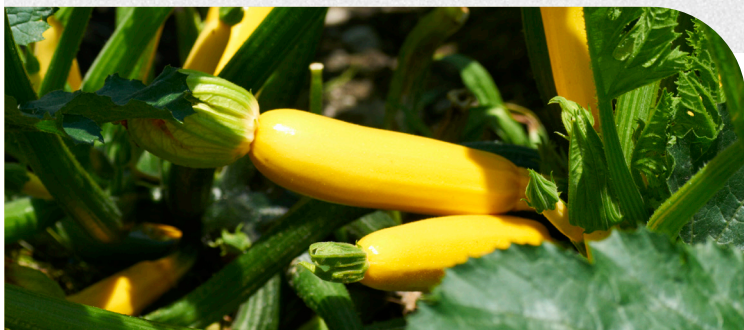




# FLORIDA YELLOW SQUASH



## SPECIAL NEWS

Florida has a booming agriculture industry. The fall and winter seasons are some of our most productive months. Students can learn first-hand where their food comes from by visiting a local farm to see how fruits and vegetables are grown all across the state. Farmers markets are another great way to introduce your class to their regional food system and meet some local growers.

To plan a farm field trip or find a farmers market in your area visit these websites:

Florida Farm to School

[FarmToSchoolFL.com](http://FarmToSchoolFL.com)

Community Farmers Markets

[FDACS.gov/Consumer-Resources/Buy-Fresh-From-Florida/Community-Farmers-Markets](http://FDACS.gov/Consumer-Resources/Buy-Fresh-From-Florida/Community-Farmers-Markets)

Florida Farm to School:  
[FarmToSchoolFL.com](http://FarmToSchoolFL.com)

National Farm to School Network:  
[www.FarmToSchool.org](http://www.FarmToSchool.org)

## DEAR TEACHER

This month's Harvest of the Month product is the yummy yellow squash! Let's take your class on a fabulous farm tour of Florida's squash industry. So grab a seat and let's learn more about this scrumptious squash.

## CLASSROOM RECIPE

### GARLIC PARMESAN YELLOW SQUASH CHIPS

Serves 20-25

#### INGREDIENTS:

- 4 Florida yellow squash, sliced into ¼-inch to ½-inch rounds
- 3 tablespoons olive oil
- Salt and fresh ground pepper, to taste
- 1 cup panko crumbs
- 1 cup grated Parmesan cheese
- 1 teaspoon dried or 1 tablespoon fresh oregano
- 1 teaspoon garlic powder
- Cooking spray
- Non-fat plain yogurt (dip)
- Parchment paper

#### PREPARATION:

1. Preheat home oven to 450 degrees Fahrenheit, or school convection oven to 400 degrees.
2. In a large mixing bowl, combine squash, olive oil, salt and pepper and mix until well combined.
3. In a separate bowl, combine panko crumbs, Parmesan cheese, oregano, and garlic powder. Dip slices of squash in the cheese mixture and coat on both sides, pressing on the coating to stick.
4. Place the squash in a single layer on a baking sheet lined with parchment paper. Lightly spray each slice with cooking spray for crunchier chips. Bake for 10 minutes.
5. Remove from oven; gently flip over all the slices, lightly spray with cooking oil and bake for 8 more minutes, or until chips are golden brown. If using school convection oven, reduce baking time by 2 minutes on each side.
6. Remove from oven and transfer to a serving plate. Offer a sample to your students with a dollop of non-fat plain yogurt.



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**MATH****STANDARDS:** MAFS.2.OA.1.1, MAFS.1.OA.1.1**ESTIMATED TIME:** 20 Minutes

**OBJECTIVE:** Students will practice strategies for solving word problems by completing a series of squash addition and subtraction problems.

**MATERIALS:**

- Harvest of the Month PowerPoint
- *Problem Solving* Worksheet
- Yellow squash seeds
- Coloring materials

**INTRODUCTION:** Word problems help students connect and apply math to real world scenarios. The teacher will share three strategies for solving word problems with students: 1) *Underline what you know* 2) *Draw a picture* 3) *Solve the problem*. Walk through a sample word problem with students to practice using these strategies.

**GUIDED ACTIVITY:** Working in pairs, students will act out the word problems below. Display the *Math in Action* PowerPoint slide and highlight the important information in each word problem and solve in teams.

*Jim and Sally have five yellow squash seeds in a paper bag ready for planting. Jim digs two holes and places a seed in each. Sally digs one small hole to plant her seed. How many seeds are left in the bag?*

*Jack planted ten squash seeds and Jill planted five squash seeds in the school garden. Only five of the seeds sprouted. How many seeds did both Jack and Jill plant? How many seeds did not sprout?*

**INDEPENDENT ACTIVITY:** Students will complete the *Problem Solving* worksheet.

*Extension:* Students work in groups of three where each is assigned one of the strategies for solving word problems (underline, draw, solve). The group will solve each problem together rotating their role after completing a problem.

**SOCIAL STUDIES****STANDARDS:** SS.1.A.3.2, SS.2.A.3.1, LAFS.1.W.1.3**ESTIMATED TIME:** 45 Minutes

**OBJECTIVE:** Students will differentiate between planting and harvesting. Students will identify what time of year squash is planted and harvested in Florida.

