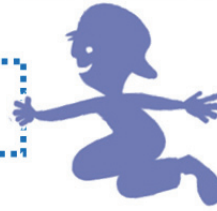


Flowers & Fruit

day four

Pretend to be butterflies/bees and use dust from Cheetos to pretend to pollinate flowers!

Learn, Grow, Eat & Go!
EARLY CHILDHOOD
week 4



Song of
the week:

LESSON A: Cheesy Pollinators

Objectives: Students will demonstrate how pollen is transferred between flowers.

Time: 10 minutes

Materials/Prep: White construction paper, markers/crayons, bag of Cheetos, paper towel/napkins

Lesson Narrative:

1. Today we will be "pollinators." Just like bees and butterflies, we can move pollen between flowers. Moving pollen to another flower can help those flowers make seeds.
2. Let's get started and pretend like we are pollinators! Use the markers and draw a flower on the white construction paper. Give students time to create their flowers then tape each student's flower onto a hard surface (such as a desk, wall or cabinet) around the room.
3. After the students have designed their flowers and they are placed around the room, give each 2-3 Cheetos. Model eating the Cheetos and show the Cheeto dust on your fingers. Boys and girls, you may eat the Cheetos now! Are they yummy? Do you have Cheeto dust on your fingers?
4. Try to keep the children from licking their fingers. OK...I have a secret! Did you know that the more Cheeto dust that sticks to your fingers is just like pollen dust that sticks to the legs of pollinators like bees and butterflies. If you have a lot of dust on your fingers, you can pretend to be a very strong pollinator! So, try not to lick your fingers! Who wants to be a strong pollinator?
5. Now, follow me! Buzz-buzz-buzz.. let's travel to the flowers to pollinate them with our fingers. Demonstrate how to pollinate the flowers by gently tapping the flower with your fingertips.
6. After students have had time to visit many of the flower pictures, call attention to the Cheeto dust on each flower. What do you see? Look at the Cheeto dust on this flower. Do you see it on other flowers around the room? Allow responses.
7. We have pretended to pollinate our flowers just like bees pollinate flowers. If these were real, new seeds could grow in those flowers because we help to move the pollen around to them.
8. Now, let's go wash our Cheeto dust/pollen from our fingers.

Lead students to learn the *Flowers on the Plant* song with motions throughout the week.



JMG Early Childhood Pilot Curriculum Study

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Fill outline of person with vegetables to review concepts learned and encourage

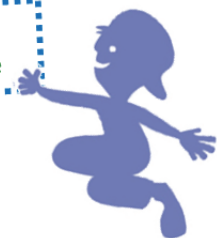
LESSON B: Healthy Henry

Objectives: Students will taste broccoli and cauliflower while discussing flowers and reviewing what they have learned from this unit.

Time: 10 minutes

Materials/Prep: 4' of butcher paper, head of broccoli and cauliflower, several leaves of lettuce, a peanut in shell, celery stalk, a few baby carrots

- Draw the outline of a person on the butcher paper.



PILOT DRAFT

- Fill the outline with raw broccoli and cauliflower. Add remaining vegetables for form shapes of (for example, add lettuce for hair, celery for mouth, peanut in shell for nose, baby carrots)

Lesson Narrative:

1. Invite students to sit around the perimeter of the butcher paper. *What do you see on our rug?* Listen for responses. *This is Healthy Henry. He has healthy flowers that we can eat. He also has parts of a plant that we have studied during this unit. Point to the lettuce, celery, peanut, and baby carrots. What is this and what part of the plant is it?*
2. *What flowers do you see? Hopefully they will say broccoli and cauliflower. Can you eat these flowers? Let's taste them.*
3. Have ranch dressing available for those who might be reluctant to try the broccoli and cauliflower. While the students are eating talk about the following:
 - *What colors are these flowers?*
 - *Remind me what part of the plant is the carrot? Repeat with lettuce, celery, peanut.*
 - *Tell me something you have learned about flowers this week.*
 - *What are pollinators? What do flowers make?*
 - *Can you just pick any flower from the garden and eat it?*
4. *Flowers make seeds. Flowers attract pollinators. We can eat some flowers*



ACTIVITY: Class Book, *How a Flower Grows*

Students will write a book showing the stages of a flower



Objective: Students will remember the parts of a plant and be able to describe the parts and process

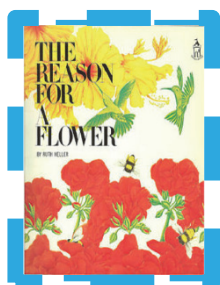
Materials/prep Crayons or markers, pictures of plant/flower growth from online resource links or book, five pieces of paper per student to illustrate plant part or need: (a. seed b. water/rain c. sun d. sprout e. roots/stem/leaves/flower)

Lesson Narrative:

1. Work individually with each student to provide guidance. Show the book or pictures from the book. Point out the different stages of a growing flower. Each student will have his/her own page in the book. Depending on the number of students, assign more than one to draw a stage of flower growth. There may be multiple pages of the same stage so that every student's work will be represented. The students will be Scientific Illustrators.
2. *We are going to write a book and be the illustrator. An illustrator draws to pictures to tell the story. We will draw and tell how a flower grows.*
 - a. *What needs to happen first for a flower to grow? Plant seed*
 - b. *After we plant a seed, what makes the flower grow? Water/Rain*
 - c. *What else besides water does a seed need to grow? Sun*
 - d. *After the seed has water and sun, what will happen? Sprout*
 - e. *What grows down in the ground when the sprout grows up? Roots After the sprout and roots start to grow, what grows on a plant? Stem What grows off from the stem? Leaves What else grows on the stem? Flower*
3. Select several different student's illustrations and group the together to represent each of the five needs/stages of growth listed above. Add cover and staple with all sections together in order to bind the class's *How a Flower Grows* book.

today's garden
journal prompt

Draw a picture of
a flower garden.



Read the book, picture walk or discuss daily this week. Choose one or two questions each time you read aloud or discuss the book.

1. *Why are the birds, bees and butterflies around the flowers? What do you think pollen is?*
2. *The title of the book is The Reason for a Flower. What do you think is the reason for a flower? Make seeds*
3. *What kinds of covers do seeds have? How do seeds move?*
4. *What is underground on a flower plant?*

Literature connection: