

# Lesson 9

Explore a Flavor Mystery



## Lesson Summary



### Overview

The garden detectives investigate two mysteries involving carrots and beets. The garden detectives also share their PSAs for carrots and beets (from Lesson 3), review important gardening and nutrition facts about carrots and beets, and prepare and taste dishes featuring carrots and beets.



### Lesson Extensions

In the lesson extension, students create a shape poem about carrots or beets.



### Key Message

**Be a great garden detective!** Discover tasty root vegetables.



### Garden Connection

The garden detectives take a photograph (or create a drawing to scale) of their assigned fruit or vegetable in the garden each week and post it on the bulletin board. As they do so, they report to the rest of the class on how their plants are growing.

Have the student groups assigned to carrots and beets show the other students their plants in the garden and have them share information about their plants' growth and caretaking needs.



### School Food Service Connection

Collaborate with school food service to obtain and prepare the ingredients for the carrot and beet dishes for this lesson. Serve the prepared carrot and beet dishes in the classroom or in the cafeteria at the end of the lesson.



### Cookbook Connection

Include carrot and beet dishes from this lesson in the Class Cookbook (Lesson 7). Poems created in the lesson extension should also be included.



### School Connection

Invite the school principal and others from the school community to visit the classroom and taste prepared dishes.

Have students share their PSAs with the entire school during morning announcements or post a video of them performing their PSAs on the school's Web site.



### Home Connection

Ask for parent volunteers to help with the food preparation activities in this lesson. Send the *Garden Detective News* home to parents/caregivers. Encourage students to help their families prepare a shopping list based on which fruits and vegetables are on sale.



### Media Connection

Take pictures of the students preparing the dishes, and submit them with a press release and recipes to your local newspaper.



### Community Connection

Ask a farmer or local grocery store manager to donate the ingredients for the food preparation.

Invite a local chef in to help prepare carrot and beet recipes.

## Main Lesson: Explore a Flavor Mystery

### Standards Addressed

#### Science

Standard F, Science in Personal and Social Perspectives (Personal Health/Nutrition): *Develop an understanding of how various foods contribute to health.*

#### English/Language Arts

Standard 3, Reading Informational Text: *Describe the relationship between a series of steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.*

Standard 2, Speaking and Listening: *Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

Standard 3, Speaking and Listening: *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

Standard 4, Speaking and Listening: *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.*

#### Mathematics

Standard 2, Measurement and Data: *Measure and estimate liquid volumes and masses of objects using standard units.*

#### Health

Standard 1, Concepts: *Comprehend concepts related to health promotion and disease prevention to enhance health.*

Standard 7, Practice Health-Enhancing Behaviors: *Practice health-enhancing behaviors and avoid or reduce health risks.*

### Learning Objectives

Students will be able to:

1. Read and follow procedures in a recipe using red and orange vegetables.
2. Use standard units of measurement to prepare recipe.
3. Describe how to prepare simple recipes featuring red and orange vegetables.

## Mystery #1: The Mystery of the Tender Tastebuds

### Time Required

60 minutes

### Materials

- *Student Handout 1.1, Stay Healthy: Wash Your Hands!* (Lesson 1)
- *Student Handout 1.2, The Garden Detectives' Tasting Code* (Lesson 1)
- *Student Handout 9.1, Explore a Flavor Mystery—Carrot Salad*
- *Student Handout 9.2, The Mystery of the Tender Tastebuds*
- Apron, smock, or large T-shirt for each student (not the same one used for gardening)
- Disposable plastic food preparation gloves, one pair per child
- Ingredients for Carrot Salad
  - 10 cups shredded raw carrots
  - 2 ½ cups seedless raisins
  - 1 ¼ cups low-fat mayonnaise
  - 1 ¼ cups low-fat plain yogurt or ½ cup plus 2 tablespoons (10 tablespoons) low-fat or fat-free milk
  - 2 ½ teaspoons cinnamon
- Measuring cups, one set per student group
- 5 measuring spoons (½ teaspoon) for measuring cinnamon, one spoon per student group
- 5 large bowls
- 5 large spoons for mixing
- Napkins/paper towels, one per student
- Plastic forks, one per student
- Paper plates, one per student

