



# Read & STEAM

## Time for Cranberries



### Lesson Summary

Students will learn about the process of harvesting cranberries through the book *Time for Cranberries* and a “Berry Floating” experiment

### Grade Level

K-5

### Length of Lesson

45 minutes

### Materials

- Plastic cups
- Water
- Fresh cranberries
- Fresh strawberries
- Fresh blueberries
- Pitcher for the water
- Optional: Processed cranberry products for comparison to fresh

### Reading Guide

#### 1. Introduce the story using these questions (2 min)

- a. What is a cranberry?
- b. Have you ever eaten cranberries before?
  - i. Show processed cranberry products
- c. Where do you think they might grow?
- d. “Today we will learn about how farmers grow cranberries for us to eat!”

#### 2. Read *Time for Cranberries*

by Lisl H. Detlefsen (10 min)

- a. Student engagement tip
  - i. For each step in the cranberry harvest while reading: pause, repeat the step, and have students repeat it back to you

#### 3. Reflect on the story with these questions (3 min)

- a. What were the farmers in the book harvesting?
- b. Share three things you learned about harvesting cranberries.
- c. Why do you think they flood the marshes to harvest the cranberries?
- d. “Farmers have to grow the plants, pick the berries, flood the beds, corral the berries, clean them, and deliver them before it is time for us to eat them!”

## Vocabulary

**Cranberry Bed:** a specially prepared, low-lying area of land where cranberries are grown. It is usually made in sandy, acidic soil and has a system for controlling water levels.

**Buoyancy:** the ability or tendency to float in water, air, or some other fluid.

## Additional Lesson Links

- Matrix Lessons
  - [Bunches of Berries](#)
- Other Resources
  - [Mapping the Thanksgiving Harvest](#)
  - [Berry Flowchart](#)
  - [Wisconsin Grown + Raised Cranberry Poster](#)
  - [Cranberry Learning](#)

## Standards

NALO:  
T2.K-2.c  
T2.3-5.e  
T3.3-5.b  
T4.3-5.b  
T5.K-2.d

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## Berry Floating

### 1. Begin Berry Floating activity (25 min)

- Tell students: “Today we are going to investigate why cranberry growers fill up their cranberry beds with water to harvest the cranberries”
- \*Break students into groups of 3-5.
- Give each group of students a large plastic cup and fill it  $\frac{2}{3}$  of the way with water.
- Give each group of students one strawberry, blueberry, and fresh cranberry.
- Have students drop each of the berries into the water to see what happens.
  - Ask: “What happened when we dropped the \_\_\_\_\_ into the water?”
  - Ask: “Why do you think the cranberries float and the other berries do not?”
- Have students gather around one table.
- Cut one of each of the berries in half
  - Ask: “What do you observe about each of the berries?”
  - Ask: “What do you think makes the cranberries float, and why the other berries do not?”

### 2. Review the activity with these questions (5 min)

- What made the cranberries float?
- Why is this important to cranberry farmers?
- How do you enjoy cranberries after they are harvested?”
- Final message: “Before we can eat cranberries, farmers have to take a lot of steps to grow and harvest them!”

\*for K-2 keep students in a large group

