

FARM TO PRESCHOOL

Harvest of the Month Curriculum

September: Tomatoes

October: Peppers

November: Pumpkins/Winter Squash

December: Persimmons

January: Kiwi

February: Cabbage Family (Cooking greens)

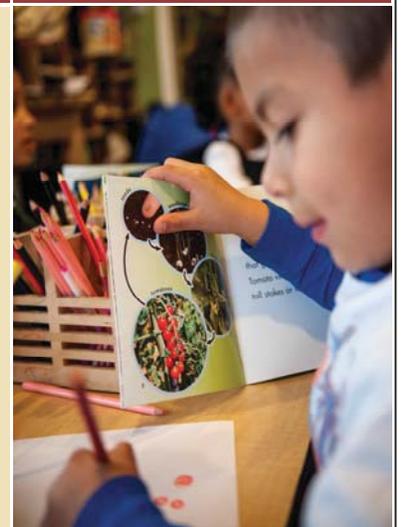
March: Grapefruit

April: Asparagus

May: Cucumber



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

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Children's Bureau of Southern CA
Compton USD, Child Development
LA Valley Community College, Child Development Center
North County Community Services
PACE Early Childhood Education
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Thank You!





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Tomatoes

Summer/Fall
September

SUGGESTED SCHEDULE

Week 1: Fruits & Vegetables from A to Z

Week 2: Tomatoes Grow on a Vine

Week 3: Tasting an Exploring Tomatoes

Week 4: Tomato Discovery Lab

Optional Activities

BOOKS

Eating the Alphabet: Fruits and Vegetables from A to Z

by Lois Ehlert

Tomatoes Grow on a Vine by Mari Schuh

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

September: Tomatoes

<u>Books</u>	Week 1: Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert Week 2: Tomatoes Grow on a Vine by Mari Schuh
<u>Materials</u>	Week 1: Fruits & Vegetables from A to Z <ul style="list-style-type: none">◆ Plant Parts Diagram◆ Fresh Fruit and Vegetable Photo Cards Week 2: Tomatoes Grow on a Vine <ul style="list-style-type: none">◆ Paper & crayons Week 3: Exploring Tomatoes <ul style="list-style-type: none">◆ 3-5 varieties of tomatoes (e.g. Roma, Cherry, Grape, etc.) Week 4: Tomato Discovery Lab <ul style="list-style-type: none">◆ Variety of tomatoes◆ Knife & cutting board◆ Scientific tools (e.g. measuring tape/ ruler, scale, magnifying glass, tweezers)◆ Paper & crayons

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 & Alphabet Knowledge)
- Social & Emotional (Social Relationships)
- Mathematics & Knowledge Skills (Number Concepts and Quantities, Geometry & Spatial Sense, Measurement & Comparison)
- Physical Development & Health (Health Knowledge & Practice, Gross Motor Skills)
- Science Knowledge & Skills (Conceptual Knowledge of the Natural & Physical World)
- Logic & Reasoning (Reasoning & Problem Solving)
- English Language Development (Expressive & Receptive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Language and Literacy Development; LLD1, 2, 3, 4, 5, 7
- English Language Development; ELD1, 3
- Cognition-Math & Science; COG9, 10, 11
- Physical Development-Health; PD-HLTH 10
- History-Social Science; HSS5

LESSON

- 1) Show children the tomato Fresh Fruit and Vegetable Photo Card. Ask– what vegetable is this? A tomato. Ask– what shape and color is it? Round and red (usually). Tell the class- we are going to learn about tomatoes this month. Ask if anyone has ever eaten tomatoes before.
- 2) Read the book *Eating the Alphabet*.
- 3) 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.

- 4) 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 Fresh Fruit and Vegetable 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)

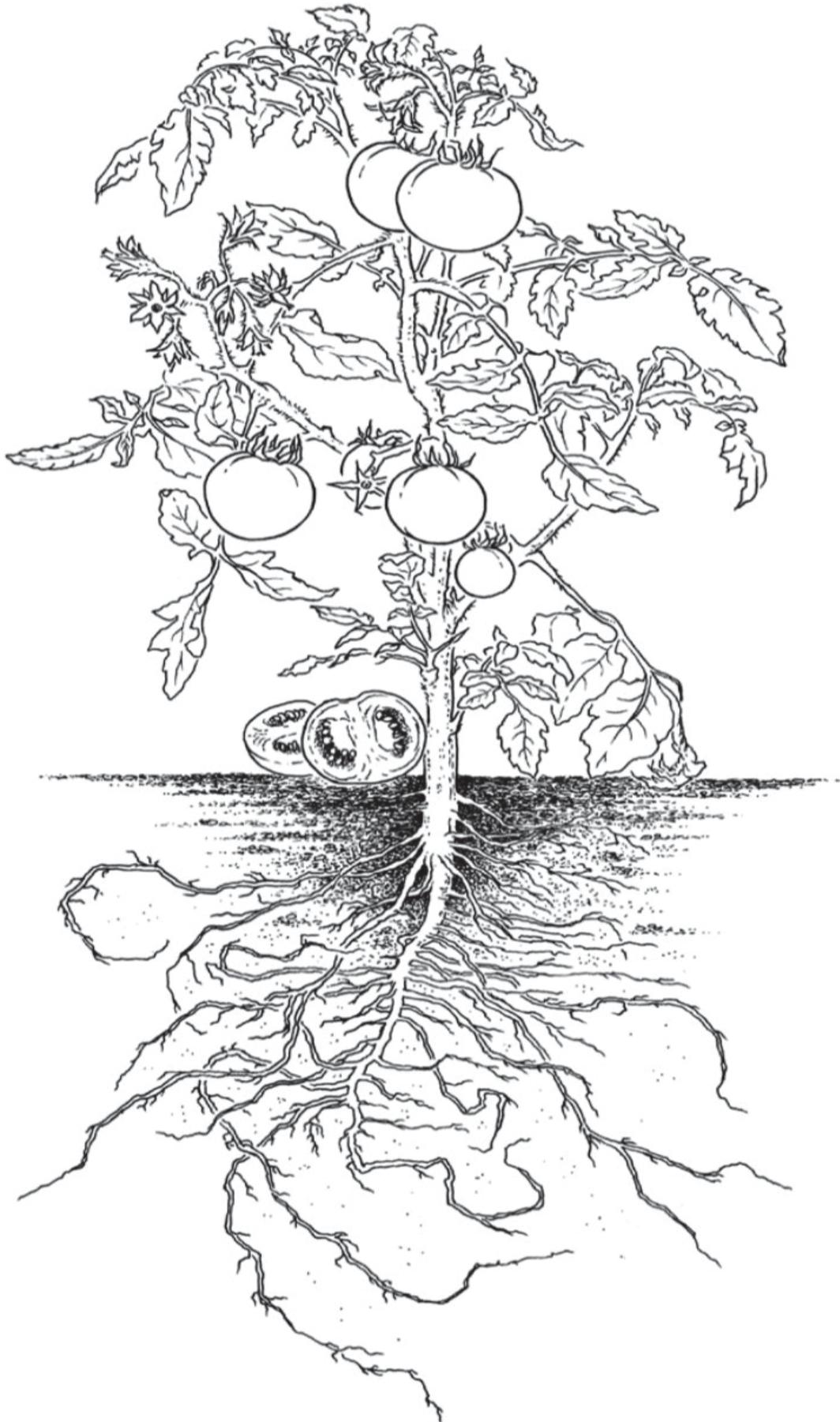
Sometimes we eat **stems** (such as asparagus and celery)

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

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

Children 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 Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Early Writing, Print Concepts & Conventions, Alphabet Knowledge, Phonological Awareness)
- Social & Emotional Development (Social Relationships)
- Mathematics Knowledge and Skills (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts & Quantities)
- Science Knowledge and Skills (Conceptual Knowledge of the Natural & Physical World)
- Creative Arts Expression (Creative Movement & Dance,)
- Physical Development and Health (Gross Motor Skills)
- Logic and Reasoning (Symbolic Representation, Reasoning & Problem Solving)
- English Language Development (Expressive & Receptive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning - Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD4, LLD5, LLD7
- English Language Development; ELD1, ELD2, ELD3
- Cognition-Math & Science; COG4, COG9, COG11
- History-Social Science; HSS5

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 - have you 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 Children 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 class for their participation.
- 10) If possible, do the optional Creative Movement activity "The Lifecycle of a Tomato" as a class.

Children will...

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

Tomatoes

Week 3: Tasting and Exploring Tomatoes

MATERIALS

- Food Experience ingredients

LEARNING STANDARDS

Head Start Learning Domains

- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Early Writing)
- Approaches to Learning (Initiative Curiosity, Cooperation)
- Social & Emotional Development (Social Relationships)
- Mathematics Knowledge and Skills (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts & Quantities)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Knowledge of the Natural & Physical World)
- Physical Development and Health (Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving)
- English Language Development (Expressive & Receptive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED1, SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3
- Cognition-Math & Science; COG2, COG4, COG9, COG10
- Physical Development-Health PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Explain to the class 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. Identify the farm they were grown on if you know it.
- 3) Ask the children - which tomato is the smallest and which is the largest? Arrange in order from smallest to largest.
- 4) Ask the children—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 children 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 children 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 children 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.

Children 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.

Food Experience: Tasting 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	
Total Fat 2g	3%
Saturated Fat 0g	1%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 60mg	3%
Total Carbohydrate 11g	4%
Dietary Fiber 3g	11%
Sugars 4g	
Protein 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.	

Ingredients:

- 4 Roma Tomatoes
- 4 Yellow Tomatoes (if available)
- 2 1/2 cups of Hummus
- 4 Tomatoes on the vine
- 20 Cherry or Grape Tomatoes*

*Other tomatoes varieties can also be used, try to offer at least 3 different varieties. There are hundreds of tomato varieties– get creative!

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 child 2 slice of each tomato, 2 grape or cherry tomato and 1/4 cup of hummus.
- 4) Have children try one of each tomato, then eat the rest with hummus.
- 5) Enjoy!

Makes about 10 taste tests

Recipe developed by Network for a Healthy California

MATERIALS NEEDED

- Knife
- Cutting board
- Plates
- Spoon

CHEF'S NOTES

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

	Snack
Fruit	
Vegetable	1/2 cup ✓
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.

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

- Language Development (Expressive Language)
- Literacy Knowledge and Skills (Book Appreciation, Print Concepts & Convention, Early Writing)
- Approaches to Learning (Initiative & Curiosity, Cooperation)
- Social & Emotional Development (Social Relationships)
- Mathematics Knowledge and Skills (Number Relationships & Operations, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Understanding of the Natural & Physical World)
- Physical Development and Health (Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic representation)
- English Language Development (Expressive & Receptive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1, ATL-REG4
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD4, LLD10
- Cognition-Math & Science; COG2, COG5, COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

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 eyes to see, ears to listen, nose to smell and hands to feel 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 children 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 children to draw their observations. Teachers can write down the children's observations on each of their papers.
- 5) Ask children to *hypothesize* (guess) what will be inside the tomato.
- 6) Next, cut open a tomato. Ask children 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 children 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 children examine them later that week.
- 8) Continue to remind children to draw their tomato observations, and when the children are done, staple the pages together to create a book titled "Tomato Observations" and place in your library.

Children 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

Extending the Learning Experience

Optional Supplemental Lessons

WEEK 1

DRDP 2015
COG9, COG10, PD-HLTH4

My Favorite Fruits and Vegetables

After discussing the different parts of the plants we eat, ask the children 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/color, help them identify which part of the plant they are drawing. Write down any observations the children make next to their drawing. Display their drawings in the classroom.



WEEK 2

DRDP 2015
PD-HLTH1, PD-HLTH2

Creative Movement : Lifecycle of a Tomato

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

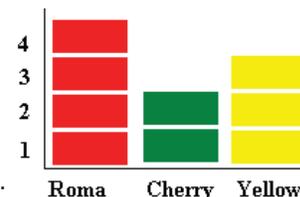


WEEK 3

DRDP 2015
COG2, COG3, COG4, HSS5

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 children that are in the class; be sure to include yourself and other teachers in the classroom.
Ask the children which tomato was their favorite and record it in the chart.
Discuss the results: “More children like Roma than Cherry.”
Display the chart for the children and parents to see.



WEEK 4 (optional)

DRDP-2015
ATL-REG4, COG2, COG6,
COG9

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*

Food Experience: Pizza Melt Sandwich

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



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!

Nutrition Facts

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

Amount Per Serving

Calories 90 Calories from Fat 25

% Daily Value

Total Fat	2.5g	4%
Saturated Fat	1g	6%
Trans Fat	0g	
Cholesterol	less than 5mg	1%
Sodium	240mg	10%
Total Carbohydrate	13g	4%
Dietary Fiber	3g	10%
Sugars	4g	
Protein	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.

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.

Food Experience: 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 (bag 6 oz) reduced-fat tortilla chips (or celery sticks)

Nutrition Facts

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

Amount Per Serving

Calories 90 Calories from Fat 30

% Daily Value

Total Fat	3g	5%
Saturated Fat	.5g	3%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	105mg	4%
Total Carbohydrate	15g	5%
Dietary Fiber	2g	9%
Sugars	3g	
Protein	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.

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!

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.

Harvest of the Month



Network for a Healthy California

The *Harvest of the Month* featured vegetable is **tomatoes**



Health and Learning Success Go Hand-in-Hand

Children do better in school and are more alert when they eat breakfast. Make fruits and vegetables part of your child's meals and snacks every day. *Harvest of the Month* is a great way for your family to explore, taste, and learn about eating more fruits and vegetables and being active every day.

Let's Get Physical!

- Make walking to school a daily routine. Create a team of parents who can take turns walking students safely to school. If it is too far to walk, drive students but park a few blocks away and then walk.
- Be a role model. Walk up stairs, walk to the market, or take a family walk after dinner.

For more ideas, visit:
www.cawalktoschool.com

Healthy Serving Ideas

- Use raw tomatoes to make salsas or as a base for soups and sauces.
- Toss sliced red, yellow, and green tomatoes with your family's favorite lowfat dressing for a quick salad.
- Make a new tomato recipe. Ask your child to help choose the recipe, shop for ingredients, and prepare it.
- Buy low-sodium canned tomatoes, tomato paste, and tomato sauce when fresh tomatoes are unavailable.

HUEVOS RANCHEROS WITH FRESH SALSA

Makes 4 servings. 1 tortilla per serving.
Cook time: 30 minutes

Ingredients:

- 4 (6-inch) corn tortillas
- ½ tablespoon vegetable oil
- nonstick cooking spray
- 1½ cups egg substitute
- 2 tablespoons shredded cheese
- 2 cups fresh salsa
- ⅛ teaspoon ground black pepper

1. Preheat oven to 450 F.
2. Lightly brush tortillas with oil on both sides. Place on a baking sheet. Bake for 5 to 10 minutes or until tortillas are crisp on the edges. Remove from oven and set aside.
3. Spray a large skillet with nonstick cooking spray.
4. Cook egg substitute in skillet over medium heat for 2 to 3 minutes until eggs are cooked.
5. Place equal amounts of egg on each tortilla. Top each with ½ tablespoon cheese.
6. Place under the broiler for about 2 minutes until cheese is melted. Spoon ½ cup fresh salsa over each tortilla and top with ground black pepper. Serve warm.

Nutrition information per serving:
Calories 146, Carbohydrate 16 g, Dietary Fiber 3 g, Protein 13 g, Total Fat 4 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 3 mg, Sodium 255 mg

Adapted from: *Everyday Healthy Meals*,
Network for a Healthy California, 2007.

Nutrition Facts

Serving Size: ½ cup tomatoes, sliced (90g)	
Calories 16	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 4mg	0%
Total Carbohydrate 4g	1%
Dietary Fiber 1g	4%
Sugars 2g	
Protein 1g	
Vitamin A 15%	Calcium 1%
Vitamin C 19%	Iron 1%

How Much Do I Need?

- A ½ cup of sliced tomatoes is about one small tomato.
- A ½ cup of sliced tomatoes is a good source of vitamin C and vitamin A.
- Tomatoes are a great source of lycopene. Lycopene is a powerful antioxidant that may help lower the risk of some forms of cancer, promotes heart health, and helps keep the immune system healthy.

The amount of fruits and vegetables you need every day depends on your age, gender, and physical activity level. Make meal plans to help your family get the right amount of fruits and vegetables every day.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

Produce Tips

- Look for tomatoes that are firm and give slightly to gentle pressure.
- Store ripened tomatoes at room temperature, out of direct sunlight. Use within a few days.
- Place unripened tomatoes in a brown paper bag until ripe.
- Before serving, wash tomatoes in cold water and remove any stems or leaves.



For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips. © California Department of Public Health 2010.



La Cosecha del Mes



Red para una California Saludable

La verdura de *La Cosecha del Mes* son los **tomates**



La Salud y el Éxito en el Aprendizaje Van Mano a Mano

Los niños tienen mejor desempeño en la escuela y prestan mejor atención cuando desayunan. Incluya todos los días frutas y verduras en los alimentos y bocadillos de su hijo/a. Con *La Cosecha del Mes* su familia puede explorar, probar y aprender la importancia de comer más frutas y verduras y de mantenerse activos cada día.

¡En sus Marcas...Listos!

- Convierta en una rutina diaria el caminar a la escuela. Usted y otros padres pueden turnarse acompañando a los niños a la escuela. Si queda demasiado lejos, manejen pero dejen el auto a unas cuantas cuadras y caminen el resto del camino.
- Sea un buen ejemplo y use las escaleras, camine al supermercado o lleve a su familia a caminar después de cenar.

Para más ideas, visite†:
www.cawalktoschool.com

Ideas Saludables de Preparación

- Use tomates crudos para hacer salsa o como base para sopas.
- Prepare una receta nueva con tomates. Pídale a su hijo/a que le ayude a elegir la receta, a comprar los ingredientes y a prepararla.
- Compre tomates enlatados, puré de tomate y salsa de tomate bajos en sodio cuando no haya tomates frescos.

HUEVOS RANCHEROS CON PICO DE GALLO

Rinde 4 porciones. 1 tortilla por porción.
Tiempo de preparación: 30 minutos

Ingredientes:

- 4 tortillas de maíz (de 6 pulgadas)
 - ½ cucharada de aceite vegetal en aerosol para cocinar
 - 1½ tazas de sustituto de huevo
 - 2 cucharadas de queso rallado
 - 2 tazas de Pico de Gallo
 - ½ cucharadita de pimienta molida
1. Caliente el horno a 450°F.
 2. Unte ligeramente con aceite las tortillas por ambos lados y póngalas en una charola para horno. Hornee de 5 a 10 minutos, hasta que las orillas de las tortillas estén crujientes. Retírelas y déjelas a un lado.
 3. Rocíe un sartén grande con aceite en aerosol para cocinar.
 4. Cocine el sustituto de huevo a fuego medio de 2 a 3 minutos hasta que el huevo esté bien cocido.
 5. Ponga cantidades iguales de huevo en cada tortilla y espolvoree con ½ cucharada de queso.
 6. Cocine en la parrilla del horno en "Broil" unos 2 minutos, hasta que el queso se derrita. Con una cuchara, ponga ½ taza de Pico de Gallo sobre cada tortilla y espolvoréela con pimienta molida. Sirva caliente.

Información nutricional por porción:

Calorías 146, Carbohidratos 16 g, Fibra Dietética 3 g, Proteínas 13 g, Grasa Total 4 g, Grasa Saturada 1 g, Grasa Trans 0 g, Colesterol 3 mg, Sodio 255 mg

Adaptación: *Recetas Saludables para Cada Día, Red para una California Saludable, 2007.*

Información Nutricional

Porción: ½ taza de tomate, rebanado (90g)	
Calorías 16	Calorías de Grasa 0
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 4mg	0%
Carbohidratos 4g	1%
Fibra Dietética 1g	4%
Azúcares 2g	
Proteínas 1g	
Vitamina A 15%	Calcio 1%
Vitamina C 19%	Hierro 1%

¿Cuánto Necesito?

- Una ½ taza de tomates rebanados equivale aproximadamente a un tomate pequeño.
- Una ½ taza de tomates rebanados es una fuente buena de vitamina C y vitamina A.
- Los tomates son una fuente muy buena de licopeno. El licopeno es un poderoso antioxidante que puede ayudar a disminuir el riesgo de contraer algunos tipos de cáncer.

La cantidad de frutas y verduras que necesita diariamente depende de su edad, sexo y nivel de actividad física. Planee las comidas de modo que ayuden a su familia a obtener la cantidad necesaria de frutas y verduras todos los días.

Recomendación Diaria de Frutas y Verduras**

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

**Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

Consejos Saludables

- Busque tomates que estén firmes y cedan con una ligera presión.
- Guarde los tomates maduros a temperatura ambiente, lejos de la luz directa del sol. Úselos a los pocos días.

†Sitio web sólo disponible en inglés.

Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

The classroom is an ideal place to teach students about the importance of eating healthy and being physically active. Studies show a relationship between good nutrition and improved behavioral performance, particularly among those with poor nutritional status. *Harvest of the Month* connects with core curricula and links the classroom, cafeteria, home, and community.

Exploring California Tomatoes: Taste Testing

What You Will Need:

- Variety of tomatoes*
- One tomato of each variety per every four students
- Cutting board and knife for each student group
- Dry erase board and markers

*See *Botanical Facts* on page 2 for varieties. Harvest from your school garden.

Activity:

- Label five columns on board: smell, sound, look, texture, taste.
- Label rows according to tomato varieties.
- Guide students to observe, smell, feel, and taste tomatoes.
- Note students' observations on board.
- Discuss similarities and differences among varieties.
- Graph each student's favorite variety on board to determine overall class favorite.

Follow-up Activity:

Complete the *School Garden* activity on page 4.

For more ideas, visit:
www.fns.usda.gov/tn/



Nutrition Facts

Serving Size: ½ cup tomatoes, sliced (90g)

Calories 16 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 4mg 0%

Total Carbohydrate 4g 1%

Dietary Fiber 1g 4%

Sugars 2g

Protein 1g

Vitamin A 15% Calcium 1%

Vitamin C 19% Iron 1%

Cooking in Class: Pico de Gallo

Makes 36 tastes at ¼ cup each

Ingredients:

- 3 pounds tomatoes, chopped
- 4½ cups chopped onion
- 1 cup chopped fresh cilantro
- 9 jalapeño peppers, seeds removed and chopped
- 6 cloves garlic, finely chopped
- 6 tablespoons lime juice
- ¾ teaspoon salt
- Small paper cups
- Baked tortilla chips

1. Combine all ingredients in a large bowl.
2. Serve in small cups with baked tortilla chips.

Nutrition information per serving:*

Calories 17, Carbohydrate 4 g, Dietary Fiber 1 g, Protein 0 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 52 mg

*Information for *Pico de Gallo* only; does not include tortilla chips.

Adapted from: *Healthy Latino Recipes Made With Love, Network for a Healthy California—Latino Campaign*, 2008.

For more ideas, visit:

www.fruitsandveggiesmatter.gov/month/tomato.html

Reasons to Eat Tomatoes

A ½ cup of sliced tomato is:

- A good source of vitamin C and vitamin A.
- A source of vitamin K and potassium.
- Rich in lycopene*, which is a type of phytonutrient called a carotenoid.

*Learn more about lycopene on page 2.

