

# Strawberry

**GRADE**  
**2-3**

**Month: May**

**Time Required: 30 minutes**

**Alternative Tastings: Blueberry, Raspberry, Blackberry**

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## Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

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## Learning Objectives

- Students will be able to define perennial.
- Students will be able to explain the function of strawberry runners.

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## Academic Standards Connection

Coming soon.

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## Essential Components Checklist

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|--|---|
| <input type="checkbox"/> Physical Activity   | <input type="checkbox"/> Newsletters, BINGO Cards, Stickers, and Incentives |
| <input type="checkbox"/> "Asking" Discussion | <input type="checkbox"/> Tasting  |
| <input type="checkbox"/> Voting              |   |

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## Materials

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|---|--|
| <input type="checkbox"/> Image of labeled PABS tastings (attached)                            | <input type="checkbox"/> Fresh strawberries, 1 per student |
| <input type="checkbox"/> Printed Strawberry Runner Activity cards; one per student (attached) | <input type="checkbox"/> Napkins                           |
| <input type="checkbox"/> 2 balls of yarn, or 2 very long strings                              | <input type="checkbox"/> Hand sanitizer                    |

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## Preparation

- Wash the strawberries before the lesson.
  - Print large cards or sheets of paper showing labeled PABS tastings, or use an electronic version.
  - Print Strawberry Runner Activity cards; consider laminating for re-use from class to class.
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## Engage

### 1. Introduction: 2 minutes

*The “Introduction” section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lesson.*

### 2. Engage Activity: 8 minutes

*The “Engage Activity” section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.*

*This year in Pick A Better Snack, we've learned about and tasted many fruits and vegetables. You've been brave tasters and practiced trying foods, like... (Using images and labels on cards or by doc-camera, review the names of all 7-9 PABS tastings as a class). We are going to take a moment to share our favorite tastings with one another.*

**Physical Activity:** Have students respond to their favorite fruits and vegetables by performing an activity (ex: jump five times). Repeat the fruit and vegetable names for two more rounds with a different physical activity.

1. Showing images of vegetables, ask *What was your favorite vegetable we tasted during PABS this year? When I say the name of your favorite vegetable,...* (choose any physical activity).
  - Jicama
  - Broccoli/Cauliflower
  - Peppers
  - Asparagus
2. *Excellent! Let's see what our favorite fruits are next.* Showing images of fruit, ask *What was your favorite fruit we tasted during PABS this year? When I say the name of your favorite fruit,...* (choose any physical activity).
  - Cantaloupe
  - Cranberries
  - Mango
  - Oranges/Clementines

*Wonderful! Thank you for sharing your favorite foods from this year. Look at these foods again, and think in your head, is there a fruit or vegetable that your taste buds started liking this year? Educator can share a personal example of changing food preferences. When I say “go,” please turn to a partner next to you to share. Go.*

- Give students a couple of minutes to discuss, making sure both partners have time to talk.
- Use a clap-back to get students' attention, and randomly select a couple of students to share (pick-a-stick would work well for this).
- *Our favorite foods can change as we grow and our taste buds change. Just like you will keep growing for many years, strawberry plants can grow for many years!*

## Explore

### 3. Experiential Learning: 12 minutes

*This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.*

*Today we are tasting strawberries. Strawberries are a **perennial** plant. Define, write out, and repeat this new vocabulary word: perennial. Perennial plants grow back year after year from the same plant. Once planted in the ground, a perennial plant, like a strawberry plant, can grow for many years.*

*Let's look at a picture of a strawberry plant ([simple diagram at the bottom of this webpage](#)). Label and point-*

out plant parts on the diagram (roots, stems, leaves, flowers, fruits). Share, *strawberries have a special plant part called a runner*. Label, write out, and repeat this new vocabulary word: runner (have students run in place for kinesthetic connection). *A runner is a stem that can grow into a new strawberry plant. As a whole class, we're going to act out how this process works.*