### Preparation

- Request assistance from parents for the food preparation portion of this lesson.
- Request assistance (i.e., demonstration of how to prepare recipes) from the school food service and/or parents for the food preparation portion of this lesson.
- Obtain ingredients for the carrot salad.
- Arrange for refrigerated storage for ingredients prior to preparation time.
- Duplicate one copy of *Student Handouts 9.1* and *9.2* on 3-hole-punch paper for each student.
- Duplicate one copy of *Student Handouts 1.1* and *1.2* on 3-hole-punch paper for each student, if you have not previously done so.
- Arrange the classroom for five food preparation stations.
- Wash the surface of the desk or tables with hot, soapy water. Sanitize with a solution of 1 tablespoon of unscented liquid chlorine bleach per gallon of water.
- Brief volunteers on their roles during the food preparation activity.

## Instructional Process

### STEP 1

**Review information about carrots.** Have the carrot garden detectives report on their plants' progress in the garden by reviewing the growth pattern on the *Be a Garden Detective!* bulletin board. Next, have them share the posters and PSAs they created in Lesson 3: *Investigate Like a Super Sleuth* with their classmates.



**Ask students the following questions to review important facts about carrots:**

- What is the edible part of the plant? (taproot)
- What Vegetable Subgroup do carrots belong to? (Red and Orange)
- What vitamins and minerals can be found in carrots? What do these vitamins and minerals do for you?

Carrots contain *beta-carotene*. Beta-carotene is converted to vitamin A in the human body.

Vitamin A keeps eyes and skin healthy and helps protect against infections. One-quarter cup of carrots provides over 100 percent of a person's daily need for vitamin A.

Carrots also include vitamin C and dietary fiber. Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Fiber helps keeps your bowel movements regular.

### STEP 2

**Introduce the food preparation activity.**



**Tell students:**

Today they are going to prepare and taste a simple carrot salad recipe.

Divide students into five small groups of 5-6 students. Have each group go to a food preparation station.



**Ask students:**

- **Who has eaten a carrot salad before?** (If anyone has eaten a carrot salad, ask that student to describe how it tasted. Ask if it was a family favorite and where the recipe might have come from.)

Distribute *Student Handout 9.1, Explore a Flavor Mystery—Carrot Salad*.

Have the students read the recipe silently to themselves.

### STEP 3

**Have students complete the food preparation activity.** Before students begin the food preparation, ask them to retrieve *Student Handout 1.1, Stay Healthy: Wash Your Hands!* (Lesson 1) from their *Garden Detective Journals* and review its key points. Then have all students wash and dry their hands according to the guidelines on the handout.

Have children put on plastic gloves to ensure food safety and large T-shirts, smocks, or aprons to protect their clothes.

Distribute the following items to each group:

- 1 large bowl
- 1 large spoon for mixing
- 1 set of measuring spoons
- 1 set of measuring cups
- Ingredients for recipe

Instruct all groups to follow the first two steps of the recipe on *Student Handout 9.1, Explore a Flavor Mystery—Carrot Salad* (i.e., do not add cinnamon yet) and prepare six servings of the salad.

**STEP 4**

**Have students taste the carrot salad.**

First, have students wash their hands according to the guidelines on *Student Handout 1.1*. Then review *Student Handout 1.2, The Garden Detectives' Tasting Code* from students' *Garden Journals* (or project *Overhead/Slide 1.2* from Lesson 1) by reading the tasting guidelines aloud.

Distribute a paper plate, napkin, and fork to each student. Have each group distribute an equal portion of the carrot salad from the bowl to its members—using about one-half of the total amount—and have them taste it.

