

LET'S LEARN ABOUT FLORIDA STRAWBERRIES!

This Virtual Farm Field Trip unit is all about strawberries. It begins with an informative 5-minute video, transporting students to Astin Farms in Plant City, Florida – the winter strawberry capital of the world! Your students will meet farmers and sisters Madison and Payton to learn how Florida strawberries are planted, grown, harvested and distributed.

We encourage you to expand the learning experience using this section's worksheets and guided activities, including a taste test. You may choose to use all these resources or pick the ones best suited to your classroom.



FLORIDA STRAWBERRY FUN FACTS

- Strawberries have nutrients like fiber, potassium and vitamin C. Eating foods with fiber makes you feel full, potassium helps your muscles move properly and vitamin C helps your body heal cuts and scrapes.
- Strawberries are the only fruit with seeds on the outside – and each strawberry has about 200 of them.
- Strawberries are technically part of the rose family.
- People love strawberries! In the United States, 94% of households eat strawberries.
- Unlike other fruits, like bananas or avocados, strawberries stop ripening as soon as they are harvested. That's why you want to eat them as soon as you can.
- While we put strawberries in the refrigerator to make them last longer, they actually taste best at room temperature. That's why they are so delicious right off the plant!

ACCESS VIRTUAL FARM FIELD TRIP

Scan code or visit:

FarmToSchoolFL.com/FieldTrips



BEFORE YOU WATCH: DISCUSSION STARTERS

Get students thinking about agriculture, science and nutrition by asking questions such as:

- What are some examples of fruit?
- What fruits have you tasted? Which is your favorite?
- Have you ever picked your own fruit at a farm or in a garden? What did you pick?
- How do you think the food we eat gets from the farm to our table – at home and in school?
- Today we're going to talk about strawberries. How do you think they are grown and harvested?

AFTER YOU WATCH: CHECK FOR UNDERSTANDING

Trivia Toss

Materials

- 3 buckets, boxes or similar containers
- 2 palm-sized balls (enough for each team to have one)

Divide students into two teams. Students work as a team to answer a review question about the video. Then, if they answer correctly, they get a chance to toss a ball into one of three buckets to get a prize for their team. Prizes might be a homework pass, free time, extra computer time or lunch in the classroom.



The video is full of information. You might want to watch it again after your discussion so students can listen for details they missed!

SUGGESTED QUESTIONS:

Find video comprehension questions, answers and video timestamps for finding those answers below.

- How are strawberry seeds different from other fruit seeds? *(seeds grow on the outside; 2:41)*
💡 **Teacher Tip:** Ask students to name fruits with seeds on the inside (like apples, kiwis and tomatoes).
- How many seeds does each strawberry have? *(200; 2:48)*
- What do you call the shape of a strawberry? *(conical, or like a cone; 2:12)*
- 💡 **Teacher Tip:** Ask students what other things are shaped like a cone.
- True or false: There is only one kind of strawberry. *(False; 1:58)*
- True or false: Eight strawberries have more vitamin C than one orange. *(True; 3:01)*
- True or false: Strawberries are picked by machines. *(False, they are picked by hand; 3:19)*
- True or false: An acre is the size of a basketball court. *(False, it's almost the size of a football field; 1:39)*
- True or false: Strawberries ripen – get sweet and juicy! – faster when it's warmer outside. *(True; 2:25)*
💡 **Teacher Tip:** Ask students to name other things that change based on the temperature outside. (Like ice cream melting in the heat.)
- True or false: Strawberries are nutritious for you. *(True; 3:57)*

USING THESE TEACHING TOOLS

Below is an overview and guide for using the teaching tools included in this section, including guided activities, recipes and worksheets. We've included the education standards each tool complements, materials needed for each activity, a brief overview of each tool and tips for building your lessons.

You can find each of these tools on the following pages, along with additional information and pointers.