Champion Sources of Lycopene*:

- Pink grapefruit
- Salsa
- Tomatoes
- Tomato products
- Watermelon

*Champion foods are a great source of lycopene.

For more information, visit:

www.eatright.org/Public/content.aspx?id=3542&terms=lycopene

www.nal.usda.gov/fnic/foodcomp/search (NDB No: 11529)



TOMATOES

What is Lycopene?

- Lycopene is an antioxidant pigment found in tomatoes, watermelon, and pink grapefruit that gives foods their reddish color.
- Lycopene is a carotenoid, which is an antioxidant that may decrease the risk of certain cancers and heart disease and also help to keep the immune system healthy.
- Lycopene cannot be produced in the body so it can only be obtained by eating lycopene-rich foods.
- Cooked tomato products, sauces, and juices contain higher amounts of lycopene than raw tomatoes due to greater concentration (i.e., it takes many cups of raw tomatoes to make one cup of tomato sauce, and thus the lycopene concentration is greater).

For more information, visit:

www.eatright.org/Public/content.aspx?id=3542&terms=lycopene

How Much Do I Need?

A ½ cup of sliced tomatoes is about one small tomato. This is about the same as one cupped handful. The amount of fruits and vegetables each person needs depends on age, gender, and physical activity level. Download a MyPyramid food tracking worksheet* from USDA's Team Nutrition. Have students write down their daily goals and track their food choices. At the end of each week, review worksheets as a class and have students assess if they met their goals and where they need improvement.

*Download worksheet from http://teamn nutrition.usda.gov/resources/mpk_worksheet.pdf.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.

Just the Facts

- There are more than 4,000 varieties of tomatoes ranging in size, shape, and color.
- Botanically, the tomato is a fruit. However, in 1893, the U.S. Supreme Court declared it a vegetable.*
- According to USDA, Americans eat more than 22 pounds of tomatoes each year, more than half of this amount in the form of ketchup and/or tomato sauce.
- Tomatoes are grown in every state in the United States except Alaska.

*See *A Slice of Tomato History* on page 3 for more information.

Source: www.cfaitc.org



Botanical Facts

Pronunciation: tə-mā'tō

Spanish name: tomate

Family: Solanaceae

Genus: *Solanum*

Species: *S. lycopersicum*



The tomato is a berry of the nightshade family, which includes potatoes, eggplants, and peppers. The word "tomato" is derived from the Nahuatl (Aztec language) word, *tomatl*, meaning "something round and plump." Over the years, the tomato has endured many names including "love apple," "golden apple," "apple of paradise," and even "devil apple" by those who believed the tomato to be poisonous.

Varieties are commonly divided into these categories, based mostly on shape, use, and size (small to large):

- **Cherry:** sweet tomatoes, usually eaten whole in salads
- **Plum:** pear-shaped, more meaty, ideal for tomato products, also called Italian or Roma
- **Slicing:** round or globe-shaped, used mainly for commerce and processed products
- **Beefsteak:** round, juicy, used mainly for sandwiches

Other varieties include heirlooms, green, orange, and yellow tomatoes. Yellow and orange tomatoes tend to be sweeter than red and green varieties; only red tomatoes, which contain a red pigment, contain lycopene.

For more information, visit:

www.plants.usda.gov

Student Sleuths

- 1 Lycopene is an antioxidant that was only recently discovered. Why is it important to our diet? Can the body make its own lycopene?
- 2 List three nutrients found in tomatoes. Name some of the health benefits of these nutrients. Describe the impact of processing, if any, on each nutrient.
- 3 How do botanists define fruits? Vegetables? Explain why the tomato is sometimes called a vegetable instead of a fruit.
- 4 Tomatoes are eaten by people throughout the world. Identify at least five different cultures and research how tomatoes are used in their traditional meals.
- 5 California grows what percentage of the nation's tomatoes for processing? List five processed tomato products available in most grocery stores.
- 6 Using a California map, color in the top three tomato-producing counties. In what months does peak harvesting take place in these counties?
- 7 How are processing tomatoes harvested differently than fresh market tomatoes? Why do processing tomatoes have thicker skins?

For more information, visit:

www.californiatomatoes.org

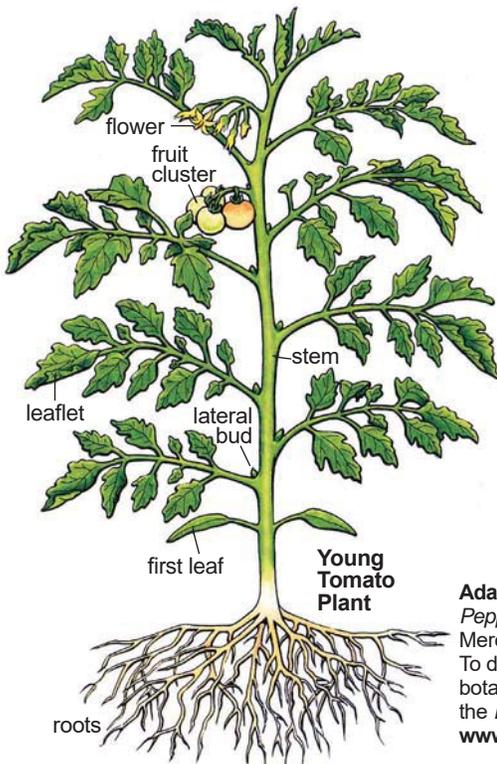
www.cfaitc.org/factsheets/pdf/ProcessingTomato.pdf

How Do Tomatoes Grow?

The tomato is a warm-weather perennial plant, sensitive to frost at any stage of growth. In California, fresh-market tomatoes are grown using one of two methods: bush or pole. In the Central Valley, 100 percent of all tomatoes are grown using bushes, while most Southern California coastal counties practice the pole method.

	Bush-Harvesting	Pole-Harvesting
Temperature	70-80 F (High: 100 F; Chilling: 50 F)	Same as bush
Soil	Clay and loam (produce most plentiful crops); in wet areas, sandy soils	Same as bush
Vines	"Determinate," short; bushes without support	"Indeterminate," long, climbing; supported by stakes
Planting	Seeds planted on raised beds, single row, 18" apart	In beds 5'-6' long, single row, 18" apart; stakes posted every 2'-3'
Fruits	Develop from flower ovaries (like berries); either bilocular or multilocular	Same as bush
Harvesting	Hand-harvested at mature green fruit stage about 80 to 110 days after planting; picked total 1-2 times	Hand-harvested as vine-ripe for 70 to 120 days or longer; picked 1-3 times per week
Common varieties	Shady Lady, Sunbrite, Roma, QualiT 21, Merced, Sonnet	Bingo, Merced, Tango, Celebrity

For more information, visit:
<http://anrcatalog.ucdavis.edu/pdf/8017.pdf>



Adapted from: *Hot as a Pepper, Cool as a Cucumber*, Meredith Sayles Hughes, 1999. To download reproducible botanical images, visit the *Educators' Corner* at www.harvestofthemonth.com.

Cafeteria Connections

- Ask school nutrition staff to offer different salsas when serving tacos, taco salad, or burritos; also suggest including salsa in the baked potato and garden bar.
- Conduct a survey during the lunch hour asking students about their favorite ways to eat tomatoes.
- Select a team of *Student Advocates* (page 4) to help identify local tomato growers or distributors who can sell tomatoes to the school/district. Share list with school nutrition staff.



Adapted from:
 "Food Works," Team Nutrition, 1995.

A Slice of Tomato History

- The first tomatoes can be traced back to the Andes in Peru, where they grew wild as cherry-sized berries. As early as 700 A.D., the Incas and Aztecs began cultivating tomato plants.
- Mexico's Aztecs and Mayans gave the tomato its name, first "xitomatle," then "tomatle" or "tomati."
- In the mid-1500s, Spanish conquistadors carried tomato seeds back to Europe, where they were embraced in Italy, Spain, and Portugal.
- In 17th and 18th century England, tomatoes were believed to be poisonous. (Eating the stems and leaves may cause illness and should be avoided.)
- Thomas Jefferson was one of the first Americans to grow tomatoes at his Virginia home as early as 1781. By 1812, tomatoes were gaining in popularity among Louisiana Creoles who used them in jambalayas and gumbos and Maine cooks who added them to seafood dishes.
- In the 1893 U.S. Supreme Court case of "Nix v. Hedden," the tomato was declared a vegetable, along with cucumbers, squashes, beans, and peas. This came about as a result of tariff laws in 1887, which imposed a duty on vegetables but not fruits.
- George Washington Carver believed tomatoes had "medicinal virtues." After World War I, he issued "115 Ways to Prepare It [Tomatoes] For the Table" thus marking the introduction of the tomato into popular culture.

For more information, reference:
Growing Vegetables California Style, Marsha Prillwitz, 1988.
www.cfaitc.org/factsheets/pdf/ProcessingTomato.pdf
<http://aggie-horticulture.tamu.edu>



Physical Activity Corner

To achieve optimal learning in the classroom, studies show that students need to activate their minds and bodies. Here is a quick (5-10 minute) activity that you can do with your students to help energize their bodies.

Have students pretend they are on a trip to the farm and move their bodies to each prompt (spend 30 seconds to one minute on each activity).

- 1 Climb the apple tree.
- 2 Walk through the tall corn fields.
- 3 Squat down and pick up the pumpkins and load them in the truck.
- 4 Pull carrots from the ground.
- 5 Reach for oranges on the tree.
- 6 Bend down and pick up tomatoes to put in your basket.
- 7 Push the wheelbarrow of hay.
- 8 Run to open the gate for the cows.
- 9 Swim like a fish in the pond.
- 10 Dig holes to plant potatoes.

For more information, visit:
www.cde.ca.gov/ci/pe/cf/

Home Grown Facts

- California is the nation's tomato capital. Ninety-five percent of processing tomatoes and about 75 percent of all tomatoes are grown in California.
- Tomatoes are grown throughout the state, but about 90 percent of California grown tomatoes are harvested in nine counties.
- The largest fresh-market tomato producing counties are: Fresno, Merced, San Joaquin, San Diego, Kern, Stanislaus, Kings, Tulare, and Sacramento.

For more information, visit:
www.cfaitc.org
www.cdffa.ca.gov

Student Champions

- Visit local grocery stores. Find out if the store buys/sells fresh tomatoes that are grown by local farmers (or in California), out-of-state, or abroad?
- If the store does not purchase tomatoes from local growers, find out why not.
- Propose options for stores to consider purchasing tomatoes from local or regional growers.
- Ask stores for tomato plant donations for school garden or classroom.

School Garden: Tomatoes Galore

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

- Select a colorful variety of tomatoes from the school garden, farmers' market, or supermarket.*
- Download the botanical image (page 3) and CFAITC's Tomato Life Cycle image.** Discuss the growing process for tomato plants. Have students identify parts of the plant and tomato.
- Have students look up the nutrition information for each variety. (Hint: search www.nal.usda.gov/fnic/foodcomp/search/.)
- Compare the different nutrients in each variety. Discuss why different varieties (and different colored tomatoes) have different nutrients.

*Suggested varieties: roma, heirloom, cherry tomatoes, better boy tomatoes, beefsteak tomatoes, etc.

**Download botanical image from www.harvestofthemonth.com. Download CFAITC image from www.cfaitc.org/LessonPlans/pdf/610.pdf.

Literature Links

- **Elementary:** *Tomatoes from Mars* by Arthur Yorinks, *Tomatoes* by Elaine Landau, and *I Will Never Not Ever Eat a Tomato* by Lauren Child.
- **Secondary:** *Carrots Love Tomatoes: Secrets of Companion Planting* by Louise Riotte.

For more ideas, visit:
www.cfaitc.org/trg/pdf/trg2009.pdf

Adventurous Activities

Many factors affect agricultural production. Techniques like selective breeding, genetic engineering, and more efficient farming practices have allowed growers to produce crops that are more plentiful, safer for the environment, more nutritious, and better tasting. Research how tomato production has evolved with advancing technology.

Source: "Catch Up on Tomato Technology," CFAITC, 2001.





Peppers

Summer /Fall

October

SUGGESTED SCHEDULE

Week 1: Growing Vegetable Soup

Week 2: Rainbow of Peppers

Week 3: Tasting and Exploring Sweet Peppers

Week 4: Pepper Patterns

Optional Activities

BOOKS

Growing Vegetable Soup by Lois Ehlert

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



Harvest
of the
Month
Network for a Healthy California

This month's materials...

October: Peppers

Books

Week 1: Growing Vegetable Soup by Lois Ehlert

Materials

Week 1: Growing Vegetable Soup

- ◆ Fresh Fruit and Vegetable Photo Cards

Week 2: Rainbow of Peppers

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

Week 3: Tasting and Exploring Sweet Peppers

- ◆ Food Experience ingredients
- ◆ Paper and Crayons

Week 4: Pepper Patterns

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

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

- Language Development (Expressive, Receptive)
- Literacy Knowledge and Skills (Early Writing, Print Concepts & Conventions, Alphabet Knowledge, Phonological Awareness)
- Social and Emotional Development (Social Relationships)
- Mathematics Knowledge (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts & Quantities)
- Physical Development and Health (Health Knowledge & Practice, Physical Health Status)
- Science Knowledge and Skills (Conceptual Knowledge of the Natural & Physical World)
- English Language Development (Symbolic Representation, Reasoning & Problem Solving, Engagement in English Literacy, Expressive & Receptive English Language Skills)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5,
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG9, COG10
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show children the bell pepper Fresh Fruit and Vegetable Photo Card. Ask— what vegetable is this? A bell pepper. Ask— what shape and color is it? Long and green. Tell the class- we are going to learn about bell peppers this month. Ask - has ever eaten bell peppers before?
- 2) Read the book *Growing Vegetable Soup*.
- 3) Ask—have you grown fruits or vegetables at your home? Ask—how you ever planted a seed before and watched it grow.?
- 4) Review the pages in the book which show how a plant grows- from seed, to sprout, and to a full sized plant. Ask—what did the plants in the book need to grow? - soil, water, sun, (and air).
- 5) 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.
- 6) 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— what other fruits and vegetables do you like to eat that helps you 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.)

Optional: As a class, create a poster titled “ How we stay healthy” and list or draw comments from the above discussion.

Children 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

- Language Development (Expressive, Receptive)
- Literacy & Knowledge Skills (Early Writing, Print Concepts & Conventions, Alphabet Knowledge, Phonological Awareness)
- Social & Emotional Development (Social Relationships)
- Logic and Reasoning (Symbolic Representation, Reasoning & Problem Solving)
- Mathematics Knowledge and Skills (Measurement & Comparison, Geometry & Spatial Sense, Number Concepts and Quantities)
- Science Knowledge and Skills (Conceptual Knowledge of the Natural & Physical World)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG8, COG9, COG11

LESSON

- 1) Show children 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 - have you ever 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) Ask the class—how are the different ways peppers can be eaten? Sliced for dipping or eating plain, in salsa, stir fry, salad, chili, stuffed, etc. How have you eaten pepper?
- 4) Talk about how peppers can be called either a fruit or a vegetable (fruit because of how it grows from a flower and has seeds, a vegetable because it is not too sweet). Ask the class how they think peppers grow – in a tree like oranges? No. On a vine like tomatoes? No. In the ground like carrots? No. They grow on small plants. You can refer to the book *Growing Vegetable Soup*.
- 5) Start a class Rainbow of Colors Chart for vegetables. Ask– what colors can bell peppers be? 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.

Children 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: Tasting and Exploring Sweet Peppers

MATERIALS

- Food Experience Ingredients
- Paper and crayons

LEARNING STANDARDS

Head Start Learning Domains

- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skill (Print Concepts & Conventions, Early Writing)
- Approaches to Learning (Initiative Curiosity, Cooperation)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Relations & Operation, Geometry & Spatial Sense, Measurement & Comparison)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Understanding of the Natural & Physical World)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving)
- English Language Development (Receptive & Expressive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG9, COG10
- History-- Social Science-HSS5

LESSON

- 1) Review with children 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) Show the children the different varieties. Identify the farm they were grown on if you know it. Explain that we will be tasting different varieties of sweet peppers today. Ask—what colors are they? Can you name other fruit or vegetables of the same colors? What shape are they? Can you name something the same size as a pepper, something smaller than a pepper, larger?
- 3) Ask the children —what are the different ways you can eat bell peppers as a snack? Sliced for dipping or eating plain, in salsa, stir fry, salad, chili, stuffed, ect.
- 4) Ask—do you think peppers are a healthy choice for a snack. Peppers make a healthy snack because they help your eyes see and they give you energy to play and grow strong.
- 5) Slice one pepper of each variety and place on separate plates.
- 6) With the children compare what the pepper looks like on the outside and inside. Ask— what are these things inside? Seeds!
- 7) Pass the seeds around to the class and ask them to describe the seeds (white, slimy, small, round, etc).
Note: save seeds and stems for optional activities
- 10) Next, explain that we will taste the different types of peppers but that whenever we eat, we first need to wash our hands.
- 11) In small groups, have the children wash their hands.
- 12) As a group, taste one pepper 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?).
- 13) Refer to **Conducting an In-Class Taste Test** for more ideas on how to engage the class. Have children 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.
- 14) After the taste test, have children draw their favorite pepper and display drawings in the classroom.

Children will...

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

Food Experience: Sweet Bell Pepper Dippers

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



Ingredients:

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 child's plate with 1 tablespoons of hummus.

Nutrition Facts

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

Amount Per Serving

Calories 50 Calories from Fat 15

% Daily Value

Total Fat	1.5g		2%
Saturated Fat	0g		1%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	40mg		2%
Total Carbohydrate	8g		3%
Dietary Fiber	2g		8%
Sugars	2g		
Protein	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

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.

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 and children can color them in)
- Optional: laminator

LEARNING STANDARDS

Head Start Learning Domains

- Language Development (Receptive, Expressive)
- Approaches to Learning (Initiative Curiosity, Cooperation)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Concepts & Quantities, Number Relations & Operation, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Science Knowledge and Skills (Scientific Skills & Method, Conceptual Understanding of the Natural & Physical World)
- Physical Development and Health (Health Knowledge & Practice)
- Logic and Reasoning (Reasoning & Problem Solving)
- English Language Development (Receptive & Expressive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to Learning-Self Regulation; ATL-REG
- Language and Literacy Development, LLD1, LLD2
- English Language Development, ELD1
- Cognition-Math & Science; COG2, COG3, COG4
- History- Social Science; HSS5

LESSON

In Preparation:

Photocopy pepper patterns onto colored construction paper (prior to class), or have children trace patterns onto paper, color and cut, using the colors of peppers. Make at least 3 peppers per color per small group. Laminate them for added durability.

In Class:

- 1) In small groups, place pepper cut-outs in a patterned sequence (such as “red – yellow – red” ie. A-B-A). Ask children to name the order of the colors and arrange their peppers to match it. Arrange in other sequences if child is ready, such as AAB, ABB, etc.
- 2) 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.
- 3) Remind children 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 children 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. All peppers are healthy for us to eat.

Lesson modified from *Harvest of the Month*,

Orange County Dept. of Education, Pre pepper activity packet

Children will...

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

PEPPERS
(Science / Math)



Extending the Learning Experience

Optional Supplemental Lessons

WEEK 1

DRDP-2015
PD-HLTH1, PD-HLTH2,
PD-HLTH3

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

DRDP-2015
VPA 1

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 child 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

DRDP-2015
COG2, COG3, COG9, COG10

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.

Ask the children to 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 the children can see the seeds more clearly.

Adapted from Nutritional Activities for Preschoolers

WEEK 4

DRDP-2015
PD-HLTH2, VPA2

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 children sit in a large circle.

Play music while one of the peppers is passed around.

When the music is stopped, the child 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.

Food Experience: 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

Total Fat	1g	1%
Saturated Fat	0g	1%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	55mg	2%
Total Carbohydrate	15g	5%
Dietary Fiber	2g	7%
Sugars	2g	
Protein	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 child 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.

Food Experience: 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

Total Fat	3.5g	6%
Saturated Fat	1.5g	8%
Trans Fat	0g	
Cholesterol	Less than 5mg	2%
Sodium	240mg	10%
Total Carbohydrate	17g	6%
Dietary Fiber	1g	5%
Sugars	3g	
Protein	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		

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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Harvest of the Month



Network for a Healthy California

The *Harvest of the Month* featured vegetable is **peppers**



Health and Learning Success Go Hand-in-Hand

Eating fruits and vegetables and being physically active are simple ways to make your family healthier. Healthy habits can help students concentrate and do better in school. Use *Harvest of the Month* to learn how to eat more fruits and vegetables and be more active.

Produce Tips

- Look for firm peppers that have thick, shiny, smooth skin and green stems.
- Choose sweet peppers with a solid color—green, yellow-orange, or red.
- Choose hot (or “chili”) peppers with a solid color—red, yellow, orange, green, purple, or brown.
- Store whole peppers in a sealed plastic bag in the refrigerator for up to one week. Wrap cut peppers in plastic and store in refrigerator for up to three days.
- **Helpful Hint:** Use rubber gloves when handling hot peppers. Be careful to never touch or rub your eyes.

Healthy Serving Ideas

- Slice raw sweet peppers and serve with lowfat dip for a snack.
- Top homemade pizza with sliced bell peppers—red, green, and yellow. Or, use chili peppers for a spicy kick!
- Use chopped hot peppers to make spicy salsa. (Hint: For less spice, remove seeds and inner membranes.)
- Add chopped sweet peppers to salads or stir into soups and pasta sauces.
- Try a new pepper variety each week.

VEGETABLE QUESADILLAS

Makes 4 servings. 1 *quesadilla* each.

Cook time: 15 minutes

Ingredients:

- nonstick cooking spray
- ½ cup chopped green bell pepper
- ½ cup frozen corn, thawed
- ½ cup sliced green onion
- ½ cup chopped tomato
- 2 tablespoons chopped cilantro
- 4 (6-inch) flour tortillas
- ½ cup shredded lowfat cheese

1. Coat medium skillet with nonstick cooking spray. Sauté bell pepper 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.

Nutrition information per serving:
Calories 134, Carbohydrate 20 g, Dietary Fiber 2 g, Protein 7 g, Total Fat 3 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 3 mg, Sodium 302 mg

Adapted from: *Healthy Latino Recipes Made With Love*, Network for a Healthy California, 2008.

For more recipes, visit:
www.cachampionsforchange.net

Let's Get Physical!

- **At home:** Do sit-ups and push-ups during TV commercials.
- **At work:** Go for a one-mile walk (about 25 minutes) during lunch.
- **With the family:** Visit a local or state park and go for a hike.

To find a park in your area, visit:

www.parks.ca.gov

Nutrition Facts

Serving Size: ½ cup chopped sweet green pepper (74g)	
Calories 15	Calories from Fat 1
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 3g	1%
Dietary Fiber 1g	5%
Sugars 2g	
Protein 1g	
Vitamin A 5%	Calcium 1%
Vitamin C 99%	Iron 1%

How Much Do I Need?

- A ½ cup of chopped peppers is about one small pepper.
- A ½ cup of sweet peppers (green, yellow, and red) is an excellent source of vitamin C.
- A ½ cup of sweet red peppers is also a good source of vitamin B₆, which helps your body build healthy blood cells.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Choose all forms of fruits and vegetables—fresh, frozen, canned, dried, and 100% juice. They all count towards your daily amount!

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

What's in Season?

California grown peppers are in peak season in summer. They are usually available from May through November. California grown varieties may be fresher and cost less than varieties shipped from other states or countries.

