

Florida CELERY



Dear Teacher,

February's Harvest of the Month is celery! The lesson plans, worksheets and activities provided were developed to guide your classroom's understanding of the origins and nutritional benefits of the low-calorie celery. We hope you are able to utilize all of the materials, and be sure to encourage your students to try celery at home.



Classroom Recipe Celery Snails

INGREDIENTS:

- Celery stalks
- Cream cheese or Sunflower seed butter, at room temperature

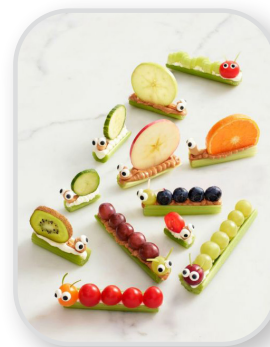
- Sliced apple
- Sliced orange
- Sliced kiwi
- Sliced cucumber
- Sliced tomato

- Grapes
- Blueberries
- Grape tomatoes
- Candy eyes
- Celery or radish matchsticks

PREPARATION:

- 1. Make the Snails:** Fill celery stalks with cream cheese or sunflower seed butter and top with an apple, orange, kiwi, cucumber or tomato slice shell and a grape head. Use sunflower seed butter or cream cheese to glue on candy eyes.
- 2. Make the Caterpillars:** Fill celery stalks with sunflower seed butter or cream cheese and top with grapes, blueberries or grape tomatoes for the body and head. Use sunflower seed butter or cream cheese to glue on candy eyes and celery or radish matchstick for antennae.

Source: Woman's Day Kitchen



Special News

Do you have a story to tell?

Share stories and pictures of your class participating in one of the many Harvest of the Month activities. Your class could be featured in a Farm to School newsletter or on the Florida Farm to School website!

For all of the Harvest of the Month resources, visit:

Florida Farm to School
FDACS.gov/FarmtoSchool





MATH



Standards: MAFS.K.MD.1.1, MAFS.1.MD.1.a, MAFS.2.MD.1.3
MAFS.2.MD.1.1, SC.2.N.1.2, MAFS.2.MD.1.2

Estimated Time: 30 Minutes

Objective: Students will estimate and measure the height of a celery stalk.

Materials:

- Harvest of the Month PowerPoint
 - *Measure Up* Worksheet
 - One celery stalk and one ruler for each pair of students
- *Note: Use whole celery and cut stalks into different sized lengths.*

Introduction: Background: Teacher will explain that fruits and vegetables come in many different shapes and sizes. Each strawberry, blueberry or stalk of celery is unique and has a different shape, weight, height, etc.

Teacher will review units of measurements - centimeters, inches and feet. As a class, observe the celery stalks and make notes on chart paper about the way they look and feel. Ask students to brainstorm other things that are similar in size. This could be other fruits and vegetables, or simply objects seen around the classroom. Next, ask students what is the best tool and unit for measuring celery stalks and why.

Guided Activity: Each pair of students will receive a celery stalk. They will first estimate the height of the stalk in centimeters, inches and/or feet. Next, using a ruler, students will measure the length of the celery stalk rounding to the nearest unit. Students will record their measurements on the *Measure Up* worksheet.

Extension: Repeat the process with other units such as feet or centimeters.

Independent Activity: Based on their measurements, students will line themselves up from the tallest to the shortest celery stalk. Ask students if the units were changed to centimeters or feet, would it change the order in which they stand?



SOCIAL STUDIES



Standards: SS.K.G.3.3, SS.1.G.1.6, SS.1.E.1.6, LA.FS.RI.1.10
LA.FS.RI.1.2

Estimated Time: 45 Minutes

Objective: Students will define different types of weather and discuss the effects of too much and too little rain.

Materials:

- Harvest of the Month PowerPoint
- *Story Map* Worksheet
- 1 celery stalk
- Small cup
- "Come On, Rain" by Karen Hesse

Introduction: Background: Celery is composed of about 94% water and is a cooler weather crop that requires protection from the hot sun. Teacher will ask students to describe the types of weather we experience in Florida. What types don't we experience? Next, ask students to consider the effects of different types of weather on plants and review that plants need water to survive. Think, pair, share - what happens if plants get too much water? How about not enough water?

Guided Activity: Teacher will read "Come on, Rain" by Karen Hesse. Questions to consider: What happened to the tomato plant at the beginning of the story? Why? How does the weather change throughout the story? What type of weather do you think is best for growing celery? Why?

Independent Activity: Students will complete the *Story Map* worksheet to draw a picture of the weather at the beginning, middle, and end of the story.

