

Spinach Unit Farm to Early Childhood Education

Story Time	Circle/Whole Group Phonemic Awareness and Literacy	Cognition (Science, Social Studies)	Numeracy and Pre-Math	Creative Arts	Dramatic Play	Fine and Gross Motor Skills	Home – School Extension Activities
CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.	PDM4 - The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	CD-MA6 - The child will explore, recognize and describe shapes and shape concepts	PDM6 - The child will demonstrate fine motor skills	CLL4 - The child will use increasingly complex spoken language.	PDM5 - The child will demonstrate gross motor skills.	
<p>Read Aloud</p> <p>Share the book Sylvia's Spinach by Katherine Pryor (Author), Anna Raff (Illustrator).</p> <p>Talk to children about what they learned from the book</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills</p>	<p>Introduction to Leafy Vegetables</p> <p>Share various leafy vegetables during circle time. These items can include spinach, cabbage (red or green), kale, various lettuce, Bok Choy, collard greens, turnip greens, mustard greens, watercress, arugula, and/or Swiss chard. allow the children to look, touch and smell the vegetables. Make a list of their observations. Add to the list daily.</p> <p>Teachers can also read a book about spinach or share non-fictional pictures of spinach to be discussed.</p>	<p>Leafy Vegetables Observations</p> <p>Place various leafy vegetables in the Science/Discovery Center. These items can include spinach, cabbage (red or green), kale, various lettuce, Bok Choy, collard greens, turnip greens, mustard greens, watercress, arugula, and/or Swiss chard. allow the children to look, touch and smell the vegetables. Use magnifying glasses to observe leafy vegetables.</p> <p>Have children to discuss their observations. Children can use paper and pencils to draw or write about their observations</p>	<p>Seed Exploration</p> <p>Place various types of seeds and beans in a container. Allow the children to explore, discover and play with seeds and beans. Provide children with muffin tins or sorting trays to organize manipulatives. Children can also use spoons, measuring cups, plates, cups, bowls and scales to play with the items. Discuss how these items are alike and how they are different.</p> <p>Ask the children to count all of the items that they have collected. Write the total on a label and attach it to their containers.</p>	<p>Spinach Painting</p> <p>Place the spinach between a piece of folded paper. Press the spinach firmly with a metal spoon to release the chlorophyll. Then allow the children to paint with pressed spinach leaves. Try to use cabbage or berries as a natural paint as well.</p>	<p>Spunky's Spinach Stand and Farmers' Market</p> <p><i>Dramatic play area can remain up for multiple days or for an entire week</i></p> <p>Transform the Dramatic Play center into a farmers' market. Be sure to include signs, labels for the fruits and vegetables and price stickers/tags. Include pretend fruits and vegetables, dry beans, rice or you can make food for the by cutting pictures from magazines and covering them with clear self-stick paper. Other items to include can be a cash register, shopping baskets, cashier's apron, vest, name tag, measuring cups, scales, scoops, shopping bags. Seeds, flowers, shopping list, play money, credit cards, register receipts, paper, and pencils. Teachers can also create shopping lists for online orders and children also can pretend to provide curbside and delivery orders.</p>	<p>Simon Says Something Special</p> <p>Play Simon Says using words with the /sp/ phonetic blend. Children can to pretend to act out the following words: spin, speed, splash, split, spider crawl, spacewalk, spike, etc.</p>	<p>Ask family member to Google spinach and discuss with their children something interesting or new about leafy vegetables. Be sure to look at the pictures and talk about what they see.</p> <p>Family members can also talk to their children about spinach and ask what are they learning about spinach in school.</p>

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<p>Read Aloud</p> <p>Read Aloud Read Pete Moss and the Super Strong Spinach by Cynthia Wylie (Author), Courtney Carbone (Author), Katya Longhi (Illustrator)</p> <p>Talk to children about what they learned from the book</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills</p>	<p>Introduction to Leafy Vegetables</p> <p>/SP/ Sounds Sing the "Itsy Bitsy Spider." While singing emphasize the /sp/ sound in spider. Ask children to list other words that begin with the /sp/ sound. Teachers should write down list of words.</p>	<p>Nature Walk</p> <p>Take a walk around your community. Stop and allow children to observe animals, insects and plants that are found on the walk. Children may bring magnifying glasses for a closer look. Use a bag to gather interesting items found on the walk. Use found objects for Leaf Collage and Garden Mural.</p>	<p>Seed Exploration</p> <p>Provide children a sorting tray or muffin tins to sort leaves, spinach and collected natural objects. Allow children to explore the collected items and sort them as they like.</p> <p>Ask the children to explain how they have sorted the items. Also ask the children to count the number of items in each of their selected categories. Encourage to compare and contrast the items sorted.</p> <p>Encourage children to sort by shape, color, and from small to large.</p>	<p>Leaf Splatter Paint</p> <p>Tape various types of leaves to a piece of paper. Have the children to use paint and a brush to splatter the paint on the page. Remove the leaves from the paper to reveal a colorful leave imprint.</p>	<p>Leland's Leafy Vegetable Farm</p> <p><i>Dramatic play area can remain up for multiple days or for an entire week</i></p> <p>Transform the block area into a farm. Be sure to include farm animals, tractors, farm equipment, delivery trucks, crates, straw, grass, dirt, seeds, wagons, fencing, barn, rocks, animal feed, garden tools, scales, boxes for packing, books, pretend fruits and vegetables. Teachers can create sales order slips to be fulfilled and delivered to Spunky's Farmers' Market.</p>	<p>Speed Light Race</p> <p>One player stands in the front of the group while the rest are on the opposite side. When that person turns their back and says, "speed light," everyone tries to reach that person first, moving as quickly as they can. When that person turns around and says, "red light," everyone has to freeze and not move at all. If anyone moves after, "red light" is called, they must go back to the start line. The first person to touch the caller wins the game!</p>	<p>Ask family member to discuss with their child their favorite things to put in a salad. Have them to list the ingredients that are needed to make the salad, as well as, the steps to make the salad.</p> <p>Ask the family member to send the recipe to school.</p> <p>Have the children to draw a picture of the favorite items they add in their salad.</p>

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<p>Read Aloud</p> <p>Read Sneaky Spinach by Alexis Schulze (Author), Sophie Hanton (Illustrator)</p> <p>Talk to children about what they learned from the book</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills</p>	<p>Introduction to Leafy Vegetables</p> <p>Teacher should gather pictures of words that begin with /sp/ and ones that do not. The teacher should also create a very large spider web using black yarn and white poster board. Place cards in a bag and have the children take turns drawing the cards out of the bag. If the picture begins with /sp/, have them to attach it to the spider web. Words can be attached via Velcro, tape or push pins. Words that do not begin with /sp/ should be discarded or placed back in bag.</p> <p><u>Individualization</u> Pictures can also include words when developmentally appropriate. be discussed.</p>	<p>Community Helper Visit</p> <p>Invite a local farmer, chef or healthy market employee to visit the classroom. To prepare for the visit, teachers can read related stories and share pictures. Teachers should develop a list of questions that children can ask visitors such as where does food come from, what type of equipment do you use, where is your farm/store located, what types of food do you grow or sell, how does the food get to my table, etc. Have to discuss what they would like to learn. They also may predict some of the answers.</p> <p>Farm or Market Field Trip Take a trip to a local farmer or healthy market. To prepare for the visit, teachers can read related stories and share pictures. Teachers should develop a list of questions that children can ask during their trip such as where does food come from, what type of equipment do you use, where is your farm/store located, what types of food do you grow or sell, how does the food get to my table, etc. Have to discuss what they would like to learn. They also may predict some of the answers.</p> <p>After visit have children to draw a picture their favorite part of the experience.</p>	<p>Puzzle Play</p> <p>Place various puzzles in the center. Puzzles can include fruit and vegetables, farm animals, numbers, positioning, and sequencing. Allow children to play with the puzzles. Discuss strategies to accurately complete the puzzle.</p>	<p>Garden Mural</p> <p>Allow the children to gather objects related to the unit. These items may include seeds, leaves, sticks, dirt, pebbles, etc. By using collected items and traditional art material, create a community garden mural. This should be a collective experience that develops and unfolds over time.</p>	<p>Speed Racer Obstacle Course</p> <p>Transform the outdoor play area into an obstacle course. Cones can be used for the starting line. Hula hoops can be used to jump through or to hop on one foot. Children can walk on a balance beam. Pool noodles can be used as hurdles and bean bags can be tossed in a bucket or a hoop. Cones can be used to run zig zag and tunnels will be fun for crawling.</p>	<p>Have the families to read a book to the child. Identify any foods that they saw in the story. Discuss if they would like to try some of the foods listed in the story. Have the families to write down the child's favorite part of the story.</p> <p>Families may also choose to view the video Sylvia's Spinach https://www.youtube.com/watch?v=8NojEfvCiSQ. Have the families to write down the child's favorite part of the story.</p>