Try these other good sources of vitamin B₆: avocados, bananas, and potatoes.



La Cosecha del Mes

Los **chiles y pimientos** son los vegetales de *La Cosecha del Mes*.



La Salud y el Éxito en el

Aprendizaje Van Mano a Mano

Comiendo frutas y vegetales y estando físicamente activo son maneras sencillas de hacer que su familia esté más saludable. Los hábitos saludables pueden ayudar a los estudiantes a concentrarse y a desempeñarse mejor en la escuela. Use *La Cosecha del Mes* para aprender cómo comer más frutas y vegetales y ser más activos.

Consejos Saludables

- Busque pimientos que tengan una piel gruesa, lisa, con brillo y con tallos verdes.
- Almacene chiles o pimientos enteros en una bolsa sellada en el refrigerador hasta por una semana.
- Para chiles o pimientos cortados, envuélvalos en envoltura plástica y guarde en el refrigerador hasta por tres días.
- **Recuerde:** Use guantes de hule cuando esté cortando chiles, y nunca se toque ni se talle los ojos.

¡En Sus Marcas, Listos...!

- **En el hogar:** Haga abdominales y lagartijas durante los comerciales de televisión.
- **En el trabajo:** Camine una milla (alrededor de 25 minutos) durante la hora del almuerzo.
- **Con la familia:** Visite un parque local o estatal y vaya en una caminata.

Para encontrar un parque en su área, visite: www.parks.ca.gov

Ideas Saludables de Preparación

- Rebane pimientos crudos y sirva con una salsa baja en grasa para comer como bocadillo.
- Ponga pimientos cortados en tiras – rojos, verdes y amarillos – encima de sus pizzas hechas en casa. ¡O use chiles para darles un sabor picosito!
- Agregue pimientos picados a ensaladas o añádalos a sopas y salsas para pasta.

QUESADILLAS DE VEGETALES

Rinde 4 porciones.

1 quesadilla por porción.

Cocimiento: 15 minutos

Ingredientes:

- aceite en aerosol para cocinar
- ½ taza de pimiento verde picado
- ½ taza de granos de elote, descongelado
- ½ taza de cebolla verde en rebanadas
- ½ taza de tomate picado
- 2 cucharadas de cilantro picado
- 4 tortillas de harina (de 6 pulgadas)
- ½ taza de queso bajo en calorías, rallado

1. Rocíe un sartén mediano con el aceite en aerosol para cocinar. Cocine el pimiento verde y los granos de elote hasta que estén tiernos, alrededor de 5 minutos.
2. Agregue las cebollas verdes y el tomate y cocínelos durante varios minutos hasta que se calienten. Ahora incorpore el cilantro.
3. Caliente las tortillas en un sartén grande a fuego alto. Coloque cantidades iguales de queso y vegetales en cada una. Dóblelas por la mitad y continúe cocinándolas hasta que el queso se derrita. Sirvalas caliente.

Información nutricional por porción:

Calorías 134, Carbohidratos 20 g, Fibra Dietética 2 g, Proteínas 7 g, Grasas 3 g, Grasa Saturada 1 g, Grasa Trans 0 g, Colesterol 3 mg, Sodio 302 mg

Adaptación: *Recetas Latinas Saludables Hechas con Amor*, Red para una California Saludable, 2008.

Para más recetas, visite: www.campeonesdelcambio.net

Información Nutricional

Porción: ½ taza de pimiento verde picado (74g)	
Calorías 15	Calorías de Grasa 1
% de Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 2mg	0%
Carbohidratos 3g	1%
Fibra Dietética 1g	5%
Azúcares 2g	
Proteínas 1g	
Vitamina A 5%	Calcio 1%
Vitamina C 99%	Hierro 1%

¿Cuánto Necesito?

- Una ½ taza de pimiento picado es alrededor de un pimiento pequeño.
- Una ½ taza de pimiento picados (de color verde, amarillo y rojo) es una fuente excelente de Vitamina C.
- Una ½ taza de pimiento rojo también es una buena fuente de Vitamina B₆ lo cual ayuda a su cuerpo en la formación de células sanguíneas saludables.

La cantidad de frutas y vegetales que requiere depende de su edad, sexo y nivel de actividad física. Escoja todo tipo de frutas y vegetales – frescos, congelados, enlatados, secos, y en jugo 100% natural. ¡Todos cuentan hacia su recomendación diaria!

Recomendación Diaria de Frutas y Vegetales*

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

¿Qué Está en Temporada?

Los chiles y pimientos que se cosechan en California están en su punto durante el verano. Generalmente se encuentran disponibles entre mayo y noviembre. Lo cosechado en California está más fresco y cuesta menos que lo que viene de otros estados o países.

Pruebe otras buenas fuentes de Vitamina B₆: aguacates, plátanos y papas.

* Los sitios Web sólo disponibles en inglés.

Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

Research has long supported a positive correlation between students' healthy eating habits and performance in the classroom. To some, eating the recommended daily amounts of fruits and vegetables can seem challenging. Remind students that all forms of fruits and vegetables count—fresh, frozen, canned, dried, and even 100% juice. Encourage students and parents to eat a nutritious breakfast and pack healthy snacks and lunches, or to enroll in the school's meal programs. *Harvest of the Month* can help empower your students to eat their recommended daily amounts—and improve learning!

Exploring California Peppers: Taste Testing

Getting Started:

- Contact school nutrition staff about getting bell peppers for taste testing. Or, harvest peppers from your school garden, a local farm, or farmers' market.*

What You Will Need (per group):

- 3 bell peppers (1 each of green, yellow/orange, red)
- Paring knives and cutting boards
- Printed botanical image and Nutrition Facts labels for peppers**

Activity:

- Make predictions if green, yellow, and red peppers will smell and taste different.
- Explore the look, feel, and smell of each bell pepper. Record observations.
- Cut open peppers. Record observations of color, smell, and texture of the interior.
- Draw cross-section diagram and compare to printed botanical image. Label parts.
- Taste each bell pepper and record observations.
- Discuss predictions and observations. Take a vote of students' favorite variety.
- Compare and contrast the nutrients using the Nutrition Facts labels. Refer to *Students Sleuths #1* on page 3 for questions.
- Complete follow-up exercise in *Adventurous Activities* (page 4).

*Visit www.localharvest.org for locations.

**Download from the Educators' Corner of www.harvestofthemonth.com.

For more ideas, reference:

School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39-42.



Nutrition Facts

Serving Size: ½ cup chopped sweet green pepper (74g)

Calories 15 Calories from Fat 1

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 3g	1%
Dietary Fiber 1g	5%
Sugars 2g	
Protein 1g	
Vitamin A 5%	Calcium 1%
Vitamin C 99%	Iron 1%

Cooking in Class: Pico de Gallo

Ingredients:

Makes 36 tastes at ¼ cup each

- 3 pounds ripe tomatoes, chopped
- 4½ cups chopped onion
- 1 cup chopped fresh cilantro
- 3 small jalapeño peppers, seeds removed, chopped
- 6 tablespoons lime juice
- 6 cloves garlic, minced
- ¾ teaspoon salt
- Baked tortilla chips
- Small cups

1. Combine all ingredients (except chips) in a medium bowl.
2. Spoon into cups. Serve with chips.

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

For more recipes, visit: www.cachampionsforchange.net.

Reasons to Eat Peppers

- A ½ cup of hot peppers (red and green) is an excellent source of vitamin C. It is also a good source of vitamin A, vitamin K, and vitamin B₆.
- A ½ cup of sweet green peppers is an excellent source of vitamin C.
- A ½ cup of sweet red peppers is an excellent source of vitamin A and vitamin C and a good source of vitamin B₆.

Champion sources of vitamin B₆.*

- Avocados
- Bananas
- Peppers
- Potatoes

*Provide a good or excellent source of vitamin B₆.



PEPPERS

What is Vitamin B₆?

- Vitamin B₆ (pyridoxine) is one of eight B vitamins: thiamin (B₁), riboflavin (B₂), niacin (B₃), pantothenic acid (B₅), biotin (B₇), folate (B₉), and cobalamin (B₁₂).
- These water-soluble vitamins are essential for growth, development, and a variety of other bodily functions. They play a major role in the activity of enzymes (proteins) that regulate chemical reactions in the body, such as turning food into energy.
- Vitamin B₆ helps the body break down or metabolize protein, aids in the formation of red blood cells, and helps maintain normal brain function. It also plays a role in synthesizing antibodies in the immune system.
- A diet that includes whole grain products, fruits, and vegetables is sufficient to provide the body with the B vitamins it needs. (NOTE: Freezing causes a decline in the amount of vitamin B₆ in foods.)

For more information, visit:

<http://ods.od.nih.gov/factsheets/vitaminb6.asp>

How Much Do I Need?

A ½ cup of chopped peppers is about one small pepper. The number of cups of fruits and vegetables you need depends on your age, gender, and physical activity level. (Students need at least 60 minutes of physical activity!) All forms of fruits and vegetables count—fresh, frozen, canned, and dried! Look at the chart below to find out how much your students need.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day.

Visit www.choosemyplate.gov to learn more.

How Do Peppers Grow?

Peppers are warm-season crops, sensitive to freezing, and do not grow well in cold, wet soil. It is best to germinate seeds indoors in late winter and then transplant to the garden in late spring. In California, peppers are harvested from late April in the southern desert regions through November in the Central Valley region. Sweet peppers were almost always harvested when green (immature), but more recently, are harvested when red and yellow. Hot peppers are harvested at any stage, depending on variety, use, and intended flavor. Usually, redness is a sign of ripeness, not hotness.

For a chart with information about how to plant and grow peppers, refer to *Peppers Botanical Images* (in the Educators' Corner) on www.harvestofthemonth.com.

For more information, visit:

www.cfaitc.org/GardenGuide/pdf/GardenGuidePart3.pdf

Botanical Facts

Pronunciation: pĕp'ər

Spanish name: pimientos/pimentones

Family: Solanaceae

Genus: *Capsicum*

Species: *Capsicum annuum*



The pepper plant is a member of the *Solanaceae* or “nightshade” family, which also includes tomatoes and potatoes.* Peppers are botanically a fruit of *Capsicum* plants. However, in the culinary world, people recognize peppers as a vegetable. Nearly 2,000 varieties of peppers are cultivated worldwide. They are commonly grouped into two categories: hot (chili) and sweet peppers.

Hot peppers are named for their fiery, hot taste. They contain *capsaicinoids*, natural substances that feel hot in the mouth. *Capsaicin*, the primary capsaicinoid, is a flavorless, odorless substance that acts on pain receptors in the mouth and throat. Hot peppers can be picked at any stage, but are hottest when fully ripe. They ripen into yellow, orange, purple, red, and even brown. Each variety differs in flavor and heat intensity depending on the number of *capsaicinoids* in the pepper.**

Sweet peppers were not widely grown until after World War II. Today, there are more than 200 varieties. When left to ripen, green peppers mature into red, yellow (or orange), and purple peppers with various levels of sweetness.

Sweet Peppers	Hot Peppers
Bells (Red, Early, Golden, Shamrock, California Wonder, Keystone Resistant Giant, Yolo Wonder), Banana, Cubanelle, Pimento	Hungarian Wax, Cayenne, Jalapeño, Serrano, Anaheim (California Green Chile), Ancho, Cherry, Poblano, Habañero, Chile de Árbol

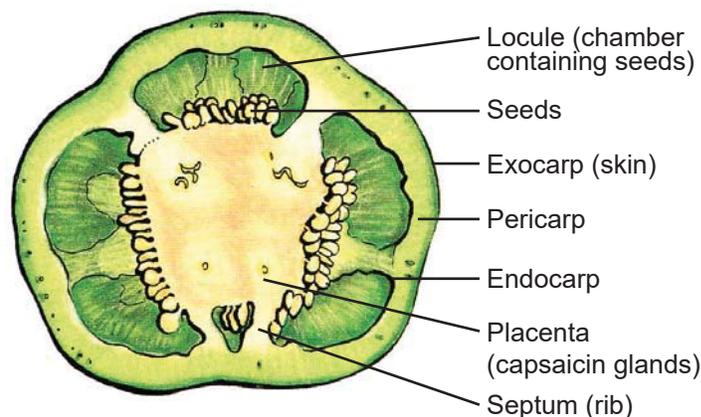
*For information about “nightshade” family, refer to *Tomatoes* newsletter. Or, refer to *Peppers Adventurous Activities* on www.harvestofthemonth.com.

**Do *Student Sleuths* #3 on page 3 to learn more about capsaicinoids.

For more information, visit:

www.urbanext.uiuc.edu/veggies/peppers1.html#8

<http://aggie-horticulture.tamu.edu/extension/easygardening/pepper/pepper.html>



Source: *Cool as a Cucumber, Hot as a Pepper*, Meredith Sayles Hughes, Lerner Books, 1999.

School Garden: Pepper Plants

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

As an annual plant, peppers require year-round work. Here is a monthly tasks calendar for growing peppers.

- January-March: Plant seeds indoors in container gardens; prepare rows in outdoor garden.
- April: Transplant seedlings to garden rows and fertilize; protect under covers if weather drops below 50 F.
- May: Fertilize at bloom set.
- June: Fertilize at fruit set, post stakes in garden beds.
- July-September: Harvest peppers.
- October: Replace covers over plants; continue harvest.
- November: Remove covers, add compost, till row beds.
- December: Expose to weather and add more compost.

Helpful Hints:

- Instead of growing from seed, buy plants about 4-6 inches tall and plant in late spring or early summer.
- If you plan to grow “fall” peppers, plant them 12-16 weeks before the first expected frost.

For more ideas, visit:
www.csgn.org

Student Sleuths

- 1 Compare the Nutrition Facts labels for sweet and hot peppers, both red and green varieties. What nutrients are the same for all peppers? What nutrients are different? Which variety has the most vitamin A? List the excellent sources for both sweet red and green peppers. Why does the nutrient content of a sweet pepper increase as it ripens (becomes red)?
- 2 What is vitamin B₆? What role does it play in the body's functions? What happens if you are deficient in vitamin B₆? What happens if you have too much vitamin B₆? Make a list of foods that are excellent (>20%) or good (10-19%) sources of vitamin B₆.
- 3 What are *capsaicinoids*? What part of the pepper contains capsaicin? Why are some peppers hotter than others? How is the “hotness” level measured? What unit is used to measure the amount of capsaicin or “heat” in peppers? What is the best way to get relief after eating a very hot pepper: drink water or milk? Why?

For information, visit:

Dietary Reference Intakes: The Essential Guide to Nutrient Requirements, Institute of Medicine, 2006.

www.fruitsandveggiesmatter.gov

www.nal.usda.gov/fnic/foodcomp/search/



Student Champions

Encourage students to visit a local retail store to learn more about the produce section and to share ideas for how the store can help support healthy eating in the community. Distribute copies of the *Harvest of the Month* Fact Sheet to store managers. Share copies of community newsletters for managers to distribute to customers.*

Get Connected:

- Visit local grocery stores and go to produce section.
- Make a list of all pepper varieties for sale.
- Circle sweet varieties. Underline hot varieties.
- What is the average cost for sweet peppers? For hot peppers?
- Are the peppers grown in California?
- Does the store offer brochures or recipe cards with serving ideas for peppers?
- Talk to produce manager and share your findings.
- Tell manager about your school's participation in *Harvest of the Month*. (Show Fact Sheet and community newsletters.) Share three ideas you have for how they can promote peppers during summer.

*Download from the Educators' Corner of www.harvestofthemonth.com.

Home Grown Facts

- California is the nation's leading grower of bell peppers and ranks second in production of hot peppers.
- Four main growing regions in California harvest peppers from April through November: southern desert valleys (Imperial and Riverside), the southern coast (San Diego, Orange, and Ventura), the central coast (San Luis Obispo, Monterey, San Benito, and Santa Clara), and the Central Valley (Kern, Tulare, Fresno, Merced, Stanislaus, Sacramento, and San Joaquin).
- There is five times more acreage in California for production of sweet peppers (about 28,000 acres) than for hot peppers (about 5,500 acres).

2007 Data

Activity:

Research one of the four main growing regions. Describe the geography (land, soil, climate) and why it is a good region for growing peppers. What other crops are grown in these regions?

For more information, visit:

www.cdfa.ca.gov

<http://anrcatalog.ucdavis.edu/pdf/7244.pdf>

<http://anrcatalog.udavis.edu/pdf/7217.pdf>

Cafeteria Connections

Work with your school nutrition staff to feature peppers.

- Dry hot peppers by stringing them on a “ristra.” Display in the cafeteria.
- Conduct a taste test of raw and cooked bell peppers. Offer samples in the lunch line or salad bar.
- Print menu slicks and feature peppers in the monthly school menu. Highlight every time it is in a school meal.

For tips on drying and roasting peppers, visit:

www.urbanext.uiuc.edu/veggies/peppers1.html#8

Physical Activity Corner

California summers are perfect for going outdoors to be active. Students need at least 60 minutes of physical activity every day. With warmer temperatures, it becomes more important for students to stay hydrated when active.

Activity:

- What does water do in the body?
- Why is water essential to our bodies?
- What is dehydration? What are the symptoms?
- How can we get enough water daily?
- Why do you need more water when active?
- Based on your weight, how many ounces of water do you need?
- When active, how many more ounces do you need?

Remind students to drink water before, during, and after physical activity.

For information, visit:

www.cdc.gov/nccdphp/dnpa/nutrition/nutrition_for_everyone/basics/water.htm

Adventurous Activities

Botanical Investigation

What You Will Need (per group):

- 1 each bell pepper, eggplant, and tomato
- Printed botanical image of peppers*
- Microscope or magnifying glass

*Download from the Educators' Corner of www.harvestofthemonth.com.

Activity:

- Cut each vegetable in half.
- Draw a cross-section diagram for each and label the parts. (Use botanical image for assistance.)
- Compare and contrast the differences.
- Use microscope to compare the flesh and seeds.
- Share findings as a class and discuss how the seeds differ from other plants that are not a part of the nightshade family (e.g., green beans and squash).

Adapted from: www.healthylaund.net

Activities & Resources Galore

Visit the Educators' Corner online for more resources:

- Cooking in Class (recipe analyses, cooking tips)
- Reasons to Eat (Nutrition Glossary)
- How Does It Grow (botanical images, growing tips)
- Student Sleuths (Answer Key)
- Adventurous Activities
- Literature Links (book lists)
- Links to California Content Standards (all grades)

All available at www.harvestofthemonth.com.

Just the Facts

- By weight, green bell peppers have twice as much vitamin C as citrus fruit. Red bell peppers have three times as much. Hot peppers contain even more—357% more vitamin C than one orange.
- As bell peppers mature (become red), their taste becomes sweeter and milder.
- The amount of heat in a hot pepper depends on the variety, soil, climate, and other conditions. Within a variety, larger peppers are usually milder because the proportion of white membrane to their size is smaller.

Activity:

Study the Nutrition Facts labels for sweet and hot peppers (red and green varieties).*

- How much higher in beta carotene are sweet red peppers over green ones? What is the difference for red and green hot peppers?

*Download from the Educators' Corner of www.harvestofthemonth.com.

For more information, visit:

www.fruitsandveggiesmatter.gov/month/

A Slice of Pepper History

- About 9,000 years ago, the wild pepper plant originated near Bolivia and Peru. It was later cultivated for its fruits by the Olmecs, Toltecs, and Aztecs.
- The seeds rapidly spread throughout Central America by wind and movement of settlers.
- Columbus discovered peppers in the West Indies and mistook them for spices. He brought them to Europe where they spread throughout Europe, Africa, and Asia.
- The Pueblo Indians of the American Southwest acquired a wild chili pepper called *chiltepin* through trade with native Mexicans.
- Juan de Oñate (founder of New Mexico) and Spanish explorers are credited with bringing peppers to the U.S. in 1583.

For more information, visit:

<http://aggie-horticulture.tamu.edu/PLANTanswers/publications/vegetabletravelers/pepper.html>
www.hort.purdue.edu/newcrop/proceedings1993/v2-132.html

Literature Links

- Invite your school librarian to help with your school garden. Ask for a list of sources for summer gardening activities.
- Ask librarian to have a reading session about peppers and other nightshade crops in the school garden.
- Help coordinate a class alliteration contest on peppers. Winners can receive special library passes or books.





Pumpkins and Winter Squash

Fall/Winter
November

SUGGESTED SCHEDULE

Week 1: Discovering Pumpkins and Winter Squash

Week 2: From Seed to Pie

Week 3: Winter Squash Inside & Out

Optional Activities

BOOKS

Pumpkin Circle by George Levenson

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



Harvest
of the
Month
Network for a Healthy California

This month's materials...

November: Pumpkins and Winter Squash

<u>Book:</u>	Week 2: Pumpkin Circle by George Levenson
<u>Materials:</u>	<p>Week 1: Discovering Pumpkins and Winter Squash</p> <ul style="list-style-type: none">◆ 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) <p>Week 2: From Seed to Pie</p> <ul style="list-style-type: none">◆ Food Experience ingredients <p>Week 3: Winter Squash Inside & Out</p> <ul style="list-style-type: none">◆ 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

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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD3, LLD4,
- English Language Development, ELD1, ELD2,
- Cognition-Math & Science; COG2, COG5, COG7, COG9, COG10
- Physical Development-Health; PD-HLTH10
- History– Social Science; HSS5

LESSON

In Preparation:

Lay large plastic sheets or trash bags on the floor before opening the squash. Have plastic gloves available for children who are hesitant to touch.

In Class:

- 1) Show the children 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. Ask– what vegetable is this? These are pumpkins and winter squash. Name the varieties you have available. Tell the class- we are going to learn about pumpkins and winter squash this month. Ask if anyone has ever eaten these before?
- 2) Ask the class to use their senses (eyes, ears, hands and nose) to describe the *outside* of the pumpkin and squashes. Explain that we are not using our mouth because pumpkins and winter squashes must be cooked before we can eat them. Ask– what shape and color are they? Chart their answers.
- 3) Ask the children to estimate -which one weighs the most? Which one is the lightest? Weigh each one to determine the heaviest and lightest. Ask— which squash or pumpkin is the fattest (widest)? Using the string, have the children measure the circumference of each.
- 4) Chart the information learned from the weighing and measuring.
- 5) Ask -what do you think is inside each of these squashes? They may or may not say “seeds.”
- 6) 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).
- 7) Scoop out the seeds and have the children compare each pile of seeds. Chart their comparisons.
- 8) Be sure to point out where the “meat” of the pumpkin is- the part we eat.
- 9) Direct children to separate the seeds from the pulp. Ask the class to use their senses (eyes, ears, hands and nose) to describe the *inside* of the pumpkin and squashes.
- 10) Fill cups with seeds. Compare which squash has the most and least seeds. (optional) Count the seeds to see whose guess was the closest.
- 11) Have the children come to conclusions by comparing and contrasting their pumpkin and winter squashes observations. Display the chart in the classroom.

Note: Rinse and save the seeds *separately* for other activities in the month such as in Week 3 (wash and dry them on a sheet of newspaper).

