

DELICIOUS NUTRITIOUS ADVENTURES

# Parsley, Sage, Rosemary and Thyme to Talk About Herbs!

## SUBJECTS



NUTRITION



SCIENCE

**Aa**

LANGUAGE  
ARTS

## GRADE LEVEL

**K-3**

## TIME

**45 min**

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## Objectives

Students will:

- Construct a class list of known herbs.
- Compare and contrast a variety of herbs using their senses.
- See, say and spell vocabulary words associated with herbs.
- Recall nutrition facts about herbs.
- Share a crazy herb fact with their families.
- Create a journal entry to reflect, draw, write and share what they learned during the lesson.

## Materials & Preparation

Choose between 3 and 5 different fresh herbs for exploration such as:

- Mint
- Parsley
- Rosemary
- Basil
- Sage
- Thyme
- Cilantro
- Dill
- Herb [recipe cards](#)

Read aloud book option:

- The Yummy Alphabet Book by Jerru Pallotta

## Preparation at Home

If using the tasting lesson component:

- Wash herbs and divide into tasting portions.

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## Lesson Introduction

(15 minutes)

### Part 1: Story Time!

Read aloud from one of the read-aloud book suggestions

### Part 2: Getting to Know Herbs!

Ask students if they have ever heard of herbs? If students have, ask them to name the kinds they are familiar with and write them on the board.

Bring the attention of the class to the herbs. Introduce each by its name. Ask students to repeat the names.

Share some examples of herbal flavors that students might be familiar with, such as mint gum, basil on pizza or cilantro on tacos.

In the United States, herb is typically pronounced with the “h” silent. (Ask students to think of other silent H words, such as hour, honest or honor).

Explain that an herb is a leafy green plant that lives only for one growing season, less than a year! Explain that usually, we eat the leaves of herbs, but their stems also have lots of taste to them and can be used to flavor food.

- › Most herbs grow flowers – it’s often best to eat herbs before they do this, but you can eat the flowers, which are also very pretty!
- › We can eat herbs both fresh or dried.

In history, herbs have been used by people for three different purposes: as medicine, in religion, and most importantly for today, their taste.

After talking about herbs, tell the students you have three great nutrition facts that you would like to share with them.

- › Herbs are very high in VITAMIN A, which helps our blood work properly by making it come together or “coagulate.” Just 2 tablespoons of basil provides more than your daily vitamin A intake. (Parsley is very high in Vitamin A too!)
- › Herbs have lots of IRON, which gives your body energy by carrying oxygen from the lungs to the rest of your body.
- › Herbs, especially parsley, are high in VITAMIN C. Vitamin C helps us not get sick and it is also good for our skin.

Explain to students that there are two words we often use to describe herbs, which are BRIGHT and AROMATIC. Write these words on the board. Explain that they might not understand what that means now, but they will soon when they smell the herbs. Ask if they can think of other things that are AROMATIC or that have a BRIGHT flavor.

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## Body of Lesson: Tasting Time!\*

(20 minutes)

### Part 1: RULES FOR HEALTHY EATING LESSONS

Polite bite: Our first rule is that we ask everyone to take a polite bite.

- Can you tell how something tastes by looking at it? You never know whether you'll like something if you don't try it.
- Please take one small bite so that you can know for sure whether you like it or not.

No-Yuck Zone: Our second rule is that this room is a No-Yuck zone.

- If I try something and say, "That's delicious," you'll all likely want to try it. But if I said, "Ew, that's the worst thing I've ever tasted," no one else will want to try it and you will miss out. Everyone has different taste buds, and it's important to respect that.
- What's a polite way to explain that you don't like what you've tried? "Not tasty to my taste buds."

### Part 2: TASTING TIME!

- This lesson is more about sight and smell rather than taste. Students can taste if they are curious, just be sure to enforce VERY small bites.
- Ask students to observe the herbs with their eyes.
- Pass around the display herbs and let them feel these as well.
- Ask students to notice similarities or differences between the herbs (color and size).
- Explain that we usually cook with herbs, because they taste very strong by themselves.
- Discuss how each herb smells and encourage students to use words like AROMATIC and BRIGHT as they smell.

## Conclusion

(5 minutes)

### Part 3: DISCUSSION

- Which was your favorite herb? Why?
- What is something new that you learned about herbs?
- What words would you use to describe the smell and texture of herbs?
- Thank them for trying new foods and encourage them to make healthy eating choices and share some fun facts about herbs with their families.
- Send kids home with herb [recipe cards](#) that they can try making at home for fun.

## Assessment

(10 minutes)

- At the end of the lesson, have each student create a journal entry about the lesson, using age-appropriate strategies such as drawing, dictating or writing.

\*Note: See extension section for optional activities to use if tasting is not feasible for your classroom.

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## Extensions

### Clap The Syllables:

- Together as a class, clap out the number of syllables for different herb varieties: parsley, sage, rosemary, thyme, cilantro, basil, etc.

### Sing All Around the Herb Garden:

(to the tune of "All Around the Mulberry Bush")

- › All around the herb garden
- › The children picked the herbs
- › The yummy herbs were all around
- › What's your favorite herb

### KWL (KNOW, WANT, LEARNED):

- Have students write one sentence about what they KNOW about herbs, what they WANT to know and what they have LEARNED.

### Paint with Herbs

- Supplies: paper and paint
- Instructions: direct each student to use different herbs as paint brushes to create herb masterpieces!

### Herb Scavenger Hunt:

- Instruct students to find what herbs they have at home and to find out how their parents or guardians use herbs to season food. Have students create a list to bring back to class and ask them to identify any additional herbs at home that were not discussed in the lesson.

### Herb Storytime:

- Have students write a brief descriptive story about their favorite herb, using the vocabulary adjectives learned in the lesson.
- Or, write a story as a class. Have each student contribute one sentence. Collect the sentences and read the full story aloud.

### Acrostic Poem:

- Have students write a poem that spells out the name of their favorite herb. Instruct students to write out the word vertically. Each letter of the word will become the first letter of each sentence of the poem.

