

# FARM TO PRESCHOOL

## Harvest of the Month Curriculum



Year 2

The Farm to Preschool program at Occidental College is designed for preschool-age children, age 3-5 in any type of child care setting. Farm to Preschool is more than a program, it is a new way of thinking about fruits and vegetables, a way to teach ourselves, our children and the children we care for where our food comes from and why gardening and locally grown food is so good for us and important in our lives. Watching a young child eat fresh vegetables for the first time and hearing from parents how their children are asking them to buy these vegetables at the farmers' market is a special experience that should become an everyday experience. Early Care and Education Professionals, community partners and volunteers make our program work and last. We encourage you to use these lessons and then improve them in your own unique way. You can add to our curriculum to include lessons for both younger and older children. You can use this as a way to connect parents to what their children are learning about and show how these experiences can be continued at home. Most of all have fun!



FARM TO PRESCHOOL: HARVEST OF THE MOTH CURRICULUM  
Institute of Urban & Environmental Policy Institute, Occidental College  
Zoe Phillips, Rosa Romero, Victor Hernandez

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If you are interested in adapting the Farm to Preschool: Harvest of the Month curriculum to fit your regional or institutional needs, please contact us.

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# Pilot Sites

This project would not have been possible without the hard work and dedication of our partners:

## **Center-based Partners**

**Children's Bureau of Southern CA**  
**Compton USD, Child Development**  
**North County Community Services**  
**PACE Early Childhood Education**  
**Pathways LA**

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# Thank You!



# September

Tomatoes

## SUGGESTED SCHEDULE

Week 1: Fruits & Vegetables from A to Z

Week 2: Tomatoes Grow on a Vine

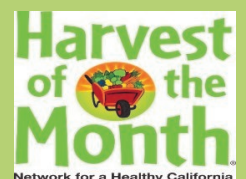
Week 3: Exploring Tomatoes

Week 4: Tomato Discovery Lab

Optional Activities



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# Tomatoes

## Week 1: Exploring Fruits and Vegetables from A to Z

### MATERIALS

- Plant Parts Diagram
- Fresh Fruit and Vegetable Photo Cards
- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert

### LEARNING STANDARDS

#### Head Start Learning Domains

- Language Development; Receptive, Expressive
- Literacy Knowledge & Skills; Book Appreciation & Knowledge
- Logic & Reasoning; Reasoning & Problem Solving
- Science Knowledge & Skills; Conceptual Knowledge of the Natural & Physical World
- Social Studies Knowledge & Skills; People & the Environment

#### DRDP-PS

- Language and Literacy Development; LLD1, LLD2, LLD6, LLD7
- English Language Development; ELD1, ELD3
- Cognitive Development; COG1, COG3, COG4
- Mathematical Development; MATH1, MATH6

### LESSON

- 1) Read the book *Eating the Alphabet*.
- 2) As you read the book, ask the class questions about the fruits and vegetables in the book such as:

What colors of fruits and vegetables do you see?

Who has eaten a fruit today? Which one(s)?

Who has eaten a vegetable today? Which one(s)?

What is your favorite fruit or vegetable? What color(s) is it?

Ask for a show of hands: Who eats broccoli? Cabbage? Cauliflower?

Brussels sprouts? Collards? Kale?

Where do these fruits and vegetables come from? Where can you buy them?

Make sure that farmers' markets or farms are mentioned. A farmers market is an outdoor market where farmers sell fruits and vegetables they have just picked at their farm. Emphasize that although we can find these foods in stores, they are fresher and taste better when they come directly from farmers.

- 3) Explain that fruits and vegetables are an important to eat to keep our bodies healthy. Discuss with the class how we eat different parts of the plants. Use a Fresh Fruit and Vegetables Photo Card for each vegetable or fruit you mention and the Plant Parts Diagram to discuss how:

Sometimes we eat the **root** (such as beets, carrots, radishes)

Sometimes we eat the **flower** (such as broccoli and cauliflower)

Sometimes we eat the **leaf** (such as cabbage and lettuce)

Sometimes we eat **stems** (such as asparagus and celery)

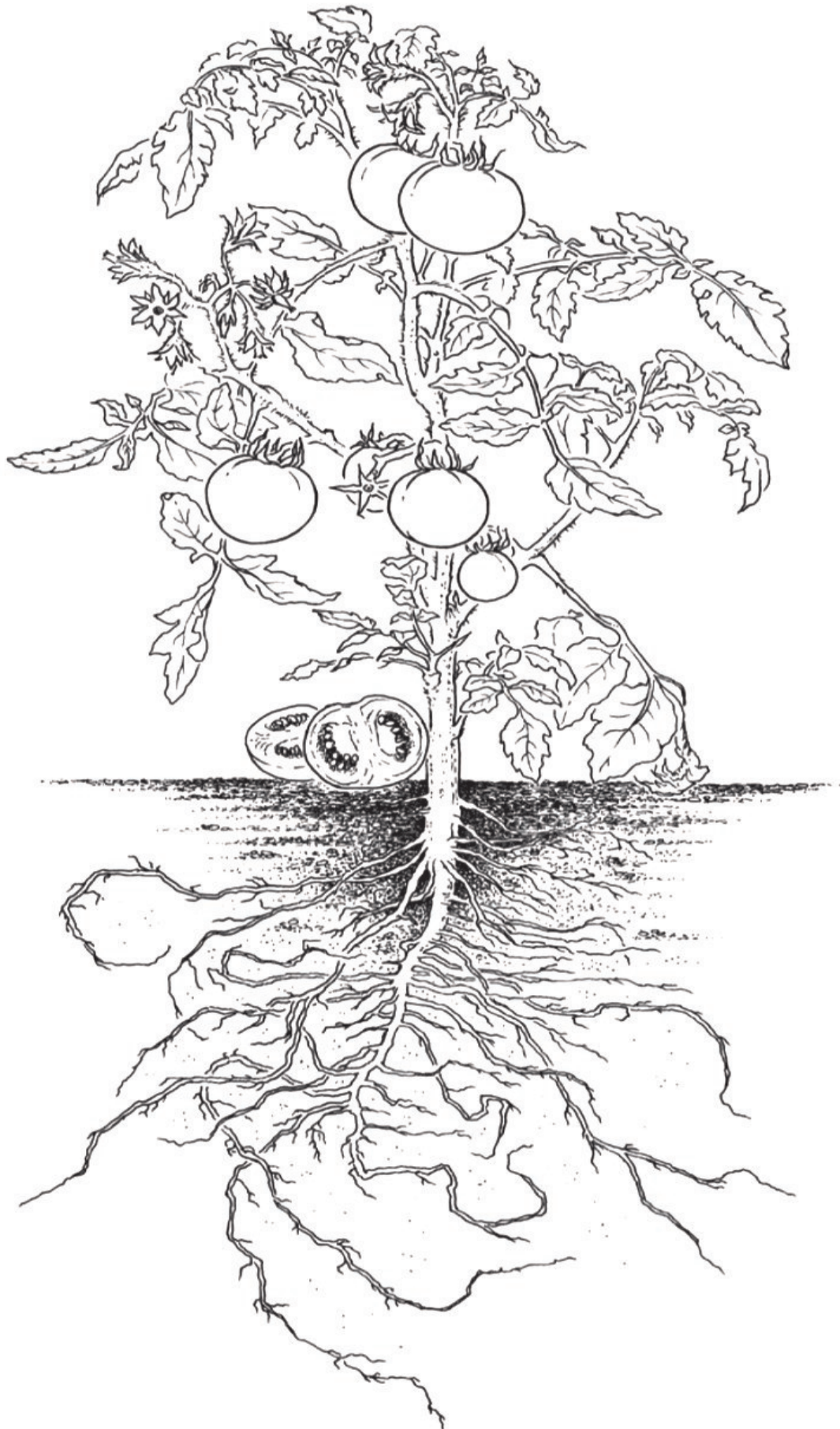
Sometimes we eat the **fruit** (such as blueberries, cherries and apples)

Sometimes we eat the **seed** (such as pomegranates and pumpkin seeds)

Students will...

- \* identify familiar fruits and vegetables.
- \* learn about new fruits and vegetables.
- \* learn the different parts of plants we eat.





# Tomatoes

## Week 2: Tomatoes Grow on a Vine

### MATERIALS

- *Tomatoes Grow on a Vine* by Mari Schuh
- Paper and crayons (for 4 drawings of the tomato lifecycle)

### LEARNING STANDARDS

#### Head Start Learning Domains

- Language, Literacy and Communication
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

#### DRDP-PS

- Language and Literacy Development; LLD1, LLD2, LLD6, LLD7
- English Language Development; ELD1, ELD3
- Cognitive Development; COG1, COG3, COG4
- Mathematical Development; MATH1, MATH6

### LESSON

#### In Preparation:

Draw a simple drawing of each stage of the tomato lifecycle: 1) Seeds 2) Seedlings 3) Flowers 4) Tomatoes (see page 6 of *Tomatoes Grow on a Vine*).

#### In Class:

- 1) Read the book *Tomatoes Grow on a Vine*.
- 2) Ask the children if they have ever grown tomatoes at home.
- 3) Explain that as a class you will review the lifecycle of a tomato. A lifecycle is the stages a plant or animal goes through as they grow up. People begin as babies then grow into a child and become an adult - that is our lifecycle.
- 4) Ask for 4 volunteers to stand in front of the class.
- 5) Give each volunteer a picture of one of the stages of the tomato lifecycle (out of order).
- 6) Name each of the stages – seeds, seedlings, flowers and tomatoes.
- 7) Ask the children to determine which stage goes first and move the children around until the students are in the correct order.
- 8) That's right - tomato seeds grow into seedlings that make flowers which grow into the tomatoes we eat.
- 9) Thank the students for their participation.
- 10) If possible, do the optional Creative Movement activity "The Lifecycle of a Tomato" as a class.

Students will...

- \* understand the a tomato plant grows from a tomato seed.
- \* be able to describe the lifecycle of a tomato.



# Tomatoes

## Week 3: Exploring Tomatoes

### MATERIALS

- Food Experience ingredients

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Approaches to Learning
- Logic and Reasoning
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

#### **DRDP-PS**

- Self and Social Development; SSD1
- Language and Literacy Development; LLD3
- Cognitive Development; COG4
- Mathematical Development; MATH3, MATH4, MATH5
- Health; HLTH2

### LESSON

- 1) Explain to the students that today we will be tasting different kinds or varieties of tomatoes.
- 2) Show the children the different varieties, noting colors, size and how/where they grew.
- 3) Ask the children to determine which tomato is the smallest and which is the largest, and arrange in order from smallest to largest.
- 4) Ask the children to name another fruit or vegetable of the same color, something that is round or oval like a tomato, something bigger than a tomato, something smaller than a tomato, and something the same size as a tomato.
- 5) Slice one tomato of each variety and place on separate plates.
- 6) With the students compare what the tomatoes look like on the outside and inside.
- 7) Next, explain that we will taste the different types of tomatoes but that whenever we eat, we first need to wash our hands.
- 8) In small groups, have the students wash their hands.
- 9) As a group, taste one tomato variety at a time. Discuss the similarities and differences: taste (which one is the sweetest?), smell (which one smells the best? What does it smell like?), color, and texture (soft, crunchy, mushy?) of the fruit.
- 10) Ask the class, what are the small round things inside the tomato? Those are the seeds. Each seed can grow into a new tomato plant. Explain that some seeds are okay to eat like seeds in a tomato and cucumbers but some seeds are not okay to eat, like apple and orange seeds.
- 11) Refer to **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their names if they are able to do so.

### Students will...

- \* compare the different varieties of tomatoes to determine size order.
- \* be able to describe the colors and shapes of the different varieties of tomatoes.
- \* taste different varieties of tomatoes.



# Taste Test: Tomatoes

Serves 10 · Prep time: 10 minutes · Cook time: None



Nutrition Facts	
Serving Size 1/2 cup (231g)	
Servings per Recipe 10	
Amount Per Serving	
Calories 60	Calories from Fat 15
% Daily Value	
<b>Total Fat</b> 2g	3%
Saturated Fat 0g	1%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 60mg	3%
<b>Total Carbohydrate</b> 11g	4%
Dietary Fiber 3g	11%
Sugars 4g	
<b>Protein</b> 3g	
Vitamin A 4%	Vitamin C 45%
Calcium 4%	Iron 6%
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## MATERIALS NEEDED

- Knife
- Cutting board
- Plates
- Tablespoon

## CHEF'S NOTES

- Small tomatoes, such as cherry or grape tomatoes, can be a choking hazard. Cut tomatoes in half to prevent choking.

## Ingredients:

- 4 Roma Tomatoes
- 4 Yellow Tomatoes (if available)
- 10 Tbsp Hummus
- 4 Tomatoes on the vine
- 20 Cherry or Grape Tomatoes\*

## Directions:

- 1) Gently wash the tomatoes with warm water.
- 2) Slice each tomato into approximately 5 slices, cut cherry/grape tomatoes in half.
- 3) Serve each student 2 slice of each tomato, 2 grape or cherry tomato and 1 Tbsp of hummus.
- 4) Have children try one of each tomato, then eat the rest with hummus.
- 5) Enjoy!

\*Other tomatoes varieties can also be used, try to offer at least 3 different varieties

Recipe developed by *Network for a Healthy California*

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	
Meat/Alternative	1 Tbs ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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## Tomatoes

**“I LIKE THIS”**



**“ME GUSTA”**

**“I DON'T LIKE THIS YET”**



**“NO ME GUSTA TODAVÍA”**

# Tomatoes

## Week 4: Tomatoes Discovery Lab

### MATERIALS

- A variety of tomatoes
- A knife and cutting board
- Scientific tools such as:
  - measuring tapes/rulers
  - a scale
  - magnifying glasses
  - tweezers
  - Paper and crayons

### LEARNING STANDARDS

#### Head Start Learning Domains

- Approaches to Learning
- Language Development
- Literacy Knowledge and Development
- Logic and Reasoning
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

#### DRDP-PS

- Language and Literacy Development; LLD7
- Cognitive Development; COG1, COG4
- Mathematical Development; MATH 2, MATH 3, MATH 4
- Physical Development: PD3

### LESSON

#### In Preparation:

Set a table (or tables) with various tomatoes, scientific tools, paper and crayons.

#### In Class:

- 1) Explain to the class that today we will be scientists exploring tomatoes:
  - \* We will use our senses of sight, sounds, touch and smell to observe how the tomatoes are the same and different. We will also compare the outside to the inside of tomatoes.
  - \* We will use scientific tools to measure and weigh which tomatoes are larger, smaller, lighter or heavier.
  - \* You will record your observations on your paper with pictures or words.
  - \* We will create a book of our "Tomato Observations" and place it in our library.
- 2) In small groups allow the students to explore the tomatoes on their own. You can guide them to use the scientific tools appropriately.
- 3) Ask guiding questions that will encourage them to further explore- which one is the largest? Do they have the same shape? Color? How do they feel?
- 4) Encourage students to draw their observations. Teachers can write down the students' observations on each of their papers.
- 5) Ask students to *hypothesize* (guess) what will be inside the tomato.
- 6) Next, cut open a tomato. Ask students to compare the inside from the outside – how is the inside different from the outside? Does it feel the same? Smell the same? Look the same?
- 7) Encourage students to separate the seeds from the tomatoes and examine them. You can place some on a paper plate in the window to dry and have the students examine them later that week.
- 8) Continue to remind students to draw their tomato observations, and when students are done, staple the pages together to create a book titled "Tomato Observations" and place in your library.

#### Students will...

- \* compare the different varieties of tomatoes using their senses and scientific tools.
- \* be able to describe the inside and outside of a tomato.
- \* record their observations and create a class book.



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)



### My Favorite Fruits and Vegetables

- \* After discussing the different parts of the plants we eat, ask the students to draw their favorite fruit and vegetables.
- \* This can be done individually on their own sheets of paper or collectively on large paper to make a class collage.
- \* As they draw and color, help them identify which part of the plant they are drawing.
- \* Write down any observations the students make next to their drawing.
- \* Display their drawings in the classroom.

### WEEK 2 (optional)

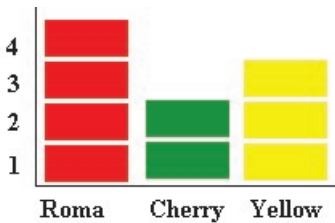


### Creative Movement : Lifecycle of a Tomato

(If possible have at least one adult model the movement)

- \* Ask the students to crouch down into a ball to become tiny “seeds.”
- \* Pretend to spray them with water.
- \* Have them begin to sprout by slowly stretching their legs.
- \* Tell them to reach their face to the sun to grow strong.
- \* Make their legs and feet firm to make strong roots.
- \* Slowly stretch their arms up with their fists closed.
- \* Slowly open their “flowers” (hands) to create fruits.
- \* The fruit drops its seed.
- \* They plop back down and start the process over.
- \* You can also incorporate a slide whistle as they “grow”

### WEEK 3 (optional)



After the Tomato Taste Test, consider creating a **Class Tasting Chart**:

- \* Draw a tasting chart on a large paper or board.
- \* On bottom of the chart draw and write the name of the tomato tasted (i.e. Roma, Cherry, Yellow, on the Vine, etc).
- \* On the left side of the chart # 1- 20 or as many students that are in the class; be sure to include yourself and other teachers in the classroom.
- \* Ask the students which tomato was their favorite and record it in the chart.
- \* Discuss the results: “More students like Roma than Cherry.”
- \* Display the chart for the children and parents to see.

### WEEK 4 (optional)



### Seed Card Matching Game:

- \* Let the tomato seeds from the taste test or science discovery lab dry out a little.
- \* Save and dry seeds from another vegetable or fruit such as a cucumber, bell pepper or apple.
- \* Glue the seeds onto a picture card of a tomato and any another vegetable or fruit you have seeds for (a simple drawing is fine).
- \* Cover the picture and seeds with clear contact paper or tape to make a sturdy picture card.
- \* Make smaller cards that have the seeds without the pictures.
- \* See if the children can match the seed cards to the picture/seed cards.
- \* Do taste tests of other fruits and vegetables over the next few months and save their seeds to make more cards- apples, oranges, peas, etc.
- \* Leave the cards in the science area for children to look at and talk about.
- \* Provide magnifying glasses so children can see the seeds more clearly.

Adapted from *Nutritional Activities for Preschoolers*



# Pizza Melt Sandwich

Serves 20 · Prep time: 15 minutes · Cook time: 5-8 minutes



## Nutrition Facts

Serving Size 1/2 bagel (87g)  
Servings per Recipe 20

### Amount Per Serving

Calories 90      Calories from Fat 25

### % Daily Value

<b>Total Fat</b>	2.5g	4%
Saturated Fat	1g	6%
Trans Fat	0g	
<b>Cholesterol</b>	less than 5mg	1%
<b>Sodium</b>	240mg	10%
<b>Total Carbohydrate</b>	13g	4%
Dietary Fiber	3g	10%
Sugars	4g	
<b>Protein</b>	4g	
Vitamin A	0%	Vitamin C 8%
Calcium	8%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Baking sheet
- Plates
- Mini oven

## CHEF'S NOTES

- Allow pizzas to cool for a few minutes after taking them out the oven before serving.