Children 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-2015

-Approaches to Learning-Self Regulation; ATL-REG1

Social and Emotional Development; SED3, SED4

-Language and Literacy Development, LLD1, LLD2, LLD3, LLD4,

- English Language Development, ELD1, ELD2, ELD3, ELD4

-Cognition-Math & Science; COG9, COG10,

Physical Development-Health; PD-HLTH10

History-Social Science; HSSS

LESSON

- 1) Read *Pumpkin Circle*.
- 2) If a pumpkin is available show it to the class. Identify the farm it was grown on if you know it.
- 3) Ask—how does a pumpkin grow? From a seed to vine, to flower, to small green pumpkin, and to a large orange pumpkin.
- 4) Pass around them some dried pumpkin seeds from the previous week. Ask— where was this seed? In the pumpkin. What color and shape is it?
- 5) Ask the class—In the book what did they do with the pumpkin after they picked it? Made a Jack-o-lantern.
- 6) Explain that a pumpkin is a vegetable that people eat. Ask the children – have you ever eaten pumpkin? Can anyone name some different foods made from pumpkins? Pumpkin pie, pumpkin bread, pumpkin seeds, etc..
- 7) Ask– what color are pumpkins? Orange. Yellow and orange vegetables, like pumpkins and squashes, are good for our eyes, hair, skin and keep our bodies healthy (strengthen the immune system).
- 8) Ask -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!
- 9) Next, explain that we will taste pumpkin today but that whenever we eat, we first need to wash our hands.
- 10) In small groups, have the children wash their hands.
- 11) 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 children 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.

Children 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

Total Fat	1.5g		3%
Saturated Fat	0g		2%
Trans Fat	0g		
Cholesterol	0mg		1%
Sodium	190mg		8%
Total Carbohydrate	16g		5%
Dietary Fiber	Less than 1g		5%
Sugars	8g		
Protein	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. 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) 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.

Pumpkin

“I LIKE THIS”



“ME GUSTA”

“I DON'T LIKE THIS YET”



“NO ME GUSTA TODAVÍA”



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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD2 LLD3, LLD4
- English Language Development, ELD1, ELD2,
- Cognition-Math & Science; COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10
- Health and Social Science; HSS5

LESSON

- 1) Show the children the pictures of the squashes (or the squashes themselves if you have any).
- 2) Review which winter squashes the class explored and what they looked like inside and out (can use photo cards). Ask the children 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 children the dried seeds from the different squashes.
- 4) Tell the children 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 children draw a winter squash on the paper and have them cut it out.
- 6) Have the children write their names on the front using crayons if they can.
- 7) On the backside of the squash cut out, have the children glue pieces of yellow yarn to represent the strings inside the squash. Have the children 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.

Children 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)

DRDP-2015

COG9, COG10, COG11

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 children to draw their observations.
- Teachers can write down the child's observations on each child'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)

DRDP-2015

PD-HLTH1, PD-HLTH4

Fingerplay Song: *Pumpkin Trees* by Deirdre Banks

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

WEEK 3 (optional)

DRDP-2015

COG8, COG9

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 children to raise their hands for "yes" or "no" and take a count.

Fill a large bucket with water. Have a child 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

Total Fat	.5g	1%
Saturated Fat	0g	1%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	150mg	6%
Total Carbohydrate	25g	8%
Dietary Fiber	2g	8%
Sugars	6g	
Protein	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 or 6 graham crackers

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

	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.

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	
Total Fat 8g	12%
Saturated Fat 1g	6%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 400mg	17%
Total Carbohydrate 20g	7%
Dietary Fiber 1g	3%
Sugars 11g	
Protein 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 Cream 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

	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.

Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured produce is **pumpkins**



Health and Learning Success Go Hand-in-Hand

Food Day is October 24. It is a national movement to eat more healthy, affordable, and sustainable food – like fruits and vegetables. Make half your children's plates fruits and vegetables and help them get at least 60 minutes of physical activity every day. Doing these things is good for their health and can also help your children do better in school. So celebrate Food Day and use *Harvest of the Month* to help you and your family live a healthy, active lifestyle.

Produce Tips

- Pick fresh pumpkins that are firm and feel heavy for their size.
- Keep fresh pumpkins in a cool, dark place for up to two months.
- Look for canned pumpkin with no added sugars or sodium. You can use canned pumpkin in any recipe that uses cooked pumpkin.
- For best prices, buy pumpkins at a pick-your-own pumpkin patch or a local farmers' market.

Healthy Serving Ideas

- Roast, bake, or mash pumpkin for warm, tasty side dishes. You can even purée pumpkin to use in soups.
- Roast pumpkin seeds in a preheated oven at 300°F for 10 to 25 minutes. Be sure to wash and dry the seeds first!
- Use canned pumpkin to make tasty breads, muffins, or even pancakes. Add raisins or chopped nuts for extra fiber.

PUMPKIN BEAN SOUP

Makes 6 servings. 1 cup per serving.
Cook Time: 30 minutes

Ingredients:

- 1 can white beans, undrained
 - 1 small onion, finely chopped
 - 1 cup water
 - 1 15-ounce can 100% pumpkin
 - 1½ cups 100% apple juice
 - ½ teaspoon cinnamon
 - ⅛ teaspoon nutmeg or ginger
 - ½ teaspoon black pepper
 - ¼ teaspoon salt
1. In a blender, add beans, onion, and water. Blend until smooth.
 2. In a large pot, add the pumpkin, juice, and spices. Stir well.
 3. Add the blended bean mix to the pumpkin juices.
 4. Cover and cook over low heat for 15-20 minutes. Serve warm.

Nutrition information per serving:
Calories 160, Carbohydrate 32 g, Dietary Fiber 7 g, Protein 8 g, Total Fat 0.5 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 330 mg

Adapted from:
Pennsylvania Nutrition Education Network

For more recipes, visit:
<http://recipefinder.nal.usda.gov/>

Let's Get Physical!

- Make family time an active time. Limit screen time with TV, computers and video games. Add active time with family walks on the weekend, or after dinner.
- Go on a scavenger hunt for trees in your neighborhood. Try to find leaves in every color.
- Plan ahead. Put active time on the family calendar.

For more ideas, visit:
<http://kids.usa.gov/grown-ups/for-parents/exercise-fitness-nutrition/index.shtml>

Nutrition Facts

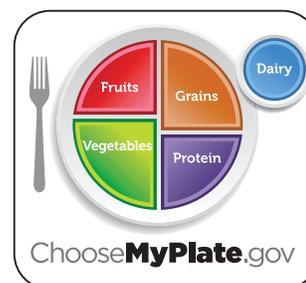
Serving Size: ½ cup pumpkin, cooked (123g)	
Calories 24	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 6g	2%
Dietary Fiber 1g	5%
Sugars 1g	
Protein 1g	
Vitamin A 122%	Calcium 2%
Vitamin C 10%	Iron 4%

How Much Do I Need?

- A ½ cup of pumpkin is an excellent source* of vitamin A and a good source* of vitamin C.
- Vitamin A helps keep your vision good, fight infection, and keep your skin healthy.
- Vitamin C helps your body heal cuts and wounds. It also helps lower your risk of infection.

*Excellent sources provide at least 20% Daily Value (DV). Good sources provide 10-19% DV.

The amount of fruits and vegetables you need depends on your age, gender, and the amount of physical activity you get every day. Make half your plate fruits and vegetables to reach your total daily needs!



What's in Season?

California grown pumpkins are in peak season in fall. They are usually available from October to December. California grown varieties may be fresher and cost less than varieties shipped from other states or countries.

Try these other California grown produce items in fall: collard greens, kale, sweet potatoes, and winter squash (acorn, butternut, pumpkins).



Network participation in Food Day is for the purpose of educating and informing SNAP-Ed eligibles about healthy eating and physical activity and will not include advocacy for or against any specific laws, regulations or ordinances.

For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP, an equal opportunity provider and employer. Visit www.CaChampionsForChange.net for healthy tips. © California Department of Public Health 2012



La Cosecha del Mes

Red para una California Saludable

La verdura de *La Cosecha del Mes* es la **calabaza**



La salud y el éxito en el aprendizaje van mano a mano

El Día de la Comida es el 24 de octubre. Es un movimiento nacional para comer más comida saludable, de buen precio y sostenible – como frutas y verduras. Sirva la mitad del plato de sus hijos con frutas y verduras y ayúdeles a hacer al menos 60 minutos de actividad física todos los días. Hacer estas cosas es bueno para su salud y puede también ayudar a los niños a tener mejor desempeño en la escuela.

Consejos saludables

- Escoja calabazas frescas que se sientan firmes y pesadas para su tamaño.
- Conserve las calabazas frescas en un lugar frío y oscuro hasta por dos meses.
- Busque calabaza enlatada sin azúcar ni sodio agregado. Puede usar calabaza enlatada en cualquier receta que pida calabaza cocinada.
- Encuentre el mejor precio en las parcelas donde usted puede escoger sus propias calabazas o en el mercado sobre ruedas.

Ideas saludables de preparación

- Ase, hornee o haga puré de calabaza como platillo saludable. Incluso puede hacer puré de calabaza para preparar una sopa.
- Use calabaza enlatada para preparar sabrosos panes, panecillos o incluso panqueques. Agregue pasas o nueces picadas para comer más fibra.

SOPA DE CALABAZA Y FRIJOLES

Rinde 6 porciones.

1 taza equivale a una porción.

Tiempo de preparación: 30 minutos

Ingredientes:

- 1 lata de frijol blanco, sin escurrir
- 1 cebolla pequeña finamente picada
- 1 taza de agua
- 1 lata de 15 onzas de calabaza 100% natural
- 1½ tazas de jugo de manzana 100% natural
- ½ cucharadita de canela
- ⅛ cucharadita de nuez moscada o jengibre
- ½ cucharadita de pimienta negra
- ¼ cucharadita de sal

1. En la licuadora agregue los frijoles, la cebolla y el agua. Licue hasta que la mezcla quede cremosa.
2. En una olla grande agregue la calabaza, el jugo y las especias. Mezcle bien.
3. Agregue la mezcla de frijoles licuados a la mezcla de calabaza.
4. Tape y cocine a fuego lento durante 15-20 minutos. Sirva caliente.

Información Nutricional por Porción:

Calorías 160, Carbohidratos 32 g, Fibra Dietética 7 g, Proteínas 8 g, Grasas 0.5 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 330 mg

Adaptado de:
Pennsylvania Nutrition Education Network

¡En sus marcas, listos...!

- Limite el tiempo que pasa frente a la televisión, la computadora y los videojuegos. Agregue tiempo activo caminando los fines de semana o después de la cena.

Para más ideas, visite*:

<http://kids.usa.gov/grown-ups/for-parents/exercise-fitness-nutrition/index.shtml>

Información nutricional

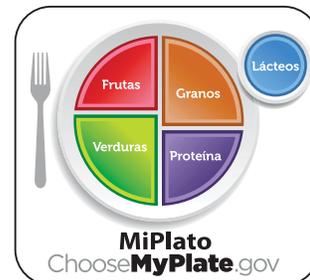
Porción: ½ taza de calabaza, cocida (123g)	
Calorías 24	Calorías de Grasa 0
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 1mg	0%
Carbohidratos 6g	2%
Fibra Dietética 1g	5%
Azúcares 1g	
Proteínas 1g	
Vitamina A 122%	Calcio 2%
Vitamina C 10%	Hierro 4%

¿Cuánto necesito?

- Una ½ taza de calabaza es una fuente excelente* de vitamina A y una buena fuente* de vitamina C.
- La vitamina A es buena para la vista, combate infecciones y mantiene sana la piel.
- La vitamina C ayuda al cuerpo a sanar las heridas. También ayuda a disminuir el riesgo de contraer infecciones.

*Las fuentes excelentes aportan por lo menos el 20% del Valor Diario (DV). Las buenas fuentes aportan 10-19% DV.

La cantidad de frutas y verduras que necesita cada persona depende de su edad, si es hombre o mujer y cantidad de actividad física que realiza cada día. ¡Sirva la mitad de su plato con frutas y verduras para obtener sus requerimientos diarios!



Adaptado del USDA

¿Qué está en temporada?

Las calabazas que se cultivan en California están en su mejor temporada durante el otoño. Normalmente están disponibles de octubre a diciembre. Las variedades que se cultivan en California pueden ser más frescas y costar menos que las que se envían de otros estados o países.

*Sitio web sólo disponible en inglés.



La participación de la Red en el Día de la Comida tiene el propósito de educar e informar a las personas elegibles para SNAP-Ed acerca de la comida saludable y la actividad física y no incluye promoción a favor o en contra de leyes, reglamentos u ordenanzas específicos.

Para información sobre CalFresh, llame al 1-888-9-COMIDA. Financiado por SNAP-Ed del USDA, un proveedor y empleador que ofrece oportunidades equitativas. Para consejos saludables, visite www.CampeonesDelCambio.net. © California Department of Public Health 2012



Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

Food Day takes place annually on October 24. It is a national celebration and movement toward more healthy, affordable, and sustainable food. The foods we eat should bolster our health, but many are contributing to several hundred thousand premature deaths from heart attack, stroke, diabetes, and cancer each year. Food Day aims to transform the American diet. All Americans should be able to select healthy diets. And healthy diets for students translates to improved learning in the classroom and beyond. So, celebrate Food Day on October 24. Use *Harvest of the Month* to help teach students how to eat healthy and be active every day.

For more information, visit:
www.foodday.org



Exploring California Pumpkins: Taste Testing

What You Will Need (per group of 8 students):

- 1 whole pumpkin
- 1 cup cooked pumpkin, cubed and roasted
- ½ cup canned pumpkin (in a clear bowl)
- ½ cup pumpkin seeds, roasted
- Nutrition Facts labels* for cooked pumpkin, canned pumpkin, and pumpkin seeds
- Pencils and paper

*Download labels from www.harvestofthemonth.com.

Activity:

- Explore whole pumpkin noting color, texture, sound, and smell. Record observations in a group chart.
- Examine the cooked and canned pumpkin and pumpkin seeds. Note color, texture, sound, smell, and taste. Record observations in group chart.
- Look at the Nutrition Facts labels. Examine similarities and differences. Chart the three highest nutrients in each variety.
- Discuss observations as a class. Talk about the nutrients and how they are different in each variety.

For more ideas, reference:

The Power of Choice, USDA, 2003, pp. 41-51.

Cooking in Class: Pumpkin Dip

Makes 36 servings at ½ cup each

Ingredients:

- 2 15-ounce cans 100% pumpkin
- 1 32-ounce container lowfat vanilla yogurt
- 6 apples, sliced
- Small paper cups and napkins

1. In a large bowl, combine the pumpkin and yogurt.
2. Spoon 2 tablespoons of dip into cups.
3. Add 1 or 2 apple slices to each cup. Serve immediately.

Nutrition information per serving:

Calories 50, Carbohydrate 11 g, Dietary Fiber 2 g, Protein 2 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 20 mg

Source: *Network for a Healthy California*, 2012.

For more ideas, visit:

http://publichealth.lacounty.gov/nut/LACOLLAB_Files/documents/HOTM/HOTM%20Resources.htm

Reasons to Eat Pumpkins

A ½ cup of pumpkin provides:

- An excellent source of vitamin A.*
- A good source of vitamin C.

*Learn about vitamin A on page 2.

Champion Sources of Vitamin A:*

- Canned pumpkin
- Carrots
- Cooked greens (collards, kale, turnip greens)
- Cooked pumpkin
- Sweet potatoes
- Winter squash (acorn, butternut)

*Champion sources provide a good or excellent source of vitamin A (at least 10% Daily Value).

For more information, visit:

www.fruitsandveggiesmorematters.org/pumpkin
<http://ndb.nal.usda.gov>
(NDB No: 11423)



Nutrition Facts

Serving Size: ½ cup pumpkin,
cooked (123g)

Calories 24 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 1mg 0%

Total Carbohydrate 6g 2%

Dietary Fiber 1g 5%

Sugars 1g

Protein 1g

Vitamin A 122% Calcium 2%

Vitamin C 10% Iron 4%

PUMPKINS

What is Beta-Carotene?

- The bright orange color of pumpkin indicates that pumpkin is loaded with an important antioxidant, beta-carotene.
- Beta-carotene is one of more than 600 plant carotenoids. It is converted to vitamin A in the body. In the conversion to vitamin A, beta-carotene performs many important functions in overall health.
- Current research shows signs that a diet rich in foods containing beta-carotene may lower the risk of certain types of cancer and may offer protection against heart disease.
- Other studies show that beta-carotene may also help protect against some degenerative aspects of aging.

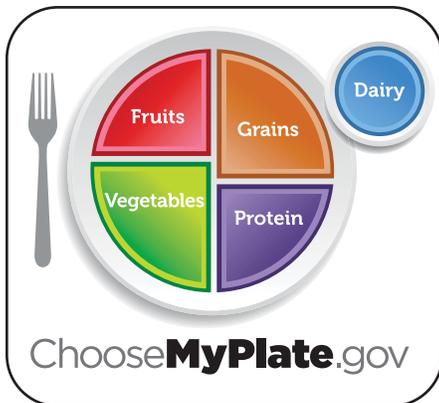
For more information, visit:

www.mayoclinic.com/health/beta-carotene/NS_patient-betacarotene

How Much Do I Need?

The amount of fruits and vegetables you need depends on your age, gender, and the amount of physical activity you get every day. Make half your plate fruits and vegetables to reach your total daily needs! Remember that all forms of fruits and vegetables count – fresh, frozen, canned, dried, and 100% juice. (And you can enjoy pumpkins cooked, canned, as juice, and even the seeds!)

Have students visit www.ChooseMyPlate.gov/children-over-five.html to learn how food and physical activity are like “fuel” to help keep their bodies healthy.



Botanical Facts

Pronunciation: 'pûm(p)-kën

Spanish name: calabaza

Family: Cucurbitaceae

Genus: *Cucurbita*

Species: *Cucurbita pepo*

Pumpkins are members of the vine family called cucurbits, related to squash and melons. In North America, pumpkin cultivars belong to either the *Cucurbita pepo*, *maxima*, *mixta*, or *moschata* species. Pumpkins are the largest squash variety most commonly with bright orange, ribbed skin, and orange flesh.

The name pumpkin originated from the Greek word “pepon” meaning “large melon.” The French called it “pompon,” which was changed to “pumpion” by the English. Finally, American colonists changed it to “pumpkin.”

For more information, visit:

<http://urbanext.illinois.edu/veggies/pumpkin.cfm>

How Do Pumpkins Grow?

Pumpkins are a warm-season crop that can be grown in most regions of the United States. They are vigorous vine growers and need lots of room to grow – a single vine can grow as long as 30 feet. Pumpkins prefer a soil enriched with compost or fertilizer. Once planted, a pumpkin will begin to blossom with male and female flowers. The male flowers attach straight to the stem of the blossom, while the females have a small bulb at the base. The male blossoms attract the bees. When the female blossom opens, it is only open for one day, and if a bee does not transfer pollen from the male to the female on that day, it will fall off and the plant will not be fertilized. Once fertilized, most pumpkin varieties take between 90 to 120 days to mature.

Temperature	70° to 90°F
Exposure	Full sunlight
Planting	In small hills or mounds about 3 feet in diameter; about 4 to 6 seeds per hill, about 1 to 2 inches deep
Irrigation	Infrequent, deep watering with good drainage
Pollination	Requires bee pollination
Maturity	90 to 120 days
Harvest	When shell is hard; predominantly orange in color; stem starts to twist and dry; or when the vine “goes away”

For more information, visit:

<http://urbanext.illinois.edu/firstgarden/planning/dictionary/veggies/pumpkins.cfm>



Home Grown Facts

- California ranks second in production of pumpkins behind Illinois. Roughly 90% of processed pumpkins come from Illinois.*
- Eighty percent of the U.S. pumpkin supply is available in October.
- In the U.S., pumpkins are grown mainly for processing, and a small percentage is grown for ornamental sales.
- In California, about 90% of pumpkins are grown specifically for Halloween. Most pumpkins are sold in local markets or directly to consumers at you-pick pumpkin patches, farmers' markets, and food retail stores.

*2011 Data

For more information, visit:

www.cdfa.ca.gov/statistics/pdfs/Vegetable&MelonCrops2011-12.pdf
http://vric.ucdavis.edu/veg_info_crop/pumpkinsandsquash.htm

Student Champions

Pumpkins are most commonly used and eaten in October and November. However, with canned pumpkin and pumpkin juice (broth), pumpkins can easily be consumed year-round. Using what they have learned in class about pumpkins, have students market pumpkins as a year-round food to the community.

- Design a poster that shows the health benefits of pumpkins and the many ways they can be eaten. Display on school campus, at grocery stores, or farmers' markets.
- Write a news article that describes the history of pumpkins, its many uses, its nutritional benefits, and how it can be eaten year-round in many different forms. Submit articles to local print outlets.
- Develop healthy recipes featuring pumpkins that can be eaten in any season. Submit recipes to school nutrition staff, local restaurants, and even to the "food editor" of local print outlets.

School Garden: Pumpkin Patch

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

Since most California pumpkin varieties need to be planted in June or July, visit a local pumpkin farm for a school garden activity. Have the local farmer show students how he plants, grows, and harvests the pumpkins on the farm. Divide the class into four groups and have students take notes on:

- Supplies needed
- How and when to plant
- How to tend to the pumpkin while it grows
- How and when to harvest

When students return to class, make a plan for how your class will plant and grow pumpkins for the next school year. Or, students can make a plan to grow pumpkins at home with their family or in a community garden.

For more ideas, visit:

www.csgn.org

Student Sleuths

- 1 True or False: *Pumpkins are a vegetable.* Have students respond to the statement by writing a paragraph supporting or refuting this claim.
- 2 What is beta-carotene and how is it connected to vitamin A? List at least five fruits or vegetables that are excellent sources of beta-carotene. How are the fruits and vegetables on your list similar?
- 3 There are hundreds of varieties of pumpkins, and they can be put into four categories based on use and size. What are the four sizes (include approximate weight ranges)? Describe how each is primarily used in America?
- 4 What are other crops in the Cucurbit family? How are they alike nutritionally? How are they different? What is your favorite fruit or vegetable in the Cucurbit family?
- 5 The pumpkin can be eaten in many different forms, but there is a process to it. Have students look up how to select a pumpkin for cooking, prepare it, cook it, puree it, and even how to use the seeds.

For information, visit:

www.agmrc.org/commodities_products/vegetables/pumpkins.cfm
<http://urbanext.illinois.edu/firstgarden/planning/dictionary/veggies/pumpkins.cfm>
<http://urbanext.illinois.edu/pumpkins/selection.cfm>

A Slice of Pumpkin History

- Pumpkins originated in Central America, as seeds from pumpkin relatives have been found in Mexico that date back more than 7,500 years.
- Pumpkins were likely brought to North America by Indian tribes.
- Native Americans called pumpkins "isqoutm squash" and they used the seeds for food and medicine.
- For many centuries, people have carved "jack-o-lanterns" at Halloween. In Ireland and Scotland, they originally used potatoes and turnips. In England, they used beets. In the 18th and 19th centuries, American colonists found pumpkins to be the most ideal "vegetable" for carving jack-o-lanterns.

For more information, visit:

<http://urbanext.illinois.edu/pumpkins/history.cfm>



Adventurous Activities

Botanical Investigation:

There are hundreds of varieties of pumpkins. Sometimes, they are categorized as “jack-o-lantern,” ornamental, or pie pumpkin varieties. Have students research these three varieties, listing the attributes of each and three specific types. Have students find out what varieties and types are grown in their local farms.

History – Part I:

Pumpkins and squash were an important part of Native American history. Research the many uses of pumpkins by Native Americans, describing how they used it in everyday life and why.