GUIDED ACTIVITIES

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Video, Discussion Questions and Trivia Toss (in Classroom Guide) <i>On page 41</i>	Standard(s) Supported: SC.1.L.14.2, SC.K.L.14.3, SC.1.L.14.1, SC.1.L.16.1, HE.K.CH.3.1, HE.K.PHC.1.1, ELA.K.C.4.1	<ul style="list-style-type: none"> - 3 buckets, boxes or similar containers - 2 palm-sized balls (enough for each team to have one) 	This activity gets students out of their seats as they respond to questions about the Virtual Farm Field Trip video.	
Strawberry Three Ways <i>On page 46</i>	Standard(s) Supported: HE.K.CH.3.1, HE.K.PHC.1.1, HE.1.PHC.1.1, SC.1.N.1.2	<ul style="list-style-type: none"> - Fresh strawberries - Strawberry jam/jelly - Strawberry smoothie (see recipe) 	In this activity, you'll guide students through tasting strawberries in three different forms – as fresh strawberries, as strawberry jam and in a smoothie.	Start by asking your school nutrition team if they can support you by acquiring and/or preparing the food items. Use this activity to introduce students to new, nutritious foods. Educate them on the nutritional differences between whole foods – like fresh strawberries – and processed foods – like strawberry jam.

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Recipe: Strawberry Smoothie <i>On page 48</i>	Standard(s) Supported: SC.K.N.1.2, SC.1.N.1.2	<ul style="list-style-type: none"> - Blender - Cutting board - Knife - Measuring cup - Tablespoon <i>Adjust quantities based on class size:</i> <ul style="list-style-type: none"> - 1 cup fresh strawberries - 1 banana - ½ cup yogurt - ½ cup milk (or water) - 1 tablespoon honey - Small cups (ideally clear) - Spoons 	Use this recipe to prepare your own strawberry smoothie for the Strawberry Three Ways exercise.	You might prepare your smoothie before the lesson or demonstrate for the class for an added learning opportunity.
Sense Explorers: Strawberry Edition <i>On page 49</i>	Standard(s) Supported: SC.K.L.14.1, SC.K.N.1.2, SC.1.L.14.1, HE.K.CH.3.1, HE.K.PHC.1.1, SC.1.N.1.2	<ul style="list-style-type: none"> - 1 strawberry for every student 	This activity encourages students to use their five senses to make observations about strawberries.	You can also ask your school nutrition team to help provide food for this exercise! Use this activity to teach students how they can use their senses as tools. This activity will also help deepen students' familiarity with strawberries as a fresh and nutritious food choice.

WORKSHEETS

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Counting Seeds <i>On page 50</i>	Standard(s) Supported: MA.1.NSO.1.1, MA.1.NSO.1.2	<ul style="list-style-type: none"> - Writing instrument - Crayons, colored pencils or markers (optional) 	This simple math worksheet asks students to count and write the number of seeds shown on nine illustrated strawberries.	This tool reinforces students' counting skills, while also having them practice identifying and writing numbers between 1 and 15.

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Letter Practice <i>On page 51</i>	Standard(s) Supported: ELA.1.C.1.1	<ul style="list-style-type: none"> - Scissors - Glue - Writing instrument - Crayons, colored pencils or markers (optional) 	This worksheet prompts students to practice writing the word "strawberry."	This lesson also presents an opportunity to practice sounding with students. Get kids out of their seats by asking them to make each of the letters in the word "strawberry" with their bodies! You might put them in groups to make the whole word or demonstrate and make each of the letters together as a class.
Parts of a Strawberry Plant <i>On page 52</i>	Standard(s) Supported: SC.K.L.14.1, SC.1.L.14.1, SC.1.L.14.2, ELA.1.F.1.3	<ul style="list-style-type: none"> - Scissors - Glue - Writing instrument - Crayons, colored pencils or markers 	This worksheet asks students to cut out words naming parts of the plant and paste them in the appropriate spot. Students also have space to practice writing the words.	This worksheet complements life science lessons about parts of the plant. It also provides an opportunity to practice sounding and spelling common science terms.
How Strawberries Grow <i>On page 53</i>	Standard(s) Supported: SC.1.L.16.1, ELA.1.C.1.2	<ul style="list-style-type: none"> - Scissors - Glue - Crayons, colored pencils or markers 	This worksheet invites students to cut and paste the basic stages of a strawberry's life cycle in the correct order.	This worksheet complements life science lessons about plant life cycles. It also encourages students to think critically about order of events. Try getting kids out of their seats by instructing them to pretend they are a seed, crouched in a ball. Then ask them to stand taller as they simulate the phases of the strawberry plant's growth.
Answer Key <i>On page 54</i>			See here for answers to each worksheet.	