### Strawberry Runner Activity

1. Give every student one of three card options: A Plant card, Runner card, or Strawberry card
2. *Every strawberry plant needs strawberries and runners to grow new plants. If you have a plant card, hold it in the air so that our friends with runner cards and strawberry cards can come to you.* Showing their cards to others, students will have 1-minute to cluster into groups of three: 1 strawberry plant, 1 runner, and 1 strawberry (depending on class size, add extra strawberries as needed). Help students find groups when needed.
3. *Great! Now we have (8-10 depending on class size) complete strawberry plants.* The educator will randomly select 2 groups to be 'original' strawberry plants. Demonstrate:
  - a. *These strawberry plants (have students hold up plant cards) are growing strawberries (have students hold up strawberry fruit cards) and runners (have runners hold up runner cards). The runners are going to stretch out and grow into new strawberry plants.*
  - b. Give each of the 'runners' in these two groups a ball of yarn (or a very long string); instruct them to pass it to a different group. Runners will toss or walk the yarn to another group.
4. Once connected, the 'runner' from the new group will pass the yarn to another group, connecting 3 groups total.
5. Repeat until all groups are touching the yarn. *Now, all of our strawberry plants are connected by runners. Once a runner has grown into a new plant, it can start growing strawberries. If you're holding a strawberry, put it up in the air so we can see your plant is growing.*
6. Consider repeating if time allows, narrating and answering questions for clarification.

Transition to tasting: instruct students to deposit their cards and yarn in a specific location, and pick-up a strawberry and napkin before returning to their desks.

#### **4. Tasting Activity: 2 minutes**

*The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum").*

Before you pass out (or students pick-up) any samples, be sure to review your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). As students receive their samples, ask them to use their senses while they wait.

## Reflect

#### **5. Voting Activity: 2 minutes**

*This is a time for students to give their opinion on what they tried!*

As students taste the strawberry, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

**6. Reflection: 4 minutes**

*Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion".*

Choral Response:

*I'm going to ask a question and you're going to quietly think to yourself. When I say the magic word, "strawberry," you can say your answer aloud. Let's practice...*

- What month is it? (May)
- Whose class am I in?
- What food did we try today? (Strawberries)
- What do we call plants that can grow back year after year? (Perennial)
- What strawberry plant part makes new strawberry plants? (Runners)

Asking Discussion:

*Raise your hand if you're excited to go home and tell your family about tasting strawberries.*

- Ask a student with a raised hand: *if you wanted to eat strawberries at home, how might you ask your grown-ups?*
- You might also ask additional questions like, *where could you buy strawberries?*

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

# Pick a Better Snack Vegetables

JICAMA



BROCCOLI/  
CAULIFLOWER



PEPPERS



ASPARAGUS



# Pick a Better Snack Fruits

CRANBERRIES



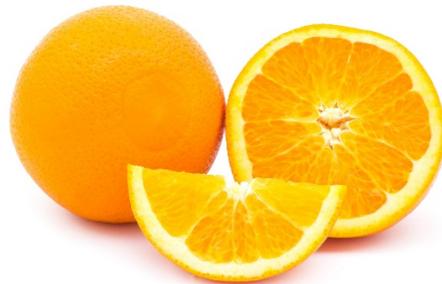
MANGO



CANTALOUPE



ORANGE/  
CLEMENTINE



# Strawberries



# Plant



# Runners



# Lesson Supplement

## Physical Activity

“Spring into Spring” from “Get Movin’ Activity Breaks” (page 68)

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

## What You Need to Know About Strawberries

- Strawberries are a fruit, usually the first fruit to ripen in the spring.
- Strawberries are a small, low growing perennial (meaning it comes back each year) with “runners” that take root to make new plants.
- After the strawberry plant flowers, bees pollinate the flower to make the fruit. It usually takes 30 days for the flower to develop the fruit, which starts white, then turns red.
- ½ cup of sliced strawberries = 4 large strawberries

## Facts About Strawberries

- The seeds - about 200 - are on the outside of this fruit.
- Strawberry is the most popular berry in the United States.
- California grows 83% of the strawberries in the United States.

## Health Connection

- High in Vitamin C to fight off germs and heal cuts and wounds (reinforce with defense shield by crossing arms to make an “X”)

## References and Resources

<https://spendsmart.extension.iastate.edu/produce-item/berries-strawberries-blueberries-raspberries/>

[http://www.californiastrawberries.com/health\\_and\\_nutrition/whats\\_in\\_a\\_strawberry](http://www.californiastrawberries.com/health_and_nutrition/whats_in_a_strawberry)

[https://harvestofthemonth.cdph.ca.gov/documents/Spring/Strawberries/Strawberries%20-%20Educator%27s%20Newsletter\\_Final.pdf](https://harvestofthemonth.cdph.ca.gov/documents/Spring/Strawberries/Strawberries%20-%20Educator%27s%20Newsletter_Final.pdf)

<http://www.iowaagriculture.gov/AgDiversification/pdf/FINAL3281IowaFVmagnet.pdf>

<https://snaped.fns.usda.gov/seasonal-produce-guide/strawberries>