History – Part II:

What is the meaning behind the “jack-o-lantern”? Have students research the history of the jack-o-lantern and Halloween.

For more ideas, visit:

<http://teammnutrition.usda.gov/educators.html>

Cafeteria Connections

- Partner with a local pumpkin farm to get pumpkins donated to the school. Host a “Best Jack-o-Lantern” contest between classrooms. Work with the school nutrition staff to judge the contest and display the winning pumpkins in the cafeteria.
- Work with school nutrition staff to feature pumpkins on the school menu. Have students submit healthy pumpkin recipes, including soups, stews, breads, and dips.
- Do a “Pumpkin Taste Test” in the school cafeteria at lunch. Sample tastes of canned pumpkin, cooked pumpkin, pumpkin juice (or soup), and pumpkin seeds. Have students vote for their favorite.

For more ideas, visit:

www.fns.usda.gov/tn



Just the Facts

- Pumpkins are 90% water.
- Pumpkins can range in size from less than a pound (miniatures) to over 1,000 pounds (giant pumpkins). The largest known pumpkin weighed over 1,140 pounds.
- The pumpkin is the state fruit of New Hampshire.
- The town of Morton, Illinois is the self-proclaimed “Pumpkin Capital of the World.” This is because the town is home to a pumpkin processing plant, which cans more than 85% of the world’s pumpkins every year.
- The original “pumpkin pie” was made when colonists sliced off the tops of pumpkins, removed the seeds, filled the insides with milk, spices, and honey, and then baked it in hot ashes.

For more information, visit:

<http://urbanext.illinois.edu/pumpkins/facts.cfm>

Physical Activity Corner

The USDA’s SuperTracker can provide students with:

- A personalized nutrition and physical activity plan
- A way to track the foods they eat and how active they are.
- Tips and support to help them make healthier choices and plan ahead.

Students have the option to create their own profile, or to use a general plan based on their age and gender.

If students have daily access to a computer, have them take 10 minutes every day to input their activity into the Physical Activity Tracker. Students can track their activity over several weeks or months. They can also use the “My Coach Center” to set personal goals.

Visit www.supertracker.usda.gov/

[physicalactivitytracker.aspx](http://www.physicalactivitytracker.aspx) to learn more about the Physical Activity Tracker.

For more ideas, visit:

www.pecentral.org/lessonideas/searchresults.asp?category=190

Literature Links

- **Primary:** *Apples and Pumpkins* by Anne Rockwell, *It’s a Fruit, It’s a Vegetable, It’s a Pumpkin* by Allan Fowler, *The Pumpkin Book* by Gail Gibbons, and *Pumpkin Circle: The Story of a Garden* by George Levenson.
- **Secondary:** *The Legend of Sleepy Hollow* by Washington Irving and *Squashed* by Felder Rushing

For more ideas, visit:

www.cfaitc.org/trg/pdf/trg2009.pdf

www.harvestofthemonth.com/EdCorner/literature-links.asp

Network participation in Food Day is for the purpose of educating and informing SNAP-Ed eligibles about healthy eating and physical activity and will not include advocacy for or against any specific laws, regulations or ordinances.

This material was produced by the California Department of Public Health’s *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net. © California Department of Public Health 2012

Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured produce is

winter squash



Health and Learning Success Go Hand-in-Hand

Breakfast can give children the nutrients they need to grow healthy. Eating a healthy breakfast also promotes a healthy mind. Encourage your child to eat school breakfast and help put your child on the road to health and learning success.

Produce Tips

- Squash are members of the gourd family. Winter squash have hard shells, inedible skins, and large seeds.
- Choose squash that are firm, heavy for their size, and have dull skins (not shiny). Winter squash should be hard without cracks or soft spots.
- Store uncut winter squash in a dark, cool, dry place. They can keep up to three months.
- Once cut, squash can keep about one week when wrapped and refrigerated.
- Varieties include acorn, banana, butternut, hubbard, kabocha, pumpkin, spaghetti, and turban squash.

For more tips, visit:

www.cachampionsforchange.net

Healthy Serving Ideas

- Bake, boil, roast, sauté, or microwave winter squash. Use it in stews, soups, salads, dips, breads, and even pies.
- Sample different varieties of winter squash to find out your family's favorite. (See Produce Tips for varieties.)
- Varieties with darker yellow/orange flesh are more nutritious than lighter colors. (Hint: Butternut is more nutritious than spaghetti squash.)

SPICY APPLE-FILLED SQUASH

Makes 4 servings.

1 wedge per serving.

Cook time: 70 minutes

Ingredients:

- 1 large acorn squash (about 1 pound)
- 1 cup water
- 2 teaspoons butter
- 1 large apple, cored, peeled, chopped
- 1 tablespoon brown sugar
- ¼ teaspoon ground cinnamon
- ⅛ teaspoon ground cloves
- ⅛ teaspoon nutmeg

1. Preheat oven to 400 F.
2. Cut squash in half and scoop out seeds. Place squash, cut side down, in 13 x 9-inch dish.
3. Add water and bake 35 to 45 minutes or until fork-tender.
4. While squash is baking, cook rest of the ingredients in a saucepan over medium heat for 8 minutes or until apple is crisp-tender.
5. Cut each squash half into two pieces and divide apple mixture equally among squash wedges. Return squash to oven. Bake 10 minutes more. Serve hot.

Nutrition information per serving:

Calories 99, Carbohydrate 21 g, Dietary Fiber 4 g, Protein 1 g, Total Fat 2 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 5 mg, Sodium 18 mg

Adapted from: *Everyday Healthy Meals*, Network for a Healthy California, 2007.

Let's Get Physical!

- Be a role model. Studies show that children who see their parents having fun and being active are more likely to stay active their entire lives.
- Find a local pumpkin farm and take a family walk through the fields.

Nutrition Facts

Serving Size: ½ cup cooked acorn squash, cubed (103g)	
Calories 57	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 4mg	0%
Total Carbohydrate 15g	5%
Dietary Fiber 5g	18%
Sugars 0g	
Protein 1g	
Vitamin A 9%	Calcium 5%
Vitamin C 19%	Iron 5%

How Much Do I Need?

- A ½ cup of cooked squash is about one cupped handful.
- A ½ cup of winter squash, like butternut, hubbard, and pumpkin, is an excellent source of vitamin A.
- A ½ cup of winter squash, like acorn, butternut, hubbard, and pumpkin, is a good source of fiber and vitamin C.
- A ½ cup of acorn squash provides iron and calcium.
- Iron is a mineral that helps move oxygen from the lungs to the rest of the body. It also helps the body fight infections.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. It is important to eat a variety of colorful fruits and vegetables every day to get all the nutrients your body needs. Find out how much each person in your family needs.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

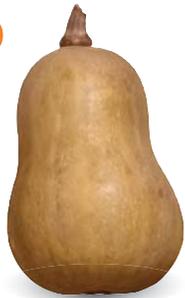


La Cosecha del Mes



Red para una California Saludable

La verdura de *La Cosecha del Mes* es la calabaza de invierno



La Salud y el Éxito en el Aprendizaje Van Mano a Mano

El desayuno puede darle a los niños los nutrientes que necesitan para crecer sanos. Comer un desayuno saludable contribuye al desarrollo saludable de la mente. Anime a su hijo/a a comer el desayuno de la escuela y encamínelos hacia la salud y el éxito en el aprendizaje.

Consejos Saludables

- Las calabazas de invierno tienen cáscara dura e incomible y semillas grandes.
- Escoja calabazas que estén firmes, pesadas para su tamaño y que tengan la cáscara opaca. Evite las calabazas con partes blandas o que estén reventadas.
- Almacene las calabazas enteras en un lugar oscuro, seco y fresco hasta por tres meses.
- Una vez cortada, envuelva y refrigere la calabaza hasta por una semana.
- Entre los distintos tipos de calabaza se incluyen: bellota, banana, *butternut*, *hubbard*, cabocha, calabaza de castilla, *spaghetti* y turbán.

¡En sus Marcas, Listos...!

- Ponga el ejemplo. Los estudios muestran que los hijos que ven a sus padres divirtiéndose y haciendo actividad física tienden a mantenerse activos el resto de sus vidas.
- Encuentre una granja local de calabazas y lleve a su familia a caminar por el campo.

Ideas Saludables de Preparación

- La calabaza se puede hornear, hervir, asar, sofreír, cocinar en la estufa o en el microondas.
- Use la calabaza en guisos, sopas, ensaladas, salsas (*dips*), panes y hasta en pays.
- Las variedades que tienen la pulpa de color oscuro son más nutritivas que las de color más claro. (Consejo: La calabaza *Butternut* es más nutritiva que la calabaza *Spaghetti*.)

CALABAZA CON RELLENO DE MANZANA

Rinde 4 porciones.

$\frac{1}{4}$ de la calabaza por porción.

Tiempo de preparación: 70 minutos

Ingredientes:

- 1 calabaza bellota grande (aproximadamente 1 libra)
- 1 taza de agua
- 2 cucharaditas de mantequilla
- 1 manzana grande, sin las semillas ni el centro, pelada y picada
- 1 cucharada de azúcar morena
- $\frac{1}{4}$ cucharadita de canela molida
- $\frac{1}{8}$ cucharadita de clavo de molido
- $\frac{1}{8}$ cucharadita de nuez moscada

- Caliente el horno a 400°F.
- Corte la calabaza por la mitad y retire las semillas. Póngala con la parte cortada hacia abajo en una charola de horno de 13 x 9 pulgadas.
- Agregue agua y cocine durante 35 a 45 minutos, o hasta que se note tierna al introducir un tenedor.
- Mientras la calabaza está en el horno, cocine el resto de los ingredientes en una cacerola a fuego medio durante 8 minutos, o hasta que la manzana esté tierna pero crujiente.
- Corte cada mitad de calabaza por la mitad y coloque la mezcla de manzana en partes iguales en cada trozo de calabaza. Vuelva a colocar la calabaza en el horno y cocínela durante 10 minutos más. Sirva caliente.

Información nutricional por porción:

Calorías 99, Carbohidratos 21 g, Fibra Dietética 4 g, Proteínas 1 g, Grasa Total 2 g, Grasa Saturada 1 g, Grasa Trans 0 g, Colesterol 5 mg, Sodio 18 mg

Adaptada de: *Recetas Saludables para Cada Día*, Red para una California Saludable, 2007.

Información Nutricional

Porción: $\frac{1}{2}$ taza de calabaza bellota, cocinada y en cubitos (103g)	
Calorías 57	Calorías de Grasa 0
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 4mg	0%
Carbohidratos 15g	5%
Fibra Dietética 5g	18%
Azúcares 0g	
Proteínas 0g	
Vitamina A 9%	Calcio 5%
Vitamina C 19%	Hierro 5%

¿Cuánto Necesito?

- Una $\frac{1}{2}$ taza de calabaza cocinada equivale aproximadamente a un puñado.
- Una $\frac{1}{2}$ taza de calabaza es una fuente excelente de vitamina A.
- Una $\frac{1}{2}$ taza de calabaza es una fuente buena de fibra y vitamina C.
- Una $\frac{1}{2}$ taza de calabaza bellota aporta hierro y calcio.
- El hierro es un mineral que ayuda a transportar el oxígeno de los pulmones al resto del cuerpo y también ayuda a combatir las infecciones del cuerpo.

La cantidad de frutas y verduras que necesita depende de su edad, sexo y nivel de actividad física. Es importante comer diariamente una variedad de frutas y verduras de diferentes colores para obtener los nutrientes que su cuerpo necesita. Averigüe cuánto necesita cada persona de su familia.

Recomendación Diaria de Frutas y Verduras*

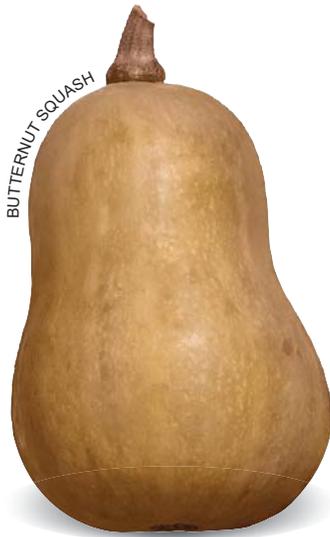
	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mypyramid.gov para aprender más.

Harvest of the Month



Network for a Healthy California



BUTTERNUT SQUASH

Nutrition Facts

Serving Size: ½ cup cooked acorn squash, cubed (103g)
Calories 57 Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 4mg	0%
Total Carbohydrate 15g	5%
Dietary Fiber 5g	18%
Sugars 0g	
Protein 1g	
Vitamin A 9%	Calcium 5%
Vitamin C 19%	Iron 5%

WINTER SQUASH

Health and Learning Success Go Hand-In-Hand

School breakfast programs increase learning and academic achievement, improve student attention to academic tasks, reduce visits to the school nurse, and decrease behavioral problems. Help promote the school breakfast and meals program to your students. Use *Harvest of the Month* to encourage students to eat healthfully and be active.

Exploring California Winter Squash: Taste Testing

What You Will Need:

- Three to five different winter squash varieties, whole and sliced*
- One of each variety per every four students
- Nutrition labels for each variety**
- Dry erase board, markers

*See *Botanical Facts* on page 2 for varieties.

**Download labels from www.harvestofthemoth.com.

Activity:

- Examine squash noting color (skin and flesh), texture, sound, and smell.*
- Chart observations on board.
- Analyze nutrition information.
- Chart three highest nutrient levels.
- Compare and contrast varieties.
- Discuss differences in nutrient levels and how they may be related to characteristics like flesh color.

*Note: Tasting raw winter squash is not recommended.

For more ideas, reference:

The Power of Choice, USDA, 2003, pp. 41-51.

Cooking in Class: Pumpkin Delight

Makes 36 tastes at 2 tablespoons each

Ingredients:

- 2 (15-ounce) cans 100% pure pumpkin
- 2 tablespoons of pumpkin pie spice
- 1 sleeve of lowfat graham crackers
- 1 tablespoon of honey*
- Small paper plates
- Small plates and forks

1. Place the pumpkin in a large bowl.
2. Stir pumpkin spice and honey thoroughly into the pumpkin.
3. Crumble all graham crackers into the pumpkin mixture and stir until well blended. Mixture will be chunky.
4. Place 2 tablespoons of pumpkin mixture on paper plate. Serve immediately.

*Do not give honey to children under the age of one. Lowfat vanilla yogurt may be used in place of honey.

Nutrition information per serving:

Calories 40, Carbohydrate 8 g, Dietary Fiber 0 g, Protein 0 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 53 mg

Adapted from: Tasting Trio Team, *Network for a Healthy California*, 2010.

For more ideas, visit:

www.cachampionsforchange.net



Reasons to Eat Winter Squash

A ½ cup of cooked winter squash provides:

- An excellent source of vitamin A (butternut, hubbard, and pumpkin).
- A good source of vitamin C (acorn, butternut, hubbard, and pumpkin).
- A good source of fiber (acorn, butternut, and hubbard).
- A good source of potassium (acorn and hubbard).
- A good source of magnesium, thiamin, and vitamin B₆ (acorn).
- A source of iron* (acorn).

*Learn about iron on page 2.

Champion Sources of Iron*:

- Beans
- Fortified cereal
- 100% prune juice
- Pumpkin seeds
- Soybeans and soybean nuts



ACORN SQUASH

*Champion sources provide a good or excellent source of iron.

For more information, visit:

www.eatright.org/Public/content.aspx?id=3608&terms=winter+squash

www.nal.usda.gov/fnic/foodcomp/search/ (NDB No: 11483)

What is Iron?

- Iron is a mineral that helps move oxygen from the lungs to the rest of the body. It also helps keep red blood cells healthy and helps the body fight infections.
- Even though iron is found in many foods, low iron levels are a common nutrition problem.
- Iron carries oxygen throughout your body so cells can produce energy. When iron levels are low, you may feel fatigued, weak, and have difficulty tolerating extreme temperatures.
- Iron in food exists as two types, heme and non-heme. Animal foods such as meat, fish, and poultry provide heme. Your body uses this type of iron most effectively. Non-heme is found in plant foods like spinach and beans and isn't as well absorbed by the body.
- You can add to your iron intake by choosing a variety of animal and plant foods and by eating foods rich in vitamin C, which helps your body absorb the iron in plant foods (especially important for vegetarians). Eat a variety of foods to be sure you get enough iron.

Source: www.eatright.org

For more information, visit:

<http://lpi.oregonstate.edu/infocenter/minerals/iron/>

Botanical Facts

Pronunciation: wĭn-tər - skwōsh

Spanish name: calabaza

Family: Cucurbitaceae

Genus: *Cucurbita*

Species: *C. maxima* Duchesne

Squash are gourds belonging to the *Cucurbita* genus. Gourds, along with cucumbers and melons, are vine crops of the Cucurbitaceae family. The word "squash" is derived from the Native American *askutasquash* meaning "food eaten raw."

There are two main squash varieties: winter and summer. Winter squash are not grown or harvested in winter, but picked when fully ripe and feature a hard shell (rind) with thick, inedible skin and hollow seed cavity with fully developed seeds. The thick shell allows it to be stored for several months. (Summer squash are picked immature and have a soft shell.)

The most common varieties of winter squash grown in the United States include:

- **Acorn**, a smaller, acorn-shaped squash with dark green skin, deep furrows, and yellow-orange flesh.
- **Butternut**, a long, pear-shaped squash with tan skin and orange, sweet flesh; the most popular variety.
- **Buttercup** or **Turban**, named for its "wrapped" layers, usually a dark green shell with orange, mealy flesh.
- **Hubbard**, a golden or green squash notable for its bumpy, thick skin.
- **Pumpkin**, the largest squash variety with bright orange, ribbed skin, and orange flesh.
- **Spaghetti**, a yellow-skinned squash whose flesh forms translucent spaghetti-like strands when cooked.

For more information, visit:

www.urbanext.uiuc.edu/veggies/wsquash1.html

How Much Do I Need?

A ½ cup of cooked winter squash is about one cupped handful. The amount of fruits and vegetables that each person needs depends on age, gender, and physical activity level. Fruits and vegetables are an important part of an overall healthy diet.

Have students visit <http://teammnutrition.usda.gov/resources/mypyramidclassroom.html> to learn about the recommended daily amounts for all food groups. Use the student worksheets to help students write down and track their food group goals.

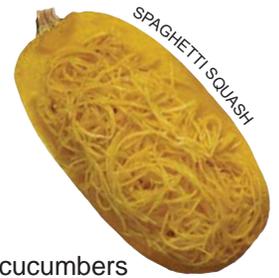
For more ideas, visit:

www.choosemyplate.gov/MenuPlanner/downloads/RateWhatYouAte.pdf

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.



Student Sleuths

- 1 What are some nutritional benefits of winter squash? How do the nutrients vary between different varieties?
- 2 What is iron? What does it do for the body? How much iron do you need? Make a list of foods that are good and excellent sources of iron.* Then, develop a daily meal plan that will meet your daily iron needs.
- 3 How is the iron provided by plants different than iron provided by animal sources?
- 4 Search for recipes with winter squash. List the various ways squash can be prepared.
- 5 Go to the grocery store and identify all of the different varieties of winter squash. Do a price cost comparison. What are the most and least expensive varieties?
- 6 What are the top three squash-producing countries in the world? Hypothesize why these countries lead squash crop production.

*Good sources provide 10-19% of the recommended Daily Value (DV). Excellent sources provide 20% or more of DV.

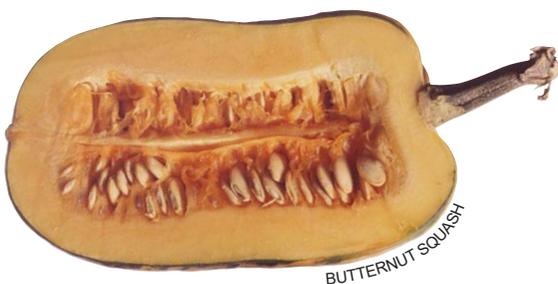
For information, visit:

www.eatright.org

www.ers.usda.gov

www.nal.usda.gov/fnic/foodcomp/search

www.choosemyplate.gov/MenuPlanner/downloads/RateWhatYouAte.pdf



How Does Winter Squash Grow?

Winter squash are warm-weather plants requiring pollination for fruit development. Until recently, squash plants were grown exclusively on vines. Today, more growers are using a hybridized, compact “bush” variety that allows for more plants per acre.

	Vine and Bush Squash
Temperature	70-90 F (sensitive to frost)
Preferred soil	Rich, sandy loam soil, well drained, heavy fertilization (or added compost)
Exposure	Full sun with steady water supply
Planting	Seeds on hills or raised beds (6 to 10 feet apart, 4 to 6 seeds per hill)
Flowers	Multiple male blossoms on long stems; few females, swollen at base of plant
Pollination	Bees transfer pollen from male to female blossoms; USDA recommends one hive per acre
Harvesting	Occurs at mature fruit stage, usually 80 to 100 days after planting (typically in fall months)

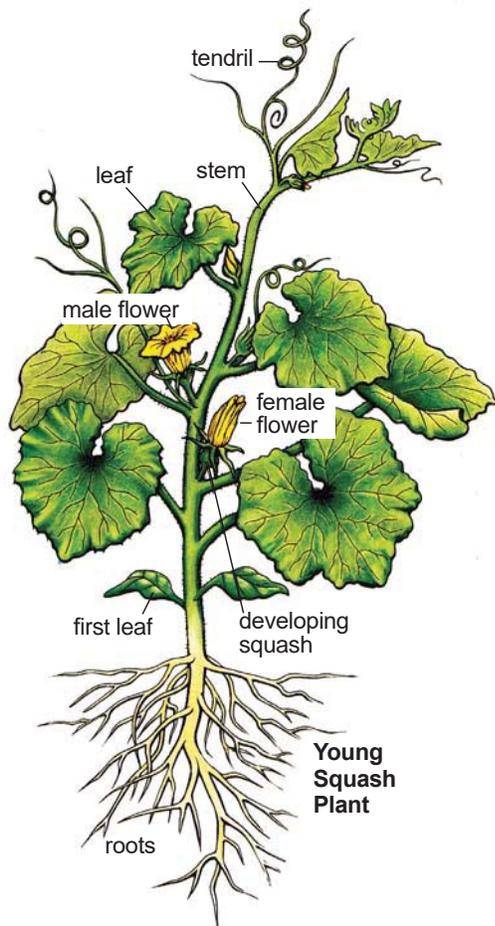
For more information, reference:

www.kidsgardening.com

Growing Vegetables California Style, Marsha Prillwitz, 1988.

Linking Science and Nutrition: Tips, Lessons, and Resources for Integrated Instruction, *Network for a Healthy California*, 2010.

(Also available on www.californiahealthykids.org.)



Adapted from: *Hot as a Pepper, Cool as a Cucumber*, Meredith Sayles Hughes, 1999. To download reproducible botanical images, visit the Educators' Corner at www.harvestofthemonth.com.

A Taste of Squash History

- Gourds, cucumbers, and melons are all part of the Cucurbit family, but all have different origins. Squash and pumpkins are native to the Americas, while cucumbers originated in eastern Asia, and melons in Africa or Persia.
- Squash are one of the oldest cultivated crops in the Western Hemisphere. Seeds found in Mexico have been dated as 10,000 years old.
- Squash were originally cultivated for their seeds, as early varieties did not contain much flesh and were very bitter.
- Squash were one of the “Three Sisters” planted by the Iroquois. The Iroquois myth describes three sisters that were inseparable. These plants — squash, maize (corn), and beans — were staples of nearly every Native American tribe.
- Winter squash first migrated to Europe from Peru by Spanish Explorer Francisco Pizarro in the early 16th century. Many Europeans referred to squash as “melons.”
- Winter squash became a staple food of early colonists and eventually traveled West with Americans, producing better crops in warmer states like California.



