

Local Seeds

Frozen Corn, Dried Beans

GRADE
K-1

Month: March

Time Required: 30 minutes

Tasting: Locally grown and preserved sweet corn or black beans

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.

Lesson Objectives

- Students will be able to identify corn and beans as seeds.
- Students will be able to sequence the order of soil to food.

Materials

- Tasting materials (plates, napkins, etc.)
- Seedy Sweet Corn Salsa with corn tortillas or tortilla chips
- Printed recipe cards (optional)

Preparation

- Prepare salsa: make 1-2 days prior to your lesson using the Seedy Sweet Corn Salsa recipe included in the lesson - adapt it or use your own!
- Print recipe cards, 1 per student (optional).
- Review image slideshow linked within this lesson plan and familiarize yourself with the song, "Dirt Made My Lunch," also linked in this lesson plan.

Recommended Books

(Send book suggestions to suzy.wilson@idph.iowa.gov.)

Standards Connection

This lesson supports the following Iowa Core standards.

Health Education

[Standards 1, 2, 3, 4, 5, 7, 8](#)

Science

Kindergarten - [K-LS1-1](#).
LS1.C: Plant survival needs

First grade - [1-LS1-1](#).
LS1.A: Structure and function

Lesson Checklist

- Physical Activity
- Tasting
- Voting
- "Asking" Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Things plants need (K) & Parts of a plant (1st)

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: 7 minutes

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

Gather students together. Share with students, *I want to know who is someone who makes lunch for you. Share a personal example of someone who makes lunch for you (a friend, a food service provider, a family member, etc.). When I say the magic word “seeds,” say your person out loud. Ready? Seeds!* Students will share their examples aloud. *Woah, so many special people make lunch for us (repeat a few examples you heard). Lots of people work hard to make sure we eat every day.*

Another thing that makes our lunch is dirt. We're going to learn and sing a song called Dirt Made My Lunch. With students standing, teach the words and actions to the song “Dirt Made My Lunch,” popularized by the Banana Slug String Band! Sing through it a couple of times until students pick it up.

[Dirt Made my Lunch \(youtube video\)](#)

*This recording shows sign-language throughout the song. Consider learning and teaching this or coming up with your own moves!

Dirt made my lunch.
 Dirt made my lunch.
 Thank you dirt!
 Thanks a bunch,
 For my salad, my sandwich, my milk, and my munch.
 Dirt, made my lunch.

[\(Here is a recording of just the song.\)](#)

Thanks for singing along.

Explore

3. Experiential Learning: 6 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.

Students remain standing. Yes, *everything in our lunch, everything that we eat, comes from dirt. Let's use tacos as an example.* [Use slides 16-26 in this slide deck](#) to explore how each taco ingredient comes from the dirt using a choral response. Students should be familiar with the concepts of foods starting as seeds/seedlings and seeds growing in dirt from previous lessons and learning. They may need some prompting on the more complex ingredients like tortillas and cheese. Before advancing to the next ingredient, have students do one jumping jack for each piece of the sequence and count out loud together (for example: tomatoes = 3 jumping jacks; cheese = 5 jumping jacks).

Seat students back at their desks for the tasting. Opportunity for 3 deep breaths.

4. Tasting Activity: 8 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").

Seedy Sweet Corn Salsa

We can think of all kinds of foods and trace them back to the dirt. While showing an image of corn and beans, say, two of the taco ingredients are in our tasting today. For our tasting, we're going to try sweet corn and beans. Corn and beans are seeds. Seeds are the plant part that can grow a new plant. What plant part are corn and beans? (choral response - "seeds") We're going to taste sweet corn and black beans in a recipe called Seedy Sweet Corn Salsa. We'll taste it with a corn tortilla (or tortilla chip).

As you pass out samples, explain to students that *we're going to taste a bite of just the sweet corn first. Then we'll try the black beans. Then we'll try it all together!* Be sure to review your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). Ask students to use their senses while they wait until the entire class is ready to taste the salsa together.

Local Food Facts! *If you're tasting local food, be sure to share information about where it came from: Iowa farm/farmer, location, distance from the school (a map is a great visual here!), when it was harvested, how did you get it, etc.*

Reflect

5. Voting Activity: 2 minutes

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

As students taste the salsa, 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.

Reflect (cont'd)

6. Reflection: 5 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 our magic word, "seeds," you can say your answer aloud. Let's practice...