**STEP 5**

**Now have students finish the recipe by adding  $\frac{1}{4}$  teaspoon of cinnamon to the remaining half of the untasted salad and have them taste it again.** Ask for a show of hands as to who likes the salad better without the cinnamon and who likes it better with cinnamon.

Tell students that cinnamon is a mysterious ingredient that gives the salad a unique flavor. Cinnamon is a spice obtained from the inner bark of special trees and is typically added in sweet foods.



**Ask students:**

- **What foods have you eaten that have had cinnamon added?** (Possibly applesauce)
- **Who has eaten a vegetable dish spiced with cinnamon?** (Possibly sweet potatoes served at Thanksgiving)



**Ask the students:**

- **What did you think of the Carrot Salad?**
- **Were you surprised by the way it tasted?**
- **What are some other dishes you can prepare using carrots?**

**STEP 6**

**Distribute *Student Handout 9.2, The Mystery of the Tender Tastebuds*.** Assign *Handout 9.2* as a homework assignment in which students interview their parents/caregivers about which herbs and spices they often use in preparing fruits and vegetables for their families. After students complete the assignment, ask for volunteers to share the herbs and spices that their families frequently use. Explain to students that different cultures prepare foods differently and use different spices. For example, people from Italy may use the herbs basil and oregano frequently, while lemongrass is an herb that people from Thailand use in many dishes.

## Mystery #2: The Mystery of the CSA Basket

### Time Required

60 minutes plus 60 minutes to roast beets

### Materials

- *Student Handout 1.1, Stay Healthy: Wash Your Hands!* (Lesson 1)
- *Student Handout 1.2, The Garden Detectives' Tasting Code* (Lesson 1)
- *Student Handout 9.3, Explore a Flavor Mystery—Roasted Beets*
- Apron, smock, or large T-shirt for each student (not the same one used for gardening)
- Baking sheets to fit oven
- Oven
- Ingredients for Roasted Beets
  - 1 beet for every two students
  - 3 teaspoons olive oil
- Aluminum foil
- Paper plates, one per student
- Napkins or paper towels, one per student
- Plastic knives, one per group

### Preparation

- Ask for parent volunteers to assist in the food preparation activity.
- Obtain ingredients for roasted beets. Arrange this with school food service, if possible.
- Prepare beets by cutting off the tops and the roots.
- Duplicate one copy of *Student Handout 9.3* on 3-hole-punch paper for each student.

- Duplicate one copy of *Student Handouts 1.1* and *1.2* on 3-hole-punch paper for each student, if you have not previously done so.
- Prepare six food preparation stations.
- Wash the surface of the desk or tables with hot, soapy water. Sanitize with a solution of 1 tablespoon of unscented liquid chlorine bleach per gallon of water.

### Instructional Process

#### STEP 1

**Review information about beets.** Have the beet garden detectives report on their plants' progress in the garden by reviewing the growth pattern on the *Be a Garden Detective* bulletin board. Next have them share the posters and PSAs they created in Lesson 3: *Investigate Like a Super Sleuth* with their classmates.



**Ask students the following questions to review important facts about beets:**

- **What is the edible part of the plant?** (Roots and leaves)
- **What Vegetable Subgroup do beet roots belong to?** (Other)
- **What Vegetable Subgroup do beet greens belong to?** (Dark-Green)
- **What vitamins and minerals can be found in beets? What do these vitamins and minerals do for you?**
  - Beets (roots) are a good source of folate. Folate helps the body make red blood cells.



- Beet leaves (tops) are an excellent source of vitamins A and C. Vitamin A helps keep our eyes and skin healthy and helps protect against infections. Vitamin C heals cuts and wounds and keeps our gums healthy.
- They also contain the minerals potassium and magnesium. Potassium helps to maintain heart health, regulates body fluids, and is needed for muscle and nerve functioning. Magnesium is important for muscle and nerve functioning.

**STEP 2**

**Tell students that their job today is to solve the mystery of the CSA basket.** Explain to students that Amy’s family signed up for a CSA basket this year from Farmer Jones’ Evergreen Farm.