Extension: Show students the effects of not having enough water by placing a celery stalk on a window sill in a cup with no water. Observe the stalk over the next couple of days.

SCIENCE

Standards: SC.1.N.1.1, SC.1.N.1.4, SC.2.N.1.4

Estimated Time: 30 minutes (2 days)

Objective: Students will create a prediction/hypothesis about what will happen when celery is placed in colored water.

Materials:

- Harvest of the Month PowerPoint
- *Celery Science* Worksheet
- 3 stalks of celery
- Food coloring (3 different colors)
- Water
- 3 clear mason jars or plastic cups
- Colored pencils or crayons

Introduction: Background: The teacher will explain the different parts of a plant-roots, stem, leaves and flower. Ask students to make predictions about the role of each part. The roots are responsible for sucking up the water and nutrients; the stem carries the water to nourish the plant; and the leaves capture sunlight for food (photosynthesis). Finally, have students identify the stem on a bunch of celery. Ask students to make predictions about the function of a stem and record their comments on chart paper.

Guided Activity: The class will complete a miniature lab using three celery stalks and colored water. Place a stalk in three different cups with different colored water. Ask students to write a prediction about what will happen to the celery. Observe the celery the following day and compare students' predictions to what they see.

Extension: A variation of this experiment is to split the stem of the celery stalk from the bottom to the top, placing one half of the stem in one color of water and the other in a different color. Have students make predictions about what color the leaves will turn.

Independent Activity: Students will complete the *Celery Science* worksheet .

LANGUAGE ARTS

Standards: LAFS.K.SL.2.4, LAFS.1.SL.2.4, LAFS.1.L.1.1, LAFS.2.L.1.1

Estimated Time: 30 Minutes



Objective: Students will use adjectives to describe celery and a person or thing that they love.

Materials:

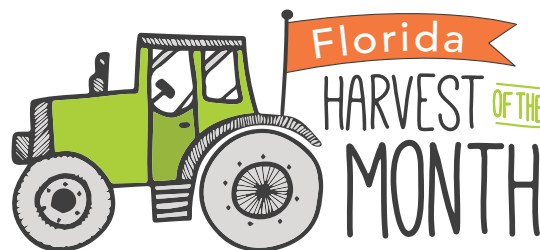
- Harvest of the Month PowerPoint
- *Celery Valentine* Worksheet
- 5 different colors of paint
- 5-10 bottoms of celery bunches
- Class set of celery stalks (optional; washed and cut for tasting)

Introduction: Teacher will explain that we use words to describe people, places and things. These words are called adjectives. We can describe things we like (beautiful, delicious, helpful) or things we do not like (gross, smelly, yucky). Adjectives help us explain how something looks, feels, tastes, sounds or even smells.

Guided Activity: Students will observe the celery stalks and come up with five adjectives to describe the stalk. Optional: Allow students to taste the fresh celery.

Independent Activity: In honor of Valentine's Day, students will use adjectives to create a valentine describing their favorite fruit or vegetable. Students will use the *Celery Valentine* worksheet provided as a template. As an optional activity, have students decorate their valentines using celery stamps. To make the stamps, cut off the base of a celery bunch about 2 inches from the bottom. The cut piece should resemble a rose. Students can also use the bottom of an individual celery stick to make flowers and other shapes for their valentines.

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For more information or to provide feedback, please visit us online

FDACS.gov/FarmtoSchool

This institution is an equal opportunity provider.

Taste Testing in the Class

- Ask students how they usually eat celery.
- Show students celery bunched together with the leaves still attached before providing a sample.
- Keep a positive attitude and encourage the students to try this crunchy snack.

TASTE

Nutrition Education

- One celery stalk contains approximately five calories. It is composed of 94 percent water.
- Filling celery with a peanut or almond butter is a great protein-rich snack. Put some raisins on it to make "ants on a log" and to add some vitamin B-6 to the snack.
- Celery is a great addition to many different meals. It flavors well with lettuce, egg salad, soups, stocks, dill, rosemary and sage.

LEARN

School Garden Tips and Tricks

- Celery is a cool season crop that can be grown in the fall and winter months.
- Celery is often eaten as a fresh vegetable, but is also a spice. Use the celery leaves in soup for extra flavor.
- If your celery flowers, allow it to "go to seed" and collect the seeds to plant next year!

GROW

Book Suggestions

"The Vegetables We Eat"
by Gail Gibbons (Ages 5 and up)

"The Ugly Vegetables"
by Grace Lin (Ages 5 and up)

READ