## Ingredients

- 10 mini 100% whole wheat 3" bagels, sliced in half
- 4 Large Roma tomatoes, thinly sliced
- Italian seasoning (dry thyme, oregano, basil, or tsp of each)
- 2 ½ cups (40 Tbsp) of pizza sauce
- 1 ¼ cup (10 oz.) of low fat Mozzarella cheese, grated

## Directions:

1. Pre-heat oven/toaster oven to 400 degrees.
2. Place mini bagel halves on a baking sheet.
3. Spread 2 Tbsp of pizza sauce on top of each bagel half.
4. Lightly sprinkle Italian Seasoning over the pizza sauce.
5. Place on tomato slice on each bagel half.
6. Sprinkle approximately 1 Tbsp of cheese on top of the tomato slice.
7. Bake for 5-8 minutes, until cheese is melted.
8. Serve warm and taste!

Recipe adapted from 2006 California Tomato Commission

	Snack	
Fruit		
Vegetable		
Grain/Alternative	1/2 serving	✓
Meat/Alternative	.5 oz	✓
Milk		

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Traditional Pico de Gallo

Serves 12 (1/2 cup each) · Prep time: 15 minutes · Cook time: None



## Ingredients:

- 6 medium Roma tomatoes, chopped
- 1 cup chopped red onion
- 4 cloves garlic, minced
- ½ teaspoon salt
- 1 fresh jalapeno pepper, seeded and finely chopped (optional)
- 4 tablespoons lime juice (approximately 4 limes)
- 2/3 cup chopped fresh cilantro
- 1 (6 oz) reduced-fat tortilla chips (or celery sticks)

## Directions:

- 1) Combine all of the ingredients except for the tortilla chips or celery sticks in a medium bowl.
- 2) Serve immediately or cover and refrigerate for up to 3 days.
- 3) Serve on plates with the tortilla chips or celery sticks.
- 4) Enjoy!

## Nutrition Facts

Serving Size 1/2 cup (123g)  
Servings per Recipe 12

### Amount Per Serving

Calories 90      Calories from Fat 30

### % Daily Value

<b>Total Fat</b>	3g	5%
Saturated Fat	.5g	3%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	105mg	4%
<b>Total Carbohydrate</b>	15g	5%
Dietary Fiber	2g	9%
Sugars	3g	
<b>Protein</b>	2g	
Vitamin A	0%	Vitamin C 30%
Calcium	2%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Medium bowl
- Plates
- Spoon

## CHEF'S NOTES

- Chop onions and garlic finely to reduce exposure to strong taste and odors
- Use purple onions to add color

Recipe adapted from *Healthy Latino Recipes Cookbook- Network for a Healthy California*

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	0.5 oz ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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### SUGGESTED SCHEDULE

Week 1: Growing Vegetable Soup

Week 2: Rainbow of Peppers

Week 3: Sweet Peppers

Week 4: Pepper Patterns

Optional Activities



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# Peppers

## Week 1: Growing Vegetable Soup

### MATERIALS

- Fresh Fruit and Vegetable Photo Cards
- *Growing Vegetable Soup* by Lois Ehlert

### LEARNING STANDARDS

#### **Head Start Learning Domains**

- Physical Development and Health
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD5, LLD6, LLD7
  - English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3,
  - Mathematical Development, MATH3, MATH6
- Health, HLTH2

### LESSON

- 1) Read the book *Growing Vegetable Soup*. Talk about the food we eat at home (“seed to table”). Ask if any students are growing fruits or vegetables at home. Ask if any students have ever planted a seed before and watched it grow.
- 2) Review the pages in the book which show how a plant grows- from seed, to sprout, and to a full sized plant. Also review from the book what plants need to grow- soil, water, sun, (and air).
- 3) Show the class real pictures of some of the produce used to make vegetable soup in the book using the Fresh Fruit and Vegetable Photo Cards. Some items you can focus on: bell peppers, broccoli, carrots, tomatoes, and zucchini.
- 4) Tell the class that eating lots of fruits and vegetables makes us healthy and strong since they have lots of vitamins that we need to grow. Ask the children to identify other fruits and vegetables they like to eat that will help them stay strong and be healthy. As they identify them, show the class the photo cards for each fruit and vegetable mentioned. Ask: “what else can help us stay healthy?” (e.g. exercise, brushing teeth regularly, washing hands, drinking water, getting a lot of sleep, etc.)

Students will...

- \* learn the concept “from seed to table.”
- \* identify fruits and vegetables as food that can help you be healthy.
- \* describe ways they can stay strong and healthy.



# Peppers

## Week 2: Rainbow of Peppers

### MATERIALS

- Fresh Fruit and Vegetable Photo Cards
- Rainbow of Vegetables Chart

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH3, MATH6
- Health, HLTH2

### LESSON

- 1) Show the students the photo cards for green bell peppers, red and yellow bell peppers and chili peppers. Explain that bell peppers are sweet while chili peppers are spicy. Ask them what colors they see (green, red, yellow). Tell the class that peppers can also be purple and orange.
- 2) Ask the class if they have seen peppers at the store or at a farmers' market. Explain that at farmers' markets, there are usually many more different kinds and colors of peppers than at the store and that they are fresher since they come straight from the farm where they grew.
- 3) Discuss the different ways that people eat peppers: such as raw for dipping or eating plain, in salsa, stir fry, salad, chili, stuffed, and more.
- 4) Talk about how peppers can be called either a fruit or a vegetable (fruit because of how it grows from a flower, vegetable because of how it is prepared). Ask the class how they think peppers grow – in a tree like oranges? On a vine like tomatoes? In the ground like carrots? (They grow on small plants).
- 5) Start a class Rainbow of Colors Chart for vegetables. Peppers can be put in each of the columns (green, red, purple, orange, yellow). Ask the class what other vegetables are found in each color. This chart can be used over the course of the school year and can be added on to whenever the class talks about vegetables.

Students will...

- \* identify the different kinds and colors of peppers.
- \* identify different ways we eat peppers.
- \* learn how peppers grow.
- \* start a class Rainbow of Colors chart for vegetables.





# Peppers

## Week 3: Sweet Peppers

### MATERIALS

- Food Experience Ingredients
- Paper and crayons

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills

#### **DRDP-R**

- Self and Social Development, SSD1
- Language and Literacy Development, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1, COG3, COG4
- Physical Development, PD3 - Health, HLTH2

### LESSON

- 1) Review with students how peppers grow. They grow from seeds planted in the ground which grow into small plants. The peppers start growing where the flowers were.
- 2) If you are preparing the food experience in class, save seeds from at least one pepper.
- 3) Pass the seeds around to the class and ask them to describe the seeds (white, slimy, small, round, etc).
- 4) Have the class taste the food experience with ideally 2-3 different types of sweet peppers. Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the "I Like This" or "I Don't Like This Yet" columns of the taste test sheet, or have them write or initial their name if they are able to do so.
- 5) With paper and crayons, have each student draw their favorite pepper.

### Students will...

- \* taste a variety of peppers.
- \* draw their favorite kind of pepper.
- \* investigate pepper seeds.



# Sweet Bell Pepper Dippers

Serves 12 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (101g)  
Servings per Recipe 12

### Amount Per Serving

Calories 50      Calories from Fat 15

### % Daily Value

<b>Total Fat</b>	1.5g	2%
Saturated Fat	0g	1%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	40mg	2%
<b>Total Carbohydrate</b>	8g	3%
Dietary Fiber	2g	8%
Sugars	2g	
<b>Protein</b>	2g	
Vitamin A	20%	Vitamin C 190%
Calcium	2%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Plates
- Tablespoon

## CHEF'S NOTES

- Remove the stem and seeds of each bell pepper, save for use in science discovery lab

## Ingredients:

- 6 bell peppers- ideally 3 of at least two different colors
- 12 Tbsp hummus

## Directions:

- 1) Wash the peppers and remove the seeds.
- 2) Slice the peppers into sticks.
- 3) Place 1/2 cup color variety of pepper sticks on each student's plate with 1 tablespoons of hummus.

Modified from *The Network for a Healthy California* Orange County Dept of Education

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	
Meat/Alternative	1 Tbsp ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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## Peppers

**“I LIKE THIS”**



**“ME GUSTA”**

**“I DON'T LIKE THIS YET”**



**“NO ME GUSTA TODAVÍA”**

# Peppers

## Week 4: Pepper Patterns

### MATERIALS

- Pepper pattern sheet (See handout)
- Construction paper- green, red, orange, purple, yellow (or white only)
- Optional: laminator

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Social and Emotional Development
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD2
- English Language Development, ELD1
- Cognitive Development COG3
- Mathematical Development, MATH1, MATH5, MATH6
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Photocopy pepper patterns onto colored construction paper (prior to class), or have students trace patterns onto paper, color and cut, using the colors of peppers. Make at least 3 peppers per color. You can laminate these for added durability if you have the ability to do so.
- 2) Have small groups of students place pepper cut-outs in a patterned sequence (such as “red – yellow – red”) and have them name the order of the colors.
- 3) You can also use the cut-outs for counting and adding. For instance, show three green and 2 purple cut-outs and ask how many peppers there are total.
- 4) Remind students that these are the 5 different colors that peppers come in. Red and green are the most common and found in stores. Other colors like yellow, purple, and orange can be found at farmers’ markets this month. Remind the students that farmers’ markets are where farmers come to sell their fruits and vegetables that they usually picked that morning from their farm – this is the freshest kind of food that we can buy.

Students will...

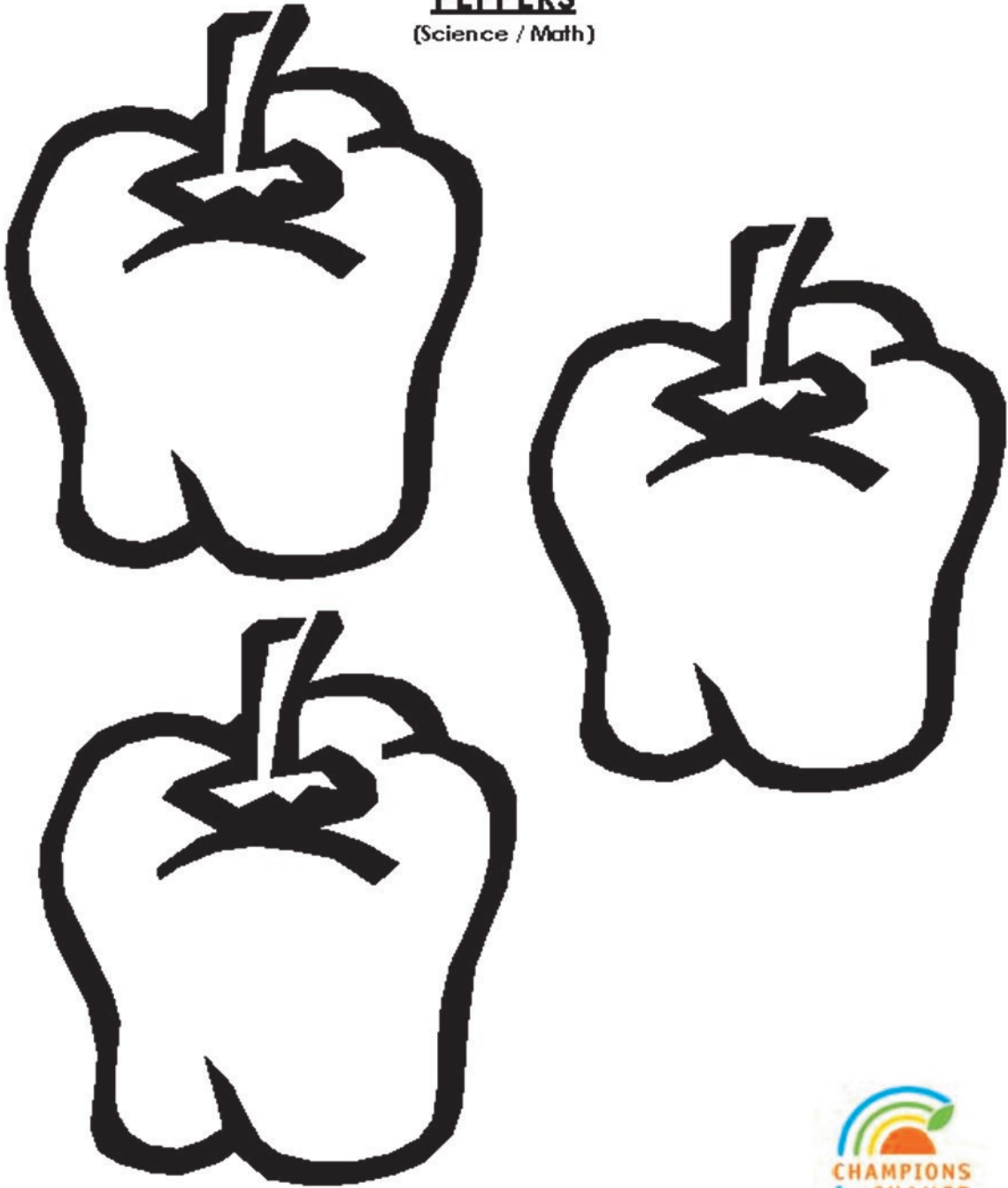
- \* create patterns using cut-outs of different colored peppers.
- \* improve counting skills using colored pepper cut-outs.

Lesson modified from *Harvest of the Month*,

Orange County Dept. of Education, Pre pepper activity packet



**PEPPERS**  
(Science / Math)



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

After discussing that eating lots of fruits and vegetables makes us healthy and strong, as a class you can do the **Healthy Food March**.

To expand the activity you can call on children to name a healthy food as they march.



#### HEALTHY FOOD MARCH

- (1) Bring your left arm and left leg up
- (2) Now bring your right arm and right leg up
- (3) Keep marching!

Tutti Fruitti Instant Recess <http://toniyancey.com/IRResources.html>

### WEEK 2 (optional)

#### Paint a Rainbow of Peppers

- Display the photo cards for green bell peppers, red and yellow bell peppers and chili peppers.
- Make available the paints: Green, Red, Yellow, Orange and Purple.
- Each student can create their own painting or the class can make one large painting.
- Talk about peppers as they paint, write down any comments they make about peppers next to their drawing.

### WEEK 3 (optional)

#### Comparing Seeds

- Let the Bell Pepper seeds from the taste test dry out a little.
- Glue the seeds onto a picture card of a bell pepper (simple drawing is fine).
- Cover the picture and seeds with clear contact paper to make a sturdy picture card.
- Use the tomato seeds from last month to make a tomato card.
- Make smaller cards that have the seeds without the pictures.
- See if the students can match the seed cards to the picture/seed cards.
- Add new fruits and create corresponding cards throughout the week: apples, oranges, peas, etc.
- Leave cards in the science area for children to look at and talk about.
- Provide magnifying glasses so students can see the seeds more clearly.

Adapted from *Nutritional Activities for Preschoolers*

### WEEK 4 (optional)

#### Hot Pepper Game (Hot Potato)

- Make large pepper cutouts of different colors and laminate if possible. You can write the name of the color (Green, Red, Yellow, Orange or Purple). Colored balloons filled with sand can also be used.
- Have the students sit in a large circle.
- Play music while one of the peppers is passed around.
- When the music is stopped, the student with the pepper tells the class what color the pepper is in her/his hands.
- Switch the “pepper” being passed and continue the game until all children have had a turn to name the color.

# Pico de Gallo, No Spice

Serves 36 · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (84g)  
Servings per Recipe 36

### Amount Per Serving

Calories 80      Calories from Fat 10

### % Daily Value

<b>Total Fat</b>	1g	1%
Saturated Fat	0g	1%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	55mg	2%
<b>Total Carbohydrate</b>	15g	5%
Dietary Fiber	2g	7%
Sugars	2g	
<b>Protein</b>	2g	
Vitamin A	4%	Vitamin C 45%
Calcium	4%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Mixing bowl
- Plates
- Spoon

## CHEF'S NOTES

- Use different color bell peppers and onions

## Ingredients:

- 3 lbs ripe tomatoes, chopped
- 3 large bell peppers, seeded and chopped
- 1 cup chopped cilantro
- 4 ½ cups chopped onion
- 6 Tablespoons lime juice
- 6 cloves garlic, minced
- ¾ teaspoon salt
- 18 oz Baked tortilla chips

## Directions:

- 1) Combine all ingredients (except chips) in a medium sized bowl.
- 2) Serve about 1/2 cup to each student with chips.

Adapted from *Healthy Latino Recipes, Network for a Healthy California*, 2008

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	0.5 oz ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Vegetable Quesadilla

Serves 44 · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 Quesadilla (80g)	
Servings per Recipe 12	
Amount Per Serving	
Calories 120	Calories from Fat 35
% Daily Value	
<b>Total Fat</b> 3.5g	6%
Saturated Fat 1.5g	8%
Trans Fat 0g	
<b>Cholesterol</b> Less than 5mg	2%
<b>Sodium</b> 240mg	10%
<b>Total Carbohydrate</b> 17g	6%
Dietary Fiber 1g	5%
Sugars 3g	
<b>Protein</b> 5g	
Vitamin A 4%	Vitamin C 25%
Calcium 15%	Iron 4%
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## MATERIALS NEEDED

- Knife
- Hot plate/skillet
- Bowl
- Cutting board

## CHEF'S NOTES

- Allow quesadilla to cool before cutting and serving to children to avoid burns

## Ingredients:

- Non-stick cooking spray
- 3 cups chopped bell peppers, any color
- 3 cups sliced green onions
- 2/3 cups chopped cilantro
- 22 flour tortillas
- 4 cups frozen corn, thawed or fresh corn
- 3 cups chopped tomato
- 4 cups shredded Low Fat Four Cheese Mexican Style (or similar)

## Directions:

- 1) Coat medium skillet with nonstick cooking spray. Sauté bell peppers and corn over medium heat until softened, about 5 minutes.
- 2) Add green onion and tomato. Cook until heated. Then stir in cilantro.
- 3) Heat tortillas in a separate skillet over high heat. Place equal amounts of cheese and sautéed vegetables on each tortilla. Fold in half and continue to cook until cheese is melted. Serve hot.

From *The Network for a Healthy California* Orange County Dept of Education

	Snack
Fruit	
Vegetable	
Grain/Alternative	1/2 serving ✓
Meat/Alternative	0.5 oz ✓
Milk	

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# November

## Pumpkins and Winter Squash

### SUGGESTED SCHEDULE

Week 1: Discovering Pumpkins and Winter Squash

Week 2: From Seed to Pie

Week 3: Winter Squash Inside & Out

Optional Activities



Urban & Environmental  
Policy Institute  
OCCIDENTAL COLLEGE





# Pumpkins and Winter Squashes

## Week 1: Discovering Pumpkins and Winter Squash

### MATERIALS

1 pumpkin  
1, 2 or all: Acorn, Spaghetti or Butternut Squash  
Fresh Fruit and Photo Cards  
Balance or scale  
Paper cups  
String  
Ruler  
Large paper or chalkboard to record observations (column for each squash)

### LEARNING STANDARDS

#### Head Start Learning Domains

- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills
- Science Knowledge Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4,
- English Language Development, ELD1, ELD2, ELD4
- Cognitive Development, COG3, COG4, COG5
- Mathematical Development, MATH1, MATH2, MATH3, MATH4, MATH5

### LESSON

- 1) Wash the pumpkins and winter squashes.
- 2) Show the students the photo cards (Pumpkin, Winter Squash [clockwise from top is Spaghetti, Butternut, and Acorn Squashes] and Winter Squash varieties) and compare them to the real ones in the classroom.
- 3) Ask the class to use their senses (eyes, ears, hands, nose, and mouth) to describe the *outside* of the pumpkin and squashes. Chart their answers.
- 4) Have the students estimate which one weighs the most. Weigh each one to determine the heaviest and lightest. Have the students estimate which squash or pumpkin is the fattest (widest). Using the string, have the children measure the circumference of each.
- 5) Chart the information learned from the weighing and measuring.
- 6) Ask “what do you think is inside each of these squashes?” They may or may not say “seeds.”
- 7) Cut open the top to reveal the seeds. Ask them to estimate how many seeds are in each (or how many cups the seeds will fill).
- 8) Scoop out the seeds and have the children compare each pile of seeds. Chart their comparisons.
- 9) Be sure to point out where the “meat” of the pumpkin is- the part we eat.
- 10) Direct students to separate the seeds from the pulp. Ask the class to use their senses (eyes, ears, hands, nose and mouth) to describe the *inside* of the pumpkin and squashes.
- 11) Fill cups with seeds. Compare which squash has the most and least seeds. (optional) Count the seeds to see whose guess was the closest.
- 12) Have the children come to conclusions by comparing and contrasting their pumpkin and winter squashes observations. Display the chart in the classroom.
- 13) Save the seeds *separately* for other activities in the month such as in Week 3 (wash and dry them on a sheet of newspaper).

### Students will...

- \* compare and contrast pumpkins and winter squashes.
- \* estimate and measure pumpkin and winter squashes to determine the size and weight of each.
- \* investigate and compare the outside vs. inside of pumpkins and winter squashes.
- \* estimate which has the most seeds.





# Pumpkins and Winter Squashes

## Week 2: From Seed to Pie

### MATERIALS

*Pumpkin Circle* by George Levenson  
Food Experience Ingredients

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3
- Health, HLTH2

### LESSON

- 1) Read *Pumpkin Circle*. Discuss with students how pumpkins grow from a seed. Show them some dried pumpkin seeds from the previous week.
- 2) Encourage the students to describe the stages of a pumpkin growing from seed to vine, to flower, to small green pumpkin, and to a large orange pumpkin.
- 3) Ask the class, "In the book what did they do with the pumpkin after they picked it?" (Made a Jack-o-lantern).
- 4) Explain that a pumpkin is a vegetable that people eat. Ask the students to name different foods made from pumpkins (e.g. pumpkin pie, pumpkin bread, pumpkin seeds, etc.). Yellow and orange vegetables like pumpkins and squashes are good for our eyes and keep our bodies healthy (strengthen the immune system).
- 5) Ask if anyone has ever gone to a pumpkin patch or a farm that grows pumpkins. Tell the class that this month farmers' markets will have lots of different kinds of pumpkins and other squashes that you won't see in a store. Ask your family to visit the farmers' market this month!
- 6) As a class, make the food experience recipe. Refer to **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the "I Like This" or "I Don't Like This Yet" columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* be able to describe the life cycle of a pumpkin.
- \* be able to identify that pumpkins grow on a vine.
- \* be re-introduced to the concept of "from seed to table."



# Pumpkin Dip/Mini Pumpkin Pies

Serves 16 · Prep time: 70 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 Tbsp Dip (57g)  
Servings per Recipe 16

### Amount Per Serving

Calories 90      Calories from Fat 15

### % Daily Value

<b>Total Fat</b>	1.5g		3%
Saturated Fat	0g		2%
Trans Fat	0g		
<b>Cholesterol</b>	0mg		1%
<b>Sodium</b>	190mg		8%
<b>Total Carbohydrate</b>	16g		5%
Dietary Fiber	Less than 1g		5%
Sugars	8g		
<b>Protein</b>	3g		
Vitamin A	80%	Vitamin C	2%
Calcium	6%	Iron	4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Bowl
- Can opener
- Whisk/fork
- Plate

## CHEF'S NOTES

- Allow crème cheese to warm to ambient temperature for 10 minutes before mixing

## Ingredients:

- ½ can (15 ounces) pumpkin\*
- 8 ounces fat-free cream cheese, softened
- 2 Tablespoons brown sugar
- ½ teaspoon cinnamon
- ½ teaspoon pumpkin pie spice
- 16 rectangle graham crackers

\*or use pumpkin puree recipe from optional "Pumpkin Bread" recipe

## Directions:

- 1) Open the can of pumpkin and place in a bowl. Cover and refrigerate at least one hour prior to making this recipe (so the dip will be chilled).
- 2) Place the remaining items into the bowl of pumpkin and mix together until creamy.
- 3) Place one tablespoon of the pumpkin dip on each plate with a graham cracker.
- 4) Taste!

Developed by Network for a Healthy California- Merced County Office of Education

	Snack
Fruit	
Vegetable	
Grain/Alternative	1/2 serving ✓
Meat/Alternative	0.5 oz ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Pumpkins and Winter Squashes

## Week 3: Winter Squash Inside & Out

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Construction Paper (colors of squashes and pumpkins used in Week 1)  
Yellow string or yarn  
Dried squash seeds from the first week

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2, ELD3
- Cognitive Development, COG1, COG3
- Math Development, MATH1, MATH3
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Show the students the pictures of the squashes.
- 2) Review which winter squashes the class explored and what they looked like inside and out (can use photo cards). Ask the students to describe what the inside and outside of the squash was like. Note the color and texture (slimy, rough, bumpy, smooth, gooey, etc.). Refer to class chart from Week 1.
- 3) Show the students the dried seeds from the different squashes.
- 4) Tell the students that they are going to get to draw a winter squash of their choice.
- 5) Using pencils do a direct drawing of winter squash on colored paper. Have the students draw a winter squash on the paper and have them cut it out.
- 6) Have the students write their names on the front using crayons if they can.
- 7) On the backside of the squash cut out, have the students glue pieces of yellow yarn to represent the strings inside the squash. Have the students count out 5 corresponding seeds and glue them on the string. Allow to dry.
- 8) Hang the cut outs in the classroom or tape to windows so both sides are displayed.

Students will...

- \* be able to describe the inside and outside of winter squashes.
- \* draw a winter squash.
- \* match the dried seeds to their winter squash.



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

Set a table aside for a **Squash Discovery Lab**:

- Set up a table or area with a green pumpkin (with a small patch of orange on it), two small pumpkins, one large pumpkin and an array of gourds.
- During free play time encourage them to sort them by color, shape and texture (bumpy and smooth).
- Encourage them to lightly tap them. What sound does it make? Are some louder, deeper, etc.
- Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, etc.
- Explore the various seeds and observe them as they dry over the next few days.
- When some are dry, open them to reveal the seed within.
- Make available paper, pencils and crayons for students to draw their observations.
- Teachers can write down the student's observations on each student's paper or collectively on one large paper.
- Will the green pumpkins turn orange now that it is no longer on the vine?
- Observe the pumpkin over the next 2 weeks to see what will happen.

### WEEK 2 (optional)

---

**Fingerplay Song:** *Pumpkin Trees* by Deirdre Banks

<b>It's harvest time and what do I see?</b>	Put hand to forehead, look around
<b>Pumpkins! Pumpkins in a tree!</b>	Point upward
<b>In a tree? That can't be!</b>	Place hands on cheeks.
<b>Where, oh where, should pumpkins be?</b>	Throw hands outward
<b>On the ground? Yes, on the ground!</b>	Point to ground
<b>That's where pumpkins should be found!</b>	Place hands on hips

### WEEK 3 (optional)

---

**Do Pumpkins Float?** (explore as a class or in small groups)

You can create a large graph with the question "Do Pumpkins Float?" and write the children's names in the "yes" or "no" column to chart their predictions or simply ask the students to raise their hands for "yes" or "no" and take a count.

Fill a large bucket with water. Have a student place a small pumpkin in the water.

Does it float?

How about stem up, stem down, sideways?

Ask the class to guess why it floats. (It floats because it is hollow inside and filled with air like a balloon)

You can also test if other fruits or vegetables will float, be sure to ask the class what their predictions are before testing.

Some fruits and vegetables to consider: apples, peppers, carrots, zucchini.



# Pumpkin Apple Butter

Serves 12 (4 tablespoons) · Prep time: 10 minutes · Cook time: 1 ½ hours



## Nutrition Facts

Serving Size 4 Tbsp Butter (90g)  
Servings per Recipe 12

### Amount Per Serving

Calories 120    Calories from Fat 5

### % Daily Value

<b>Total Fat</b>	.5g	1%
Saturated Fat	0g	1%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	150mg	6%
<b>Total Carbohydrate</b>	25g	8%
Dietary Fiber	2g	8%
Sugars	6g	
<b>Protein</b>	4g	
Vitamin A	110%	Vitamin C 4%
Calcium	2%	Iron 10%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Sauce pan/microwave safe bowl
- Whisk
- Plates

## CHEF'S NOTES

- Microwave cooking works best for in-classroom activities applying 1 minute cooking intervals to allow for mixing.

## Ingredients:

- 1 (15 ounce) can pumpkin
- ½ cup 100% apple juice
- 1 cup apple, peeled and grated
- 2 Tablespoons brown sugar
- ¾ teaspoon pumpkin pie spice
- 6 Cinnamon raisin bagels, sliced into chunks

## Directions:

- 1) Combine ingredients in a saucepan and mix together.
- 2) Cook on medium-high heat until the mixture boils.\*
- 3) Reduce heat to a low and continue cooking for 1 ½ hours. Stir mixture occasionally.
- 4) Store in an airtight container in the refrigerator.
- 5) Serve cold and spread on graham crackers or the cinnamon bagel chunks.
- 6) Enjoy!

*\*This recipe can be made using a microwave. Use a microwave safe container and cook on high heat until mixture boils (stir every minute). Continue to cook until it has thickened.*

Recipe adapted from [www.VeryBestBaking.com](http://www.VeryBestBaking.com)

	Snack
Fruit	
Vegetable	1/4 cup ✓
Grain/Alternative	1/2 serving ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Pumpkin Bread

Serves 20 (1/2 slices) · Prep time: 1 1/2 hours · Cook time: 1 hour



## Nutrition Facts

Serving Size 1/2 Slice (66g)  
Servings per Recipe 20

### Amount Per Serving

Calories 170    Calories from Fat 70

### % Daily Value

<b>Total Fat</b>	8g	12%
Saturated Fat	1g	6%
Trans Fat	0g	
<b>Cholesterol</b>	20mg	7%
<b>Sodium</b>	400mg	17%
<b>Total Carbohydrate</b>	20g	7%
Dietary Fiber	1g	3%
Sugars	11g	
<b>Protein</b>	4g	
Vitamin A	40%	Vitamin C 0%
Calcium	6%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Mixing Bowl
- Knife
- Baking Sheet
- 9x5x3 inch loaf pan
- Toothpicks
- Cooling rack
- Measuring cup
- Measuring spoons

## CHEF'S NOTES

- Avoid using walnuts if any of the children are allergic to nuts
- Do not cut into the loaf of bread when it is still hot, allow it to cool first

## Ingredients:

- 1 ½ cups All-purpose flour
- ½ teaspoon salt
- 1 cup sugar
- 1 teaspoon baking soda
- 1 cup pumpkin purée\*
- ½ cup olive oil
- 10 oz Crème Cheese, fat-free
- 2 eggs, beaten
- ¼ cup water
- ½ teaspoon nutmeg
- ½ teaspoon cinnamon
- ½ teaspoon allspice
- ½ cup chopped walnuts

*\*To make pumpkin purée, cut a pumpkin in half, scoop out the seeds and stringy bits, lie face down on a foil or Silpat lined baking sheet. Bake at 350 degrees Fahrenheit until soft, about 45 minutes to an hour. Cool, scoop out the flesh. Freeze whatever you don't use for future use. Or, if you are working with pumpkin pieces, roast or boil them until tender, then remove and discard the skin.*

## Directions:

- 1) Preheat the oven to 350 degrees Fahrenheit.
- 2) Sift together the flour, salt, sugar and baking soda.
- 3) Mix the pumpkin, oil, eggs, ¼ cup water, and spices together. Then combine with the dry ingredients, but do not mix too thoroughly. Stir in the nuts.
- 4) Pour into a well-buttered 9x5x3 inch loaf pan. Bake 50-60 minutes until a thin skewer poked in the very center of the loaf comes out clean. Turn the bread out of the pan and let cool on a rack.
- 5) Spread 1 Tbsp crème cheese.
- 6) Taste!

Recipe adapted from [www.simplyrecipes.com](http://www.simplyrecipes.com)

	Snack
Fruit	
Vegetable	
Grain/Alternative	1/2 slice ✓
Meat/Alternative	0.5 oz ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# December

Persimmons

## SUGGESTED SCHEDULE

Week 1: Persimmon Trees

Week 2: All About Persimmons

Week 3: Foods With Moods

Optional Activities



Urban & Environmental  
Policy Institute  
OCCIDENTAL COLLEGE





# Persimmons

## Week 1: Persimmon Trees

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Rainbow of Fruit Chart

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1 COG3, COG4,
- Health, HLTH2

### LESSON

- 1) Show the class the Fresh Fruit and Vegetable Photo Card of persimmons. Tell the class that persimmons have seeds. Does this mean it's a fruit or a vegetable? Review that fruits have seeds and grow from the flower of the plant. How do persimmons grow? In the ground like carrots? On a vine like beans? Have the class guess and then tell them they grow on trees.
- 2) Ask the class if anyone has eaten a persimmon before. How did they eat it? Talk about the different ways one can eat persimmons: plain like an apple, in a pudding, in a salad, or as a bread (like banana bread).
- 3) Talk about the color of persimmons. They are orange. Vitamin A is in oranges. Orange fruits and vegetables with Vitamin A help keep you healthy (strengthen your immune system) and are good for your eyes. Persimmons also have a lot of fiber which helps keep your heart healthy. Add persimmons to the orange column of the Rainbow of Fruit Chart that was started in October.
- 4) Remind the class that eating lots of fruits and vegetables help make us healthy because they have a lot of vitamins that we need to grow. Ask the children to identify other fruits and vegetables that are orange that will help them be healthy. Examples could be: carrots, cantaloupe, mangoes, pumpkins, papayas, orange peppers. As they identify them, ask them if it is a fruit or a vegetable. Show a Fresh Fruit and Vegetable Photo Card for each one, if available.

Students will...

- \* reinforce that fruits have seeds.
- \* learn that persimmons are fruits and they grow on trees.
- \* learn why persimmons are healthy to eat.

Lesson modified from Orange County Dept of Education *Harvest of the Month* preschool curriculum







# Persimmons

## Week 2: All about Persimmons

### MATERIALS

Food Experience Ingredients

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Social and Emotional Development
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Self and Social Development, SSD1  
SSD6
- Language and Literacy Development, LLD1, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Math Development, MATH3
- Health, HLTH2

### LESSON

- 1) Tell the class that persimmons originally come from China and Japan. Identify these countries on a map, if one is available. Persimmons are the national fruits of Japan. Almost all persimmons grown in the United States come from California. In California, persimmons grow during the fall and winter.
- 2) Ask the class if they have seen persimmons at the store or at a farmers' market. Reinforce that at farmers' markets, there are usually many more different kinds of fruits and vegetables than at the store and that they are fresher since they come straight from the farm where they grew.
- 3) Talk about the two different varieties of persimmons. Fuyus are shaped like tomatoes and can be eaten raw like apples. Hachiyas (pronounced "Hi-Chee-Ah") are shaped like an acorn and are more astringent (tart) – they should be very soft when eaten. They are usually cooked. Show and compare both types to the class in terms of color, shape, texture, etc.
- 4) Have the class taste the food experience with ideally both types of persimmons. Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the "I Like This" or "I Don't Like This Yet" columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* learn the origins of persimmons.
- \* learn that persimmons come in two varieties.
- \* review the concept of farmers' markets and local food.
- \* taste test persimmons.



# Persimmon Slice

Serves 24 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 2 Pieces (16g)  
Servings per Recipe 24

### Amount Per Serving

Calories 10      Calories from Fat 0

### % Daily Value

<b>Total Fat</b>	0g		0%
Saturated Fat	0g		0%
Trans Fat	0g		
<b>Cholesterol</b>	0mg		0%
<b>Sodium</b>	0mg		0%
<b>Total Carbohydrate</b>	3g		1%
Dietary Fiber	1g		2%
Sugars	2g		
<b>Protein</b>	0g		
Vitamin A	4%	Vitamin C	4%
Calcium	0%	Iron	0%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Plates

## CHEF'S NOTES

- Hachiyas are very difficult to buy fully ripe to eat (ripe when soft). Unless purchased early in the month and ripened in class, it may not be practical to offer this variety for the taste test.

## Ingredients:


- 4 Persimmons- ideally 2 of each variety, Fuyu and Hachiya\*

## Directions:

- 1) Slice the Fuyu Persimmons thinly like an apple and place on a plate.
- 2) Scoop a small amount of soft, ripe Hachiya persimmon onto each plate. Note that unripe Hachiyas will be too tart to eat.
- 3) Have the class try each type of persimmon.

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	
Vegetable	
Grain/Alternative	
Meat/Alternative	
Milk	

A  indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



# Persimmons

## Week 3: Foods with Moods

### MATERIALS

*How Are You Peeling? Foods With Moods* by Saxton Freyman  
Persimmon cut outs or real fruits and Vegetables  
Crayons, dried beans, other materials for crafts

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning

#### **DRDP-R**

- Self and Social Development, SSD1,
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG3
- Mathematical Development, MATH3
- Physical Development, PD3

### LESSON

- 1) Read the book *How Are You Peeling? Foods With Moods*.
- 2) Talk about the different emotions expressed by the fruits and vegetables.
- 3) Have the students each create a “moody” fruit or vegetable as in the book. You can either create persimmon cut outs from the template provided or have students each bring in their own real fruit or vegetable to class to decorate.
- 4) Model for the class how different facial expressions can be created (simple smiling or frowning face). Materials can be glued on the cut-outs or glued to cut with plastic knives from real produce. To make eyes on real produce, small holes can be made and beans like black-eyed peas put in the holes for “eyes.”
- 5) Have each child describe the emotion their fruit or vegetable is feeling. Have them also describe it: what it is called, whether it is a fruit or vegetable, how it tastes, and any other characteristics they can describe.

Lesson modified from Merced County *Harvest of the Month* Preschool Activity Packet for Persimmons

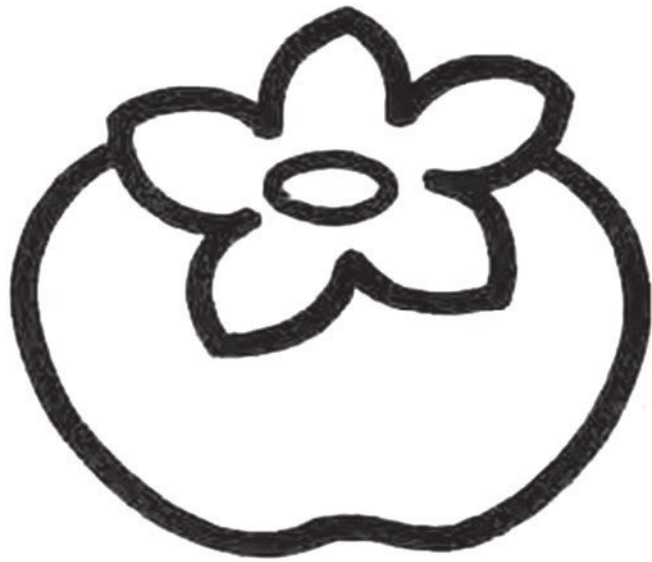
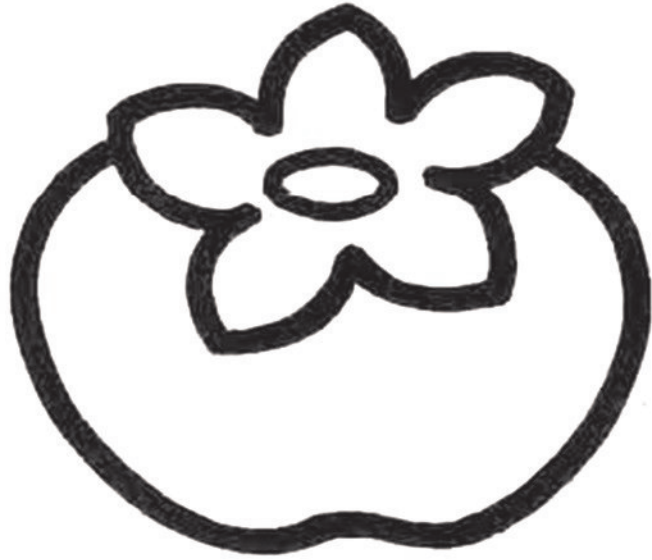
\*\*Lesson not approved for Network funded schools

Students will...

- \* learn to describe emotions through seeing and creating fruits and vegetables with human traits.
- \* express the traits of the emotional fruit or vegetable they have created in class.



## How Are You Peeling - Persimmon Cut Outs



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### Fruit Tree Stretch

This exercise is meant to get your students moving and reinforce the idea that persimmons are fruits that come from a tree.

Alternate different fruits with each set of stretches. Reach for Apples, Persimmons, Oranges, Grapefruits, Pineapples, Peaches, etc.

Add “marching in place” to raise their heart level and improve coordination.

Studies have shown that Physical Activity breaks increase student concentration and attentiveness throughout the day.



#### APPLE ARM STRETCH

- (1) Reach up to the right
- (2) Reach up to the left
- (3) Repeat 10 times

Tutti Fruitti Instant Recess <http://toniyancey.com/IRResources.html>

### WEEK 2 (optional)

#### Discovery Lab: Comparing Apples and Persimmons

Set up a table with an apple, a persimmon, science and math tools (scale, magnifying glass, tape measure, etc). Create a “Comparison Chart” on a large paper by creating 2 columns, with the word “Apple” on the top of one column and “Persimmon” on the other.

Ask students to compare the fruit’s outside: “How are they different? How are they the same?”

Write their observations on the paper.

Now examine the seeds. How many are there? How do they feel? Continue to write their observations.

Encourage students to use their 5 senses- sight, hearing, touch, smell, taste (only with teacher present). Observe color, size, shape, texture. Do they sound the same when you tap the outside, when they roll on the table?

Share results during group time and display the Comparison Chart in the classroom.

### WEEK 3 (optional)

#### Class Sing-Along: [If You’re Happy and You Know It:](#)

“If you’re happy and you know it, clap your hands.  
If you’re happy and you know it, clap your hands.  
If you’re happy and you know it, then your face will surely show it.  
If you’re happy and you know it, clap your hands.  
If you’re **angry** and you know it, stop and breathe.  
If you’re angry and you know it, stop and breathe.  
If you’re angry and you know it, you don’t really need to blow it.  
If you’re angry and you know it, stop and breathe.  
If you’re **mad** and you know it, stomp your feet...  
If you’re **sad** and you know it, say boo hoo.....”

[http://www.ideastream.org/common/worksheets/How\\_Are\\_You\\_Peeling.pdf](http://www.ideastream.org/common/worksheets/How_Are_You_Peeling.pdf)



# Persimmon Pudding

Serves 32 (1/2 slice) · Prep time: 15 minutes · Cook time: 2 hours



## Nutrition Facts

Serving Size 1/2 Slice (191g)

Servings per Recipe 32

### Amount Per Serving

Calories 170    Calories from Fat 60

### % Daily Value

<b>Total Fat</b>	6g	10%
Saturated Fat	3.5g	17%
Trans Fat	0g	
<b>Cholesterol</b>	30mg	10%
<b>Sodium</b>	160mg	6%
<b>Total Carbohydrate</b>	21g	7%
Dietary Fiber	0g	2%
Sugars	9g	
<b>Protein</b>	7g	
Vitamin A	6%	Vitamin C 4%
Calcium	20%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Large mixing bowl
- Whisk
- Crock/ Casserole dish
- Measuring cup
- Oven/Toaster oven
- Measuring spoons
- Oven mittens

## CHEF'S NOTES

- Toaster oven is more practical for in-class activities
- Allow pudding to cool in refrigerator before serving

## Ingredients:

- 2 eggs
- 1 cup sugar
- 4 cups flour
- 2 cups Fuyu persimmon pulp
- 2 teaspoons baking soda
- 6 cups milk
- 1 Tablespoon butter
- 16 cups milk, to drink

## Directions:

- 1) Preheat the oven to 350 degrees Fahrenheit.
- 2) In a large bowl, stir together the persimmon pulp and eggs using a whisk.
- 3) Stir in the sugar.
- 4) Combine the flour and baking soda and stir into the persimmon mix, alternating with the milk until smooth.
- 5) Pour the batter into a large greased crock or casserole dish. Drop dabs of butter on top. Bake for 2 hours, stirring every 15 minutes. Pudding will turn dark brown when finished.

From "Traditional Indiana Persimmon Pudding" at [www.allrecipes.com](http://www.allrecipes.com)

	Snack	
Fruit		
Vegetable		
Grain/Alternative	1/2 slice	✓
Meat/Alternative		
Milk	1/2 cup	✓

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Persimmon Spinach Salad

Serves 9 · Prep time: 20 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (22g)  
Servings per Recipe 12

### Amount Per Serving

Calories 35      Calories from Fat 15

### % Daily Value

<b>Total Fat</b>	2g	12%
Saturated Fat	0g	6%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	7%
<b>Sodium</b>	105mg	17%
<b>Total Carbohydrate</b>	5g	7%
Dietary Fiber	0g	3%
Sugars	2g	
<b>Protein</b>	0g	
Vitamin A	15%	Vitamin C 15%
Calcium	6%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Mixing bowl
- Plates
- Forks
- Measuring spoons
- Refrigerator
- Measuring cup
- Salad spoons

## CHEF'S NOTES

- For the best flavor, use freshly squeezed orange juice from sweet, ripen oranges
- Consume soon after preparation

## Ingredients:

- 1 ½ Tablespoons olive oil
- 3 Tablespoons orange juice
- 2 Tablespoons rice vinegar
- ½ teaspoon salt
- 3 cups spinach, washed
- 3 large Fuyu persimmons, sliced
- ¼ cup dried cranberries

## Directions:

- 1) In a small bowl, combine the olive oil, orange juice, rice vinegar, and salt for the dressing. Chill in the refrigerator.
- 2) In a large bowl, combine the washed spinach, persimmons and cranberries.
- 3) Toss the salad with the dressing and serve.
- 4) Enjoy!

From *Harvest of the Month*, Network for a Healthy California Parent Newsletter

	Snack
Fruit	1/2 cup ✓
Vegetable	1/2 cup ✓
Grain/Alternative	
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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## SUGGESTED SCHEDULE

Week 1: Seed Sort

Week 2: Is Kiwi a Bird or a Fruit

Week 3: Kiwi Fruit Tasting

Week 4: Kiwis are Healthy

Optional Activities



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## Week 1: Seed Sort

### MATERIALS

*A Fruit is a Suitcase for Seeds* by Jean Richards  
Chart paper and markers  
Glue and paper  
Seeds and a sorting mat for each child or group (students can collect seeds and bring them from home or use a bag of bird seed)

### LEARNING STANDARDS

#### Head Start Learning Domains

- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4, LLD6, LLD7, LLD9
- English Language Development, ELD 1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3,
- Math Development, MATH3
- Physical Development, PD3

### LESSON

- 1) Read *A Fruit is a Suitcase for Seeds*. Discuss the different types of fruits, seeds and pits. Have students describe what the seeds and pits are for. Discuss how a plant grows from a seed and how it travels.
- 2) Have students brainstorm foods that have seeds. Explain that the list contains foods that are fruits and maybe some foods considered vegetables like cucumbers or tomatoes.
- 3) Ask the students to think of fruits that have seeds on the outside and make a list. Do the same for fruits that have seeds on the inside. Have them identify which seeds we eat and which ones we don't. Reassure students that the seeds they eat will not grow in their tummy (see the last page of the book).
- 4) Review with students how the different fruits grow (on a vine, on the ground, on a tree) and why fruit is a healthy food.
- 5) Introduce kiwi as this month's *Harvest of the Month* fruit and let the class know that a kiwi fruit grows on a vine. Refer to the book (page 5), the brown skin is its suitcase and the black dots its seeds.
- 6) Give each child some seeds to sort and encourage them to sort by size or color. Students can use tweezers, tongs or chopsticks to help with sorting to encourage fine motor development.
- 7) After students have completed the sorting of the seeds, have them make a seed collage individually, in small groups or as a class

#### Students will...

- \* name fruits that have seeds.
- \* name fruits that have seeds on the inside and fruits that have seeds on the outside.
- \* explain how plants grow from seeds and how seeds travel.
- \* compare seeds and sort them according to size.

## Week 2: Is Kiwi a Bird or Fruit?

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Homophone flash cards (pre-cut, laminated optional)

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Social and Emotional Development
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4, LLD8, LLD9
- English Language Development, ELD1, ELD2,
- Cognitive Development, COG1, COG3
- Health, HLTH2

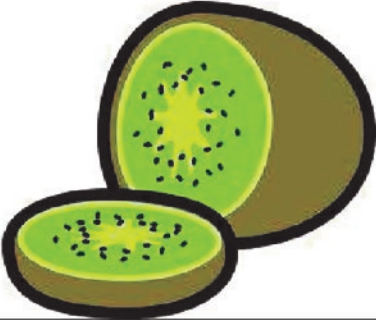


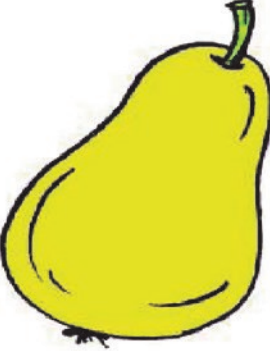
### LESSON

- 1) Show the picture of the “kiwi fruit” photo card. Discuss with the students how the kiwi grows on vines. Ask the students if they have ever seen or eaten a kiwi fruit. Explain that the kiwi is brown and fuzzy on the outside.
- 2) Explain why kiwi fruit is a healthy snack. It has lots of Vitamin C, which helps keep your teeth, bones and heals cuts.
- 3) Let the class know that lots of kiwis are grown in California and they can find it freshest at the Farmers’ Market and also at the supermarket.
- 4) Explain that we have many words that have more than one meaning just like a kiwi fruit and a kiwi bird. Show them pictures of the kiwi bird (a small bird from New Zealand) and the kiwi fruit. Explain to them that both have the same name but have different meanings.
- 5) Ask the class if they can think of other words that sound the same but have different meanings.
- 6) Show them the Homophone cards one at time, followed by its matching word. Ask the class what the picture shows. As you show them the matching picture, ask them again what that picture shows. After a while, the class will begin to understand the idea that the words sound the same but have different meanings.
- 7) As a class, make sentences using homophones.

### Students will...

- \* identify kiwi fruit as a healthy food.
- \* describe its color inside and outside and how it grows.
- \* identify pictures of some common homophones\* that are pronounced the same but have different meanings.
  - \* A **homophone** is a word that is pronounced the same as another word but has a different meaning. The words may be spelled the same, such as orange (fruit) and orange (color) or differently such as pear and pair.


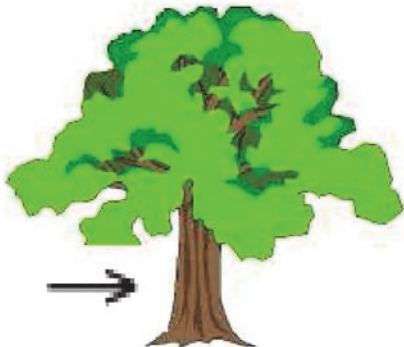

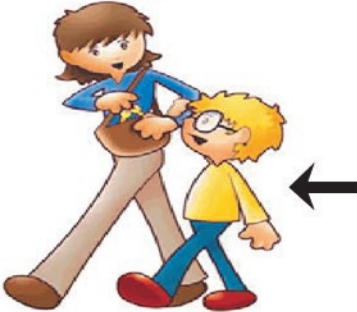
HOMOPHONES – WORDS AND PICTURE CARDS

	<p>KIWI Fruit</p>
	<p>KIWI Bird</p>
	<p>PAIR</p>
	<p>PEAR</p>

HOMOPHONES – WORDS AND PICTURE CARDS

	<p>RIGHT</p>
	<p>WRITE</p>
	<p>ORANGE Fruit</p>
	<p>ORANGE Color</p>

HOMOPHONES – WORDS AND PICTURE CARDS

	<p>BARK of a dog</p>
	<p>Tree BARK</p>
	<p>SUN</p>
	<p>SON</p>



## Week 3: Kiwi Fruit Tasting

### MATERIALS

Food Experience ingredients  
Fresh Fruit and Vegetable Photo Cards  
Chart paper and markers

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Social and Emotional Development
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Mathematical Development, MATH3, MATH5
- Health, HLTH2

### LESSON

- 1) Review the pictures of a kiwi in *A Fruit is a Suitcase for Seeds* and/or the Kiwi Fruit card from the Fresh Fruit and Vegetable Photo Cards.
- 2) Create a 2 column chart, one column to describe the “outside” of the kiwi and one to describe the “inside.”
- 3) Show the class a whole kiwi fruit, pass it around.
- 4) Ask the students to describe the outside of the kiwi, size, color, shape, texture, smell, etc. Record their observations in the “outside” column.
- 5) Cut one Kiwi in half horizontally to make a round (circle) shape. Pass the kiwi around.
- 6) Ask the students to describe the inside of the kiwi: size, color, shape, texture, smell, etc. Record their observations in the “inside” column.
- 7) Ask, “Can you find the seeds? They are the little black things in the middle. Do we eat the seeds? Yes! They are so small it’s ok to eat them.”
- 8) Explain that kiwis grow from seeds and the seeds come from inside the fruit. The vine will grow white flowers and then the kiwis will grow where the flowers were.
- 9) Cut another kiwi in half vertically to make an oval shape. Display the two shapes made, ask the class to name the shapes.
- 10) Cut each kiwi into quarter moon shapes; give each student a piece of fruit to taste. Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* describe the outside and the inside of a kiwi.
- \* identify that kiwis grow on vines and have seeds inside.
- \* taste a piece of kiwi.

Adapted from Centralia School District Nutrition Network, State Preschool Programs

# Kiwi Taste Test

Serves 20 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup & 1/2 fruit (198g)  
Servings per Recipe 20

### Amount Per Serving

Calories 110    Calories from Fat 25

### % Daily Value

<b>Total Fat</b>	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
<b>Cholesterol</b>	10mg	3%
<b>Sodium</b>	65mg	3%
<b>Total Carbohydrate</b>	17g	6%
Dietary Fiber	2g	9%
Sugars	7g	
<b>Protein</b>	5g	
Vitamin A	4%	Vitamin C 120%
Calcium	20%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Plates

## CHEF'S NOTES

- Purchase kiwis a few days in advance to allow to ripen.
- A kiwi should give slightly when squeezed, if it is mushy or has wrinkled skin, then it is too ripen.

## Ingredients

- 20 large ripe Kiwis (purchase a few days in advance to allow to ripen)
- 10 cups milk

## Directions

- 1) Gently wash the kiwis with warm water.
- 2) Cut each kiwi into quarters.\*
- 3) Place half the kiwis in a blender with milk and blend.
- 4) Serve kiwi piece on a napkin and half-cup kiwi milkshake.
- 5) Have children taste the raw kiwi fist, then taste the milkshake.

\*You can peel or choose to leave the skin on. With the skin on, students may get a better understanding of the inside and outside of a kiwi. Although most people choose not to eat the skin, it is edible and nutritious.

Recipe from *Network for a Healthy California- Merced County Office of Education*

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	
Milk	1/2 cup ✓

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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## Week 4: Kiwis are Healthy

### MATERIALS

*Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert  
Rainbow of Fruits chart (from previous months)  
Chart paper and markers  
Paper and crayons

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG3
- Mathematical Development, MATH5
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Read *Eating the Alphabet: Fruits and Vegetables from A to Z*. As you are reading the book, ask the students to point out the green fruits and vegetables and write and/or draw them on the large chart paper.
- 2) Ask the students which food group the kiwi fruit belongs to and place it appropriately in Rainbow of Fruits Chart (ideally use the one you've been adding to monthly, or use a new one).
- 3) Explain that fruits and vegetables come in a rainbow of colors and that it is important to eat a variety of colorful fruits and vegetables everyday- red, yellow/orange, white, green and blue/purple. Today we will focus on the green color group.
- 4) Review the list of the green fruits and vegetables as a class.
- 5) Discuss the different shapes and shade of green of the fruits and vegetables.
- 6) Explain that fruits and vegetables help you stay healthy.
- 7) Invite the students to draw some green fruits and vegetables on their own papers.
- 8) Hang the students' artwork in the classroom or gather the pictures to create a class book on "Green Fruits and Vegetables."

Students will...

- \* identify kiwis as a healthy fruit.
- \* identify various green fruits and vegetables as healthy.



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### Discovery Lab: Comparing a Kiwi and Avocado

Set a table up with a kiwi, avocado, science and math tools (Scale, magnifying glass, tape measure, etc).

Create a "Comparison Chart" on a large paper by creating 2 columns, with the word "Kiwi" on the top of one column and "Avocado" on the other.

Ask students to compare the fruit's outside: "How are they different? How are they the same?" Write their observations on the paper.

Now examine the inside: "How are they different? How are they the same?"

Now examine the seeds: "How many are there? How do they feel?" Continue to write their observations.

Encourage students to use their 5 senses- sight, hearing, touch, smell taste (only with teacher present).

Observe color, size, shape, texture.

Share results during group time and display the Comparison Chart.

### WEEK 2 (optional)

#### Homophone Matching Game (even number of students up to 12 students)

Give each student a homophone card.

Have the students space out around the room.

"Somewhere in the room, you have a hidden partner. Walk around the room saying your word aloud and listening for which student also has your word."

"When you find your homophone partner, think of a sentence you can make with your word and then sit down next to your partner."

Then go around asking the students to share their sentence or what their words mean.

### WEEK 3 (optional)

With the Food Experience if you have enough kiwis for each child to have a half:

Cut half of the kiwis horizontally and the other half cut vertically.

Ask students to identify the shape kiwi they are tasting.

Give each child half a kiwi with a spoon to taste the fruit.

#### The Kiwi Chant

Kiwi, kiwi, fuzzy fruit

It looks funny and oh so cute!

### WEEK 4 (optional)

#### Grape Stretch

This exercise is meant to get your students moving and reinforce the idea that some fruits and vegetables, like kiwi, grow on a vine.

Alternate different fruits and vegetables that grow on vines with each set of stretches. Grab for Kiwi, Grapes, Tomatoes, Peas, etc.

Studies have shown that Physical Activity breaks increase student concentration and attentiveness throughout the day.



#### GRAB SOME GRAPES

- (1) Step to the right
- (2) Bring your feet together
- (3) Step to the left
- (4) Bring your feet together
- (5) Step to the right and reach to the right
- (6) Step to the left and reach to the left
- (7) Repeat each side 10 times

Tutti Fruitti Instant Recess <http://toniyancey.com/IRResources.html>

# Rainbow Fruit Salad

Serves 10 (1/2 cup) · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (153g)  
Servings per Recipe 10

### Amount Per Serving

Calories 120    Calories from Fat 25

### % Daily Value

<b>Total Fat</b>	3g	5%
Saturated Fat	2g	10%
Trans Fat	0g	
<b>Cholesterol</b>	10mg	3%
<b>Sodium</b>	40mg	2%
<b>Total Carbohydrate</b>	23g	8%
Dietary Fiber	2g	8%
Sugars	18g	
<b>Protein</b>	3g	
Vitamin A	0%	Vitamin C 60%
Calcium	8%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Bowl
- Cutting board
- Knife
- Measuring cup
- Small cups (for serving)

## CHEF'S NOTES

- Ask the children about all the different colors, textures, and shapes they see and feel, then ask them about the aromas and flavors they taste.

## Ingredients:

- Green- 2 Kiwis
- Yellow- 1 Banana or 1 cup of Apricot halves
- Orange- 1 Orange or Mango or Tangerine
- ¼ cup of lime juice
- 2 1/2 cup plain yogurt
- White- shredded Coconut
- Purple/Blue- a bunch of purple Grapes or blueberries
- Red- 1 cup of Strawberries or 1 Apple, sliced
- ¼ cup of honey

## Directions:

- 1) Wash and prepare all fruit.
- 2) In a large bowl, combine all ingredients.
- 3) Place 1/2 cup of the fruit salad into a cup and serve with 1/4 cup yogurt as topping.

Recipe adapted from LANA Preschool Program, Minnesota Department of Health

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	1/4 cup ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Kiwi Spears

Serves 10 · Prep time: 20 minutes · Cook time: None



## Nutrition Facts

Serving Size 2 Skewers (224g)  
Servings per Recipe 10

### Amount Per Serving

Calories 150    Calories from Fat 25

### % Daily Value

<b>Total Fat</b>	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
<b>Cholesterol</b>	10mg	3%
<b>Sodium</b>	30mg	1%
<b>Total Carbohydrate</b>	30g	10%
Dietary Fiber	4g	17%
Sugars	20g	
<b>Protein</b>	4g	
Vitamin A	0%	Vitamin C 140%
Calcium	10%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Sturdy stirring straws

## CHEF'S NOTES

- Remove the pointy tip of the stirring stick after preparation, before distributing to the children, to prevent injuries.

## Ingredients:

- 4 medium Bananas, peeled and sliced into 10 slices each
- 10 ripe Kiwis, peeled and sliced into 4 slices each
- 4 Tangerines, peeled and segmented into 10 pieces each\*
- 2 1/2 cup vanilla yogurt

\*If you are unable to find California grown Tangerines, purchase 2 (6 oz) cans of Mandarin Orange segments in water.

## Directions:

- 1) Wash and prepare all fruit.
- 2) Thread 2 slices of each fruit onto the stirring straws in an alternating pattern.
- 3) Give 1/4 cup yogurt for kids to dip their fruit pieces.
- 4) Enjoy!

Recipe from Cycle 1 November *Harvest of the Month* Newsletter

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	
Milk	1/2 cup ✓

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Kiwi Fruit Salad Parfait

Serves 10 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (166)  
Servings per Recipe 10

### Amount Per Serving

Calories 100    Calories from Fat 20

### % Daily Value

<b>Total Fat</b>	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
<b>Cholesterol</b>	10mg	3%
<b>Sodium</b>	30mg	1%
<b>Total Carbohydrate</b>	19g	6%
Dietary Fiber	2g	6%
Sugars	14g	
<b>Protein</b>	3g	
Vitamin A	2%	Vitamin C 70%
Calcium	8%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Bowl
- Cups (for serving)

## CHEF'S NOTES

- Cut grapes in half to prevent choking

## Ingredients:

- 1 ¼ cups sliced Kiwi
- 1 ¼ cups chopped Apple
- 1 ¼ cups Grapes
- 1 ¼ cups sliced Banana
- 1 ¼ cups Orange Juice
- 2 1/2 cup yogurt

## Directions:

- 1) Wash and prepare all fruit.
- 2) In a medium bowl, combine all the ingredients and mix well.
- 3) Place 1/2 cup of the fruit salad into a cup and serve with 1/4 cup yogurt.

Adapted from Cycle 1 November *Harvest of the Month* Newsletter

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	1/2 cup ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# February

## Cabbage Family: Collard Greens and Bok Choy

### SUGGESTED SCHEDULE

Week 1: What's the Cabbage Family?

Week 2: Growing Greens from Seeds

Week 3: Black History Month

Week 4: Chinese Lunar New Year

Optional Activities



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# Collard Greens and Bok Choy

## Week 1: What's the Cabbage Family?

### MATERIALS

Fresh Fruit and Vegetable Photo cards  
Rainbow of Fruit Chart

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4,
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Mathematical Development, MATH3
- Health, HLTH2

### LESSON

- 1) Discuss with the class that there is a family of plants- vegetables- called the “cabbage” or “mustard” family of plants. These vegetables include: bok choy, broccoli, Brussels sprouts, cabbage, collard greens, kale, kohlrabi, mustard greens, Swiss chard and turnip greens. Show the class a Fresh Fruit and Vegetable Photo card for each of these vegetables as you name them.
- 2) Ask the class if anyone has eaten a vegetable from the cabbage family before. How did they eat it? Talk about the different ways we can eat these vegetables, for example, chopped up into a salad like cole slaw or cooked in a stir fry or soup.
- 3) Talk about the color of the cabbage family. Most are different shades of green. Many are leafy. Many people refer to them as eating “greens.” Bok choy and collards are our *Harvest of the Month* vegetables and they have Vitamin A which keeps your hair and skin healthy. Add bok choy and collards to the green column of the Rainbow of Fruit Chart that may have been started in a previous month, or start a new chart.
- 4) Remind the class that eating lots of fruits and vegetables makes us healthy and strong because they have lots of vitamins that we need to grow. Ask the students to identify other fruits and vegetables that are green that will help them be healthy. Examples could be: avocado, celery, cucumber, grapes, peppers, honeydew melon, kiwi, leaf lettuce, pears, peas, and zucchini. As they identify them, ask them if it is a fruit or a vegetable. Show a Fresh Fruit and Vegetable Photo Card for each one, if available.

Students will...

- \* Students will learn which vegetables are in the cabbage family.
- \* Students will learn why “greens” are healthy to eat.
- \* Students will identify green fruits and vegetables.



# Collard Greens and Bok Choy

## Week 2: Growing Greens from Seed

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Growing Activity:  
Bok choy and collard seeds  
Paper or plastic containers  
Soil  
"How to Grow Greens" instructions  
"Growing Greens" Seed Growing Chart activity

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH3, MATH4,
- Health Development, HLTH2

### LESSON

- 1) Discuss that plants in the cabbage family are called "cool weather" plants. They are most commonly grown and eaten in the fall, winter and early spring. Ask the class, "What season are we in now?"
- 2) Ask the students if they have ever grown a plant from seed.
- 3) Explain that they will grow bok choy and collards as a class and will observe and compare how the plants grow.
- 4) Explain to the students that fresh vegetables are the most nutritious when harvested fresh from the garden. Another place to get fresh vegetables is at the farmers' market.
- 5) See attached instructions for "How to Grow Greens" and the "Growing Greens Seed Growing Charts" and conduct these activities.

### Students will...

- \* learn about the seasons in which cabbage family vegetables grow.
- \* understand that vegetables are most nutritious when freshly harvested.
- \* learn that plants grow from seeds.
- \* plant bok choy and collard seeds and record how they grow.



# How to Grow “Greens” – Bok Choy and Collards

## Background



Cruciferous vegetables (vegetables from the Cabbage or Mustard family) are cool season crops and grow best in fall, winter and early spring. Seeds can be started indoors or directly sown in the garden. They begin to germinate in 5 to 10 days.

## Seed Starting



Fill each container with soil. Label one container “Bok Choy:” and the other “Collards”.

Dig a hole about ½ inch deep (eraser end of a pencil). This is the ideal depth for most cruciferous vegetable seeds as they often are very small. Add a couple of seeds in each container.

Cover hole with soil.

Add water and set on a plate to allow excess water to drain out.

Place in a sunny window. Keep soil moist, but do not over-water.

## Transplanting



As a class, observe the growth of the greens and record their progress on the “Growing Greens- Seed Growing Chart”. For example, the first sketch should be Day 1- Showing the seed in the cup. The second sketch should be the first sprout, etc. Be sure to do a separate one for Bok Choy and another for Collards so the class can compare their growth- which one sprouted first? Which one started to leaf first? Which is taller? Etc.

When about 3-4 inches tall, transplant into the garden or a larger container.

If your school has a garden, here is an activity you may want to implement. Look for donations to cover cost of seeds, tools, irrigation systems, electric pumps and any salary incurred by garden educators or others.

## Harvesting



Cruciferous vegetables are a fast-maturing vegetable (which means they grow quickly) and are ready to harvest 6 to 7 weeks after sowing. It is best to harvest by hand in the morning (or in cool weather) to prevent their leaves from wilting.

**Directions:** As a class plants some Collards and Bok Choy seeds and water the seed and in a few days notice the growth of the seed.

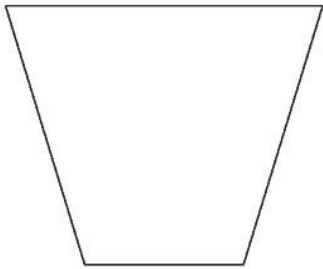
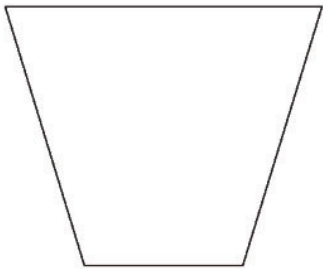
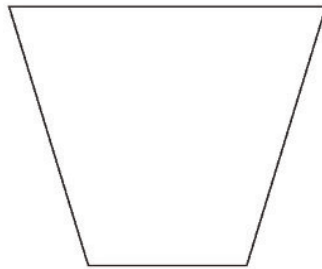
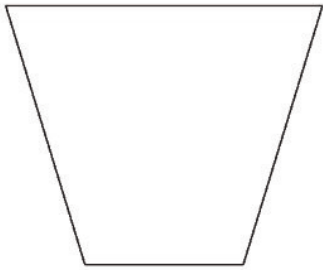
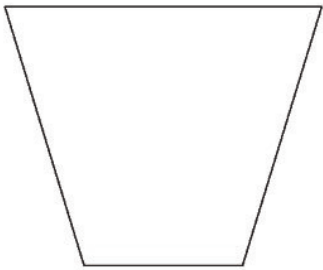
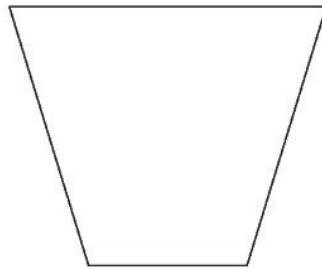
Each day the children will observe the growth of the greens and record their progress. The children will then sketch the growth process on their growth charts. (Example: 1<sup>st</sup> sketch, the seed in the cup; 2<sup>nd</sup> sketch, the first sprout; and so on. The children will sketch until the plant is fully grown and ready for transplant.)

## **GROWING GREENS**

### **SEED GROWING CHART**

Classroom: \_\_\_\_\_

Planting Date: \_\_\_\_\_

<p>Day _____</p> 	<p>Day _____</p> 	<p>Day _____</p> 
<p>Day _____</p> 	<p>Day _____</p> 	<p>Day _____</p> 

Modified from Centralia School District Nutrition Network, State Preschool Programs





# Collard Greens and Bok Choy

## Week 3: ...and they ate their collard greens

### MATERIALS

Victor Vito and Freddie Vasco by Laurie Berkner  
Paper and crayons

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Social Studies Knowledge and Skills

#### **DRDP-R**

- Self and Social Development, SSD1, SSD6
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG3, COG4
- Physical Development, PD3

### LESSON

- 1) Read the book Victor Vito and Freddie Vasco by Laurie Berkner. Optional play the CD and sign along with the story.
- 2) Be sure to point out the “collard greens” when pictured.
- 3) Discuss the foods Victor and Freddie discovered on their road trip. Which ones have they heard of before? Which ones are new to them? Which ones are vegetables (rutabagas, collard greens, spaghetti (tomato) sauce).
- 4) *Explain that February is Black History Month, a time when we honor the notable achievements of African Americans. Food is a very important part of every culture. “Collard Greens” are a traditional food in African-American cuisine, known as “soul food” originating from the recipes of the slavery era in the Southern United States (if a map is available, point out this region to the students).*
- 5) Ask the students if there are special dishes their families cook with “greens” or green vegetables. You may want to remind them of the cabbage family vegetables they learned about last week.
- 6) Victor and Freddie traveled the country and discovered new foods to bring back to the Klondike Café in Alaska and share with their friends. The new foods brought back to the Klondike Cafe were such a hit that Victor and Vito need help... they want to add more regional foods from the U.S. to their menu! If they visited your city, what types of food might they want to try?
- 7) Provide each student with paper and crayons. Ask the class to draw a picture of a special meal their family makes that they think Victor and Freddie should try.
- 8) Write down their description of their drawing and display in the classroom.

\*Adapted from [http://publichealth.lacounty.gov/nut/LACOLLAB\\_Files/documents/HOTM/VictorVito.pdf](http://publichealth.lacounty.gov/nut/LACOLLAB_Files/documents/HOTM/VictorVito.pdf)

Students will...

- \* understand that food is an important part of every culture.
- \* learn that “greens” are an important part of traditional “soul food” in African-American culture.
- \* identify and draw special foods in their culture and family.





# Collard Greens and Bok Choy

## Week 3: Two Mrs. Gibbons (Optional lesson 2)

### MATERIALS

Two Mrs. Gibbons by Toyomi Igus\*  
Paper and crayons

### LEARNING STANDARDS

#### Head Start Learning Domains

- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Social Studies Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1, SSD6
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG3, COG4
- Physical Development, PD3

### LESSON

- 1) Read the book Two Mrs. Gibbons\* by Toyomi Igus.
- 2) Be sure to point out the “greens” being cooked by nanny Mrs. Gibson and the “greens” growing in the garden at the end of the book.
- 3) After reading the book, go back mid-book to the kitchen scenes and ask the class: “What are they cooking?”
- 4) Explain that February is Black History Month, a time when we honor the notable achievements of African Americans. Food is a very important part of every culture. “Greens” are a traditional food in African-American cuisine, known as “soul food” originating from the recipes of the slavery era in the Southern United States (if a map is available, point out this region to the students). Note that nanny Mrs. Gibson is from Tennessee.
- 5) Ask the students if there are special dishes their families cook with “greens” or green vegetables. You may want to remind them of the cabbage family vegetables they learned about last week.
- 6) Provide each student with paper and crayons. Ask the class to draw a picture of a special meal their family makes.
- 7) Write down their description of their drawing and display in the classroom.

\*For younger students, you may want to omit sections of the book as it is a longer story. Be sure to include the contrasting kitchen scenes.

Students will...

- \* understand that food is an important part of every culture.
- \* learn that “greens” are an important part of traditional “soul food” in African-American culture.
- \* identify and draw special foods in their culture and family.



# Collard Greens and Bok Choy

## Week 4: Chinese Lunar New Year

### MATERIALS

“Growing Greens” Seed Growing Chart  
(from Week 2)  
Food Experience Ingredients

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1, SSD8, SSD12
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Mathematical Development, MATH1, MATH3, MATH4
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Ask the class if they have eaten bok choy or collard greens. Then ask if they have ever seen bok choy or collard greens growing in a garden or at a farm. Record the current growth of both the plants in the “Growing Greens” Seed Growing Chart.
- 2) Remind the class that food is a very important part of every culture. Last week we learned that collard greens are a traditional food in African-American “soul food”. Bok choy is a traditional food in Chinese and other Asian cultures. It has been grown in China since the 5th century and from there it spread throughout the remainder of Asia and then throughout the world. In Korea, bok choy is used to make pickled Kim Chi.
- 3) February is usually the month of the Chinese Lunar New Year. It is also called the Spring Festival because it celebrates the Earth coming back to life and the beginning of plowing and planting in the farm fields. It is a very important holiday in China, and other countries such as Indonesia, Korea, the Philippines, Thailand, Tibet, Vietnam and many “Chinatowns” around the world (if a map is available, point these areas out to the students). It is celebrated with dancing dragons, eating special foods, cleaning and decorating the house and streets with Chinese lanterns, giving gifts, shooting fireworks, and getting ready for the coming year. It's a very colorful and joyous event.
- 4) Tell the class they are going to celebrate the Chinese Lunar New Year by making a “Bok Choy Cole Slaw” salad and tasting it together as a class.\*
- 5) While mixing the ingredients, refer to the handout in your binder **Conducting An In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their name if they are able to do so.












\* It may be easier if the ingredients are pre-prepared, but have the students measure and/or mix the ingredients together. If in a large group, divide into smaller groups to encourage more classroom participation.

Students will...

- \* monitor the growth of the class bok choy seedling.
- \* learn about the origin of bok choy.
- \* learn about Chinese Lunar New Year customs.
- \* taste bok choy.



The Chinese New Year names revolve around a 12-year repeating cycle of animal names. The Chinese New Year is based upon a lunar calendar and the cycles of the moon which is why the date fluctuates every year. It is usually celebrated in late January to early February. Chinese New Year starts on a New Moon and ends with the lantern festival on the full moon 15 days later. In 2011, Chinese New Year is celebrated on February 3. In the Chinese calendar, it is the year 4708, and the Year of the Rabbit.

 <p><b>鼠</b></p> <p><b>Year of the Rat</b> 1972, 1984, 1996, 2008 Rat people are very popular. They like to invent things and are good artists.</p>	 <p><b>牛</b></p> <p><b>Year of the Ox</b> 1973, 1985, 1997, 2009 People born in this year are dependable and calm. They are good listeners and have very strong ideas.</p>	 <p><b>虎</b></p> <p><b>Year of the Tiger</b> 1974, 1986, 1998, 2010 Tiger people are brave. Other people respect tiger people for their deep thoughts and courageous actions.</p>	 <p><b>兔</b></p> <p><b>Year of the Rabbit</b> 1975, 1987, 1999, 2011 People born in this year are nice to be around. They like to talk, and many people trust them.</p>
 <p><b>龙</b></p> <p><b>Year of the Dragon</b> 1976, 1988, 2000, 2012 Dragon people have good health and lots of energy. They are good friends because they listen carefully to others.</p>	 <p><b>蛇</b></p> <p><b>Year of the Snake</b> 1977, 1989, 2001 People born in this year love good books, food, music, and plays. They will have good luck with money.</p>	 <p><b>马</b></p> <p><b>Year of the Horse</b> 1978, 1990, 2002 People born in this year are popular, cheerful, and are quick to compliment others. Horse people can work very hard.</p>	 <p><b>羊</b></p> <p><b>Year of the Goat</b> 1979, 1991, 2003 People born in this year are very good artists. They ask many questions, like nice things, and are very wise.</p>
 <p><b>猴</b></p> <p><b>Year of the Monkey</b> 1980, 1992, 2004 Monkey people are very funny. They can always make people laugh. They are also very good problem solvers.</p>	 <p><b>鸡</b></p> <p><b>Year of the Rooster</b> 1981, 1993, 2005 People born in this year are hard workers. They have many talents and think deep thoughts.</p>	 <p><b>狗</b></p> <p><b>Year of the Dog</b> 1982, 1994, 2006 Dog people are loyal and can always keep a secret. Sometimes dog people worry too much.</p>	 <p><b>猪</b></p> <p><b>Year of the Pig</b> 1983, 1995, 2007 People born in this year are very good students. They are honest and brave. They always finish a project or assignment.</p>

[http://www.jackiechankids.com/files/Chinese\\_New\\_Year\\_Main.htm](http://www.jackiechankids.com/files/Chinese_New_Year_Main.htm)

# Bok Choy Cole Slaw

Serves 10 · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 cup (301g)  
Servings per Recipe 10

### Amount Per Serving

Calories 160    Calories from Fat 60

### % Daily Value

<b>Total Fat</b>	7g	10%
Saturated Fat	1g	4%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	300mg	13%
<b>Total Carbohydrate</b>	24g	8%
Dietary Fiber	4g	18%
Sugars	18g	
<b>Protein</b>	4g	
Vitamin A	50%	Vitamin C 170%
Calcium	20%	Iron 10%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Salad bowl
- Jar with a lid
- Plates
- Forks

## CHEF'S NOTES

- Avoid using almonds, if any of the children in the class have allergies to nuts

## Ingredients:

- 2 large Bok Choy or 4 Baby Bok Choy, chopped
- ½ cup of sesame seeds, toasted
- 10 large mandarins
- 1 cup shredded carrots
- Dressing

## Dressing\*:

- 3 Tablespoons oil (sesame oil is best, olive oil is okay)
- 3 Tablespoons Honey
- 4 Tablespoons vinegar (rice is best, cider or white work)
- 2 Tablespoons Soy Sauce

## Optional:

- 1 can of mandarin oranges
- 1 cup of raisins
- ½ (6 ounces) packaged chow mein noodles
- 1 cup slivered almonds
- 1 cup chopped green onion

## Directions

- 1) In a glass jar with a lid, mix together the dressing ingredients: oil, vinegar, honey (or sugar) and soy sauce. Close the lid and shake until well mixed.\*
- 2) Combine the bok choy, carrots and sesame seeds in a salad bowl. Toss with the dressing and any additional optional ingredients, and then serve.
- 3) Enjoy!