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<p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p>	<p>CLL6 - The child will develop early phonological awareness (awareness of the units of sound).</p>	<p>PDM2 - The child will participate in activities related to nutrition.</p>	<p>CD-MA1 - The child will organize, represent, and build knowledge of number and quantity.</p>	<p>PDM6 - The child will demonstrate fine motor skills.</p>		<p>PDM5 - The child will demonstrate gross motor skills.</p>	
<p>Read Aloud</p> <p>Read The Secret Life of Mitch Spinach by Hillary Feerick (Author), Jeff Hillenbrand (Author), Joel Fuhrman (Author), M.D. (Author), Andrea Vitali (Illustrator)</p> <p>Talk to children about what they learned from the book</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills</p>	<p>/SP/ Words</p> <p>Read the list of /sp/ words identified earlier. Review words placed on the spider web. Add those words to word list. Emphasize /sp/ as words are read. Organized words by patterns and spelling.</p> <p>Sing the “Itsy Bitsy Spider.” While singing emphasize the /sp/ sound in spider. Replace spider with another word that begins with /sp/.</p>	<p>Cup Cooking – Spinach Salad</p> <p>Use spinach, other leafy vegetables, fresh fruits, canned vegetables, nuts, salad dressings, cups and forks to allow children to make their own cup of Spinach Salad.</p> <p>Be sure to review the steps followed to make the salad. Ask children to name other vegetable would they add to their recipe. Be sure to discuss the importance of eating vegetables, colors and how the foods taste.</p> <p>Teacher may also use a large sheet of paper to write the salad recipe that the children can follow as they prepare their cup of salad.</p>	<p>Ladybugs Leaf Counting</p> <p>Teacher should prepare number cards, large leaf shapes, as well as small red dots/lady bugs. Have children to take turns to roll a dice and place the number of ladybugs on their leaf that match the die. After three or more turns, children should count the ladybugs on their leaf. The child with the most ladybugs is the winner.</p> <p><u>Individualization</u> Teachers can replace dice with number cards.</p>	<p>Leaf Collage</p> <p>Gather leaves of various colors and textures, as well as, stems and other natural items. Teachers may crumble some of the dried leaves. Place items in a container. Allow the children to glue items to paper to create individual collages</p>		<p>Speedy Spinach Dash Delivery Driver</p> <p>Allow the children to use pretend fruits and vegetables, bags, boxes, trikes and wagons to create a delivery service. Children can pretend to make online orders on their phone, tablet or computer. Orders can be packed at a warehouse or fulfillment center. Then orders are delivered fresh to the customers. Be sure to tip the driver.</p> <p>Water table can be added to wash the fruits and vegetables in preparation for packing and delivery</p>	<p>Ask family members to discuss a trip to the market and talk about of the things that they do when they go shopping. Have the families to create a shopping list for their next visit.</p>

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<i>SED5 - The child will develop relationships and social skills with peers</i>	<i>CLL6 - The child will develop early phonological awareness (awareness of the units of sound).</i>	<i>CD-SC3 - The child will demonstrate knowledge related to living things and their environments.</i>	<i>CD-MA5 - The child will explore, recognize and describe spatial relationships between objects.</i>	<i>PDM6 - The child will demonstrate fine motor skills.</i>		<i>PDM3 - The child will demonstrate an awareness of the body in space and child's relationship to objects in space</i>	
<p>Read Aloud</p> <p>Read Pete Moss and the Super Strong Spinach by Cynthia Wylie (Author), Courtney Carbone (Author), Katya Longhi (Illustrator)</p> <p>Talk to children about what they learned from the book</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills</p> <p><u>Book Extension</u> Add the book Sammy Spinach by Sam Bourne to the book corner.</p>		<p>Spinach Planting</p> <p>In the Science/ Discovery Center use non-fictional pictures of spinach plant to discuss the parts of the plant and predict how spinach grows and makes it to our dinner plate.</p> <p>Use potting soil, spinach seeds, water, a clear plastic cup and a spoon to allow the children to plant their individual spinach plants.</p> <p>Ask the children to predict how tall the plant will grow; how many days will it take for them to see the plant growing; how many pieces of spinach will their plant have; why do you need water for the plant; where should they place their plants in the classroom while they are growing, etc.</p> <p>Record their responses on a Classroom Observation Sheet.</p> <p>Observe the plants daily. Add any new findings to the Classroom Observation Sheet.</p>	<p>Where is the Ladybug?</p> <p>Teacher should prepare large leaf shapes, as well as small red dots/lady bugs</p> <p>Allow the children to practice placing the leaf on top of their head, under the table, beside their hand. Then provide children with lady bugs ask the children follow directions and place the ladybug in various positions in relations to the leaf.</p> <p>The teacher can request that the children place the ladybug in the following positions: on the left, on the right, in front, in back, on top, under, behind, besides, between, over, etc. Have the children name their own positions.</p>	<p>Salt Painting</p> <p>On a paper surface make a swirl design with white glue. Sprinkle salt on the glue design. Shake off the excess salt into a container to be reused. Use liquid droppers or pipette to drip liquid watercolors all over salt painting. Colors will travel and blend into each other to make a unique painting.</p>		<p>Spoon Race</p> <p>Arrange all of the children at a start line with an egg and a spoon each. Have the children race to the finish line without dropping the egg.</p> <p><u>Individualization</u> Very large spoons or scoops can replace spoons. Plastic eggs with sand, or golf balls can be used instead of eggs. Teachers can also place a small amount of tape on the egg to secure it so that the children can enjoy completing the race.</p>	<p>During mealtime, ask families to talk about the fruits and vegetables that they are eating. While children are eating vegetables and fruits, families should discuss the colors, shapes and tastes of their foods. They also should explain to their children why we should eat vegetables and fruits every day to stay healthy.</p>