For more information, reference:

Growing Vegetables California Style, Marsha Prillwitz, 1988.

Adventurous Activities

Celebrate National School Lunch Week by having students write journal entries every day of what they ate for lunch. Have students monitor how they feel (e.g., tired, energetic, etc.). Use the NutritionData® Custom Data Entry tool to complete a nutrient analysis of their lunches (www.nutritiondata.com). Compare journal entries between school lunches and lunches from home.

For more activities, visit:

www.harvestofthemonth.com

Home Grown Facts

- California leads the nation in total squash production (20%), followed by Florida (18%), Michigan (17%), and Georgia (15%).
- California ranks third behind Michigan and Oregon in production of squash for processing (15% of total squash acreage).
- Squash production takes place mostly in central San Joaquin Valley, with summer squash accounting for more acreage than winter squash.



TURBAN SQUASH

For more information, visit:

www.cdfa.ca.gov

Physical Activity Corner

California's Physical Education Content Standards emphasize educating students on the importance of a healthy lifestyle that includes nutritious foods and regular physical activity. Help reinforce this message in the classroom. Demonstrate how being active is not limited to doing outdoor activities or organized sports.

Discussion:

- Break students into small groups and have them discuss how they can be active for 60 minutes every day doing a variety of indoor and outdoor activities each day. Have each group share at least one answer and demonstrate to the class.
- Discuss ways students can increase their physical activity in everyday activities such as while grocery shopping, doing household chores, etc.

For physical activity ideas, visit:

www.ncpe4me.com

Cafeteria Connections

Winter squash are available in many varieties. Butternut, acorn, and spaghetti are most common, but students may not be as familiar with others like banana and kabocha. Help students taste and learn about different varieties.

- Work with your school nutrition staff to set up a "Winter Squash" display in the cafeteria. Label each variety and provide the nutrition information.*
- Invite school nutrition staff to help with the *Exploring California Winter Squash* activity (page 1).
- Organize a "Squash Naming" contest. Display a number of winter squash and post the variety names above in scrambled order. Ask students to match the name with the correct variety.

*Hint: Download the Nutrition Facts labels from www.harvestofthefmonth.com.

For more ideas, reference:

Fruits and Vegetables Galore, USDA, 2004.

Just the Facts

- Referred to as a vegetable in cooking, squash are actually fruits of vines of the *Cucurbita* genus.
- Native Americans believed squash seeds increased fertility and called squash "the apple of God."
- In Native American, the word "squash" means "eaten raw" but winter squash are almost never eaten raw.
- Besides the fruit, other edible parts of squash plants include the seeds (eaten whole, toasted, ground into paste, or pressed for oil); shoots, leaves, and tendrils (eaten as greens); and blossoms (used for cooking and decoration).



School Garden: Plant Parts We Eat

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

Squash plants have many edible parts including the fruits, leaves, flowers, and seeds. Many other plants have multiple edible parts, like beets, strawberries, and pumpkins. Some plants have edible fruit but poisonous leaves, like tomatoes. Use the CDE *Fruit and Vegetable Photo Cards* and/or school garden to help students learn the plant parts we eat — roots, stems, leaves, fruits, flowers, and seeds.

- Assign a plant part to groups of students
- Have groups research and report on assigned part, including examples
- Visit school garden and have students identify plants and their edible parts

Adapted from: *Nutrition to Grow On*, CDE, 2001, pp. 10-17.



Student Champions

- Invite older students to work with younger students to plant a "Three Sisters" garden plot (squash, corn, beans) at school or in a community garden. Enlist help of neighbors, family, and friends.
- Using the knowledge they have gained about nutrition, have students find healthy recipes featuring winter squash. Encourage students to visit local grocery stores and provide them with these recipes to promote as "school specials." Students can offer to include special artwork to help the store show patrons how they are supporting a local school.

For more ideas, visit:

www.schoolnutrition.org

Literature Links

- **Elementary:** *Carlos and the Squash Planet* (bilingual) by Jan Romero Stevens, *Plant Plumbing: A Book About Roots and Stems* by Susan Blackaby, and *Pumpkin Soup* by Helen Cooper.
- **Secondary:** *Squashed* by Joan Bauer and *The Legend of Sleepy Hollow* by Washington Irving.

For more ideas, visit:

www.cfaitc.org/trg/pdf/trg2009.pdf



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





Persimmons

Fall/Winter
December

SUGGESTED SCHEDULE

Week 1: Persimmon Trees

Week 2: All About Persimmons

Week 3: Foods With Moods

Optional Activities

BOOKS

Are You Peeling? Foods With Moods

by Saxton Freyman

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

December: Persimmons

<u>Books</u>	Week 3: How Are You Peeling? Foods With Moods by Saxton Freyman
<u>Materials</u>	Week 1: Persimmon Trees <ul style="list-style-type: none">◆ Fresh Fruit and Vegetable Photo Cards◆ Rainbow of Fruit Chart Week 2: All About Persimmons <ul style="list-style-type: none">◆ Food Experience ingredients Week 3: Foods with Moods <ul style="list-style-type: none">◆ Persimmon cut outs, other fruit cut outs or paper◆ Crayons, dried beans, other materials for crafts◆ Scissors (optional)

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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1,LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition– Math & Science; COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show the class the persimmon Fresh Fruit and Vegetable Photo Card. Ask– what fruit is this? A persimmon. Ask– what shape is it? Round. Tell the class we are going to learn about persimmons this month. Ask if anyone has ever eaten persimmons before.
- 2) 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.
- 3) Ask the class - has anyone eaten a persimmon? How did you 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 or pumpkin bread).
- 4) Ask - what color are the of persimmons? They are orange. Vitamin A is in oranges fruits and vegetables and helps 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.
- 5) 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, mangos, pumpkins, papayas, orange peppers. Show a Fresh Fruit and Vegetable Photo Card for each one, if available.

Optional: Collectively on a large paper or one individual papers, have the children to draw orange fruits and vegetables that help them be healthy.

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

Children will...

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



Persimmon Trees



Persimmons

Week 2: All about Persimmons

MATERIALS

- Food Experience Ingredients
- Fuyu is the more common type. If it is the only variety available, you can simply compare the outside to the inside or compare to another fruits such as an apple.

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-2015

- Approaches to Learning-Self-Regulation; ATL-REG1
- Social and Emotional Development; SED1, SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD6
- English Language Development; ELD1, ELD2
- Cognition-Math & Science; COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show the class the persimmons and tell the children that today we will be tasting persimmons. Identify the farm they were grown on if you know it.
- 2) Show the children a persimmon (both varieties if you have them). Ask about the color and shape.
- 3) 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.
- 4) 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.
- 5) 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. If you have both varieties, ask the children to compare their color, shape, texture, etc.
- 6) Ask—Can you name another fruit or vegetable of the same color? something that is round or oval like a persimmon? something bigger than a persimmon? something smaller than a persimmon? something the same size as a persimmon?
- 7) Slice a persimmon and show the class the inside, be sure to point out where the seeds are. Compare what the persimmons look like on the outside and inside.
- 8) Next, explain that we will taste persimmons but that whenever we eat, we first need to wash our hands.
- 9) In small groups, have the children wash their hands.
- 10) As a group, taste one 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.
- 11) 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 the children 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 their name if they are able to do so.

Children will...

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

Total Fat	0g		0%
Saturated Fat	0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	0mg		0%
Total Carbohydrate	3g		1%
Dietary Fiber	1g		2%
Sugars	2g		
Protein	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.

* Fuyu is the more common type. If it is the only variety available, you can simply compare the outside to the inside or compare to another fruits such as an apple.

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.

“I LIKE THIS”



“ME GUSTA”

“I DON’T LIKE THIS YET”



“NO ME GUSTA TODAVÍA”



Persimmons

Week 3: Foods with Moods

MATERIALS

- *How Are You Peeling? Foods With Moods* by Saxton Freyman
- Persimmon cut outs, other fruit cut outs or paper
- Crayons, dried beans, other materials for crafts
- Scissors (optional)

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP 2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED1, SED2
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD5, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG9, COG10
- Physical Development-Health; PD-HLTH10

LESSON

- 1) Read the book *How Are You Peeling? Foods With Moods* by Saxton Freyman.
- 2) Talk about the different emotions expressed by the fruits and vegetables.
- 3) Have the children each create a “moody” fruit or vegetable as in the book. You can create persimmon cut outs from the template provided, create other fruit shapes or have the children draw and cut out their own fruits and vegetables.
- 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.
- 5) Ask each child describe the emotion their fruit or vegetable is feeling. Ask: How do you know they feel that way? Do you ever feel this way? Use this as an opportunity to discuss emotions and healthy ways to express them.
- 6) Ask them to also describe the fruit or vegetable: what it is called? Is it a fruit or vegetable?

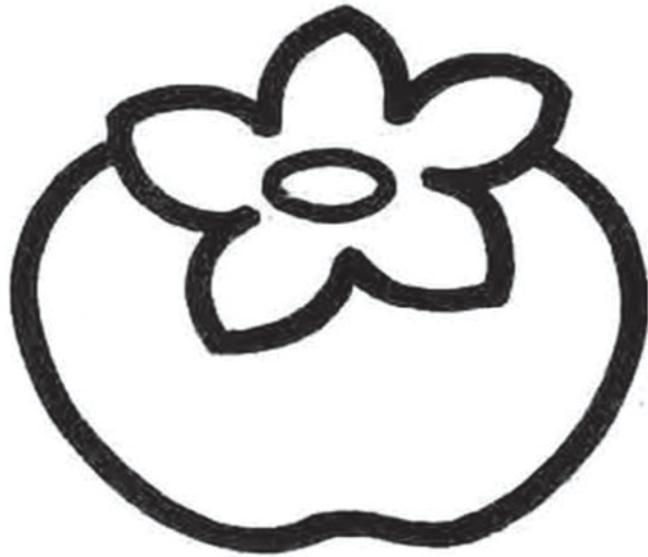
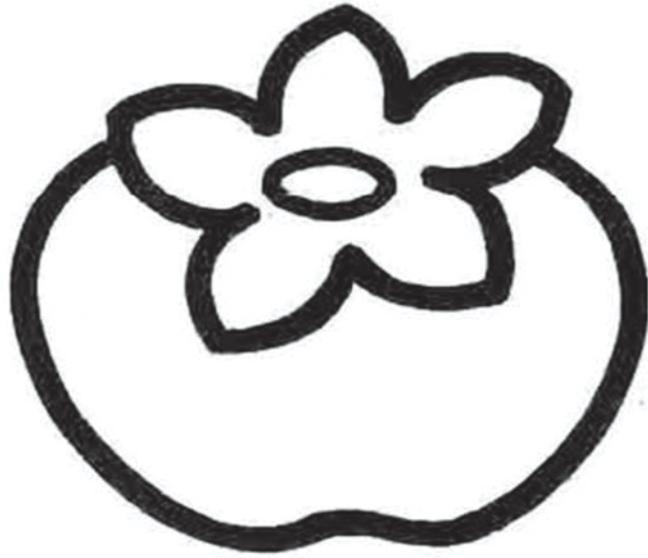
Optional: Display the fruit cut outs in the classroom.

Children 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.

Lesson modified from Merced County *Harvest of the Month* Preschool

How Are You Peeling - Persimmon Cut Outs



Extending the Learning Experience

Optional Supplemental Lessons

WEEK 1 (optional)

DRDP-2015

PD-HLTH1, PD-HLTH2,

PD-HLTH9

Fruit Tree Stretch

This exercise is meant to get your class 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 a child’s 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)

DRDP-2015

LLD4, COG2, COG5, COG9,
COG10, COG11

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 children 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 children 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)

LLD2, PD-HLTH2, VPA2

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

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

Total Fat	6g	10%
Saturated Fat	3.5g	17%
Trans Fat	0g	
Cholesterol	30mg	10%
Sodium	160mg	6%
Total Carbohydrate	21g	7%
Dietary Fiber	0g	2%
Sugars	9g	
Protein	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 mitts

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

	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.

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

Total Fat	2g	12%
Saturated Fat	0g	6%
Trans Fat	0g	
Cholesterol	0mg	7%
Sodium	105mg	17%
Total Carbohydrate	5g	7%
Dietary Fiber	0g	3%
Sugars	2g	
Protein	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.



Urban & Environmental Policy Institute,
Occidental College,
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Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured fruit is
persimmons



Health and Learning Success Go Hand-in-Hand

Students who get regular physical activity often perform better in the classroom. Children need at least 60 minutes of physical activity every day. Encourage your child to be active and help them eat a colorful variety of fruits and vegetables.

Produce Tips

- Look for bright orange and red-colored persimmons with smooth skins and leaves still attached.
- Ripe Fuyus are firm and stay fresh for up to three weeks at room temperature. For longer storage, keep refrigerated.
- Ripe Hachiyas are soft and may be slightly wrinkled or have a few brown spots. Store at room temperature and use within a few days.
- To ripen firm Hachiyas, place in paper bag with an apple or banana.

Helpful Hint: Hachiyas are mostly used in baking and can be eaten by scooping the flesh out with a spoon.

For more tips, visit:

www.fruitsandveggiesmatter.gov/month/persimmons.html

Healthy Serving Ideas

- Offer whole or quartered Fuyu persimmons to your child as an after-school snack.
- Toss sliced Fuyu persimmons into salads or add to stir-fries.
- Add Hachiya persimmons to recipes like muffins, pies, and puddings.
- Replace the tomatoes in your favorite salsa recipe with chopped Fuyu persimmons for a sweet salsa snack.

PERSIMMON & SPINACH SALAD

Makes 6 servings. ½ cup per serving.

Prep time: 30 minutes

Ingredients:

- 1½ tablespoons olive oil
- 3 tablespoons 100% orange juice
- 2 tablespoons rice vinegar
- ½ teaspoon salt
- 3 cups spinach, washed
- 3 medium Fuyu persimmons, sliced
- ¼ cup dried cranberries

1. In small bowl, combine oil, orange juice, rice vinegar, and salt for dressing. Chill in refrigerator.
2. In large bowl, combine spinach, persimmons, and cranberries.
3. Toss salad with dressing and serve.

Variation: Top with sliced, grilled chicken breasts.

Nutrition information per serving:

Calories 112, Carbohydrate 21 g, Dietary Fiber 4 g, Protein 1 g, Total Fat 4 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 210 mg

Adapted from: www.lapublichealth.org/nutrition

Let's Get Physical!

- **In the morning:** Go for a brisk 10 minute walk with your child to warm up your bodies and minds.
- **After school:** Set aside 20 minutes for your child to play outside or be active indoors before starting homework. It may help your student to focus better.
- **In the evening:** Unwind by doing stretches with your child.
- **On the weekend:** Walk around at a farmers' market and see how many different produce items you and your child can find.

For more ideas, visit:

www.cachampionsforchange.net

Nutrition Facts

Serving Size: ½ medium persimmon (84g)	
Calories 59	Calories from Fat 1
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 16g	5%
Dietary Fiber 3g	12%
Sugars 11g	
Protein 0g	
Vitamin A 27%	Calcium 1%
Vitamin C 11%	Iron 1%

How Much Do I Need?

- Half of a medium persimmon is about a ½ cup of fruit.
- A ½ cup of persimmon is an excellent source of vitamin A and a good source of vitamin C and fiber.
- Persimmons also have many antioxidants like beta-carotene, which becomes vitamin A in the body. Vitamin A helps maintain good vision, fight infection, and keep skin healthy.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Encourage your family to eat a variety of colorful fruits and vegetables every day – fresh, frozen, canned, and dried! It will help them reach their recommended daily amount.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.



For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips. © California Department of Public Health 2010.



La Cosecha del Mes

Red para una California Saludable

La fruta de La Cosecha del Mes son los **pérsimos**



La Salud y el Éxito en el Aprendizaje Van Mano a Mano

Los estudiantes que hacen actividad física regularmente tienen mejor desempeño en la clase. Los niños necesitan al menos 60 minutos de actividad física diaria. Anime a su hijo/a para que sea activo/a y ayúdelo/a a comer una variedad de frutas y verduras de diferentes colores.

Consejos Saludables

- Busque pérsimos de color rojo o naranja oscuro, con piel lisa y que aún tengan las hojas.
- El pérsimo *Fuyu* maduro es firme y dura fresco hasta 3 semanas a temperatura ambiente. Para que dure más tiempo, guárdelo en el refrigerador.
- El pérsimo *Hachiya* maduro es suave y puede estar ligeramente arrugado o tener algunas manchas. Guárdelo a temperatura ambiente y úselo a los pocos días.
- Para madurar *Hachiyas*, póngalos en una bolsa de papel con una manzana o un plátano.

Consejo Útil: El pérsimo *Hachiya* se usa por lo general para hornear y se puede cortar y comer con una cuchara.

Ideas Saludables de Preparación

- Ofrezca a su hijo/a un pérsimo *Fuyu* cortado en trozos como bocadillo.
- Agregue el pérsimo *Hachiya* a recetas para panecillos y pudines.
- Sustituya los tomates en su receta de salsa favorita por pérsimos *Fuyu* y obtendrá una salsa dulce.

ENSALADA DE ESPINACA Y PÉRSIMO

Rinde 6 porciones. $\frac{1}{2}$ taza por porción.
Tiempo de preparación: 30 minutos

Ingredientes:

- 1½ cucharadas de aceite de oliva
- 3 cucharadas de jugo de naranja 100% natural
- 2 cucharadas de vinagre de arroz
- ½ cucharadita de sal
- 3 tazas de espinaca, lavada
- 3 pérsimos *Fuyu* medianos, rebanados
- ¼ taza de arándanos rojos secos

1. En un tazón, combine el aceite, el jugo de naranja, el vinagre de arroz y la sal para preparar el aderezo. Enfríe en el refrigerador.
2. En otro tazón, combine la espinaca, los pérsimos y los arándanos.
3. Mezcle la ensalada con el aderezo y sirva.

Variación: Agregue rebanadas de pechuga de pollo asadas.

Información nutricional por porción:

Calorías 112, Carbohidratos 21 g, Fibra Dietética 4 g, Proteína 1 g, Grasa Total 4 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 210 mg

Adaptado de[†]: www.lapublichealth.org/nutrition

¡En sus Marcas, Listos...!

- **Por la mañana:** Camine de prisa con su hijo/a por 10 minutos para que su cuerpo y mente entren en calor.
- **Después de la escuela:** Antes de empezar la tarea, anime a su hijo/a para que juegue afuera o esté activo/a en la casa por 20 minutos. Esto le ayudará a concentrarse mejor.
- **Durante el fin de semana:** Camine con su hijo/a al mercado sobre ruedas y vean cuántos tipos diferentes de frutas y verduras pueden identificar.

Para más ideas, visite:
www.campeonesdelcambio.net

Información Nutricional

Porción: $\frac{1}{2}$ de un pérsimo mediano (84g)	
Calorías 59	Calorías de Grasa 1
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 1mg	0%
Carbohidratos 16g	5%
Fibra Dietética 3g	12%
Azúcares 11g	
Proteínas 0g	
Vitamina A 27%	Calcio 1%
Vitamina C 11%	Hierro 1%

¿Cuánto Necesito?

- La mitad de un pérsimo mediano es aproximadamente $\frac{1}{2}$ taza de fruta.
- Una $\frac{1}{2}$ taza de pérsimo es una fuente excelente de vitamina A y una fuente buena de vitamina C y fibra.
- Los pérsimos también tienen muchos antioxidantes como beta-caroteno que se convierten en vitamina A en el cuerpo. La vitamina A es buena para la vista, ayuda a combatir infecciones y a mantener la piel saludable.

La cantidad de frutas y verduras que necesita diariamente depende de su edad, sexo y nivel de actividad física. Anime a su familia a comer una variedad de frutas y verduras de diferentes colores cada día – frescas, congeladas, enlatadas y secas. Éstas les ayudarán a obtener la cantidad diaria recomendada.

Recomendación Diaria de Frutas y Verduras*

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

[†]Sitio web sólo disponible en inglés.

Harvest of the Month



Network for a Healthy California



Nutrition Facts

Serving Size: ½ medium persimmon (84g)	
Calories 59	Calories from Fat 1
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 16g	5%
Dietary Fiber 3g	12%
Sugars 11g	
Protein 0g	
Vitamin A 27%	Calcium 1%
Vitamin C 11%	Iron 1%

PERSIMMONS

Health and Learning Success Go Hand-In-Hand

The 2007 CalCHEEPS survey found that less than one out of three California children meet the fruit recommendation for good health and only one in ten eat the recommended cups of vegetables. Increasing students' access to nutrition lessons at school empowers them to make healthy food choices. Use *Harvest of the Month* to encourage healthful behaviors, connect with core curricula, and link the classroom, cafeteria, home, and community.

Exploring California Persimmons: Taste Testing

What You Will Need:

- One ripe Fuyu and Hachiya persimmon per every four students*
- Paper and pencils
- Cutting board and knife

*Refer to *Botanical Facts* on page 2 for information on how to determine ripeness.

Activity:

- Divide class into groups of four and distribute persimmons.
- Observe and feel both varieties of persimmons (whole).
- Cut Fuyus into quarters; as appropriate, scoop Hachiyas.
- Note texture, smell, and taste of each variety.
- Discuss similarities and differences in taste, color, texture, smell, and shape; use descriptive words to explain.
- Determine which variety students prefer and graph results. Share results with school nutrition staff.

For more ideas, reference:

The Power of Choice, USDA, 2003.

Cooking in Class: Persimmon Salad

Makes 36 tastes at 2 tablespoons each

Ingredients*:

- 8 Fuyu persimmons, washed
 - 2 Granny Smith apples, washed
 - 1 lemon, washed
 - 2 small packages honey* (9 grams each)
 - 1 tablespoon fresh mint, finely chopped (optional)
1. Core and chop the persimmons and apples into ½" chunks and place in a bowl.
 2. Cut the lemon in half and squeeze juice into a small container.
 3. Add honey to the lemon juice and mix thoroughly with a whisk.
 4. Pour the lemon-honey dressing over the fruit and gently toss until well coated.
 5. Place 2 tablespoons of fruit salad in a paper tray.
 6. Serve immediately. (If using mint, add just before serving.)

*Do not give honey to children under the age of one.

Nutrition information per serving:

Calories 40, Carbohydrate 8 g, Dietary Fiber 0 g, Protein 0 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 53 mg

Adapted from: Tasting Trio Team, *Network for a Healthy California*, 2010.

Reasons to Eat Persimmons

Half of one medium persimmon provides:

- An excellent source of vitamin A.
- A good source of fiber and vitamin C.
- A source of many antioxidants, including beta-carotene*, lutein, zeaxanthin, and lycopene.

*Learn about beta-carotene on page 2.

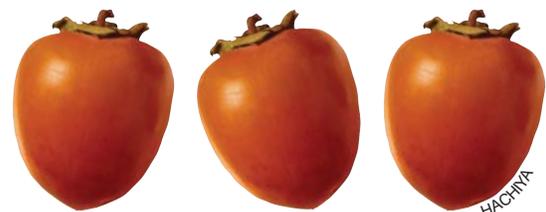
Champion Sources of Beta-Carotene*:

- Cantaloupe
- Carrots
- Mango
- Papaya
- Persimmons
- Pumpkin
- Spinach
- Sweet potatoes

*Champion sources provide a rich source of beta-carotene.

For more information, visit:

www.nal.usda.gov/fnic/foodcomp/search/
(NDB No: 09263)



What is Beta-Carotene?

- Beta-carotene is a member of the carotenoids, which are a class of more than 600 naturally occurring pigments synthesized by plants, algae, and photosynthetic bacteria.
- Carotenoids are highly colored (red, orange, yellow), fat-soluble compounds naturally occurring in many fruits and vegetables (leafy greens, carrots, sweet potatoes, squash, spinach, apricots, and green peppers).
- The carotene family possesses antioxidant properties. Alpha-, beta-, and gamma-carotene are considered "provitamins" because they can be converted to active vitamin A.
- Vitamin A serves several functions in the body. It helps maintain good vision, fight infection, support cell growth, and keep skin healthy.

For more information, visit:

http://lpi.oregonstate.edu/infocenter/phytochemicals/carotenoids/#biological_activity

http://www.mayoclinic.com/health/beta-carotene/NS_patient-betacarotene

How Do Persimmons Grow?

The persimmon is a deciduous tree, adaptable to a wide range of soils and climates and immune from most diseases and insects. Although the trees can withstand temperatures as low as zero degrees when fully dormant, they do not produce well in high summer heat or desert regions. Trees are either male or female, but some have both male and female flowers; sexual expression can also vary from year to year. Reaching heights of up to 25 feet, trees bear fruit about two to three years after grafting and have a life span of about 10 years.

For more information, visit:

www.crfg.org/pubs/ff/persimmon.html

www.nal.usda.gov

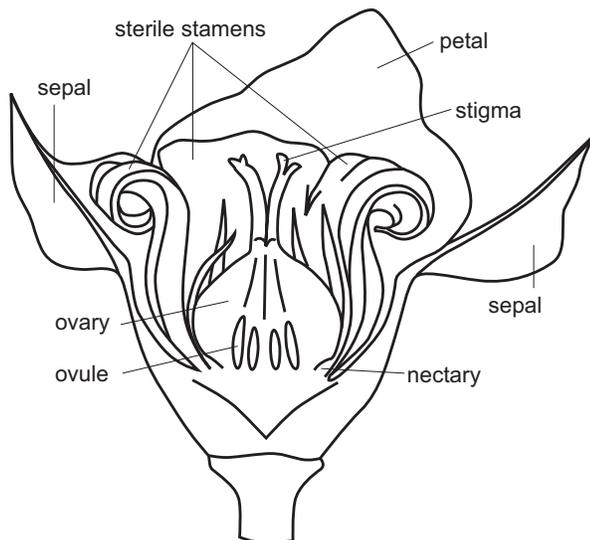


Image adapted from:

www.284.pair.com/florists/all-about-flowers/Persimmon.htm

Floral terminology provided by E. Sandoval, Curator, College of Biological Sciences Greenhouses, University of California, Davis.

To download reproducible botanical images and for more growing information, visit www.harvestofthemonth.com.

Botanical Facts

Pronunciation: per-sim'en

Spanish name: persimono

Family: Ebenaceae

Genus: *Diospyros*

Species: *D. kaki*



Ancient references to the persimmon as "food for the gods" have led to its classification in the genus *Diospyros* of the Ebony family. ("Dios" means God; "pyros" means grain or food.) The English word "persimmon" is derived from the Algonquian language of the eastern United States meaning "dry fruit."

Today, all persimmons cultivated in California (and most in the United States) are of the *D. kaki* species. Although native to China, this species is often referred to as Japanese or Oriental persimmons.* These fruits are generally divided into two categories: astringent and non-astringent.



	Astringent	Non-astringent
Varieties	Hachiya	Fuyu
Color	Bright, deep orange-red	Light orange
Shape	Acorn-shaped	Spherical, pumpkin-shaped
Use**	Must be jelly soft before it is edible; used mostly for baking	May be eaten raw when firm or soft

*See *A Slice of Persimmon History* on page 3 for origin.

**To ripen firm astringent varieties, store at room temperature. To expedite process, place in paper bag with apple or banana.

For more information, visit:

www.sdfarmbureau.org/fuyu

How Much Do I Need?

Half of one medium persimmon is about a ½ cup of fruit. This is about the size of one cupped handful. The amount of fruits and vegetables that each person needs daily depends on age, gender, and physical activity level. Encourage students to find out how many cups of fruits and vegetables they need to eat daily and keep a tracking log to monitor if they are meeting their needs. Remind students that they also need to get at least 60 minutes of physical activity every day.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day.

Visit www.choosemyplate.gov to learn more.

Student Sleuths

- 1 Some persimmon varieties contain tannins, which cause astringency. What are tannins? What are other sources of tannins?
- 2 Persimmons are high in antioxidants. What are antioxidants and what do they do for the body?
- 3 What is beta-carotene? Describe how beta-carotene is converted to vitamin A in the body.
- 4 Create a presentation on several fruits and vegetables from different parts of the plant we eat (roots, seeds, leaves, fruits, etc.). List the key nutrients found in each item and the health benefits of these nutrients.
- 5 What are the top three persimmon-producing counties in California? Locate on a map. When do these regions harvest persimmons? What similarities are there between these counties (e.g., climate, location, geography)?

For information, visit:

www.crfg.org/pubs/ff/persimmon.html
www.nal.usda.gov/fnic/foodcomp/search/

A Slice of Persimmon History

- The *D. kaki* species originated in China and made its way to Japan more than a thousand years ago.*
- Commodore Perry brought seeds back to the United States from Japan after his 1852-54 expedition. The seeds were first planted in the area around Washington, D.C., but were killed by an early frost.
- In 1870, grafted trees were successfully introduced into Georgia and California by early USDA plant explorers.
- At least 500 different *D. kaki* varieties were brought to California during a major planting spree from 1870 to 1920. In 1877 alone, more than 5,000 plants in 19 varieties were imported from Japan.
- Today, the two major Japanese varieties grown in California are the Hachiya and the Fuyu.

*Persimmons of the species *D. virginiana* (American persimmon) are native to North America, mostly on the East Coast. While it was a food staple of early Native Americans, the species today accounts for less than 1 percent of the country's total crop production.

For more information, reference:

Chez Panisse Fruit, Alice Waters, 2002.
<http://food.oregonstate.edu/faq/uffva/persimmon2.html>



School Garden: Cover Crops

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

Late fall is an ideal time to clean up the garden from summer and prepare it for winter using a cover crop. Cover crops provide soil cover and prevent soil erosion. A legume is a great choice for a winter cover crop for the added benefit of nitrogen. Easy to grow nitrogen rich plants are: red clover, alfalfa, fava beans, or peas. Humans need protein to grow properly. Nitrogen is a component of the protein foods that we eat. Animal and plant foods provide us with protein in our diet.

Activity:

Have students identify protein foods that come from animal and plant sources. This can be done with pictures of different types of food. Discuss how we can eat plant foods high in protein to replace animal protein in a meal.

For more ideas, reference:

The Growing Classroom, Roberta Jaffe and Gary Appel, Life Lab Science Program, 1990, pp. 93-95.

Home Grown Facts

- In 2004, California produced 99 percent of the *D. kaki* crop in the United States.
- Tulare and Fresno counties produce 53 percent of the state's total production.
- Other major persimmon-producing regions include Orange, Riverside, and San Diego counties. A small percentage is grown in Sutter and Placer counties.
- Persimmons reached their peak in popularity during the first half of the 20th century. The Hachiya was the preferred variety, but production declined and has since been surpassed by the Fuyu.

For more information, visit:

www.cdffa.ca.gov
www.crfg.org/pubs/ff/persimmon.html

Just the Facts

- In Asia, persimmons have been cultivated for thousands of years and rank next to citrus fruit in importance, culturally and economically.
- The persimmon is Japan's national fruit.
- The art of hoshigaki — hand-dried persimmons — is an integral part of traditional Japanese New Year's celebrations.
- The Fuyu was developed by breeding out the tannic acid from the Hachiya, making it more appealing to taste and easier to eat whole and raw.
- Persimmon trees are also cultivated for timber (used in golf clubs, textile weaving, and furniture), wildlife (flowers produce nectar for honeybees), and beautification.

Source:

Chez Panisse Fruit, Alice Waters, 2002.
www.mfc.state.ms.us/seedlings/



Student Champions

After the persimmon was introduced in America in the late 1800s, it became one of the country's most popular fruits, particularly in California. Although California continues to lead the nation in persimmon production, its popularity has declined considerably. Using what they have learned in class, students can "re-introduce" the persimmon to the community.

- Write an article that describes the two main varieties and the nutritional benefits. Include examples of how they can be used in meals and recipes. Submit articles to local print outlets.
- Design posters or brochures to promote the nutritional benefits and uses of persimmons. Include healthy holiday recipes. Display on campus or at grocery stores, persimmon stands, or farmers' markets.

Physical Activity Corner

Movement increases breathing and heart rate so that more blood flows to the brain. Integrating physical activity into the classroom can help optimize student performance.

Objective:

Kinesthetic movement, nutrition education

Activity:

- Students jump up and down (or hop on one leg)*
- Call out one of the fruit/vegetable color groups (red, green, yellow/orange, etc.)
- One at a time, each student calls out a fruit or vegetable within named color group
- Continue for all color groups

*Variations may involve identifying different movements to represent fruits and vegetables or the different color groups. For example, jumping may represent red fruits while running in place may represent blue/purple vegetables.

For more ideas, visit:

www.take10.net



Cafeteria Connections

The sweet and spicy Fuyu has apricot and cinnamon flavors that are appealing to children. It is easy to prepare and does not brown quickly. Introduce students to this unique fruit by incorporating it into the school menu. Share serving ideas with school nutrition staff.

- Use firm Fuyus as a "cracker" and pair with other fruits or lowfat cheese.
- Pair Fuyu with a crisp vegetable and a dip.
- Offer sliced or shredded persimmons in the salad bar.

Other ideas for incorporating persimmons.

- Ask students (grades K-5) to develop a snack recipe.
- Ask students (grades 6-8) to develop a lunch recipe.
- Gather healthy holiday recipes that contain persimmons to share with students and families.

For more ideas, visit:

www.fns.usda.gov/tn/

Literature Links

Ask librarian to help students with a research project. Divide students into groups to research the ancient Japanese art of hoshigaki. Have students select a topic of interest and present findings to class in the library. Topics may include:

- Demonstration of method used to hand-dry the fruit
- How the practice/art evolved and how it is different today
- Historical significance in Asian culture
- Global locations of where it is practiced today

For background information and book lists, visit:

www.cfaic.org/trg/pdf/trg2009.pdf

www.cfaic.org/Bookshelf/Bookshelf.php

www.sarep.ucdavis.edu/cdpp/foodsystems

www.slowfoodusa.org/ark/japanese_persimmon.html

Adventurous Activities

Science Exploration:

Cut persimmons will brown when exposed to air. Ask students to first research the concept of enzymatic browning or oxidation. Have students hypothesize what can be done to prevent this reaction from occurring. Then test students' hypotheses in an experiment using both Fuyu and Hachiya persimmons. Students compile information on graphs and present to their peers.

For more activities, visit:

www.harvestofthemonth.com



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





Kiwis

Fall/Winter
January

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

BOOKS

Fruit is a Suitcase for Seeds

by Jean Richards

Eating the Alphabet: Fruits and Vegetables from A to Z.

by Lois Ehlert

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

January: Kiwi

<u>Books:</u>	Week 1: A Fruit is a Suitcase for Seeds by Jean Richards Week 4: Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert
<u>Materials:</u>	Week 1: Seed Sort <ul style="list-style-type: none">◆ Chart paper and markers◆ Glue and paper◆ Seeds and a sorting mat for each child or group (children can collect seeds and bring them from home or use a bag of bird seed and bean mix) Week 2: Is Kiwi a Bird or a Fruit <ul style="list-style-type: none">◆ Fresh Fruit and Vegetable Photo Cards◆ Homophone flash cards (pre-cut, laminated optional) Week 3: Kiwi Fruit Tasting <ul style="list-style-type: none">◆ Food Experience ingredients◆ Fresh Fruit and Vegetable Photo Cards◆ Chart paper and markers Week 4: Kiwis are Healthy <ul style="list-style-type: none">◆ Rainbow of Fruits chart (from previous months)◆ Chart paper and markers◆ Paper and crayons

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 (children can collect seeds and bring them from home or use a bag of bird seed and bean mix)

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD2, ILD3, LLD4, LLD6
- English Language Development, ELD 1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG2, COG9, COG10
- Physical Development-Health; PD-HLTH4; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show children the kiwi Fresh Fruit and Vegetable Photo Card. Ask– what fruit is this? A kiwi. Ask– what shape and color is it? Rounds and brown. Tell them we are going to learn about kiwi this month. Ask if anyone has ever eaten kiwi before.
- 2) Read *A Fruit is a Suitcase for Seeds*.
- 3) Discuss the different types of fruits, seeds and pits. Ask the children to describe what the seeds and pits are for. Discuss how a plant grows from a seed and how it travels.
- 4) Ask children to brainstorm foods that have seeds. Explain that the list contains foods that are fruits and maybe some foods considered vegetables like cucumbers or tomatoes.
- 5) Ask the children to name fruits that have seeds on the inside (e.g. oranges, apples, tomatoes, bell peppers, persimmons...). Ask them if any fruits have seeds on the outside (e.g. strawberries). Now ask if they can think of seeds that are okay to eat (e.g. sunflower seeds, pumpkin, banana, peas, beans, strawberry, kiwi, tomato) which ones are not okay to eat (eg. apples, peaches, oranges, avocados...). Reassure children that the seeds they eat will not grow in their tummy (see the last page of the book).
- 6) Review the book with the children on how the different fruits grow (on a vine, on the ground, on a tree) and why fruit is a healthy food.
- 7) Refer to kiwi in the book (page 5) and let the class know that a kiwi fruit grows on a vine. Thee brown skin is its suitcase and the black dots its seeds.
- 8) Give each child some seeds to sort and encourage them to sort by size or color. Children can use tweezers, tongs or chopsticks to help with sorting to encourage fine motor development.
- 9) After children have completed the sorting of the seeds, have them make a seed collage individually, in small groups or as a class and display in the classroom.

Children 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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD8, LLD9
- English Language Development, ELD1, ELD2,
- Cognition-Math & Science; COG9 COG11
- Physical Development-Health; PD-HLTH10
- History– Social Science; HSS5

LESSON

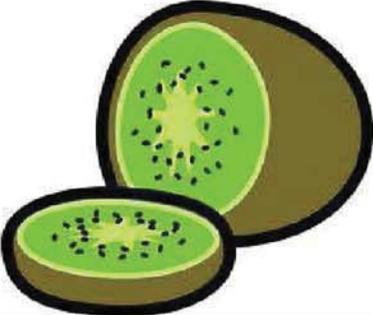
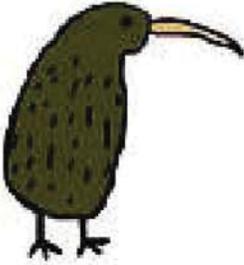
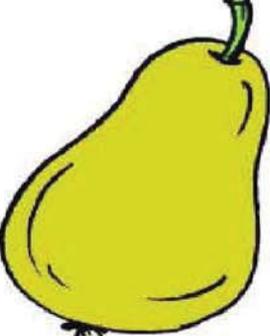
- 1) Show the picture of the “kiwi fruit” photo card. Discuss with the children how the kiwi grows on vines. Ask the children if they have ever seen or eaten a kiwi fruit. Explain that the kiwi is brown and fuzzy on the outside but green with tiny black seeds on the inside.
- 2) Explain that we have 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.
- 3) Ask—can you think of other words that sound the same but have different meanings?
- 4) 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.
- 5) As a class, make sentences using homophones.

Refer to *Extending the Learning Experience* for additional homophone card suggestions

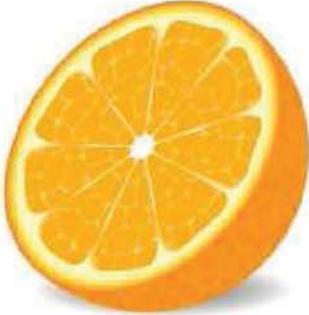
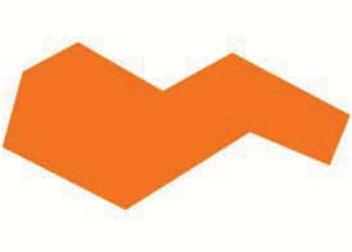
Children will...

- * 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.

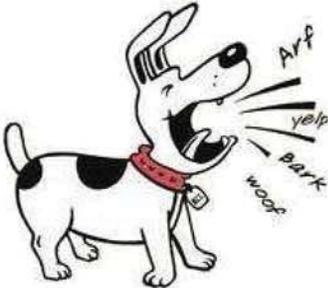
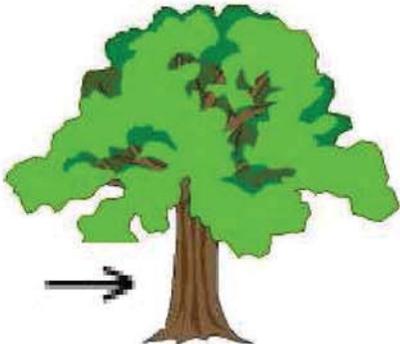
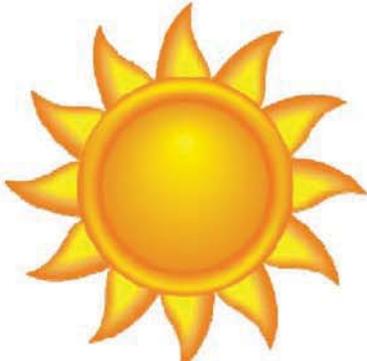
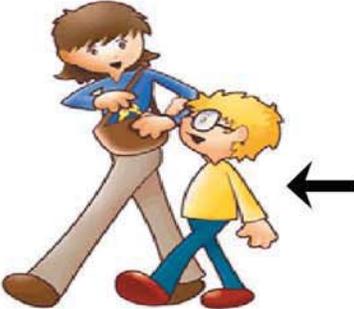
HOMOPHONES – WORDS AND PICTURE CARDS

	<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-2015

- Approaches to learning-Self Regulation; ATL-HLTH1
- Social and Emotional Development, SED1
- Language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG1, COG7, COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Explain to the children that today we will be tasting kiwi fruit and comparing the inside and outside of the fruit.
- 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. Identify the farm they were grown on if you know it.
- 4) Ask the children to describe the outside of the kiwi, size, color, shape, texture, smell, etc. Record their observations at the bottom of the “outside” column.
- 5) Cut one Kiwi in half horizontally to make a round (circle) shape. Pass the kiwi around.
- 6) Ask the children 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 dots in the middle. Do we eat the seeds? Yes! They are so small it’s ok to eat them.
- 8) Explain that kiwis vines 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) Next, explain that we will taste kiwi today but that whenever we eat, we first need to wash our hands.
- 11) In small groups, have the children wash their hands.
- 12) Cut each kiwi into quarter moon shapes; give each child a piece of fruit to taste. Make the kiwi milkshake recipe provided with the remaining kiwis and ask the children to compare the whole fruit to the milkshake.
- 13) Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have children 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.

Children 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.

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

Total Fat	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	65mg	3%
Total Carbohydrate	17g	6%
Dietary Fiber	2g	9%
Sugars	7g	
Protein	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
- Blender

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, children 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.

“I LIKE THIS”



“ME GUSTA”

“I DON'T LIKE THIS YET”



“NO ME GUSTA TODAVÍA”



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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9,
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG2, COG11
- Physical Development-Health; PD-HLTH10
- History- Social Science; HSS5
- VPA1

LESSON

- 1) Read *Eating the Alphabet: Fruits and Vegetables from A to Z*.
- 2) As you read the book, ask the children to point out the green fruits and vegetables and write and/or draw them on the large chart paper.
- 3) Ask the children which food color 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).
- 4) 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.
- 5) Review the list of the green fruits and vegetables as a class.
- 6) Discuss the different shapes and shade of green of the fruits and vegetables.
- 7) Explain that fruits and vegetables help you stay healthy.
- 8) Invite the children to draw some green fruits and vegetables on their own papers.
- 9) Display the children's artwork in the classroom or gather the pictures to create a class book on "Green Fruits and Vegetables" and make it available in the library.

Children 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)

DRDP 2015

LLD3, COG2, COG4, COG9
COG10

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 children 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 children 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)

DRDP-2015

COG2, HSS5

Homophone Matching Game (even number of children up to 12 children)

Give each child a homophone card.

Have the children 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 who 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 children to share their sentence or what their words mean.

WEEK 3 (optional)

DRDP-2015

PD-HLTH10

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 children 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)

DRDP-2015

PD-HLTH1, PD-HLTH2

Grape Stretch

This exercise is meant to get your children 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 a child's 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

Total Fat	3g	5%
Saturated Fat	2g	10%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	40mg	2%
Total Carbohydrate	23g	8%
Dietary Fiber	2g	8%
Sugars	18g	
Protein	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.

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

Total Fat	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	30mg	1%
Total Carbohydrate	30g	10%
Dietary Fiber	4g	17%
Sugars	20g	
Protein	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.

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

Total Fat	2.5g	4%
Saturated Fat	1.5g	7%
Trans Fat	0g	
Cholesterol	10mg	3%
Sodium	30mg	1%
Total Carbohydrate	19g	6%
Dietary Fiber	2g	6%
Sugars	14g	
Protein	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.

Harvest of the Month



Network for a Healthy California

The *Harvest of the Month* featured fruit is **kiwifruit**



Health and Learning Success Go Hand-in-Hand

Eating nutrient-rich foods like fruits and vegetables can help children do better in school. With *Harvest of the Month*, you can set a positive example and put your child on the road to health and learning success.

Produce Tips

- Select firm, unblemished fruit. The size of the fruit does not affect taste.
- Press the outside of the fruit with your thumb. If it gives to a little pressure, the kiwi is ripe. If the kiwi feels hard, it's not ready to eat.
- Kiwis will keep for several days at room temperature and up to four weeks in your refrigerator.
- To ripen kiwis, place in a bag with an apple or a banana. Leave the bag out on the counter for a day or two.

Healthy Serving Ideas

- Serve whole kiwis as an afternoon snack. They can be eaten like apples—with the skin.
- Make a pancake smiley face. Top pancakes with two kiwi slices for eyes and make a nose and mouth with a strawberry and banana.
- Slice two kiwis into calcium-rich lowfat yogurt or cottage cheese for an added sweet flavor.
- Kiwis work great for tenderizing meat. Explain to your child that kiwis have an enzyme (proteins produced by living things, like fruit) that helps break down the meat to make it tender. Find a recipe to try this together.
- Ask your child to help you make a healthy fruit salad for dessert.

For more ideas, visit:
www.cachampionsforchange.net

FRUIT SALAD

Makes 4 servings. $\frac{1}{2}$ cup each.