STRAWBERRY THREE WAYS

This group activity brings the field trip to life as students get the opportunity to taste strawberries three ways: as fresh berries, as strawberry jam or jelly and in a strawberry smoothie.

MATERIALS



Fresh
strawberries



Strawberry
jam/jelly



Strawberry
smoothie
(see recipe on
following pages)



Don't have time to prep or make a recipe? Swap the smoothie for a store-bought smoothie, strawberry yogurt or strawberry ice cream.

SUGGESTED QUESTIONS

Lead a discussion as your students try strawberries three different ways. Questions like the following can help kids better connect with their food, think about their preferences and encourage them to make nutritious choices in the future.

Before the tasting:

1. Have you tried a strawberry before? What did you think?
2. If not, what do you think it will taste like?
3. Have you tried any foods with strawberries in them? What about foods that were strawberry flavored? What were they and what did you think?

As they try the fresh strawberries:

1. What do you think of the texture of the fresh strawberry? Is it crunchy or soft?
2. Do you like the smell of the strawberry? How would you describe it?
3. How would you feel about eating fresh strawberries as a snack? Why? What might you eat them with?

COLLABORATE WITH YOUR CAFETERIA

You might also consider partnering with your school nutrition team to obtain these food items and/or prepare a strawberry-themed dish for your taste test.

Be sure to contact them ahead of time, discuss the support you will need and show gratitude for their collaboration!

As they try the strawberry jam/jelly:

1. *How do you think they turn the strawberries into jam?*
2. *How does the taste of the jam compare to the fresh strawberries? How is it different and how is it the same?*
3. *What do you think about the texture of the jam compared to the fresh strawberries?*
4. *Have you had strawberry jam before? If so, what do you usually eat it with? If not, would you like to try it again?*
5. *Before today, did you know strawberry jam is made from fresh strawberries? What other fruits are turned into jam?*

As they try the strawberry smoothie:

1. *Can you taste the strawberries in the smoothie? How strong is the flavor?*
2. *What other flavors can you taste? Can you guess which other fruit(s) is (are) in the smoothie?*
3. *How does the flavor of the smoothie compare to the fresh strawberries?*
4. *What is the same about the fresh strawberries and the smoothie? What is different?*
5. *If you were making a fruit smoothie, what fruits would you add?*

 TEACHER TIP:

You can also use this activity as a nutrition lesson for students! Explain how whole foods made of just one ingredient – like a fresh strawberry – are more nutritious than packaged, processed foods with many ingredients.

You can explain that food with lots of ingredients – like the jam – are like a big puzzle with many pieces, and some of those pieces might not be as healthy (like added sugar). The simple food with one ingredient is usually better for your body and helps you feel your best!

You might even pass around a processed food item to show the students the list of ingredients on the nutrition label. Then ask them where the fresh strawberry's ingredient list is. (There is none – because there's just one ingredient!)

