book, Leaves, by David Ezra Stein Read the book, picture walk or discuss daily during the unit on leaves. Choose one or two questions each time you read aloud or discuss the book.

- a. What season do you think it is in the beginning of the book?
- b. What clues from the illustrations let you know what season it is?
- c. How does the little bear appear to be feeling in the beginning of the story, what clues tell you this?
- d. What happened to the leaves in the middle of the story? What season is it now? How was the little bear feeling when this happened? How do you know this?
- e. The little bear begins to gather the leaves, what do you think he will do with them?
- f. What season is it when the snow falls? Where is little bear now?
- g. What do you notice about the weather after the winter snow? What season comes after winter? Describe what is happening as little bear appears from the hole in the ground.
- h. How does little bear feel about the spring season? What do you notice about the trees in the illustrations?

## LESSON B: Leaf Investigation

**Objectives:** Students will examine and describe shape, color, texture and size of leaves.

**Time:** 10 minutes

**Materials/Prep:**

Gather a collection of 10-20 leaves both edible and not edible, chart paper

Investigate a big pile of leaves to and describe/compare individual leaves in the collection.



**Lesson Narrative:**

1. What part of the plant have we learned about this week? (leaves)
2. I have a basket filled with the leaves we found outside yesterday. We also have some that we tasted. Let's turn the basket over and make a pile of leaves on the floor. Examine the leaves in front of you tell me what we have learned about leaves.
3. Prompt curiosity by asking questions.
  - a. What color of leaves did we collect?
  - b. What do the leaves feel like? (smooth, wet, crunchy, bumpy, spikey...)
  - c. Describe the shape of your leaf. (heart, oval, rain drop, like a hand)
  - d. Guess how many leaves we collected this week. Record student guesses.
  - e. Tell me one thing you have learned about leaves through our activities. (Allow time for answers and record each student's observation. Prompt them to remember specific activities if they need help remembering.)
4. Now that we have examined leaves in the classroom look for them when you play outside. Try to find different sizes and shapes of leaves.

Make leaf rubbings after collecting leaves from outdoors.



## ACTIVITY: Leaf Rubbing

**Objective:** Students will use fine motor skills to hold a crayon and color back and forth across the leaf. Students will observe and describe the parts of a leaf.

**Materials:**

Variety of fresh leaves of that you bring and students collect outdoors. (Be sure to include a variety of leaves different shapes/sizes/colors and edible/non-edible.), thick crayons (with paper peeled off), white paper, flat surface or table, clear packing tape

- During recess, prior to this activity, have children find leaves outside.
- Tape collected leaves along with spinach and lettuce leaves on the table .
- Place paper and crayons on the table ready for use with additional leaves on the table to use for exploration and discussion.

**Lesson Narrative:**

1. Introduce the activity. Use your hands and eyes to examine the parts of a leaf.
2. Leaves come in many shapes and sizes. All leaves have the same parts: the stem, blade, and vein. Point to the additional leaves (not taped to the table) and discuss parts of the leaf.
3. Demonstrate leaf rubbing. Place paper over the taped leaf on the table. Using the side of the crayon, rub the crayon back and forth until the leaf's outline and features are visible. Students may rotate to different leaves and repeat process.
4. Allow children time to notice and describe the features of their leaf rubbings. How many points does your leaf have? Is your leaf blade smooth or jagged?
5. Can you find the three parts of the leaf? Where is the blade? Where is the stem? Where is the vein?.

Teacher note: If students have collected more than one leaf, they can place a second leaf under the same paper and use a different color for the second rubbing.

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