**Based on their experience in Lesson 5, ask students:**

- **What does CSA stand for?** (Community Supported Agriculture)
- **What is CSA?** (A way for farmers to sell directly to the public by having consumers purchase a share in the season’s crops.)
- **How does CSA work?** (A basket of farm-fresh fruits and/or vegetables is delivered to a designated location each week by the farmer. The consumer then picks up his or her weekly allotment from that location.)

NOTE: If you did not teach Lesson 5 previously, review the Teacher Background Information in that lesson and introduce these concepts to students.

Explain to students that Amy and her family enjoyed being surprised each week by the different fruits and vegetables that Farmer Jones included in their CSA basket. But this week, they encountered a mystery: What was the dark-red, round vegetable with long dark-green leaves growing out of it? The round part was firm, covered in reddish-brown skin, and had a skinny root growing at the bottom. Amy and her family had never seen this vegetable before!



**Ask students:**

- **What do you think was the mysterious vegetable in Amy’s CSA basket?** (Red beets)

That’s one mystery solved! But now Amy and her family had another mystery to consider: What could they do with these beets? Could they eat them raw? Should they cook them? What part of the beet was edible?



**Ask students:**

- **Garden detectives, what would you advise Amy and her family to do to solve this mystery?** (Both greens and root can be eaten. Greens may be eaten raw or cooked; roots are sometimes eaten raw, such as grated in salads, but are typically cooked.)
- **What are some ways that beets and beet greens can be prepared so they taste good?**

Write the following headings on the board and list students' suggestions. You may need to remind students about different ways that beets were prepared in recipes in the class cookbook (Lesson 7).

**Beets**

Roasted  
Boiled  
Pickled in vinegar  
Sliced in salads

**Beet Greens**

Chopped up in salads  
Added to soups  
Cooked (like spinach)

**STEP 3**

**Introduce the food preparation activity.**

Tell students that they may remember tasting roasted beets in Lesson 1. Today, they are going to have the chance to make roasted beets and taste them again.

Distribute *Student Handout 9.3, Explore a Flavor Mystery—Roasted Beets*.

Have students read the recipe silently to themselves.

**STEP 4**

**Have students complete the food preparation activity.** Before beginning food preparation, ask students to retrieve *Student Handout 1.1, Stay Healthy: Wash Your Hands!* (Lesson 1) from their *Garden Detective Journals* and review its key points. Then have all students wash and dry their hands according to the guidelines on the handout.

Divide students into six groups and assign each group to a food preparation station. Give each group two beets that an adult has prepared by cutting off the tops and the roots. Have the students rinse and scrub the beets.

NOTE: The water the students use to rinse and scrub the beets will turn purple and could stain clothing; be sure that students are wearing smocks or other protective clothing.

Give each group six squares of foil. Have the students place the beet in the middle of one foil square. Drizzle ½ teaspoon of olive oil over each beet and wrap the foil around the beet. Add two more layers of foil so beet juice doesn't leak. Twist the top closed.

Place the wrapped beets on a baking sheet to roast in the oven.

When the beets are cooked and cool enough to handle, have the students take the beets to the sink, unwrap the foil and, under running water, slip the skins off each beet over a bowl in the sink in case they drop the slippery beet; removing the skins might require some gentle rubbing. Have students (or an adult, depending on your district's policies) use a plastic knife to cut each beet into three pieces.

Have students taste the roasted beets. Before students begin the tasting, have all students wash and dry their hands according to the guidelines on *Student Handout 1.1*. Then review *Student Handout 1.2, The Garden Detectives' Tasting Code* from students' *Garden Detective Journals* (or project *Overhead/Slide 1.2* from Lesson 1) by reading the tasting guidelines aloud.

Distribute one-third of a roast beet to each student on a paper plate and a napkin. Have the students taste the roasted beets. (Allow students to share any remaining pieces of beet, if they so desire.)