**MATERIALS:**

- Harvest of the Month PowerPoint
- *A Farmer's Calendar* Worksheet
- Chart paper
- Coloring materials (crayons, markers or pencil crayons)

**INTRODUCTION:** Florida products are grown and harvested at different times throughout the calendar year. Yellow squash is typically available from September to July and grows most abundantly in southern Florida. Teacher will explain and define the process of planting and harvesting. Explain that squash is planted in the fall (August to October) and spring (January to April) and harvested two months after it is planted in the winter and summer months. Review the *Farmer's Calendar* PowerPoint slide learn about the growing season of yellow squash.

**GUIDED ACTIVITY:** As a class, brainstorm the different holidays, seasonal weather and foods, colors, clothing and outdoor activities associated with each of the four seasons. Allow students to think-pair-share and document their ideas on chart paper.

**INDEPENDENT ACTIVITY:** Students will complete the *A Farmer's Calendar* worksheet and draw a seed in the seasons when squash is planted and a mature squash in the harvest seasons.

*Extension:* Students can draw some pictures or write a few words to describe their favorite seasonal foods and activities.



## SCIENCE



**STANDARDS:** SC.2.L.17.2, SC.1.L.17.1, SC.1.L.14.3

**ESTIMATED TIME:** 30 Minutes

**OBJECTIVE:** Students will identify living and nonliving things in the garden.

**MATERIALS:**

- Harvest of the Month PowerPoint
- *Garden Bingo* Worksheet
- Blank paper and coloring materials

**INTRODUCTION:** There are a variety of living and nonliving things that play a vital role in the garden. Bees, birds and butterflies help pollinate flowers like the yellow squash. Worms help break up soil, allowing air and water to get to the seeds and roots. First, the teacher will ask “what creatures might you find in a garden? What nonliving things would you find in a garden?” Next, show the *Garden Creatures* PowerPoint slide to review images of different bugs, birds, reptiles and insects that might be found in a garden.

**GUIDED ACTIVITY:** Students will play “Garden Bingo.” Use the PowerPoint to show students images of different gardens. As students observe the pictures, they will mark off the living and nonliving things on their bingo board.

**INDEPENDENT ACTIVITY:** Provide students with a blank sheet of paper and ask them to complete the following sentence – “I found a \_\_\_\_\_ in the garden. It helps to \_\_\_\_.” Students will draw a picture to represent their work.

*Extension:* If you have a school garden, take students out to the garden to play the game. Students will mark off each object on their bingo sheet as they find it in the garden.



## LANGUAGE ARTS



**STANDARDS:** G.K12.3.3.2a, LAFS.K.W.1.2

**ESTIMATED TIME:** 30 Minutes

**OBJECTIVE:** Students will differentiate between fact and opinion.

**MATERIALS:**

- Harvest of the Month PowerPoint
- *Squash: Fact or Opinion* Worksheet
- Three different types of Florida squash (eg. yellow squash, green zucchini, acorn or butternut).
- Coloring pencils
- Scissors, glue or tape
- Blank paper

**INTRODUCTION:** Yellow squash is commonly referred to as summer squash and tastes great raw, roasted, steamed or baked. Yellow squash is composed of 95 percent water and is a good source of vitamin C. Review the Harvest of the Month PowerPoint for more fun facts about yellow squash and to learn about the different types of squash.

**GUIDED ACTIVITY:** Teacher will describe the difference between fact and opinion. As a class, have students think of five facts about yellow squash. Next, ask students to create five opinion statements about this vegetable.

**INDEPENDENT ACTIVITY:** Students will fold a piece of paper in half and label one side FACT and the other side OPINION. Next, they will cut out each statement from the *Squash: Fact or Opinion?* worksheet and paste it into the correct column.





# FLORIDA YELLOW SQUASH



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

[FarmToSchoolFL.com](http://FarmToSchoolFL.com)

## TASTE TESTING IN THE CLASS

- Prepare a blind taste test of raw yellow squash and raw zucchini and see if your students can identify the different squash.
- Bring in some winter squash (butternut, acorn) and summer squash (yellow squash, green zucchini) to show your class the difference between the seasons.
- Serve raw squash with hummus as a healthy, tasty treat.

# TASTE

## NUTRITION EDUCATION

- Yellow squash is more than 95 percent water.
- Summer squash do not need to be peeled. To get the most nutrients, eat the entire vegetable including the flesh, seeds and skin.
- Yellow squash is a good source of potassium, which helps control blood pressure.
- Summer squash can be eaten raw, roasted or steamed.

# LEARN

## SCHOOL GARDEN TIPS & TRICKS

- Yellow squash can be planted from January to April for a spring harvest, and from August to October for a fall harvest.
- Summer squash needs plenty space to grow. Plant your seeds up to three feet apart so the plants receive full sun and do not get overcrowded.
- Harvest the mature squash by cutting the stem. Pick them when they are small for the best flavor. Watch out for the prickles!

# GROW

## BOOK SUGGESTIONS

“Sophie’s Squash”  
by Pat Zietlow Miller (Pre-K to Grade 2)

“Plant Secrets”  
by Emily Goodman (K to Grade 2)

“Baseball, Snakes, and Summer Squash”  
by Donald Graves (Grade 3 and up)

# READ