STRAWBERRY SMOOTHIE RECIPE

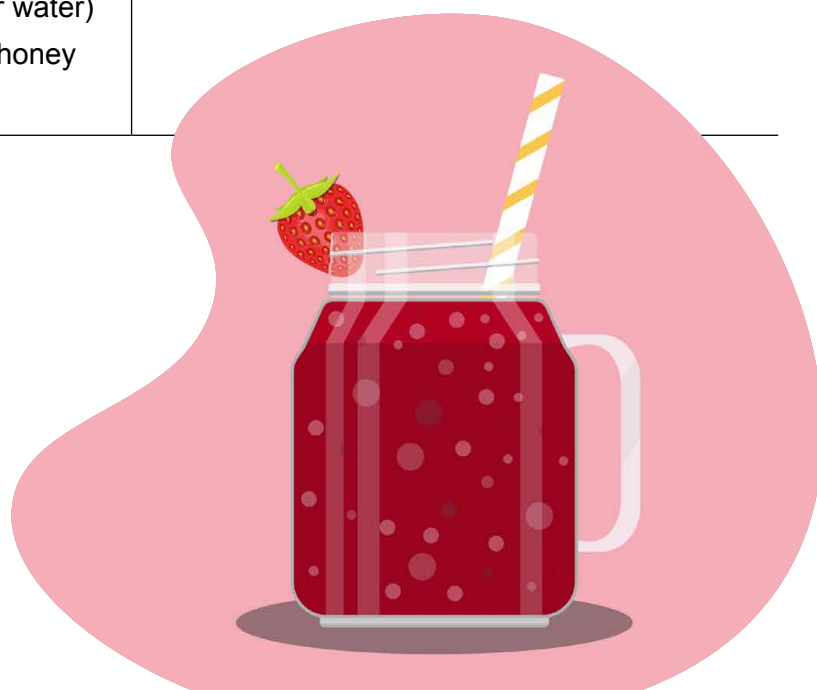
STRAWBERRY SMOOTHIE

Estimated Servings: 20 oz, or (6-7) 3 oz tasters

EQUIPMENT REQUIRED	MATERIALS AND INGREDIENTS	DIRECTIONS
<ul style="list-style-type: none"> - Blender - Cutting board - Knife - Measuring cup - Tablespoon - Small cups (ideally clear) - Spoons 	<p><i>Adjust quantities based on class size.</i></p> <ul style="list-style-type: none"> - 1 cup fresh strawberries - 1 banana - ½ cup yogurt - ½ cup milk (or water) - 1 tablespoon honey 	<ol style="list-style-type: none"> 1. Wash berries and cut away strawberry stems. 2. Combine all ingredients in a blender. Blend until smooth. 3. Pour into individual cups for serving and enjoy!



You might prepare your smoothie before the lesson or demonstrate for the class for an added learning opportunity!



CUSTOMIZE YOUR SMOOTHIE

Mix up your smoothie by adding other fresh ingredients like blueberries, pineapple chunks, orange segments, kiwis or even spinach! If you're demonstrating for your students, they can help decide which ingredients get added. Children are more likely to be excited about eating food they choose and help prepare themselves!

If you prep the recipe ahead of time, ask them to guess what else you added.

SENSE EXPLORERS: STRAWBERRY EDITION

This simple, hands-on activity invites students to use their five senses as tools. They will make observations about strawberries, describe the fruit and compare their observations with their classmates.

 **TEACHER TIP:** Be sure to ask your school nutrition team if they can support you by providing strawberries!

WHAT YOU'LL NEED:

1 STRAWBERRY FOR EVERY STUDENT

Alternatively, you might cut strawberries in half vertically, so each student can experience the outside and inside of the strawberry.



Consider passing out magnifying glasses so children can observe closely!

ACTIVITY:

Invite your students to use each of their five senses to experience and make observations about strawberries. Guide them through this activity, one sense at a time. Begin with broad, open-ended questions, followed by more specific questions, as outlined below.



SIGHT:

Look at the strawberry. Describe what it looks like. Notice the colors of its body, leaves and seeds. Does it look smooth or bumpy? Is it big or small, thin or round?



TOUCH:

Feel the strawberry with your fingers. How does it feel? Is it smooth or bumpy? Is it firm or soft? Is it heavy or light? Compare how the body and the leaves feel.



SMELL:

Smell the strawberry. What does it smell like? Does the smell remind you of anything else? Do you like the smell?



TASTE:

Take a small bite of the strawberry. Describe the taste. Is it sweet or salty? Soft or hard? Can you feel the seeds on your tongue?



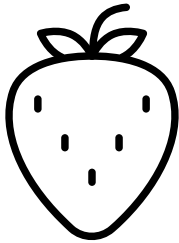
HEARING:

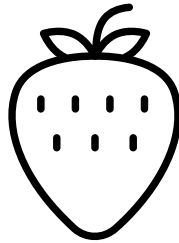
Listen to the sound the strawberry makes when you bite into it. Does it make a sound? Is it loud or soft?

