MASSACHUSETTS FARM TO SCHOOL

HARVEST of the MONTH in the CLASSROOM

KALE

HISTORY

Like other members of the Brassicaceae family (broccoli, Brussels sprouts, cabbage, cauliflower and kohlrabi), Kale originated in the northern Mediterranean region and breeding of the wild plant started around the 6th century BCE. It was brought to the United States from England in the 17th century. Kale is a very hardy plant; it can withstand frosts and snowfall, making it an excellent staple food in the winter months.

FUN FACTS

Kale has more than twice the Vitamin C of an orange.

Some varieties of kale grow to be 7 feet tall.

Kale comes from the same plant family as broccoli, brussels sprouts, and cabbage.

Kale has been cultivated for over 6,000 years.

FARMER BIO

Kevin and Kate O'Dwyer own Langwater farm - 86 acres of farmland across three different properties. They grow just about every vegetable you can imagine including salad greens, garlic, melons, pumpkins, and potatoes. They even grow popcorn! Another crop they grow is kale and their favorite is Lacinato, also known as Dino Kale. They just love that rich, dark green color. Langwater sells their products at their farmstand on Rt. 138 in Easton, at several farmers markets: Attleboro, Brookline, Somerville, and Roslindale, and even at the Providence Wintertime Market. They have a CSA [Community Supported Agriculture] and they also sell to many local restaurants and schools. They donate food every week to the Easton Food Pantry and love feeding their community!

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PLANT PART SALAD

Grades K-2 • 60 minutes

KALE

OBJECTIVES

Students will understand that we eat different parts of plants depending on how they grow. They will understand that kale is a leaf.

ESSENTIAL QUESTIONS

What parts of the plant do we eat? How do plants grow differently?

MA STATE FRAMEWORK(s)

K-2 Speaking and listening standards

- SL.K.2
- SL.1.1
- SL.2.2

MATERIALS NEEDED

Kale leaves
Strawberries (or other fruit)
Carrot (or other root)
Sunflower seeds (or other seed)
Celery (or other stem)
Broccoli (or other flower)

PROCEDURE

Introduction:
Ask students if they know which part of plants we eat? What is a banana? A carrot? Guide the conversation, explaining that we eat different parts of different fruits and vegetables (i.e. seeds, roots, leaves). Explain that they will be making a salad using all of the different parts of a plant.

Activity:
Before starting to cook, have the students do a "plant-part" stretch!
1. Ask students to crouch down in a ball (SEED)
2. Have them wiggle their toes and push into the ground (ROOTS)
3. Next, ask them to stand up slowly with their hands on their knees (STEM)
4. Stand all the way up, and reach hands to the sides and wiggle in the wind (LEAVES)
5. Bring hands to frame their face (FLOWER)
6. Bring hands together high above their heads to form a ball (FRUIT)
7. Separate hands and wiggle fingers and pretend to sprinkle seeds back down to the ground

Have students repeat this process until they can recite the 5 plant parts: seeds, roots, stem, leaves, flowers, fruits.

Split the class into small groups and give each group a large salad bowl. Have everyone start by ripping kale into small pieces. Add a small amount of oil and ask the students to massage with their hands to soften it. Next slice strawberries, carrots, broccoli and celery. (You can also have these pre-sliced to save time). Add all of these to the salad bowl with the kale and top with sunflower seeds. Add any salad dressing you like.

Wrap Up:
On the board list all of the plant parts and see if students can match the salad ingredient to the correct plant part.

Lesson developed in partnership with:
Island Grown Initative