**Ask the students:**

- What did you think of the roasted beets?
- Were you surprised by the way they tasted?
- What would you tell Amy and her family about roasted beets?

Tell students to share what they learned about beets with their families.

## Teacher Background Information

# Get the Facts on Carrots and Beets

### Vocabulary

**Beta-carotene:** A nutrient that helps protect vision, especially night vision. Beta-carotene turns into vitamin A in the human body.

**Community Supported Agriculture (CSA):** A way for farmers to sell directly to the public by having consumers purchase a share in the season's crops. A basket of farm-fresh fruits and/or vegetables is delivered to a designated location each week by the farmer. The consumer then picks up his or her weekly allotment from that location.

**Dietary Fiber:** Plant material that cannot be digested. It helps keep food moving through the digestive tract and has other health benefits.

**Magnesium:** A mineral that is important for muscle and nerve functioning.

**Minerals:** Nutrients such as calcium, potassium, magnesium, iron, and zinc; some regulate body processes while others become part of body tissues.

**Nutrients:** Substances, including vitamins and minerals, found in food that nourish your body.

**Potassium:** A mineral that maintains heart health, regulates body fluids, and is needed for muscle and nerve functioning.

**Public Service Announcement (PSA):** A short message that appears on radio or TV to promote a service or idea that is good for people's health and well-being. A PSA is just like a commercial for a product, except that a TV or radio station plays it for free as a public service.

**Vitamin A:** A nutrient that promotes growth and healthy skin and hair. It also helps the body resist infections and helps eyes adjust to darkness.

### Nutrition Information on Carrots

Raw Carrots	
Nutrition Facts	
Serving Size ½ cup (64g)	
Amount Per Serving	% Daily Value
Calories 25	
Calories from Fat 0	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 45mg	2%
Total Carbohydrate 6g	2%
Dietary Fiber 2g	7%
Sugars 3g	
Protein 1g	
Vitamin A	150%
Vitamin C	6%
Calcium	2%
Iron	2%
Potassium	6%
Folate	3%

\* Percent Daily Values are based on a 2,000-calorie diet.

### Nutrition Information on Beets

Raw Beets	
Nutrition Facts	
Serving Size ½ cup (68g)	
Amount Per Serving	% Daily Value
Calories 29	
Calories from Fat 1	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 53mg	2%
Total Carbohydrate 7g	2%
Dietary Fiber 2g	8%
Sugars 5g	
Protein 1g	
Vitamin A	0%
Vitamin C	6%
Calcium	1%
Iron	3%
Potassium	6%
Folate	19%

\* Percent Daily Values are based on a 2,000-calorie diet.

Source: United States Department of Agriculture, Agricultural Research Service. 2011. USDA National Nutrient Database for Standard Reference, Release 24. Nutrient Data Laboratory Home Page, <http://www.ars.usda.gov/ba/bhnrc/ndl>

## Student Handout 9.1

# Explore a Flavor Mystery—Carrot Salad



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Ingredients

2 cups shredded carrots

½ cup seedless raisins

¼ cup low-fat mayonnaise

¼ cup low-fat plain yogurt or 2 tablespoons low-fat or fat-free milk

½ teaspoon cinnamon

### Preparation

1. Wash hands and clean your work area.
2. Combine shredded carrots with raisins.\*
3. Mix together mayonnaise and yogurt (or milk). Pour over salad. Mix.\*
4. Add cinnamon and mix thoroughly.\* Do NOT do Step 4 until your teacher tells you to do so.

### Yield

Six ½-cup servings

You can complete all starred\* preparation steps.  
All other preparation steps should be completed by adults.

Refrigerate cut fruits, vegetables, and cooked foods promptly. Do not leave at room temperature for longer than 2 hours (or 1 hour in temperatures above 90° F).

**Be a great garden detective! Discover tasty root vegetables.**



Student Handout 9.2

# The Mystery of the Tender Tastebuds



Name: \_\_\_\_\_ Date \_\_\_\_\_

Cooks often use herbs and spices to make fruit and vegetable dishes more interesting. **Herbs** are plants that add flavor to food. For example, the herb **oregano** adds a familiar flavor to pizza sauce.

**Spices** come from plants and are used to season or flavor food. Cinnamon and black pepper are commonly used spices.

Both herbs and spices have strong aromas or smells.

You probably already eat a lot of herbs and spices, but you may not know you're eating them—certain foods like pizza just taste a certain way to you.

So now it's up to you to find out what herbs and spices you've been eating all along.



## Investigate

Talk to the person who does most of the cooking in your family. Find out what herbs and spices she or he cooks with most often and in what fruit or vegetable dishes.

**Write down your findings:**

Herb or spice	Fruit or vegetable dish
Pepper	All vegetables



## Student Handout 9.3

# Explore a Flavor Mystery—Roasted Beets



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Ingredients

2 beets

½ teaspoon olive oil

### Preparation

1. Wash hands and clean your work area.
2. Trim the beet tops and roots.
3. Scrub the beets with a vegetable brush under cool running water.\*
4. Place each beet on a square of foil and drizzle with about ½ teaspoon of olive oil. Bring the corners of the foil up around the beets and twist to seal. Add two more layers of foil. Repeat with the remaining beets.\*
5. Place foil-wrapped beets on a pan and roast in an oven 350° F over for 60 minutes or until a knife can slide easily through the largest beet.
6. When the beets are cool enough to handle, unwrap the foil, and, under running water, slip the skins off each beet. Cut each beet into three pieces with a plastic knife and serve.\*

### Yield

Six servings, ⅓ beet each

You can complete all starred\* preparation steps.  
All other preparation steps should be completed by adults.

Refrigerate cut fruits, vegetables, and cooked foods promptly. Do not leave at room temperature for longer than 2 hours (or 1 hour in temperatures above 90° F).

**Be a great garden detective!**  
**Discover tasty root vegetables.**







# Garden Detective News



## Encourage Your Child's Growth

Ask your child to share what he or she learned about preparing carrots and beets.

9



United States  
Department of  
Agriculture



## Garden Detective News

This week, the garden detectives learned about carrots and beets. They prepared and tasted some delicious healthy recipes using these nutritious vegetables.

Did you know that these vegetables contain vitamins and minerals that can help keep you healthy and protect you from disease?

In the green box to the right, there are a few tips to add these vegetables to your family's meals. Recipes the garden detectives prepared and tasted in class are also in this newsletter.

### Mystery Solved!

#### Ways To Help Your Child Eat More Carrots and Beets.

##### How To Add More Carrots to Your Family's Meals:

- Add chopped or shredded carrots to salads.
- Dice carrots into smaller pieces and add them to soups and stews.
- Steam or roast carrots for an easy side dish.
- Eat them raw as a quick-and-easy snack.
- Try carrot salad. See the recipe on the following page.

##### How To Add More Beets to Your Family's Meals:

- Dice beets into smaller pieces and add them to soups and stews.
- Steam or roast beets for an easy side dish.
- Microwave 2 to 3 small beets in a small amount of water for 8 to 15 minutes or until soft.
- Try roasted beets. Follow the recipe on the following page.



## Garden Detective Recipes

### Carrot Salad

#### Preparation Time

5 minutes

#### Ingredients

2 cups shredded raw carrots

½ cup seedless raisins

¼ cup mayonnaise

¼ cup low-fat plain yogurt or 2 tablespoons low-fat milk

½ teaspoon cinnamon

#### Preparation

1. Wash hands and clean your work area.
2. Combine shredded carrots with raisins.\*
3. Mix together mayonnaise, and yogurt or milk.\*
4. Add cinnamon and mix.\*
5. Pour over salad and toss well.\*

#### Yield

Five ½-cup servings

The starred\* preparation steps can be completed by children. All other preparation steps should be completed by adults.

Refrigerate cut fruits, vegetables, and cooked foods promptly. Do not leave at room temperature for longer than 2 hours (or 1 hour in temperatures above 90° F).