- *What month is it? (March)*
- *Whose class am I in?*
- *What's one kind of seed we tried today? (Corn, beans)*
- *Where does all of our food come from? (Dirt)*

Sing another round of [Dirt Made my Lunch \(youtube video\)](#)!

Dirt made my lunch.
 Dirt made my lunch.
 Thank you dirt!
 Thanks a bunch,
 For my salad, my sandwich, my milk, and my munch.
 Dirt, made my lunch.

Asking Discussion:

Raise your hand if you're excited to go home and tell your family about tasting local seeds!

- *Ask a student with a raised hand: if you wanted to try local seeds like sweet corn at home, how might you ask your grown-ups?*
- *You might also ask additional questions like, where could you buy local sweet corn or other kinds of seeds?*

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

Seedy Sweet Corn Salsa

Ingredients (makes 4 cups):

- 3 cups sweet corn
- 1 cup of cooked or canned black beans, rinsed and drained
- ¼ cup fresh cilantro, chopped
- ¼ cup lime juice (about 2 limes)
- ¼ cup red onion, chopped
- salt to taste

Directions:

- In a bowl, combine all of the ingredients.
- For the best flavor, allow the salsa to sit for 20 minutes before eating.
- The salsa keeps well in the refrigerator, covered, for 3-4 days.
- Eat with corn tortillas, tortilla chips, tacos, etc.

Put a check mark next to the ingredients above that are seeds.
Describe the salsa here!

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Additional Materials

Physical Activity

Choose a physical activity to incorporate into the lesson. Ideas for physical activities are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

What You Need to Know About Seeds We Eat

- Look for corn on the cob with a bright green husk (outer leaves) and evenly spaced, plump kernels.
- Store corn in the refrigerator with the husk on or wrapped in plastic for 3-4 days.
- Break off the corn stalk, remove the husk and silky strings, and rinse under cool water before preparing.
- Look for canned corn or beans with reduced sodium or no sodium added.
- Look for dried beans that are clean, dry, and firm. Avoid beans that are irregularly colored or shriveled. One cup of dried beans becomes 2-3 cups when cooked.
- Store unopened dried and canned beans at room temperature. Refrigerate canned beans once opened and use them within 2-3 days.
- Rinse beans under cool water before cooking and eating. Dried beans must be soaked in water and cooked before they are edible.

Facts About Seeds We Eat

- Corn is in season July - September. It is a seed and a member of the grass plant family. It grows on stalks above the ground encased in husks.
- The first corn crop began in Mexico about 10,000 years ago. It is now a staple crop in many countries around the world. Corn is the #1 produced crop in Iowa!
- Depending on when corn is harvested, its use and nutritional value varies. Corn harvested with soft kernels full of liquid is a vegetable (corn on the cob, frozen corn, canned corn). Corn harvested at full maturity is dry and is processed as a grain (corn flour, corn meal). Popcorn is considered a whole grain.
- Corn comes in a variety of colors including yellow, white, red, pink, black, blue, and even striped!
- Beans are in season June - September. They are in the Fabaceae (pea) family and can grow on a bush or climbing plant. Beans are the seeds of plants, and grow in pods.
- There are many different varieties of beans including black, navy, pinto, white, kidney, soybeans, and chickpeas! Beans come in a variety of shapes too.
- Soybeans are the 2nd largest produced crop in Iowa!

Health Connection

- Corn provides the antioxidant lutein, which is good for our eyes. It also provides fiber and B vitamins. B vitamins help our bodies use the energy we get from food!
- Beans are high in protein and fiber. Fiber is good for our digestive systems and our hearts!

References and Resources

<https://spendsmart.extension.iastate.edu/produce-item/corn-on-the-cob/>

<https://spendsmart.extension.iastate.edu/pantry-picks/beans/>

<https://fruitsandveggies.org/fruits-and-veggies/>

<https://bit.ly/3xlZKzc>

<https://www.iowafarmtoschoolearlycare.org/choose-iowa-campaign>

<https://www.britannica.com>

https://www.nass.usda.gov/Quick_Stats/Ag_Overview/stateOverview.php?state=IOWA

<https://www.fns.usda.gov/usda-foods/household-product-information-sheets-and-recipes>

<https://ask.usda.gov/s/article/Is-corn-a-grain-or-a-vegetable>

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