*\*May also substitute ¾ cup of "Asian-Style Dressing"*

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	1/2 cup ✓
Vegetable	1/2 cup ✓
Grain/Alternative	
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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**“I LIKE THIS”**



**“ME GUSTA”**

**“I DON’T LIKE THIS YET”**



**“NO ME GUSTA TODAVÍA”**



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### **Green Steeping**

Remind students that green vegetables keep our bodies strong.

Exercising is also important to keep our bodies strong.

This exercise is meant for students to “show off” their arm muscles and increase their heart rate.

Studies have shown that Physical Activity breaks increase student concentration and attentiveness.

When you need to regain students’ attention, try doing this exercise to help the class re-focus the class.

- SPINACH STEPPING**
- (1) Tap your right foot in front
  - (2) Tap your right foot behind
  - (3) Now bend your arms up when you tap your foot forward
  - (4) Bend your arms down when you tap your foot backward
  - (5) Switch to your left foot and repeat each side 10 times



Tutti Fruitti Instant Recess <http://tonivancey.com/IRResources.html>

### WEEK 2 (optional)

#### **Bok Choy Discovery Lab**

Display a recently harvested bok choy plant.

Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, and tweezers or chop sticks.

Make available paper, pencils and crayons for students to draw observations. Teachers can write down the students’ observations on each student’s paper or collectively on one large paper.

Encourage students to examine the leaves, separate them, arrange them by size, and make a “hypothesis” of why larger leaves are on the outside and smaller leaves are in the center.

Remind students of the bok choy seeds they just planted and explain that the bok choy they are investigating is what the seed will grow into over time with enough sunlight, water and soil. This will help students understand the connection between seed and plant.

### WEEK 3 (optional)

#### **Read to class: Garret Morgan , Traffic Light Inventor (1877-1963)**

Garret Morgan was an African-American inventor who invented two very different and important things: the gas mask (used by firemen) and the traffic signal. During his long life, he also became one of the most recognized and respected African-Americans in the country. The automobile was a relatively recent invention, and it was by no means the only method of transportation used by Americans. Many people still rode in horse-drawn carriages or rode bicycles or walked in the streets. People driving cars went much faster, of course, and accidents were commonplace. His invention of the traffic signal prevented many accidents. As driving became more popular his mechanical traffic signal was replaced with the electrical traffic still used today to prevent car accidents.

(<http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm>)

### WEEK 3 (optional)

#### **Play “Red Light, Green Light”**

A student or teacher stands up with her/his back toward the class holding Fresh Fruit and Vegetable Photo Cards for red, yellow and green fruits/vegetables.

When he/she holds up the green fruit or vegetable, the class walks fast; the class walks slowly when the yellow fruit or vegetable is held up; and when the red fruit or vegetable is held up, the entire class stops walking.

### WEEK 4 (optional)

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#### **Wish someone a Happy New Year in:**

Cantonese: *Gung Hay Fat Choy!* (May prosperity be with you)

Mandarin: *Xin Nian Kuai Le!* (Happy New Year)

#### **Celebrate the Chinese Lunar New Year with a Fireworks Mural**

You will need plastic dish scrubbers or sponges, large roll of black (Butcher) paper and tempera paints

Pour small amounts of tempera paints into shallow containers

Place black paper on a long table along with the paint containers

Students can dip the scrubbers and/or sponges into the paints and lightly touch the paper to make “firework” prints

Continue until the black sky is filled with exploding fireworks

Hang the mural on a wall or bulletin board

[http://www.preschoolexpress.com/holiday\\_station07/chinese\\_new\\_year\\_feb07.shtml](http://www.preschoolexpress.com/holiday_station07/chinese_new_year_feb07.shtml)





# Kohlrabi Sticks & Broccoli Comparison

Serves 12 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 cup (117g)  
Servings per Recipe 12

### Amount Per Serving

Calories 35      Calories from Fat 0

### % Daily Value

<b>Total Fat</b>	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	30mg	1%
<b>Total Carbohydrate</b>	7g	2%
Dietary Fiber	4g	14%
Sugars	3g	
<b>Protein</b>	3g	
Vitamin A	6%	Vitamin C 140%
Calcium	4%	Iron 4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Paring knife
- Cutting board
- Plates

## CHEF'S NOTES

- Kohlrabi looks like cabbage and taste like broccoli, compare and contrast the two.

## Ingredients:

- 2 Kohlrabi (about 6 cups)
- 1 Lemon (optional)
- 6 cups Broccoli florets

## Directions:

- 1) Remove the leaves and the woody (bottom) portion of the root.
- 2) With a paring knife, cut or peel the outer coating to expose the white inner flesh of the Kohlrabi.
- 3) Slice the Kohlrabi like a tomato, and cut each slice into sticks like carrots.
- 4) Eat the slices raw or squeeze some lemon juice on them.
- 5) Compare the taste of kohlrabi to the broccoli florets.
- 6) Enjoy!

*\*Raw Kohlrabi is crisp, sweet and tastes like raw broccoli stalks with the consistency of jicama or radish. Cooked, it has a mild, nutty, cabbage-like flavor. Kohlrabi translates to "cabbage-turnip" in German.*

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	
Vegetable	1 cup ✓
Grain/Alternative	
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Simmered Greens

Serves 15 (1/2 cup) · Prep time: 10 minutes · Cook time: 35-45 minutes



## Nutrition Facts

Serving Size 1/2 cup (177g)	
Servings per Recipe 15	
Amount Per Serving	
Calories 100	Calories from Fat 40
% Daily Value	
Total Fat 4.5g	7%
Saturated Fat .5g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 610mg	25%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	13%
Sugars 4g	
Protein 3g	
Vitamin A 0%	Vitamin C 35%
Calcium 8%	Iron 8%
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## MATERIALS NEEDED

- Knife
- Cutting board
- Large pot
- Hot Plate
- Plates

## CHEF'S NOTES

- For “greens” avoid using lettuce and lettuce varieties.

## Ingredients:

- ¼ cup olive oil
- 2 cloves garlic, minced
- 2 cups green onion, chopped
- Salt and Pepper to taste, optional
- 8 wheat rolls, cut in half
- 2 cups onions, chopped
- 2 cups tomato juice
- 2 cups low-sodium vegetable broth
- 2 pounds Greens (mixture of kale, mustard or collard greens, Swiss chard, turnip greens)

## Directions:

- 1) In a large pot sauté the garlic and onions in the olive oil.
- 2) Add the broth and tomato juice and bring to a boil.
- 3) Add the greens and season with salt and pepper as desired.
- 4) Cover and cook over low heat for 35 minutes or until tender.
- 5) Serve warm for tasting.

Recipe adapted from *Harvest of the Month* Educator Newsletter (Cooked Greens)

	Snack	
Fruit		
Vegetable	1/2 cup	✓
Grain/Alternative	1/2 slice	✓
Meat/Alternative		
Milk		

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# Popo's Bok Choy Stir Fry

Serves 10 · Prep time: 10 minutes · Cook time: 5 minutes (dish) 30 minutes (rice)



## Nutrition Facts

Serving Size 1/2 cup (184g)	
Servings per Recipe 10	
Amount Per Serving	
Calories 130	Calories from Fat 20
% Daily Value	
<b>Total Fat</b> 2.5g	4%
Saturated Fat 0g	2%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 460mg	19%
<b>Total Carbohydrate</b> 25g	8%
Dietary Fiber 2g	6%
Sugars 1g	
<b>Protein</b> 4g	
Vitamin A 0%	Vitamin C 70%
Calcium 10%	Iron 6%
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## MATERIALS NEEDED

- Knife
- Pan or wok
- Hot plate
- Cooking spoon
- Forks
- Plates

## CHEF'S NOTES

- Avoid using peanut oil, if any child has peanut/nut allergies

## Ingredients:

- 2 pounds Bok Choy
- 1 ½ Tablespoons of Peanut, Sesame, Canola or Vegetable oil
- 1 teaspoon of fresh Ginger, grated (optional)
- 2 cloves garlic, minced
- 1/3 teaspoon of Salt (or substitute 1 Tablespoon of Oyster sauce)
- 1 cup low-sodium Vegetable Broth or water
- 2.5 cups steamed Rice (to accompany dish)

## Directions:

- 1) Prepare the rice by boiling in water.
- 2) If the bok choy is small, use it whole. If it is large, cut it length-wise or into smaller bite size pieces.
- 3) Heat the oil and sauté the garlic and ginger for 1 minute.
- 4) Add the bok choy (if it is cut, add the stalks first) and salt and cook for 2 minutes.
- 5) Remove from the pan/wok and serve with rice.

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	1/4 cup ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.

### SUGGESTED SCHEDULE

Week 1: Citrus Fruit Collage

Week 2: Are All Grapefruits the Same?

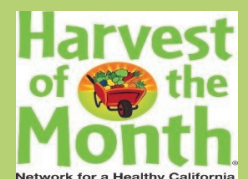
Week 3: Healthy Activities

Week 4: Round Fruits Grow on Trees

Optional Activities



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# Grapefruit

## Week 1: Citrus Fruit Collage

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Large paper or poster board  
Glue sticks  
Scissors  
Store advertisements of fruits

### LEARNING STANDARDS

#### Head Start Learning Domains

- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Mathematical Development, MATH3, MATH4, MATH5
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Discuss with the class that a citrus fruit is a fruit that grows on a tree which has a thick rind and juicy pulp. Some examples of citrus fruits are: grapefruit, lemon, lime, orange, pummelo and tangerine. Show the class a Fresh Fruit and Vegetable Photo Card for each of these fruits as you name them. Ask the class if anyone has eaten a citrus fruit before.
- 2) Using the grapefruit card as the example, explain to the class that the outside of the citrus fruit is called the *rind*, and we do not eat this part. We peel the rind off and eat the inside of the fruit, called the *flesh*. Ask the class, do we eat the *rind* of citrus fruits? NO! Do we eat the flesh of citrus fruits? YES
- 3) Explain to the students that the class is going to make a collage of citrus fruits. Next, with the help of an adult, the students will cut out pictures of citrus fruits and paste them on the large paper. Write "citrus fruits" on the top of the paper and write any observations the students make of the fruits' name, color, shape, etc. Display in the classroom.

*\*If students cut out pictures of other fruits and vegetables you can create a "Not a citrus fruit" poster along side of the "citrus" poster.*

### Students will...

- \* identify "citrus" fruits.
- \* learn that the outside of citrus fruits is called the rind and the inside (the part we eat) is called the flesh.
- \* choose citrus fruits from store advertisements to create a class collage.



# Grapefruit

## Week 2: Are All Grapefruits the Same?

### MATERIALS

Venn Diagram (draw on a large paper or use the one provided) and markers  
Food Experience Ingredients

### LEARNING STANDARDS

#### Head Start Learning Domains

- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1, COG3, COG4
- Mathematical Development, MATH1, MATH3
- Health, HLTH2

### LESSON

- 1) Present the class with two different types of grapefruit and their names (White, Ruby Red, Star Ruby, Minneola, Pummelo, etc). Explain that there are many types of grapefruit. Grapefruit rinds (outside skin) come in many different colors: tan, yellow, orange or pink. Sometimes the inside flesh is a different color than the rind. Some taste sweet and some taste sour. An example of a sweet taste is honey and an example of a sour taste in a lemon.
- 2) Write the name of grapefruit #1 on the left side of the diagram and the name of grapefruit #2 on the right. Ask them to describe what each grapefruit looks like, one at a time (color, size, shape, etc.) Record their answers on the corresponding side. Next ask, "How are they the same?", "How are they different?" Record their answers in the intersecting part of the circles.
- 3) Next explain that as a class we will compare the smell and taste of the grapefruits. Pass the grapefruits around and have the students scratch and sniff the peel of each. Ask them to predict which will be sweet or sour depending on the smell of scratched peel. Ask the class if the color on the outside will be the same as the inside.
- 4) Cut each grapefruit into small sections. Give each student a segment of each grapefruit. What color is it inside? Are there any seeds? Ask the class to describe what it tastes like- is one more sour or sweet than the other? Continue to add student comments on the diagram and display.
- 5) Refer to **Conducting an In Class Taste Test** for ideas on how to further engage the class. Have students put a sticker on either the "I Like This" or "I Don't Like This Yet" columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* learn that there are different types of grapefruits.
- \* compare the flavors of two types of grapefruits.
- \* use the terms "sweet" and "sour" to describe the taste.



# Taste Test: Grapefruit Wedges

Serves 16 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (177g)  
Servings per Recipe 10

### Amount Per Serving

Calories 90      Calories from Fat 15

### % Daily Value

<b>Total Fat</b>	1.5g		2%
Saturated Fat	.5g		3%
Trans Fat	0g		
<b>Cholesterol</b>	5mg		2%
<b>Sodium</b>	190mg		8%
<b>Total Carbohydrate</b>	13g		4%
Dietary Fiber	0g		0%
Sugars	2g		
<b>Protein</b>	8g		
Vitamin A	4%	Vitamin C	70%
Calcium	8%	Iron	0%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Cutting board
- Bowl
- Plates

## CHEF'S NOTES

- If only one type of grapefruit is available choose a Ruby Red as they are usually sweeter.

## Ingredients:

- 4 grapefruits (ideally 2 white/yellow inside and 2 red/pink inside)\*
- 2 cups Cottage cheese

## Directions:

- 1) Remove the rind (optional).\*
- 2) Slice each grapefruit in half.
- 3) Cut each half into another half (quartered) and then each quarter again in half. Each grapefruit should yield 8 pieces. Keep the varieties separate.
- 4) Place one piece of each variety onto each plate and 1/4 cottage cheese.

\*Remember to save some rind for the optional **Discovery Lab** activity.

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	1/4 cup ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Grapefruit

## Week 3: Healthy Activities

### MATERIALS

*Nate's Big Hair and the Grapefruit in There* by Duke Christoffersen  
Paper  
Crayons or markers

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills

#### **DRDP-R**

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1 through LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3
- Physical Development, PD1, PD3
- Health, HLTH2

### LESSON

- 1) Read the book *Nate's Big Hair and the Grapefruit in There*.
- 2) Show the class the last page of the book. Ask the class "What is the ant doing?" He's flexing his muscles. Then ask the class "Why is he flexing his muscle?" He is showing Nate that eating grapefruits gave the ants energy and made them healthy. Grapefruits are healthy for us to eat.
- 3) Have the class to flex their muscles to show their strength. "Wow you all must be eating lots of healthy fruits and vegetables."
- 4) Ask the class to continue the story "What will happen next? Do you think Nate will taste the grapefruit? If he does eat the grapefruit, what kind of healthy activities would the grapefruit help him do?" Some answers could be: play soccer, garden, run, go on a walk, skip, etc.
- 5) Next, ask the students to draw a picture of activities they can do after eating healthy fruits and vegetables. Be sure to write their descriptions of their drawings on their paper.
- 6) After the drawings are complete, bind (and laminate, if possible) the pictures together to make a book and title the first page *Healthy Activities*

Place the book in the library for the children to read.

Students will...

- \* learn that grapefruits are healthy for us to eat.
- \* acknowledge physical activities that they enjoy.



# Grapefruit

## Week 4: Round Fruits Grow on Trees

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Photo of a Grapefruit Tree  
Paper and crayons

### LEARNING STANDARDS

#### *Head Start Learning Domains*

- Physical Development and Health
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills

#### **DRDP-R**

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH5
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Show the class the photo of the grapefruit tree. This is a picture of a grapefruit tree ripe with grapefruit. Ask “Where does the grapefruit grow?” Point to each plant part as you say it, “On the roots? No. On the trunk? No. On the leaf? No. In the branches? Yes!” Grapefruits grow from a flower on a branch. They are called grapefruit because they grow in clusters (groups) like grapes.
- 2) Remind the class that eating lots of fruits and vegetables makes us healthy because they have lots of vitamins, like Vitamin C. Remind them of the ants with strong muscles from *Nate’s Big Hair and the Grapefruit in There*.
- 3) Ask the students “What is the shape of a grapefruit?” Round! Ask the students to identify other round fruits that grow on trees that will help them stay healthy. Examples could be: apples, cherries, nectarines, peaches, plums, or pomegranates. Show a Fresh Fruit and Vegetable Photo Card for each.
- 4) Ask each child to draw their own fruit tree. Display the picture of the grapefruit tree as an example. Write any observations the students make of their fruit tree drawing and display them in the classroom.

Students will...

- \* understand that grapefruits are round fruits that grow from flowers on tree branches.
- \* identify other round fruits that grow on trees.
- \* learn that fruits that grow on trees are healthy to eat.



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### **Disappearing ink with citrus juice**

Squeeze a fresh lemon, lime, grapefruit or other citrus fruit into a bowl

Dip a watercolor brush into the juice and write a message or draw a picture on a piece of paper

Let it dry.

After it has dried, hold the paper a few inches from a light bulb or up to the sun and your message will magically reappear.

<http://www.sunkist.com/kids/fact/funuses.asp>

### WEEK 2 (optional)

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#### **Grapefruit Discovery Lab: Investigating the Rind**

After conducting the Food Experience/Taste Test, place the rinds on the table for the students to examine by measuring and comparing

Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, tweezers

Make available paper, pencils and crayons for students to draw their observations. Teachers can write

down the students' observations on each student's paper or collectively on one large paper

Monitor the changes throughout the week, how does the rind change? Color? Shape? Weight? Texture?

As the week progresses you can add a whole grapefruit, segments or seeds for students to explore and

compare with the drying rind

Note: when you peel the grapefruit, if you keep the rind intact you can create a bowl

### WEEK 3 (optional)

---

#### **Grapefruit Song (Tune of ABC song or Twinkle Twinkle Little Star)**

Grapefruit is a citrus fruit

Tart and tangy, sweet ones too.

