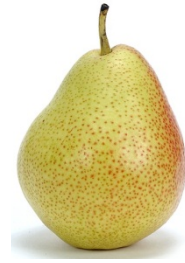




Harvest Objectives

Children will describe and act out the lifecycle of the pear.
Children will identify that pears grow on trees and have seeds inside.
Children will taste a piece of pear.



Harvest Vocab

Fruit Tree Smooth

Materials & Prep

Pears (enough for each child to taste small $\frac{1}{4}$ pieces, ideally of at least 2 different colors)
1 Set Pear Life Cycle large cards (see separate document)
5-10 Sets Pear Life Cycle small cards (see separate document; set to print 4 pages per sheet and then cut each sheet into quarters for small cards)
Images (included at end of learning plan)
Knife & Cutting Board
Taste Test Chart
Stickers (or small Post-It Notes)
Taste Test Extension supplies (optional)

Literature Connections

The Pear Tree: An Animal Counting Book by Meredith Hooper
Valerie and the Silver Pear by Benjamin Darling
Did You Say Pears? by Arlene Alda
Orange Pear Apple Bear by Emily Gravett

Warm Up

- In order to engage the children and activate prior knowledge, show them the pears and pass them around so everyone gets to hold and/or touch them. Do not tell them what they are. Tell them to think of the name for the food, but to keep their answer inside their head. Then when everyone has held a pear, ask them, “What is this called?” Consider having everyone say the answer aloud on the count of three, this way you’ll know how many children in the group know. Then discuss, have they ever seen one before? Eaten one before? How was it prepared? Where do they think pears come from? How do they grow? (On trees, bushes?)
- In order for the children to explore more about the pear life cycle, have a common experience, and think about what they know, put them in small groups (of 2-3 children), or have them work independently with one set of small cards.
- Tell them that they need to put cards representing the pear life cycle in order, using the small cards,. If you prefer, you may give the hint to start with the tree with flowers. Allow one or two minutes for them to work and discuss. Check-in with some groups. Ask them, “Why do they think one piece goes before, or after, another? How do they know?”



- It is okay if the order is incorrect. Have the children leave the cards in the other they think is best and continue as a large group (below.) Then the children will be able to go back and fix their own mistakes.
- Note: For very young preschool students, have them work independently with an adult, perhaps during small group time, give them only the first two pieces and ask them to put them in order. Then give them the next two, to add on, etc.

Explain

- As a large group, using the large life cycle cards discuss the correct card sequence. Have the children hold up the cards in the correct order, in front of the group.
- Then to review, as a large group have the children act out the entire life cycle.
 - Pear tree with flowers--stretch arms up to the sky, as branches reaching out towards the sun and fan hands out to form flower blossoms
 - Pollination--one hand's pointer finger becomes a pollinator and touches a friend's flower respectfully
 - Petals falling down (wilting)--petals pretend to fall off of flower hand
 - Flower swelling--flower hand is a small fist representing the beginnings of a fruit
 - Immature fruit--flower hand grows a bit larger
 - Mature fruit--fruit grows larger (pears are fruit because they have seeds inside)
 - Pear tree with peaches--stretch arms up to the sky, as branches reaching out and hands are round, representing fruit
 - (optional) Picking and eating fruit--now pretend you are yourself standing in front of a fruit tree, reach and stretch wayyyy up for the best looking fruit on the tree, pick it off the tree, shine it up on your shirt and take a BIG bite of pear.
- Have the children go back to their small cards and make any corrections in the order. For children that need the reinforcement, ask them, "Why do they think one piece goes before, or after, another? How do they know?"
- As a large group, discuss the picture that shows the pear growing on the tree, and explain "tree," if needed. Can they think of any other foods that grow on trees? (Apples, avocado, peaches, etc.) Explain the word "smooth" along with other examples.
- Explain why we should eat pears (healthy muscles, healthy immune system, and healthy digestion), and for each come up with a reason to help the children remember. For example, for healthy immune system they can shake one finger while saying "no" and then put a hand on their forehead while saying "fever." Also explain how to pick a good pear (it should be smooth, firm and have no mushy spots.)

Taste Test

- After rinsing the pears, cut quarter pieces for each child to taste. If possible, have two colors available for children to taste. Do they notice any difference in taste? Which one do they like better?
- Create a chart that says "I Like" with a smiley face and "I Don't Like" with a sad face. Give each child a sticker, and ask them to vote by placing it in a column. Count the number of children that like, and don't like pears, and write that number in each column.



- Review nutrition benefits and how pears grow with the children.

Taste Test Extension

Rule of 15 “Put a food on the table at least 15 times to see if a child will accept it.” Susan B. Roberts, Tufts University Nutritionist and Co-author of Feeding Your Child for Lifelong Health

For an additional tasting experience, prepare this recipe with children in class using different stations, or ahead of time. Serve it with this lesson, or on a different day to expand the Harvest of the Month experience.

Pear Salad (for 20 children)

(adapted from: <http://www.tasteofhome.com/Recipes/Pear-Cottage-Cheese-Salad>)

- 4 cups light cottage cheese
- 4 medium pears, rinsed and chopped
- 4 celery ribs, rinsed and chopped
- 1/2 teaspoon ground ginger (optional)
- Cutting board and knife, 3-5 Plastic knives
- 1 plate & wheat cracker (per child)



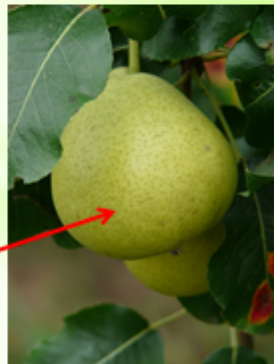
1. If you prefer to do all the cutting, do so and have the ingredients ready for the children to mix together. Otherwise, rinse the pears and cut into large pieces (one per child).
2. Invite the children to wash their hands and come to the table for a cooking activity.
3. Demonstrate how to hold the plastic knife handle properly and have the children cut the large pear pieces into small pieces using plastic knives. Have the children combine the ingredients in a medium bowl and stir the salad. Serve on top of a wheat cracker and enjoy!

How do Pears grow?

Pears grow on trees that prefer warm days and cool nights. Pears are harvested before they are ripe.



After pollination, the flowers swell to become the pears we eat.



Why should we eat Pears?

Potassium



Healthy muscles

Vitamin C



Healthy immune system
(heals cuts, prevents colds)

Fiber



Healthy digestion, cleans out your system