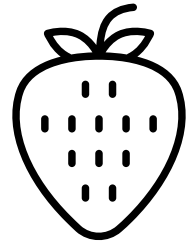
Name _____ Date _____

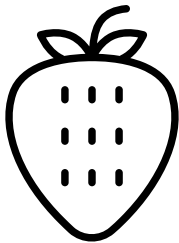
Counting Seeds

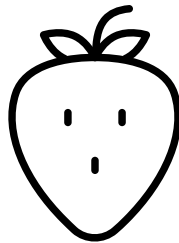
Directions: Count the number of seeds on each strawberry. Write the number below the strawberry. Then color each of the strawberries!

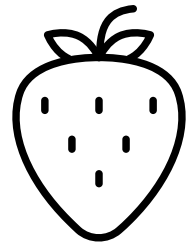


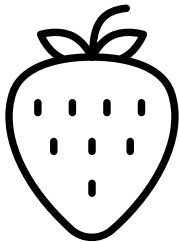


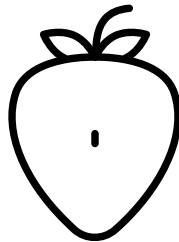


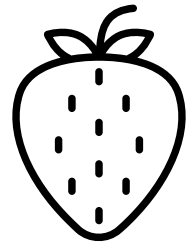








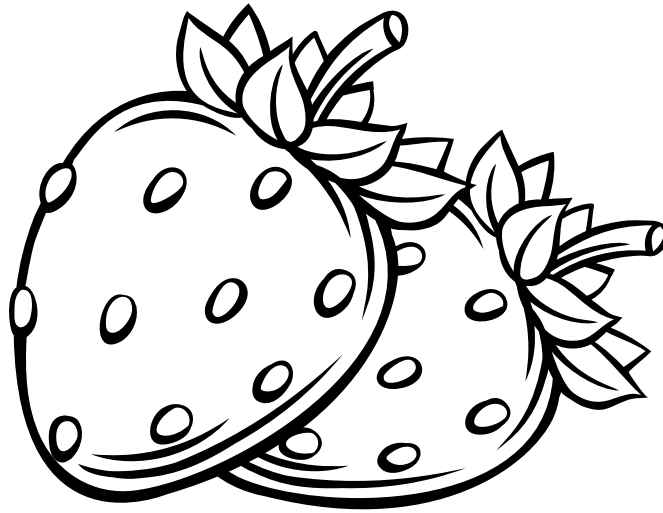




Name _____ Date _____

Letter Practice

Directions: Follow the instructions below.



Ss is for

--	--	--	--	--	--	--	--	--	--

Trace it:

Strawberry

Write it:

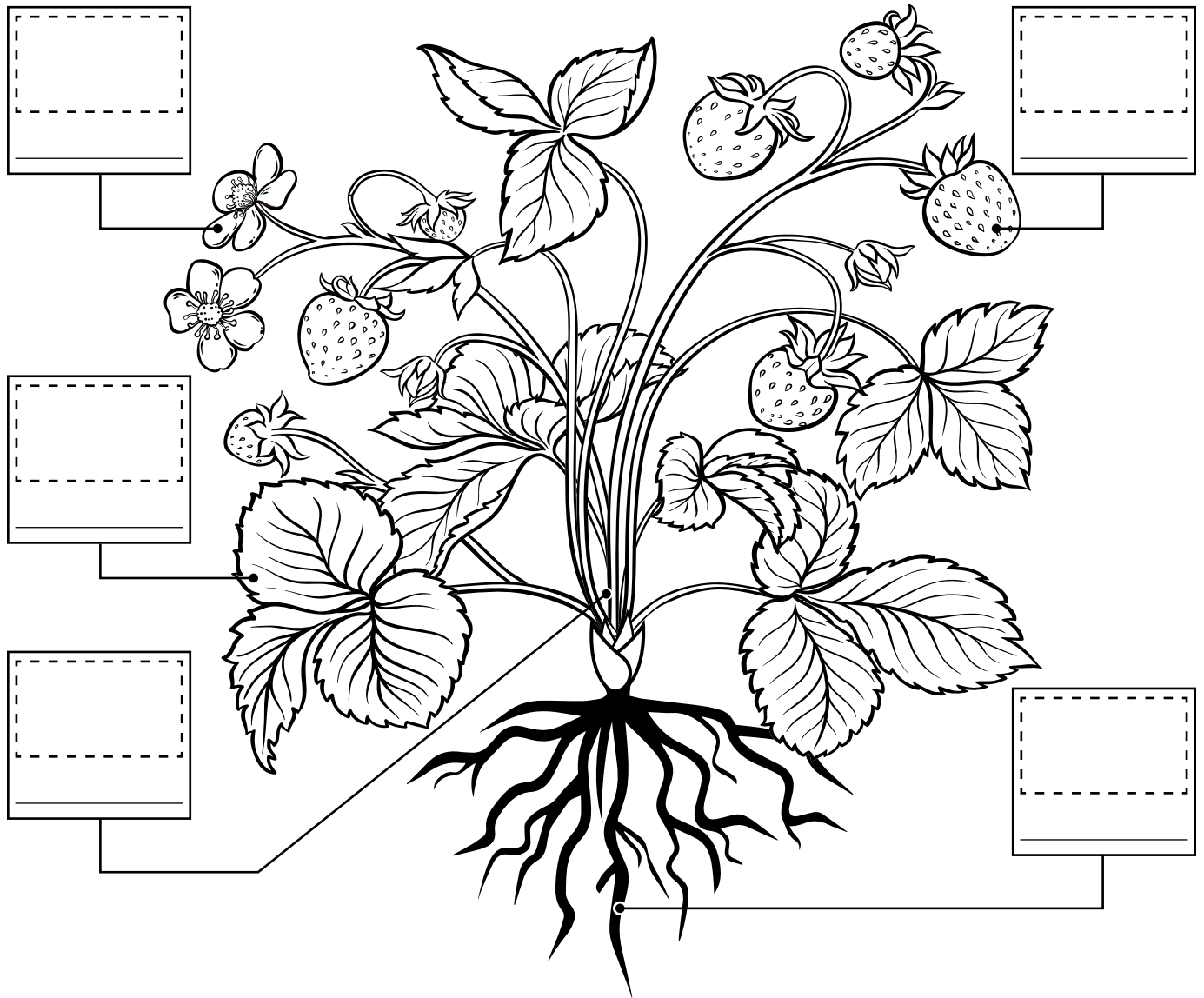
Cut out the letters and glue them in the correct order in the boxes above.



Name _____ Date _____

Parts of a Strawberry Plant

Directions: Color the strawberry plant. Then cut out the words for parts of the plant and glue them where they belong to label parts of the plant. Next, write the word on the blank line under each box.