G-r-a-p-e-f-r-u-i-t

OCDEN Network for a Healthy California, HOTM January 2010

### WEEK 4 (optional)

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#### **Creative Movement (if possible have at least one adult model the movement)**

Ask the students to crouch down into a ball to become tiny "seeds"

Pretend to spray them with water

Have them begin to sprout by slowly stretching their legs

Tell them to reach their face to the sun to grow strong

Make their legs and feet firm to make strong roots

Slowly stretch their arms up with their fist closed to form branches

Slowly open their "flowers" (hands) to create fruits

Pick the fruit and pretend to take a bite

Take the seed from the fruit and plant it in the ground

They plop back down and start the process over

You can incorporate a slide whistle as they "grow"



# Breakfast Fruit Cup

Serves 16 (3/4 cup) · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 3/4 cup (155g)  
Servings per Recipe 16

### Amount Per Serving

Calories 110    Calories from Fat 10

### % Daily Value

<b>Total Fat</b>	1g	1%
Saturated Fat	.5g	3%
Trans Fat	0g	
<b>Cholesterol</b>	5mg	1%
<b>Sodium</b>	40mg	2%
<b>Total Carbohydrate</b>	23g	8%
Dietary Fiber	1g	4%
Sugars	13g	
<b>Protein</b>	4g	
Vitamin A	4%	Vitamin C 45%
Calcium	10%	Iron 0%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Bowl
- Cups (for serving)
- Spoons

## CHEF'S NOTES

- Have children layer their own cups, see the different combinations they create.

## Ingredients:

- 4 large pink or red grapefruit
- 4 medium bananas, peeled and sliced
- ¼ cup raisins
- 2 teaspoons ground cinnamon
- 4 cups low-fat vanilla yogurt

## Directions:

- 1) Peel the grapefruit and remove the seeds. Slice into bite size pieces.
- 2) In a large bowl combine all of the prepared fruit.
- 3) Divide the fruit into cups. Top each with a 1/4 cup of yogurt.
- 4) Sprinkle with cinnamon and serve.

Recipe adapted from *Harvest of the Month* Educator Newsletter (Grapefruit)

	Snack
Fruit	1/2 cup ✓
Vegetable	
Grain/Alternative	
Meat/Alternative	1/4 cup ✓
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



# Spinach and Grapefruit Salad

Serves 10 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 cup (174g)  
Servings per Recipe 10

### Amount Per Serving

Calories 70      Calories from Fat 0

### % Daily Value

<b>Total Fat</b>	0g		4%
Saturated Fat	0g		2%
Trans Fat	0g		
<b>Cholesterol</b>	0mg		0%
<b>Sodium</b>	45mg		19%
<b>Total Carbohydrate</b>	16g		8%
Dietary Fiber	2g		6%
Sugars	3g		
<b>Protein</b>	3g		
Vitamin A	110%	Vitamin C	80%
Calcium	8%	Iron	10%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Salad bowl
- Dressing bowl
- Plates

## CHEF'S NOTES

- Tear spinach leaves into child bite size.
- Have children tear spinach to keep them entertained while you prepare the dressing.

## Ingredients:

- 4 grapefruits, preferable pink or red
- 1/3 cup raisins
- 20 ounces fresh spinach, washed and torn
- ½ small jicama, peeled and cut into matchsticks (optional)

## Dressing:

- 2 cloves of garlic (minced)
- 2 Tablespoons white-wine vinegar
- ½ teaspoon honey
- 2 Tablespoons mustard
- Salt and Pepper to taste

## Directions:

- 1) With a sharp knife, remove the skin and white pith from the grapefruit and discard. Working over a small bowl to catch the juice, cut the grapefruit segments from their surrounding membrane; reserve segments in a small bowl. Measure 1/3 cup of the juice and set aside.
- 2) Combine and whisk together the vinegar, oil, mustard, honey, garlic, and reserved grapefruit juice to make the dressing. Season with salt and pepper to taste.
- 3) Combine the spinach, jicama, grapefruit sections, and raisins in a salad bowl and drizzle with the dressing.
- 4) Toss and serve.

Recipe from Farm to Preschool Program, UEPI, Occidental College

	Snack
Fruit	1/2 cup ✓
Vegetable	1/2 cup ✓
Grain/Alternative	
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



# April

## Asparagus

### SUGGESTED SCHEDULE

Week 1: A is for Asparagus

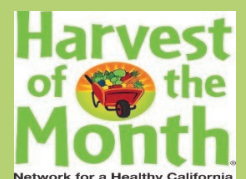
Week 2 (option 1): Eating a Rainbow of Fruits and Vegetables

Week 2 (option 2): Eating a Rainbow of Fruits and Vegetables Keeps Us Healthy

Week 3: We Eat Food That's Fresh!



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# Asparagus

## Week 1: A is for Asparagus

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Picture of asparagus with labeled plant parts  
Large paper or poster board with a larger letter "a" (or more if in small groups)

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Science Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Show the class the Fresh Fruit and Vegetable Photo Card for asparagus. Ask the class "Do you know what vegetable this is?" "It's called asparagus." Ask them to describe it, for example: it's long and green.
- 2) Show the class the provided picture of the asparagus plant. Asparagus is a plant that grows from the ground. Point out the roots and stem (spear) of the plant. Explain that the stem is the part of the asparagus vegetable we eat. This is different than the other parts of plants we eat. Do we eat the stem of a grapefruit tree? No, we eat the fruit. Do we eat the stem of the lettuce plant? No, we eat the leaves.
- 3) Tell the class that this month's *Harvest of the Month* vegetable is asparagus. Ask the class "What is the first letter in asparagus?" "a" is for asparagus. As a class you can also count the number of a's in asparagus.
- 4) Ask the class to name other fruits and vegetables that begin with the letter "a". Examples could be: apple, apricot, artichoke and avocado. Show the class a Fresh Fruit and Vegetable Photo Card for each.
- 5) As a class (or in small groups) have the students draw or write words that begin with the letter "a" including asparagus. Recommend the fruit and vegetables discussed but also encourage them to think of any words that begin with the letter "a". Write their descriptions of the drawings and display in the classroom.

Students will...

- \* learn that we eat the asparagus stem.
- \* recognize that "a" is the first letter in asparagus.
- \* identify other fruits and vegetables that begin with the letter "a".





# Asparagus

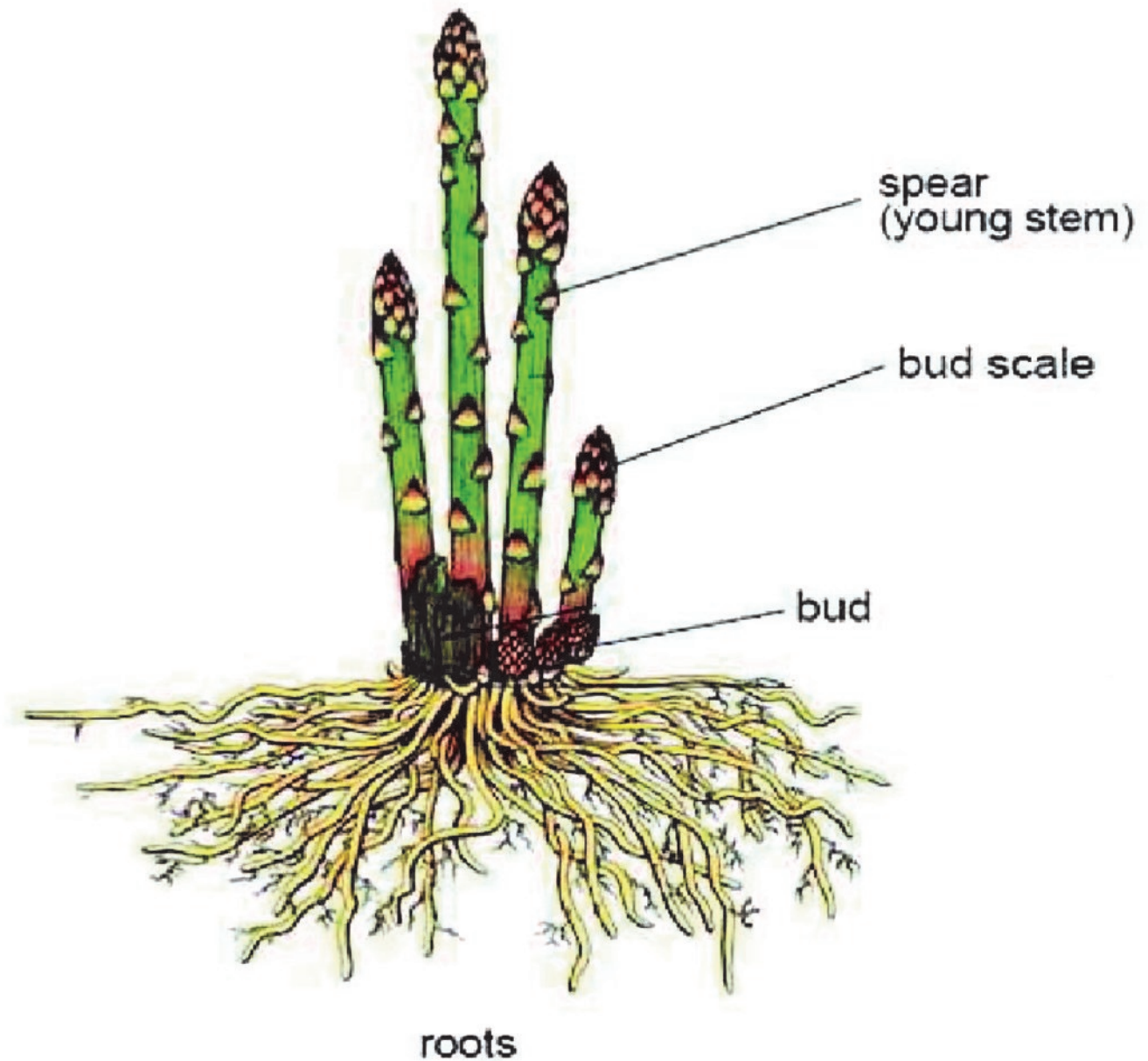


Image adapted from:  
*Stinky and Stringy: Stem & Bulb Vegetables*, Meredith Sayles Hughes, 1999

# Asparagus

## Week 2: Eating a Rainbow of Fruits & Veggies (option 1)

### MATERIALS

Photos of different colored varieties of asparagus  
Fresh Fruit and Photo Cards\*  
Paper and purple, green and white crayons, paints, chalk or markers

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2,
- Cognitive Development, COG3
- Mathematical Development, MATH3
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Show the class the asparagus Fresh Fruit and Vegetable Card for asparagus. Ask the class “Do you remember what vegetable this is?” “That’s right, it’s called asparagus.” Ask the class, “What color is this asparagus?” Green.
- 2) Show the class the pictures of purple, green, and white asparagus. “Do you know that asparagus can grow in three different colors? What colors do you see here?” Point to the corresponding asparagus pictures as you say the colors “purple, green, and white.”
- 3) Tell the class that eating a rainbow of fruits and vegetables keeps us healthy. Eating fruits and vegetables of every color gives us energy to play and think.
- 4) Pass out a fruit and vegetable card of purple/blue, green, and white fruits and vegetables to each student. Then ask for the students with purple/blue fruit or vegetables to stand up. One by one, ask them to name their fruit or vegetable.
- 5) Next, ask the students with green fruit and veggies to stand up. One by one, ask them to name their fruit or vegetable.
- 6) Next, ask the students with white fruit and vegetables to stand up. One by one, ask them to name their fruit or vegetable.
- 7) Individually, in small groups or as a large group ask the students to draw their favorite purple, green and white fruits and vegetables. Write the name of the fruit or vegetables they are drawing beside their picture and any descriptions or comments they make about their drawing. Display in the classroom.

*\*Prior to the activity, select purple, green and white fruit and vegetable cards. Enough for each student to have one. Below are some examples:*

Purple/Blue: blueberries, cabbage, eggplant, grapes

White: banana, cauliflower, jicama, potato, garlic, pineapple

Green: bok choy, broccoli, celery, collard greens, kiwi, green beans, lettuce, snow peas, spinach, sugar snap peas

Students will...

- \* learn that asparagus can be purple, green or white.
- \* know asparagus is a healthy food.
- \* identify other healthy fruits and vegetables that are green, purple and white.



# Asparagus

## Week 2: Eating a Rainbow of Fruits & Veggies (option 2)

### MATERIALS

Photos of different colored varieties of asparagus  
Fresh Fruit and Photo Cards\*\*  
Paper and purple, green and white crayons, paints, chalk or markers

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognitive Development, COG3
- Mathematical Development, MATH1
- Physical Development, PD1, PD3
- Health, HLTH2

### LESSON

- 1) Show the class the asparagus Fresh Fruit and Vegetable Photo Card. Ask the class "Do you remember what vegetable this is?" "That's right, it's called asparagus." Ask the class, "What color is this asparagus?" Green.
- 2) Show the class the pictures of the purple, green, and white asparagus. "Do you know that asparagus can grow in three different colors? What colors do you see here?" Point to the corresponding asparagus pictures as you say the colors "purple, green and white."
- 3) Tell the class that eating a rainbow of fruits and vegetables keeps us healthy. Eating fruits and vegetables of every color gives us energy to play and think. Ask the class "Do you know that different colored fruits and vegetables help our bodies in different ways? Purple and blue foods help our brains with memory. Green foods give us strong bones and teeth and help our eyes see well. White foods help our hearts stay healthy and strong."
- 4) Pass out a fruit and vegetable card of purple/blue, green, and white fruit and vegetables to each student. Then ask for the students with purple/blue fruit or vegetables to stand up. One by one, ask them to name their fruit or vegetable. Remind them that purple/blue foods help us remember things. Now ask the class to say the names again. "Wow what a great memory you have! You must be eating purple fruits and vegetables."
- 5) Next, ask the students with green fruit and veggies to stand up one by one ask them to name their fruit or vegetable. Remind them that green give us strong bones and teeth and help our eyes see. Ask them to do arm curls or pushups while the class counts to 10. "Wow, you all have very strong bones! You must all be eating lots of green fruits and vegetables."
- 6) Next, ask the students with white fruit and vegetables to stand up. One by one, ask them to name their fruit or vegetable. Remind them that white foods help our hearts stay healthy and strong. Ask them to do some jumping jacks or run in place while the class counts to 10. Then ask them to place their hand on their heart - is it pumping faster? "Wow your hearts are very healthy and strong! The more you eat white fruits and vegetables and exercise, the stronger will you will be."
- 7) Individually, in small groups or as a large group ask the students to draw their favorite purple, green and white fruits and vegetables. Write the name of the fruit or vegetables they are drawing beside their picture and any descriptions or comments they make about their drawing. Display in the classroom.

*\*\*Prior to the activity, select purple, green and white fruit and vegetable cards. Enough for each student to have one. Below are some examples:*

Purple/Blue: blueberries, cabbage, eggplant, grapes

White: banana, cauliflower, jicama, potato, garlic, pineapple

Green: bok choy, broccoli, celery, collard greens, kiwi, green beans, lettuce, snow peas, spinach

Students will...

- \* learn that asparagus can be purple, green or white.
- \* know asparagus is a healthy food.
- \* identify other healthy fruits and vegetables that are green, purple and white.



Asparagus can be ...

WHITE



White asparagus is white because it is grown underground without light.

GREEN



PURPLE





# Asparagus

## Week 3: We Eat Food that's Fresh

### MATERIALS

*We Eat Food That's Fresh!* By Angela Russ-Ayon  
Large paper or poster board  
Food Experience Ingredients

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Social and Emotional Development
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1
- Language and Literacy Development, LLD1 Through LLD7
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH1, MATH3, MATH4
- Health, HLTH2

### LESSON

- 1) Read the book *We Eat Food That's Fresh!* (or play the accompanying CD while you point to the pictures and turn the pages).
- 2) Discuss with the class the different ways foods in the book are prepared, for example: fesh, cooked, boiled, peeled, juiced, etc. Display to the class the last page of the book. While pointing to the asparagus ask the class "What is the name of this vegetable?" Remind them that it is long and green. "It's asparagus."
- 3) Talk to the students about different places we can buy fresh asparagus and other fruits and vegetables. While we can go to a store like a supermarket, the freshest produce is at the farmers' market. You can find asparagus there this month. Farmers sell all different colors of asparagus at the farmers' market, fresh from the farm. Fresh food tastes better!
- 4) Write "Asparagus" on the large paper or poster board. Show the class an asparagus spear. Ask the class to describe the asparagus you are holding - What does it look like? What shape is it? Pass it around - what does it feel like? Refer to the handout in your binder for **Conducting An In-Class Taste Test** for more ideas on how to engage the class. Record their observations on the large paper.
- 5) Remind the class that asparagus can be green, purple, or white. Today we will taste green asparagus. Some people eat asparagus fresh (raw), but most people cook it by boiling, baking, steaming or grilling it.
- 6) Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the "I Like This" or "I Don't Like This Yet" columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* learn about the different ways foods are prepared.
- \* describe asparagus features.
- \* prepare and taste cooked asparagus.



# Raw Asparagus with Parmesan Dressing\*

Serves 10 · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (155g)  
Servings per Recipe 10

### Amount Per Serving

Calories 190    Calories from Fat 120

### % Daily Value

<b>Total Fat</b>	14g	21%
Saturated Fat	6g	28%
Trans Fat	0g	
<b>Cholesterol</b>	25mg	8%
<b>Sodium</b>	440mg	18%
<b>Total Carbohydrate</b>	6g	2%
Dietary Fiber	2g	10%
Sugars	3g	
<b>Protein</b>	13g	
Vitamin A	4%	Vitamin C 15%
Calcium	35%	Iron 15%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Vegetable peeler
- 2 Bowls
- Plates

## CHEF'S NOTES

- Have children taste each item separate and then together: cheese and asparagus, raw.

## Ingredients:

- 2 1/2 pounds large asparagus
- 3 Tablespoons fresh lemon juice
- 5 oz coarsely grated Parmesan cheese
- 2 Tablespoons warm water
- ¼ cup extra-virgin olive oil
- Salt and Pepper, to taste

## Directions:

- 1) Using a vegetable peeler, shave the asparagus into long, thin strips and transfer to a large bowl.
- 2) In a small bowl, mix the Parmesan with the lemon juice, water and olive oil.
- 3) Add this mixture to the asparagus and toss to coat.
- 4) Season with salt and pepper and serve on plates.

*\*If preferred, serve the asparagus simply cooked with lemon juice or parmesan cheese sprinkled on top.*

Recipe adapted from *Food and Wine Magazine* (April 2010)

	Snack	
Fruit		
Vegetable	1/2 cup	✓
Grain/Alternative		
Meat/Alternative	.5 oz	✓
Milk		

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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## Asparagus

**“I LIKE THIS”**



**“ME GUSTA”**

**“I DON'T LIKE THIS YET”**



**“NO ME GUSTA TODAVÍA”**



# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### Asparagus Song (tune of "My Bonny Lies Over the Ocean")

Asparagus is so amazing  
It's a veggie that looks like a spear  
It grows faster than most people  
It can grow 12 inches in a year

Lyrics by Sam Jones, Veggie Songs, Volume 1

### WEEK 2 (optional)

#### Yes and No Stretch

This exercise is meant to get your students moving.

Studies have shown that Physical Activity breaks increase student concentration and attentiveness throughout the day.

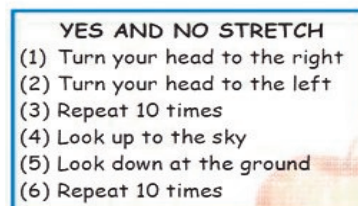
During this exercise you can ask questions about fruits and vegetables that require a yes or no answer to reinforce their fruit and vegetable knowledge

Here are some examples:

Does asparagus grow on a tree like a grapefruit?