### Roasted Beets

#### Preparation Time

5 minutes

#### Cooking Time

60 minutes

#### Ingredients

6 beets

1 tablespoon olive oil

#### Preparation

1. Wash hands and clean your work area.
2. Scrub the beets with a vegetable brush under cool running water.\*
3. Scrub the beets under running water.\*
4. Place each beet on a square of foil and drizzle with about ½ teaspoon of olive oil. Bring the corners of the foil up around the beets and twist to seal. Add two more layers of foil so beet juice doesn't leak. Repeat with the remaining beets.\*
5. Place foil-wrapped beets on a pan and roast in an oven 350° F oven for 60 minutes or until a knife can slide easily through the largest beet.
6. When the beets are cool enough to handle, unwrap the foil, and, under running water, slip the skins off each beet.

#### Yield

Six servings, 1 beet each

The starred\* preparation steps can be completed by children. All other preparation steps should be completed by adults.

## Family Activity 9

# Plan Ahead To Add More Fruits and Veggies To Your Meals

Planning ahead before you go grocery shopping helps you buy the foods your family enjoys and keeps the family budget under control. Team up with your child this week to look through the weekly grocery store flyers in the newspaper to find the specials and best buys in fruits and vegetables. You can also find the weekly flyer online by searching for your favorite grocery store.

**Make a list of fruits and vegetables that your family likes that are on sale this week:**

Fruits/Price	Vegetables/Price

**Decide together what to buy.**

**Go grocery shopping with your child this week.** Have your garden detective search for and find the fruits and vegetables that you have chosen. Add them to your grocery cart.

**Keep prepared fruits and veggies in a handy place for easy snacking once you get home.** For example, put a bowl of whole fruits, such as apples and oranges, on the counter so family members can help themselves. Keep cut-up veggies in the fridge for a quick and convenient snack.



## Lesson Extension: A Shape Poem

### Standards Addressed

#### English/Language Arts

Standard 3, Language: *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

### Learning Objectives

Students will be able to write a shape poem.

### Time Required

20 minutes

### Materials

- *Student Handout 9.4, A Shape Poem*
- Orange and red-violet crayons, one for each student

### Preparation

- Duplicate one copy of *Student Handout 9.4, A Shape Poem* on 3-hole-punch paper for each student.

### Instructional Process

#### STEP 1

**Distribute Student Handout 9.4, A Shape Poem.** Tell the students that they are going to use the shape of a carrot or beet to create a shape poem. Explain to students that a shape poem describes an object and is written in the shape of the object it describes.

Point out the apple example on the handout and read it aloud.

#### STEP 2

**Have students complete Student Handout 9.4, A Shape Poem.** Tell students that they may choose which vegetable they would like to create a shape poem for. Instruct students to write their poem and fit it into the shape of the vegetable they chose.

#### STEP 2

**Have students share shape poems.** Ask for volunteers to share their shape poems with the class.

## Student Handout 9.4

# A Shape Poem



Name: \_\_\_\_\_

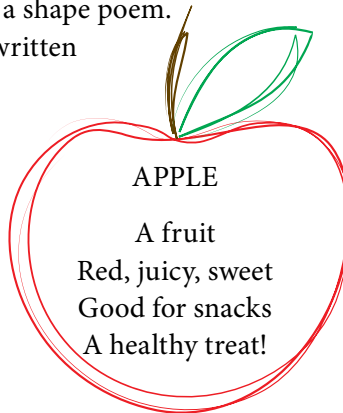
Date: \_\_\_\_\_

### Directions

Using the shape of a carrot or beet, create a shape poem.

A shape poem describes an object and is written in the shape of the object it describes.

EXAMPLE:



Use the space below to draw the outline of a carrot or beet. Inside your drawing, write your shape poem. When you are finished, color in your vegetable with an orange or red-violet crayon.

**Be a great garden detective! Discover  
tasty root vegetables.**

