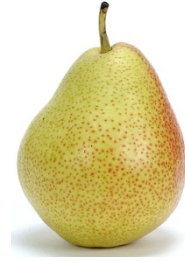




## Harvest Objectives

Families will describe and act out the lifecycle of the pear.  
Families will identify that pears grow on trees and have seeds inside.  
Families will taste a piece of pear.



## Harvest Vocab

Fruit                      Tree                      Smooth

## Materials & Prep

Pears (enough for each family member to taste small  $\frac{1}{4}$  pieces, ideally of at least 2 different colors)

1 Set Pear Life Cycle large cards (see separate document)

1 Set per child Pear Life Cycle small cards (see separate document; set to print 4 pages per sheet and then cut 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

The Pear Tree: An Animal Counting Book by Meredith Hooper

Valerie and the Silver Pear by Benjamin Darling

Did You Say Pears? by Arlene Alda

Orange Pear Apple Bear by Emily Gravett

## Warm Up

- In order to engage the family and activate prior knowledge, show them the pears 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 pear, ask them, “What is this called?” Consider having everyone say the answer aloud on the count of three, this way you’ll know who in the family knows. Then discuss, have they ever seen one before? Eaten one before? How was it prepared? Where do they think pears come from? How do they grow? (On trees, bushes?)
- In order for the family to explore more about the pear life cycle, have a common experience and think about what they know, tell them that they will work together to put the pear life cycle in order. If you prefer, you may give the hint to start with the tree with flowers. Allow one or two minutes each child to use the small cards to put them in order and discuss. Then 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 family (below.) Then the children will be able to go back and fix their own mistakes.



## Pear

- Note: For very young preschool students, have them work independently with an adult, and give them only the first two pieces and ask them to put them in order. Then give them the next two, to add on, until the entire life cycle is complete. Alternatively, you could put out the large cards in order first, discussing each briefly. Then the young preschool child could be given the small cards to match with the larger cards.

### Explain

- Using the large pear life cycle cards, discuss the correct card sequence.
- Then to review, have the family act out the entire life cycle.
  - Pear 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 (pears are a fruit because they have seeds inside)
  - Pear 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 pear.
- 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 family, discuss the picture that shows the pear growing on the tree, and explain "tree," if needed. Can they think of any other foods that grow on trees? (Apples, avocado, peaches, etc.) Explain the word "smooth" along with other examples.
- Explain why we should eat pears (healthy muscles, healthy immune system, and healthy digestion), and for each come up with a reason to help the family 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 pear (it should be smooth, firm and have no mushy spots.)

### Taste Test

- After rinsing the pears, cut quarter pieces for everyone to taste. If possible, have two colors available 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 family member a sticker, and ask them to vote by placing it in a column. Count the number of people that like, and don't like pears, and write that number in each column.
- Review nutrition benefits and how pears grow with the family.

### Toddler Tasting



## Preschool Home Visit Learning Plan

### Pear

- To make pear baby food puree, rinse, peel and remove seeds from the pear. Mash, or put in blender/food processor to puree. Consider dicing and steaming until soft (about 4-7 minutes) before pureeing, if needed. When cool, serve and enjoy!

### 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 the family having each member help in an age-appropriate manner.

#### Pear Salad (for about 4 servings)

(adapted from: <http://www.tasteofhome.com/Recipes/Pear-Cottage-Cheese-Salad>)

- 1 cup light cottage cheese
- 1 medium pear, rinsed and chopped
- 1 celery rib, rinsed and chopped
- 1 pinch ground ginger (optional)
- Cutting board and knife, 1-2 Plastic knives
- 1 plate & wheat cracker (per person)



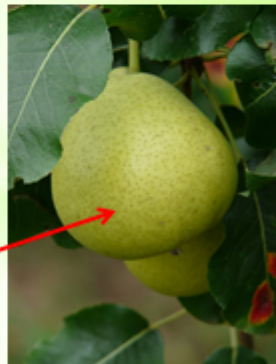
1. All family members should wash their hands.
  - a. Wet hands with warm water
  - b. Apply hand wash (soap)
  - c. Lather and wash for AT LEAST 15 seconds (the length of the ABC song)
  - d. Rinse both sides of hands with water all the way up to the wrists
  - e. Dry hands and shut off faucet with towel
2. Have a family member rinse and cut the pear into halves or quarters (one per child).
3. Demonstrate how to hold the knife handle properly and have the child(ren) cut the large pear pieces into small pieces using the plastic knives.
4. Have a family member rinse and cut the celery into thin slices.
5. Have the family mix ingredients in a medium bowl and stir the salad. Serve on top of a wheat cracker and enjoy!

## How do Pears grow?

Pears grow on trees that prefer warm days and cool nights. Pears are harvested before they are ripe.



After pollination, the flowers swell to become the pears we eat.



## Why should we eat Pears?

### Potassium



Healthy muscles

### Vitamin C



Healthy immune system  
(heals cuts, prevents colds)

### Fiber



Healthy digestion, cleans out your system