Is asparagus green like spinach?

Are vegetables healthy for you?



**YES AND NO STRETCH**  
(1) Turn your head to the right  
(2) Turn your head to the left  
(3) Repeat 10 times  
(4) Look up to the sky  
(5) Look down at the ground  
(6) Repeat 10 times



Tutti Fruitti Instant Recess <http://toniyancey.com/IRResources.html>

### WEEK 3 (optional)

#### Asparagus Discovery Lab: Comparing through measurement

After conducting the Taste Test, place the remaining uncooked asparagus on the table for the students to examine.

Include some cooked asparagus if possible. Observe changes as it cools (smell, color, texture).

Compare cooked and uncooked asparagus.

Cut asparagus into different lengths and encourage students to arrange by length (shortest to longest) and width (narrowest to widest).

Slice crosswise and lengthwise, observe and record internal structure.

Encourage students to use all their senses to describe and compare the asparagus.

Make scientific tools available, such as measuring tapes/rulers, a scale, magnifying glasses, and tweezers.

Make paper, pencils, and crayons available for students to draw their observations. Teachers can write down the students' observations on each student's paper or collectively on one large paper.

# Asparagus-Tip Tea Sandwiches

Serves 12 · Prep time: 20 minutes · Cook time: 5-10 minutes



## Nutrition Facts

Serving Size 1/2 slice (82g)  
Servings per Recipe 12

### Amount Per Serving

Calories 70      Calories from Fat 25

### % Daily Value

<b>Total Fat</b>	2.5g	4%
Saturated Fat	1g	5%
Trans Fat	0g	
<b>Cholesterol</b>	5mg	1%
<b>Sodium</b>	180mg	7%
<b>Total Carbohydrate</b>	9g	3%
Dietary Fiber	3g	10%
Sugars	2g	
<b>Protein</b>	4g	
Vitamin A	0%	Vitamin C 6%
Calcium	4%	Iron 10%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Pot
- Food processor or blender
- Plates

## CHEF'S NOTES

- Enjoy this delightful snack.

## Ingredients:

- 1 Tablespoon salted butter or margarine, softened
- 1 Tablespoon extra-virgin olive oil
- 6 cups (3 lbs) asparagus stalks with the woody bottoms snapped off, cooked\*
- ½ teaspoon salt
- ½ teaspoon pepper (optional)
- 6 slices of whole wheat bread, toasted, quartered, or 12 whole wheat crackers

## Directions:

- 1) Cut off the tips (top 2 inches) of the cooked asparagus and reserve.
- 2) Cut the remaining stalks into ½ inch pieces and put in the food processor along with butter, oil and salt.\*\*
- 3) Blend until the mixture is smooth and spreadable.
- 4) Spread 1 teaspoon of asparagus butter on each toast quarter or cracker.
- 5) Line up 2 to 3 asparagus tips on top and serve.
- 6) Enjoy!

### \*Cooking asparagus:

**Boil** asparagus spears in salted water until the stalks are just tender, about 4 minutes; allow them to cool, chill if needed.

**Grill** asparagus spears in a skillet with olive oil for about 10 minutes, cool.

**Microwave** asparagus spears in ½ cup of water on high for 1 to 2 minutes, or until slightly tender, cool.

*\*\*If a food processor is not available, you can also use a hand-held immersion blender.*

Recipe adapted from Diana Forley Otsuka on [wondertime.org](http://wondertime.org)

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	1/2 serving ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Pasta with Asparagus and Lemon

Serves 28 (3/4 cup) · Prep time: 10 minutes · Cook time: 25-30 minutes



## Nutrition Facts

Serving Size 3/4 cup (266g)	
Servings per Recipe 28	
Amount Per Serving	
Calories 120	Calories from Fat 25
% Daily Value	
<b>Total Fat</b> 2.5g	4%
Saturated Fat 0g	2%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 85mg	4%
<b>Total Carbohydrate</b> 20g	7%
Dietary Fiber 5g	22%
Sugars 5g	
<b>Protein</b> 7g	
Vitamin A 0%	Vitamin C 25%
Calcium 6%	Iron 30%
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## MATERIALS NEEDED

- Knife
- Bowl
- Cooking pots
- Plates

## CHEF'S NOTES

- Preferably use a string-like pasta or macaroni.

## Ingredients:

- 7 pounds (14c) of cooked asparagus with the ends trimmed
- 7 cups of cooked pasta
- ¼ cup of olive oil
- Salt and Pepper
- ¼ cup of lemon juice

## Directions:

- 1) Cook the pasta and asparagus separately, allow to cool.
- 2) Cut the cooked asparagus into bite size pieces.
- 3) Combine the asparagus with the cooked pasta.
- 4) Mix the lemon juice and olive oil in a bowl.
- 5) Pour the mixture over the pasta and asparagus.
- 6) Season the pasta with salt and pepper to taste.
- 7) Toss again before serving.

Recipe adapted from LA County HOTM Asparagus Rubus (pictorial) recipe

	Snack
Fruit	
Vegetable	1/2 cup ✓
Grain/Alternative	1/4 cup ✓
Meat/Alternative	
Milk	

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



# May

## Cucumbers

### SUGGESTED SCHEDULE

Week 1: Cool as a Cucumber

Week 2: Vegetables Count

Week 3: From Seed to Salad

Optional Activities



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# Cucumbers

## Week 1: Cool as a Cucumber

### MATERIALS

Fresh Fruit and Vegetable Photo Cards  
Cucumber Seeds  
Soil  
Small pot or any container with holes on the bottom (ie: yogurt cups)  
*\*You can also make your own pots. See "Newspaper Pots" activity on Page 9 of the Southern California Preschool Ga den Primer.*  
Cucumber (optional)

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2,
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH2
- Health, HLTH1, HLTH2

### LESSON

- 1) Show the class the Cucumber Fresh Fruit and Vegetable Photo Card (or fresh cucumber if available). Ask the class "Do you know what vegetable this is?" "It's called Cucumber." Ask them to describe it, for example: it's long and green. (If using a fresh cucumber, ask the class if it feels hot or cold). Tell the class that this month's Harvest of Month Vegetable is Cucumber.
- 2) Tell the class that a cucumber is a vegetable that grows on a vine, like a pumpkin or kiwi. It is a healthy vegetable. Cucumbers contain a lot of water in them. They hold so much water that the temperature of a cucumber is cooler than the outside air.
- 3) What do you, a tree, and a hamster have in common? You all need water. All living things must have water to survive, whether they get it from a water fountain, a rain cloud, or a little bottle attached to the side of a hamster cage.
- 4) Explain the importance of water. Without water, your body would stop working properly. Water makes up more than half of your body weight and a person needs it every day. Water makes up more than half of your body weight and a person can't survive for more than a few days without it. Why? Your body has lots of important jobs and it needs water to do many of them. For instance, your blood, which contains a lot of water, carries oxygen to all the cells of your body.
- 5) Your body doesn't get water only from drinking water. Any liquid you drink will contain water, but water and milk are the best choices. Lots of foods contain water too. Fruit and vegetables contain quite a bit of water. Can you think of some fruits or vegetables that you have tasted that were really juicy and sometimes drip down your chin when you bite into it? Some examples are apples, kiwis, grapefruit, oranges, tomatoes, and cucumbers.
- 6) Today we are going to plant some cucumber seeds and watch them grow. As a class fill the pots up with soil. Make 3 holes in the soil 3 times the size of the width of the seed. Place a seed in each hole and cover with soil.
- 7) Ask the class, "What does this cucumber seed need to grow into a cucumber plant?" Water! Add water to the pot, place on a plate and place in a sunny window. The plant should sprout in 7-10 days.
- 8) We watered the plants, now it's time to water our bodies. Let's drink some water!

### Students will...

- \* recognize cucumbers as vegetables.
- \* learn that cucumbers are mostly water.
- \* understand that water is an important part of our diet.
- \* plant cucumber seeds and observe a cucumber plant sprout.

Modified from [http://kidshealth.org/kid/stay\\_healthy/food/water.html](http://kidshealth.org/kid/stay_healthy/food/water.html)



# Cucumbers

## Week 2: Vegetable Count

### MATERIALS

*Vegetables Count* by Peggy Sissel-Phelan  
½ cup measuring cup  
Fresh Fruit and Vegetable Photo Cards

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Language Development
- Literacy Knowledge and Skills
- Logic and Reasoning
- Mathematics Knowledge and Skills

#### DRDP-R

- Language and Literacy Development, LLD1, LLD3 through LLD7, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3
- Mathematical Development, MATH 1, MATH3, MATH4, MATH5
- Health, HLTH2

### LESSON

- 1) Read *Vegetables Count* to the class.
- 2) Turn to page 15. Have the students identify the fruit/vegetable on the page. Tomatoes! Ask for a show of hands who likes to eat tomatoes. Remind the class that they learned about tomatoes at the beginning of the school year and tasted them in class.
- 3) On page 15, review how one serving is ½ cup. Demonstrate with a measuring cup.
- 4) Turn to page 9. Review that we need at least 3 servings of vegetables a day to keep us healthy. Five servings is even better! Review the 5 vegetables on the page (1- tomatoes; 2- carrots; 3- string beans; 4- broccoli; 5- radishes). Ask students what vegetables they would like to put in the measuring cups and eat.
- 5) Turn to pages 10-11. Review the vegetables they have learned about this year. Ask them, “how many kinds of peppers do you see?” (Answer: 4) What colors do you see? “How many kinds of squashes do you see?” (Answer: 5) (#10, 22, 25 and 30 – peppers; #1, 11, 13, 16, 26 – squashes). Review the names of the squash varieties (see side table on page 11). Ask them to identify #19 (cucumber) and #20 (tomato) as well.
- 6) Use the Fresh Fruit and Vegetable Photo cards as a supplement if the pictures in the book are too small for the class to see.

### Students will...

- \* identify and review a variety of vegetables.
- \* learn that to stay healthy they should eat at least 3 servings of vegetables a day.
- \* learn that a ½ cup is a serving.



# Cucumbers

## Week 3: From Seed to Salad

### MATERIALS

*Up, Down and Around* by Katherine Ayres  
Food Experience Ingredients  
Observe-Predict-Check Chart

### LEARNING STANDARDS

#### Head Start Learning Domains

- Physical Development and Health
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

#### DRDP-R

- Self and Social Development, SSD1, SSD12
- Language and Literacy Development, LLD1 through LLD7, LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG3, COG4
- Physical Development, PD3
- Health, HLTH2

### LESSON

- 1) Read the book *Up, Down and Around*.
- 2) Stay on the page that says “let’s have lunch!” and ask the class- what are they eating? Some possible answers are tomatoes, corn, cucumber, sandwiches, soup, pie, salad, etc. Did they grow their lunch in a garden? Yes!
- 3) Today we are going to make a salad with cucumber grown at a nearby farm from the farmer’s market. A farm is like the garden in the book, except a farm is much bigger.
- 4) Show the class a fresh cucumber. Ask the class “What is the name of this vegetable?” That’s right, it’s a cucumber. Ask the class to describe the outside of the cucumber you are holding- what does it look like? What shape is it? Pass it around- what does its feel like? Record their observations on the “Observe-Predict-Check chart.” Next ask them to predict what the inside will look like and record their observations. During the taste test and after the cucumber is sliced, ask the class to describe the inside and record their observations.
- 5) Follow the directions for the taste test. Refer to the handout in your binder for **Conducting An In-Class Taste Test** and for more ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their name if they are able to do so.

Students will...

- \* understand that cucumbers grow in gardens and on farms.
- \* prepare and taste a cucumber salad.





# Sunomono (Sweet Asian Cucumber Salad)

Serves 8 · Prep time: 20 minutes · Cook time: None



## Nutrition Facts

Serving Size 1/2 cup (124g)  
Servings per Recipe 8

### Amount Per Serving

Calories 90      Calories from Fat 20

### % Daily Value

<b>Total Fat</b>	2.5g		4%
Saturated Fat	0g		2%
Trans Fat	0g		
<b>Cholesterol</b>	0mg		0%
<b>Sodium</b>	80mg		3%
<b>Total Carbohydrate</b>	16g		5%
Dietary Fiber	1g		6%
Sugars	2g		
<b>Protein</b>	2g		
Vitamin A	2%	Vitamin C	4%
Calcium	2%	Iron	4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Bowl

## CHEF'S NOTES

- Shred or grate some cucumbers to add texture

## Ingredients:

- 2 medium cucumbers
- 2 teaspoons sugar
- 1/4 cup toasted sesame seeds
- Rubber band (optional)
- 1/3 cup rice vinegar
- ¼ teaspoon salt
- Disposable wooden chopsticks in paper wrapper (optional)
- 2 cups Steamed rice

## Directions:

- 1) Whisk together the rice vinegar, sugar and salt in a bowl large enough to hold the sliced cucumber.
- 2) Slice the cucumber into thin circles.
- 3) Add the sliced cucumber to the bowl and let marinate in the refrigerator (if there is not enough time to let it marinate, use refrigerated cucumbers)\*
- 4) Remove the marinated cucumbers from the refrigerator and spoon into small bowls.
- 5) Sprinkle the salad with the toasted seeds.

\*Optional: While the cucumbers are marinating, make the chopsticks.

Have each student unwrap the disposable chopsticks, taking care not to tear the paper wrapper too much.

Help students fold over the end of the wrapper about 1/4 inch, then fold the other way another 1/4 inch. Continue folding in an accordion pattern until the wrapper is completely folded.

Help students gently separate the chopsticks.

Place the folded wrapper between the two chopsticks about 2-3 inches down from the top (the thick end).

Holding the wrapper in place, carefully twist the rubber band around the chopsticks just above the wrapper until tight.

Show the class how to use the chopsticks by holding them below the wrapper and squeezing to pick up a piece of food.

Recipe from [www.education.com](http://www.education.com)

	Snack	
Fruit	1/2 cup	✓
Vegetable		
Grain/Alternative	1/4 cup	✓
Meat/Alternative		
Milk		

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



# CUCUMBERS

Observe outside	Predict inside	Check inside

Adapted from *Preschool Pathways to Science*. Gelman, Brennenman, MacDonald & Roman



## Cucumbers

**“I LIKE THIS”**



**“ME GUSTA”**

**“I DON'T LIKE THIS YET”**



**“NO ME GUSTA TODAVÍA”**

# Extending the Learning Experience

## Optional Supplemental Lessons

### WEEK 1 (optional)

#### Cool as a Cucumber Stretch

This exercise is meant to get your students moving.

Studies have shown that Physical Activity breaks increase student concentration and attentiveness throughout the day



#### COOL AS A CUCUMBER

- (1) Reach all the way to the sky
- (2) Take a deep breath
- (3) Reach down to toes
- (4) Repeat 10 times

Tutti Fruiti Instant Recess <http://toniyancey.com/IRResources.html>

### WEEK 2 (optional)

#### “Cool” Cucumber (like “Hot Potato”)

Have the students sit in a circle

Play some music

Using a fresh cucumber or toy cucumber, pass the cucumber around in the circle

When the music stops, whoever is holding the cucumber has to say an important feature about the cucumber

“The cucumber has/is \_\_\_\_\_”

#### Cabbage, Cabbage, Cucumber!

Sit in a circle as a class or in small groups and play “Duck, Duck, Goose” but instead say “Cabbage, Cabbage, Cucumber!”

### WEEK 3 (optional)

#### Cucumber Discovery Lab

After conducting the Taste Test (Food Experience), place a whole cucumber on the table for the students to examine.

Slice crosswise and lengthwise, observe and record internal structure.

If available offer different types of cucumbers to investigate: English cucumber, Persian baby cucumber, Armenian cucumbers, lemon cucumber.

Encourage students to use all their senses to investigate.

Make scientific tools available, such as measuring tapes/rulers, a scale, magnifying glasses, tweezers.

Make paper, pencils, and crayons available for students to draw their observations. Teachers can write down the students’ observations on each student’s paper or collectively on one large paper.

### WEEK 3 (optional)

#### Re-read the book, *Up, Down and Around*

Ask the class to stand up before you read the book.

Each time when you say “Up,” have the students reach up. When you say “Down,” have the students bend down and when you say “Around,” have students spin in a circle.

# Citrus Cucumber Salad

Serves 10 · Prep time: 15 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 cup (234g)  
Servings per Recipe 10

### Amount Per Serving

Calories 60      Calories from Fat 0

### % Daily Value

<b>Total Fat</b>	0g		1%
Saturated Fat	0g		0%
Trans Fat	0g		
<b>Cholesterol</b>	0mg		0%
<b>Sodium</b>	70mg		3%
<b>Total Carbohydrate</b>	16g		5%
Dietary Fiber	2g		10%
Sugars	9g		
<b>Protein</b>	2g		
Vitamin A	8%	Vitamin C	80%
Calcium	6%	Iron	4%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Bowl
- Plates

## CHEF'S NOTES

- Squeeze a citrus fruit to add a different flavor

## Ingredients:

- 5 cups cucumbers
- 5 cups oranges (tangerine)
- 2-3 limes
- 1 ¼ teaspoons chili powder
- 1 teaspoon salt

## Directions:

- 1) Wash the cucumbers, oranges and limes under cold running water.
- 2) Slice the cucumbers. Peel and cut the oranges into small pieces.
- 3) Place the cucumbers and oranges in a medium sized bowl.
- 4) Add the chili powder, lime and salt.
- 5) Mix and serve.

Recipe adapted from ODC Network for a Healthy CA, PreK Harvest Tools, April-August 2010

	Snack	
Fruit	1/2 cup	✓✓
Vegetable	1/2 cup	✓✓
Grain/Alternative		
Meat/Alternative		
Milk		

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.



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# Cucumber-Watermelon Agua Fresca

Serves 10 · Prep time: 10 minutes · Cook time: None



## Nutrition Facts

Serving Size 1 cup (265g)  
Servings per Recipe 10

### Amount Per Serving

Calories 70      Calories from Fat 0

### % Daily Value

<b>Total Fat</b>	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
<b>Cholesterol</b>	0mg	0%
<b>Sodium</b>	240mg	10%
<b>Total Carbohydrate</b>	19g	6%
Dietary Fiber	1g	3%
Sugars	16g	
<b>Protein</b>	1g	
Vitamin A	10%	Vitamin C 20%
Calcium	2%	Iron 2%

Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## MATERIALS NEEDED

- Knife
- Blender
- Cups

## CHEF'S NOTES

- Use a seedless variety of watermelon

## Ingredients:

- 1 cups cold water
- 3 cups ice cubes
- 1/2 cup sugar
- 5 cups Watermelon
- 2/3 cup fresh lime juice
- 1 tsp Salt
- 5 cups of coarsely peeled, seeded and chopped cucumbers (about 4 medium sized ones)

## Directions:

- 1) Combine 2 ¼ cups chopped cucumbers, 2 cups of water, 1 cup of ice cubes, ½ cup of sugar, 1/3 cup of the lime juice and 1 pinch of salt in a blender.
- 2) Blend the mixture until the sugar dissolves and the mixture is smooth but slushy, about 2 minutes.
- 3) Transfer the mixture to a pitcher. Repeat the process with the remaining ingredients.
- 4) Fill small cups with the cucumber drink to serve.
- 5) Enjoy!

Recipe from [www.epicurious.com](http://www.epicurious.com)

	Snack	
Fruit	1/2 cup	✓
Vegetable	1/2 cup	✓
Grain/Alternative		
Meat/Alternative		
Milk		

A ✓ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then the recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.







For more information visit:

**FarmToPreschool.ORG**



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