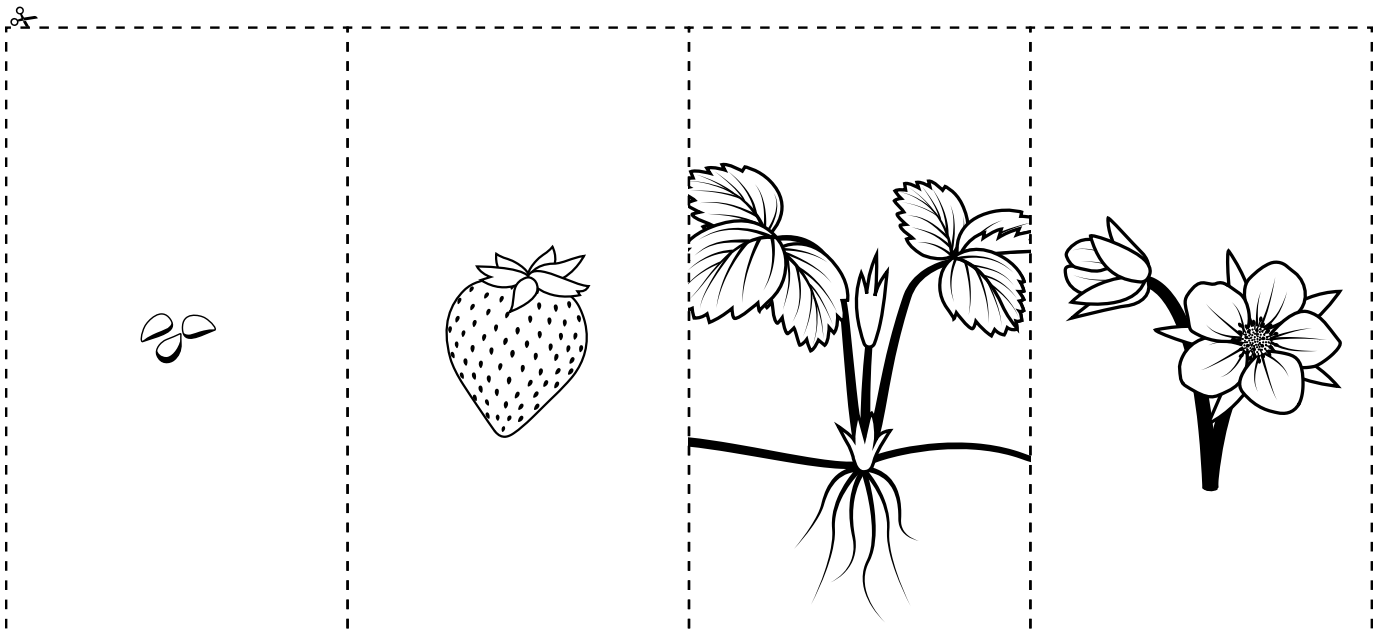
Leaf	Fruit	Stem	Flower	Roots
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Name _____ Date _____

How Strawberries Grow

Directions: Color, cut and paste the pictures in the correct order to show the life cycle of a strawberry.

1	2	3	4
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ANSWER KEY

FLORIDA FARM TO SCHOOL A National School Lunch Program Initiative

VIRTUAL FARM FIELD TRIPS

K-1 Worksheet Strawberry

Name _____ Date _____

Counting Seeds

Directions: Count the number of seeds on each strawberry. Write the number below the strawberry. Then color each of the strawberries!

		
5	7	12
		
9	3	6
		
8	1	10

FLORIDA FARM TO SCHOOL A National School Lunch Program Initiative

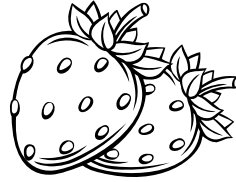
VIRTUAL FARM FIELD TRIPS

K-1 Worksheet Strawberry

Name _____ Date _____

Letter Practice

Directions: Follow the instructions below.



Ss is for

Strawberry

Trace it: _____ Write it: _____

Strawberry Strawberry

Cut out the letters and glue them in the correct order in the boxes above.

FLORIDA FARM TO SCHOOL A National School Lunch Program Initiative

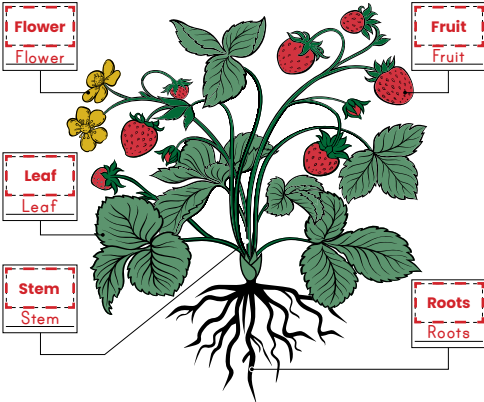
VIRTUAL FARM FIELD TRIPS

K-1 Worksheet Strawberry

Name _____ Date _____

Parts of a Strawberry Plant

Directions: Color the strawberry plant. Then cut out the words for parts of the plant and glue them where they belong to label parts of the plant. Next, write the word on the blank line under each box.



Flower
Flower

Leaf
Leaf

Stem
Stem

Fruit
Fruit

Roots
Roots

FLORIDA FARM TO SCHOOL A National School Lunch Program Initiative

VIRTUAL FARM FIELD TRIPS

K-1 Worksheet Strawberry

Name _____ Date _____

How Strawberries Grow

Directions: Color, cut and paste the pictures in the correct order to show the life cycle of a strawberry.