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Additional Resources

R-E-A-D Guide* by Rollins Center for Language & Literacy /Cox Campus

Repeat Books

- Repeat each book 3-5 times over the course of several days.
- For reads 1 and 2, talk about what's happening in the book.
- For reads 3 and 4, talk about how the characters feel and what they think about what's happening.
- For read 5, ask "Why" questions and let children talk about the book.

Engage and Enjoy

- Have fun.
- Use gestures, actions, and sounds.
- Use silly voices.
- Let children make motions and sounds with you.

Ask Questions

- Ask "Why" questions.
- Encourage children to talk.
- Listen to what children have to say.
- Even if children can't talk yet, they can listen.

Do More

- Make the book come alive.
- Create centers and small group activities to go along with the book.
- Visit places and learn more information about concepts in the book.
- Help children make connections between the book and the activities.

Words that begin with /SP/

Spot
Space
Spaghetti
Spoon
Spooky
Speaker
Speed odometer
Sports
Speed boat
Sparks
Splat
Sparkles
Sprinkles
Spider
Spearfish
Spider web
Spaceman
Space ship
Spud
Spade
Spool

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Additional Resources

Multimedia Resources

Spinach Daddy Mommy Song and More | Mother Goose Club Songs for Children
<https://www.youtube.com/watch?v=DA7yoJdizQY>

The Spinach Song Lyrics How Much I Love Spinach! Greens Are Fantastic For You
https://www.youtube.com/watch?v=BOL-wl8XT_w

The Spinach Song (I didn't like it the first time)
https://www.youtube.com/watch?v=l49BGST7R_o

Spinach - Vegetable Rhyme
<https://www.youtube.com/watch?v=jmBfeOIRzWg>

The Spinach Song with Shannon Wurst
https://www.youtube.com/watch?v=wcUYBk3o_AM

Vegetable Song | Songs for kids | The Singing Walrus
<https://www.youtube.com/watch?v=RE5tvaveVak>

The Vegetable Song
<https://www.youtube.com/watch?v=Ds6tUxatnTs>

The Vegetable Song | Trap Remix | Pj Panda Nursery Rhymes & Kids Songs | Rap | Hip Hop |
<https://www.youtube.com/watch?v=MqiYhgAene4>

Fruits & Vegetables Song for Children by The Juicebox Jukebox! Healthy Nutrition Kids Music Veggies
<https://www.youtube.com/watch?v=9uPrinh7kIg>

Vegetables Song | CoComelon Nursery Rhymes & Kids Songs
<https://www.youtube.com/watch?v=BCBketJ6Ug8>

Vegetables Song 2 | CoComelon Nursery Rhymes & Kids Songs
<https://www.youtube.com/watch?v=Ld2WAXZwVjY>

Celery Potato Spinach - vegetable spelling songs for kindergarten! monster ABC phonics rhymes
https://www.youtube.com/watch?v=v0-tf_tGW6M

Home Activities
How Things Grow | Tab Time
<https://www.youtube.com/watch?v=zUTZEK32tc8>

Learn Fruits and Vegetables for Kids: The Spinach
<https://www.youtube.com/watch?v=88MP8-64Bds&t=215s>

Food Demonstrations

Gumbo z'Herbes with Leah Chase
<https://www.youtube.com/watch?v=W-RwVhwaZ4>
https://www.youtube.com/watch?v=PYBs_XtAHgw

Love & Best Dishes: Spinach and Strawberry Salad with Paula Deen
<https://www.youtube.com/watch?v=0n8D-vxnzxA&t=42s>