



### Harvest Objectives

Children will describe and act out the lifecycle of the peach.  
Children will identify that peaches grow on trees and have seeds inside.  
Children will taste a piece of peach.



### Harvest Vocab

Fruit                      Tree                      Fuzzy

### Materials & Prep

Peaches (enough for each child to taste small ¼ pieces)  
1 Set Peach Life Cycle large cards (see separate document)  
5-10 Sets Peach Life Cycle small cards (see separate document; set to print 4 pages per sheet and then cut each into quarters for small cards)  
Images (included at end of learning plan)  
Knife & Cutting Board  
Taste Test Chart  
Stickers (or small Post-It Notes)  
Taste Test Extension supplies (optional)

### Literature Connections

Peach Tree by Norman Pike,  
Each Peach Pear Plum (Picture Puffins) by Allan Ahlberg and Janet Ahlberg  
From Pit to Peach Tree by Ellen Weiss

### Warm Up

- In order to engage the children and activate prior knowledge, show them the peaches and pass them around so everyone gets to hold and/or touch them. Do not tell them what they are. Tell them to think of the name for the food, but to keep their answer inside their head. Then when everyone has held a peach, ask them, “What is this called?” Consider having everyone say the answer aloud on the count of three, this way you’ll know how many children in the group know. Then discuss, have ever seen one before? Eaten one before? How was it prepared? Where do they think peaches come from? How do they grow? (On trees, bushes?)
- In order for the children to explore more about the peach life cycle, have a common experience, and think about what they know, put them in small groups (of 2-3 children), or have them work independently.
- Using the small cards, tell them that they need to put the cards representing the peach life cycle in order, starting with the tree with flowers. Allow one or two minutes for them to work and discuss. Check-in with some children. Ask them, “Why do they think one piece goes before, or after, another? How do they know?”
- It is okay if the order is incorrect. Have the children leave the cards in the order they think is best and continue as a large group (below.) Then the children will be able to go back and fix their own mistakes.



- Note: For very young preschool students, have them work independently with an adult, perhaps during small group time, give them only the first two pieces and ask them to put them in order. Then give them the next two, to add on, etc.

### Explain

- As a large group, using the large peach life cycle cards discuss the correct card sequence. Have the children hold up the cards in the correct order, in front of the group.
- Then to review, as a large group have the children act out the entire life cycle.
  - Peach tree with flowers--stretch arms up to the sky, as branches reaching out towards the sun and fan hands out to form flower blossoms
  - Pollination--one hand's pointer finger becomes a pollinator and touches a friend's flower respectfully
  - Petals falling down (wilting)--petals pretend to fall off of flower hand
  - Flower swelling--flower hand is a small fist representing the beginnings of a fruit
  - Immature fruit--flower hand grows a bit larger
  - Mature fruit--fruit grows larger (peaches are fruit because they have a seed inside)
  - Peach tree with peaches--stretch arms up to the sky, as branches reaching out and hands are round, representing fruit
  - (optional) Picking and eating fruit--now pretend you are yourself standing in front of a fruit tree, reach and stretch wayyyy up for the best looking fruit on the tree, pick it off the tree, shine it up on your shirt and take a BIG bite of peach.
- Have the children go back to their small cards and make any corrections in the order. For children that need the reinforcement, ask them, "Why do they think one piece goes before, or after, another? How do they know?"
- As a large group, discuss the picture that shows the peach growing on the tree, and explain the word "tree," if needed. Can they think of any other foods that grow on trees? (Apples, pears, plums, etc.) Explain the word "fuzzy" along with other examples.
- Explain why we should eat peaches (healthy eyes, healthy immune system, and healthy bodies) and for each come up with a reason to help the children remember. For example, for healthy immune system they can shake one finger while saying "no" and then put a hand on their forehead while saying "fever." Also explain how to pick a good peach (it should be smooth, firm and have no mushy spots.)

### Taste Test

- After rinsing the peaches, cut quarter pieces for each child to taste. If possible, have two varieties available for children to taste. Do they notice any difference in taste? Which one do they like better?
- Create a chart that says "I Like" with a smiley face and "I Don't Like" with a sad face. Give each child a sticker, and ask them to vote by placing it in a column. Count the number of children that like, and don't like peaches, and write that number in each column.
- Review how peaches grow and health benefits with the children.

### Taste Test Extension



**Rule of 15** “Put a food on the table at least 15 times to see if a child will accept it.” Susan B. Roberts, Tufts University Nutritionist and Co-author of Feeding Your Child for Lifelong Health

For an additional tasting experience, prepare this recipe with children in class using different stations, or ahead of time. Serve it with this lesson, or on a different day to expand the Harvest of the Month experience.

**Peach Lips** (For 20 children)

(adapted from <http://almostunschoolers.blogspot.com/2010/10/how-to-make-dragon-snack.html>)

3-4 peaches

1 bunch grapes

2 bananas

1 container strawberries (5-10 strawberries)

Knife & Cutting Board, 3-5 plastic knives

Plate (1 per participant)



1. Rinse the peaches, grapes and strawberries. Cut each strawberry in half and the peach into slices. You will need ½ strawberry and 2 peach slices for each child. Peel the bananas.
2. Invite the children to wash their hands and come to the table for a cooking activity.
3. Using the plastic knife, demonstrate how to cut the bananas into slices by showing them how to hold the knife handle. Have each child cut two banana slices.
4. Then demonstrate how to make the face with peach lips. Put the banana slices with grapes on top of each on the plate for eyes. Then put the strawberry on the plate for the nose and the peach slices for the lips. Have each child make a peach lips face. Serve and enjoy!

## How do **Peaches** grow?



In the summer and fall, after pollination, the flowers swell to become the peaches we eat.



## Why should we eat **Peaches?**

### Vitamin A



Healthy eyes

### Vitamin C



Healthy immune system  
(prevents colds, heals cuts)

### Vitamin E



Healthy bodies (fights off  
unhealthy germs)

### B Vitamins



Healthy bodies  
(cell metabolism)