Prep time: 15 minutes

Ingredients:

- 1 medium kiwifruit, peeled and sliced
- 1 small banana, peeled and sliced
- $\frac{1}{2}$ cup chopped apple
- $\frac{1}{2}$ cup grapes
- $\frac{1}{2}$ cup 100% orange juice

1. In a medium bowl, mix all ingredients.
2. Serve immediately or chilled

Nutrition information per serving:
Calories 64, Carbohydrate 16 g, Dietary Fiber 2 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 2 mg

Source: *Network for a Healthy California*, 2010.

Let's Get Physical!

- Kick up your heels and dance with your child to your favorite tunes.
- Play a game of tag or hide-and-go-seek after dinner.
- Run, jog, or bike on a family treasure hunt in a nearby park.

For more physical activity ideas, visit:
www.mypyramid.gov/pyramid/physical_activity_tips.html

Nutrition Facts

Serving Size: $\frac{1}{2}$ cup kiwifruit, sliced (90g)

Calories 55 Calories from Fat 1

	% Daily Value
Total Fat 0g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 3mg	0%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	11%
Sugars 8g	
Protein 1g	
Vitamin A 2%	Calcium 3%
Vitamin C 139%	Iron 2%

How Much Do I Need?

- A $\frac{1}{2}$ cup of sliced kiwis is about one medium kiwi. This is about one cupped handful.
- A $\frac{1}{2}$ cup of sliced kiwis is an excellent source of vitamin C and vitamin K. It is also a good source of fiber.
- Vitamin C helps the body heal cuts and wounds. It also helps lower the risk of infection.

The amount of fruits and vegetables you need depends on your age, gender, and how active you are every day. Look at the chart below to find out how many cups of fruits and vegetables you and your family need every day. Help your child eat the recommended amount. It will help your child get the nutrients he or she needs to grow healthy and learn better.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2 $\frac{1}{2}$ - 5 cups per day	4 $\frac{1}{2}$ - 6 $\frac{1}{2}$ cups per day
Females	2 $\frac{1}{2}$ - 5 cups per day	3 $\frac{1}{2}$ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

La Cosecha del Mes



Red para una California Saludable

La fruta de La Cosecha del Mes es el **Kiwi**



La Salud y el Éxito en el Aprendizaje Van Mano a Mano

Comer alimentos ricos en nutrientes como frutas y verduras puede ayudar a mejorar el desempeño escolar de los niños. Con *La Cosecha del Mes*, usted puede ser un ejemplo positivo y encaminar a su hijo hacia la salud y el éxito en la escuela.

Consejos Saludables

- Busque frutas firmes que no tengan malladuras. El tamaño de la fruta no afecta su sabor.
- Si el kiwi cede al presionarlo ligeramente, está maduro. Si se siente duro significa que aún no se puede comer.
- Puede almacenar los kiwis durante varios días a temperatura ambiente y hasta cuatro semanas en el refrigerador.
- Para hacer madurar los kiwis, déjelos en el mostrador a temperatura ambiente uno o dos días.

Ideas Saludables de Preparación

- Sirva kiwis enteros como bocadillo por la tarde. Pueden comerse como las manzanas, con la piel.
- Rebane dos kiwis y mézclelos con yogur o requesón bajo en grasa y rico en calcio para un toque más dulce.
- Los kiwis son muy buenos para ablandar la carne. Explique a su hijo que los kiwis tienen una enzima (proteínas que producen los seres vivos, como la fruta) que ayuda a ablandar la carne. Encuentre una receta en la que pueda usar la carne y el kiwi juntos.
- Pida a su hijo que le ayude a preparar una ensalada de fruta saludable de postre.

Para más ideas visite:
www.campeonesdelcambio.net

ENSALADA DE FRUTA

Rinde 4 porciones. $\frac{1}{2}$ taza cada una.
Tiempo de preparación: 15 minutos

Ingredientes:

- 1 kiwi mediano, pelado y rebanado
- 1 plátano pequeño, pelado y rebanado
- $\frac{1}{2}$ taza de manzana picada
- $\frac{1}{2}$ taza de uvas
- $\frac{1}{2}$ taza de jugo de naranja 100% natural

1. Mezcle todos los ingredientes en un tazón mediano.
2. Sirva inmediatamente o sirva frío.

Información nutricional por porción:

Calorías 64, Carbohidratos 16 g, Fibra Dietética 2 g, Proteínas 1 g, Grasa Total 0 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 2 mg

Fuente: *Red para una California Saludable*, 2010.

¡En sus Marcas, Listos...!

- Baile con su hijo al ritmo de sus canciones favoritas.
- Juegue a la mancha o a las escondidas después de cenar.
- Juegue con su familia a buscar un tesoro en un parque cercano y vayan corriendo, trotando o en bicicleta.

Para más ideas de actividades físicas, visite[†]:

www.mipiramide.gov/pyramid/physical_activity_tips.html

Información Nutricional

Porción: $\frac{1}{2}$ taza de kiwis, rebanados (90g)

Calorías 55	Calorías de Grasa 1	% Valor Diario
Grasas 0g		1%
Grasa Saturada 0g		0%
Grasa Trans 0g		
Colesterol 0mg		0%
Sodio 3mg		0%
Carbohidratos 13g		4%
Fibra Dietética 3g		11%
Azúcares 8g		
Proteínas 1g		
Vitamina A 2%	Calcio 3%	
Vitamina C 139%	Hierro 2%	

¿Cuánto necesito?

- Una $\frac{1}{2}$ taza de kiwi rebanado es aproximadamente un kiwi mediano. Esto es aproximadamente un puñado.
- Una $\frac{1}{2}$ taza de kiwi rebanado es una fuente excelente de vitamina C y vitamina K. Es también una fuente buena de fibra.
- La vitamina C le ayuda al cuerpo a sanar heridas y cortadas y a disminuir el riesgo de contraer infecciones.

La cantidad de frutas y verduras que necesita depende de su edad, sexo y la cantidad de actividad física que practica cada día. Consulte la tabla siguiente para saber cuántas tazas de fruta y verdura necesitan usted y su familia diariamente. Ayude a su hijo a comer la cantidad recomendada. Así obtendrá los nutrientes que necesita para crecer sano y aprender mejor.

Recomendación Diaria de Frutas y Verduras**

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

**Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

[†]Sitio web sólo disponible en inglés.

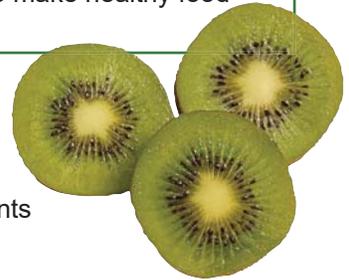
Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

Supporting the health of students is essential for academic achievement. Eating nutrient-rich fruits and vegetables improves academic performance and increases cognitive functioning in undernourished children. *Harvest of the Month* connects with core curricula to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It links the classroom, cafeteria, home, and community to motivate and support students to make healthy food choices and be physically active every day.



Exploring California Kiwis: Taste Testing

What You Will Need:

- One whole and one peeled and sliced kiwi per two students
- Pencil and paper

Activity:

- Each student makes two columns on a sheet of paper, labeled whole and sliced. Create five rows and label: texture, look, smell, feel, sound, and taste.
- Feel the outside of the whole kiwi and record observations.
- Follow with the sliced kiwis and record observations.
- Compare and contrast the two columns.

For more ideas, reference:

School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39–42.

Cooking in Class: Kiwi Spears

Makes 30 tastes at 1 small spear each

Ingredients:

- 10-12 kiwis, peeled and sliced
- 5 tangerines, peeled and segmented
- 5 bananas, peeled and sliced
- Sturdy plastic straws, cut in half, or stir sticks
- Paper plates or napkins

1. Thread two slices each of kiwi, tangerine, and banana, in an alternating pattern, onto straws.
2. Serve one spear on a plate to each student.

Nutrition information per serving:

Calories 53, Carbohydrate 13 g, Dietary Fiber 2 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 2 mg

For more ideas, reference:

Kids Cook Farm-Fresh Food, CDE, 2002.

Reasons to Eat Kiwis

A ½ cup of sliced kiwis is:

- An excellent source of vitamin C* and vitamin K.
- A good source of fiber.
- A source of potassium, folate, beta-carotene, lutein, and zeaxanthin.
- One of the most nutrient-dense fruits.**

*Learn more about vitamin C on page 2.

**Refer to *Just the Facts* on page 2 for more information.

Champion Sources of Vitamin C*:

- Bell peppers
- Broccoli
- Citrus fruits
- Cantaloupe
- Cauliflower
- Kiwifruit
- Mustard greens
- Strawberries

*Champion sources provide a good or excellent source of vitamin C.

Source: www.nal.usda.gov/fnic/foodcomp/search (NDB No: 09148)



Nutrition Facts

Serving Size: ½ cup kiwifruit, sliced (90g)

Calories 55 Calories from Fat 1

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 3mg 0%

Total Carbohydrate 13g 4%

Dietary Fiber 3g 11%

Sugars 8g

Protein 1g

Vitamin A 2% Calcium 3%

Vitamin C 139% Iron 2%



KIWIFRUIT

What is Vitamin C?

- Vitamin C helps the body heal cuts and wounds and helps lower the risk of infection.
- It also helps keep the body from bruising and helps build the tissue that holds muscles and bones together.
- Vitamin C is also known as ascorbic acid and helps the body absorb the iron found in foods.
- It is only found in plants.
- Vitamin C is a powerful antioxidant. These nutrients help protect cells from damage that can increase your risk for certain diseases, such as cancer.
- Vitamin C strengthens your immune system. However, research has not shown that high doses of vitamin C can prevent or cure the common cold.

For more information, visit:
www.eatright.org

How Do Kiwis Grow?

Kiwis grow on large, tender vines that can reach a height of 15 to 30 feet. The vine's shoots are thickly covered with reddish hairs and its large, heart-shaped leaves grow from six to nine inches long and up to eight inches wide. Due to the weakness of their vines, kiwis are commercially grown on sturdy support structures. From November to February, kiwi vines are dormant and must chill for about 600 to 850 hours at temperatures below 45 F. Vines are pruned during this time to help maintain production and regulate next season's crop yield and fruit size.

Budbreak in California generally occurs in mid to late March, depending on the growing location and weather conditions. By the time shoots have grown four to six inches long, all parts of the flower have been formed. The flower parts continue to expand until bloom, which usually starts in May.

Kiwi plants are dioecious, meaning individual plants are male or female. Only female plants bear fruit and only when pollenized by a male plant. They are typically planted in a vineyard at a ratio of about eight females to one male. Growers bring in bees during bloom so that the bees can move the pollen from the male to the female vines.

Following pollination, the fruit grows rapidly for the first 60 days and then slows until harvest. In California, where growing season temperatures are typically warm, 90 to 105 F, and summer rainfall is nonexistent, supplemental irrigation is necessary to achieve optimum kiwi growth and production. Peak water use on a hot summer day is about 10,000 gallons per acre.

Harvest begins in late September, with the majority of fruit harvested during October and early November.



Botanical Facts

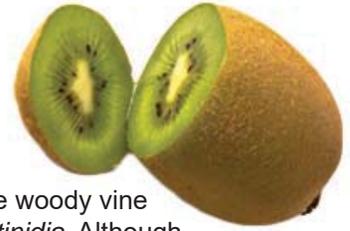
Pronunciation: kē'wē-frōōt

Spanish name: kiwifruit or kiwi

Family: Actinidiaceae

Genus: *Actinidia*

Species: *A. deliciosa*



The kiwifruit is the edible fruit of the woody vine *Actinidia deliciosa* of the genus *Actinidia*. Although native to China, *A. deliciosa* spread to New Zealand in the early 20th century. Those who tasted the fruit thought it had a gooseberry flavor and began to call it the "Chinese Gooseberry." The fruit finally received its current name in 1959 when it became a popular commercial product and an export company from New Zealand named it after the national bird, the kiwi.

In North America, it is commonly known as "kiwi," but it is marketed to the rest of the world as "kiwifruit." There are 400 varieties of kiwis, but Hayward is the most popular variety in the United States.

For more information, visit:
www.kiwifruit.org

Just the Facts

- Kiwis are one of the most nutrient-dense of all fruits.*
- Kiwis grow on vines that can be as high as 30 feet.
- Kiwis are actually a berry.
- The skin of a kiwi is edible. Try eating it whole like an apple!
- Kiwis contain an enzyme that acts as a natural meat tenderizer.

*The 1997 study examined the 27 most commonly eaten fruits and found kiwis to be the most nutrient-dense followed by papayas, mangos, and oranges.

For more information, visit:
www.calharvest.com/kinutr1.html

How Much Do I Need?

A ½ cup of sliced kiwis is about one medium kiwi. This is about the same as one cupped handful. The amount of fruits and vegetables that each person needs depends on age, gender, and physical activity level. Visit www.choosemyplate.gov to have students determine how many cups each of fruits and vegetables they need to eat every day. Have students write down their goals and track their food choices for all food groups using the MyPyramid Worksheet*.

*Download worksheet from
http://teammnutrition.usda.gov/resources/mpk_worksheet.pdf

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.

Cafeteria Connections

- Set aside a time each day to review the school menu with students and discuss why eating a variety of colorful fruits and vegetables is healthy for them. Ask students to identify the health benefits of specific fruits and vegetables on the menu.
- Have students keep records for a week of what meals are served in the cafeteria. Have them find out what fruits and vegetables are being served in the meals. Research where the fruits and vegetables are grown. Have students interview those responsible for buying food and determine how much, if any, is locally grown.

For more ideas, reference:

Fruits and Vegetables Galore, USDA, 2004.
www.nal.usda.gov/kids
www.agclassroom.org

School Garden: Giving Thanks

Have students write an essay or short story on the following:

- What does the garden give you for which you are thankful?
- What do you think it would be like if you had to grow all your own food?
- What do you notice that tells you winter is coming?

If interested in growing kiwis in your school garden program, visit:

www.fsa.usda.gov/ca
www.cfaitec.org
www.agclassroom.org



Student Sleuths

- 1 What is folate and what are the benefits of this B vitamin?
- 2 What is the difference between soluble and insoluble fiber? What are the benefits of each?
- 3 A study of the 27 most commonly eaten fruits found that the kiwi is the most nutrient-dense fruit. Why? What are the second and third ranked fruits?
- 4 Which enzyme makes the kiwi a natural meat tenderizer? What does it do?
- 5 Identify on a world map the countries where kiwis are grown.
- 6 Kiwis are available year-round in the United States. How does the growing and harvesting time compare to other kiwi-producing countries, like Chile and New Zealand? Is it different? Why or why not?
- 7 Research how the care of the kiwi vine and the importance of pruning are similar and different to that of other vine and tree fruits.

For more information, visit:

www.kiwifruit.org
www.thefresh1.com/kiwifruit.asp
www.fruitsandveggiesmatter.gov

Home Grown Facts

- California is the only state that commercially produces kiwis for the United States marketplace.
- California kiwis represent 95 percent of all kiwis grown in the United States.
- Approximately 8,000 acres are devoted to the production of kiwis in the United States.
- Kiwis were not widely available in California grocery stores until 1970.

For more information, visit:

www.kiwifruit.org

A Slice of Kiwi History

The history of the kiwi began in the Yangtse River valley in China, where it was called “Yang Tao.” The fruit Yang Tao was considered a delicacy by the court of the great Khans who cherished its delicious flavor and emerald-green color.

The first seeds were brought out of China by missionaries to New Zealand at the turn of the 20th century. They soon became a popular backyard vine. Kiwi plants were first exported to the United States in 1904, but it wasn’t until the 1960s when kiwis gained popularity in domestic markets.

- **1960:** Carl Heinke, the first commercial grower of California kiwi, planted nine Chinese Gooseberry vines in Paradise, at the request of his friend, Bob Smith. (Smith was employed by the U.S. Plant Introduction Gardens and was conducting research on Chinese Gooseberries in California to determine potential for their commercial production.)
- **1961:** The first New Zealand kiwi was sold at Trader Vic’s in San Francisco.
- **1962:** The first consumer request for kiwis occurred when a customer asked a local store for Chinese Gooseberries. Having never heard of them, the produce manager contacted produce dealer Frieda Caplan, who then began importing kiwis from New Zealand.
- **1966:** Smith gave kiwi seeds to George Tanimoto, a grower in Gridley who planted the seeds in a nursery.
- **1968:** Tanimoto transferred the vines to an acre of land.
- **1970:** Tanimoto’s vines yielded 1,200 pounds of kiwis. California kiwis found their way into the U.S. market when Caplan’s company, Frieda’s Fresh Produce, purchased Tanimoto’s entire harvest.
- **1977:** With the rise in popularity of the then-exotic kiwi, the Kiwifruit Growers of California was established.
- **1980:** The California Kiwifruit Commission was formed when both California and New Zealand kiwis became popular with French nouvelle/California cuisine.



Physical Activity Corner

As the winter holidays approach, students need extra support to stay healthy and focused in the classroom. Children should engage in at least one hour of physical activity every day to stay fit both mentally and physically. Play a different game or activity, like *Supermarket Face-Off*, each week in or out of the classroom.

Supermarket Face-Off

Objective:

Develops motor, listening, and team skills

Supplies:

- Play area (30 x 30 paces), divided in half
- Two “home” bases
- Four cones for boundaries (optional)

Preparation:

- Separate class into two teams: *Fruits* and *Veggies*.
- *Fruits* and *Veggies* face each other on opposite sides.

Activity:

- Call out the name of a fruit; *Fruits* run back to their base and avoid being tagged by *Veggies*.
- Call out the name of a vegetable; *Veggies* run back to their base and avoid being tagged by *Fruits*.
- If tagged, change to the team that tagged you.
- At end of game, see which items you have more of in your “shopping cart”: *Fruits* or *Veggies*.
- *Variations*: Instead of calling out a fruit or vegetable, encourage careful listening by calling out “orrrrr-nament” (instead of “orange”) or “bbbb-basket” (instead of “banana”).

Go Farther:

Have students use different types of motor skills to get to their base (e.g., walk, run, skip, hop).

Bring It Home:

Encourage students to go to the grocery store with their family members to select fruits and vegetables to bring home to eat.

For more ideas, reference:

Community Youth Organization Idea & Resource Kit, Network for a Healthy California—Children’s Power Play! Campaign,
www.cdph.ca.gov/programs/cpns/Pages/PowerPlayResources.aspx

Adventurous Activities

Field Trip:

Take students to a farmers’ market. To find the location of a farmers’ market in your area, visit www.localharvest.org/farmers-markets. Or, bring the field trip to the school. For more information on Farm to School programs, visit www.farmtoschool.org/ca/.

Science Investigation:

Cut a kiwi in half and have students compare how the inside looks like the iris of an eye.

History Exploration:

Have students research the various uses of kiwis throughout history and do a classroom presentation.

Creative Writing:

Using the facts learned from the Student Sleuths, have students interview their parents and friends to share their “Kiwi IQ.”

Marketing Lesson:

Many fruits are sold by their variety, but kiwis are usually sold by the general name “kiwifruit” or “kiwi.” Discuss with your class the reasons for the differences in the way kiwis are marketed in comparison to other produce.

For more ideas and information, visit:

www.ars.usda.gov/is/kids

Literature Links

National Children’s Book Week

Invite school librarian to help you with this activity.

- Have students make drawings and write short stories featuring kiwis. Make copies of the stories, bind them into a book and give to the child nutrition and other school staff.
- “Swap” story books with another school participating in Harvest of the Month and share the new kiwi stories with your class or send to a local grocery store to display in the produce section.

For more ideas, reference:

School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39-42.

For a list of book ideas, visit:

www.harvestofthemoth.com





Cabbage Family (Collard Greens and Bok Choy)

Winter/Spring
February

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

BOOKS

Victor Vito and Freddie Vasco

by Laurie Berkner

-OR-

Two Mrs. Gibsons

by Toyomi Igus

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



Network for a Healthy California

This month's materials...

February: Cabbage Family

Books:

Week 3: Victor Vito and Freddie Vasco by Laurie Berkner

Week 4: Two Mrs. Gibsons by Toyomi Igus

Materials:

Week 1: What's the Cabbage Family

- ◆ Fresh Fruit and Vegetable Photo cards
- ◆ Rainbow of Fruit Chart
- ◆ Large paper and crayons

Week 2: Growing Greens From Seeds

- ◆ 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

Week 3: Black History Month

- ◆ Paper and crayons
- ◆ U.S. Map (if available)

Week 4: Chinese Lunar New Year

- ◆ Paper and crayons
- ◆ U.S. Map (if available)

Collard Greens and Bok Choy

Week 1: What's the Cabbage Family?

MATERIALS

- Fresh Fruit and Vegetable Photo cards
- Rainbow of Fruit Chart
- Large paper and crayons

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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD9, LLD10
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show the class Fresh Fruit and Vegetable Photo Cards from the cabbage family. These vegetables include: bok choy, broccoli, Brussels sprouts, cabbage, collard greens, kale, kohlrabi, mustard greens, Swiss chard and turnip greens. AS you show the card ask– what vegetable is this? Ask– what color is it? After you name them all explain that they are all a part of a family of plants- vegetables- called the “cabbage” family. Tell the class that this month we are going to learn about vegetables in the cabbage family.
- 2) Ask — has anyone 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) Ask—what color is 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.
- 5) Ask — what other green fruits and vegetables help us be healthy? Examples could be: avocado, celery, cucumber, grapes, peppers, honeydew melon, kiwi, leaf lettuce, pears, peas, and zucchini. As they identify them, show a Fresh Fruit and Vegetable Photo Card for each one, if available.
- 6) As a group on large paper draw a mural of green fruits and vegetables and display in the classroom.

Children will...

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

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

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD2, LLD6
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG3, COG5, COG9
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

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) Show the class a seed. Ask— what is this? A seed. Ask — has anyone ever grown a plant from seed? What kind of plant? How did you help it grow?
- 3) Explain that when we plant a seeds in soil and give the plant water and sun, it will grow into a plant.
- 4) Explain that today we will plant bok choy and collards as a class and will observe and compare how the plants grow.
- 5) Explain to the children that fresh vegetables are the most nutritious when harvested fresh from the garden. Another place to get fresh vegetables is at the farmers’ market.
- 6) See attached instructions for “How to Grow Greens” and the “Growing Greens Seed Growing Charts” and conduct these activities.

Children 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.



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.

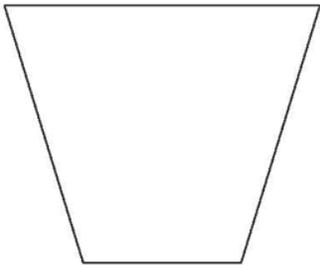
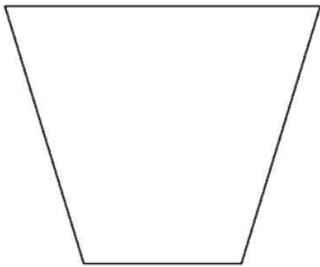
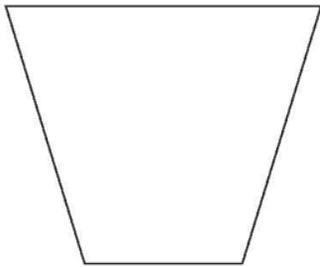
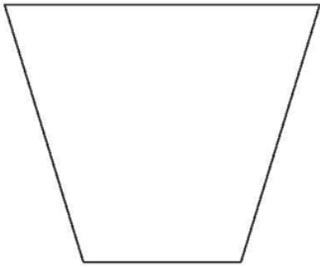
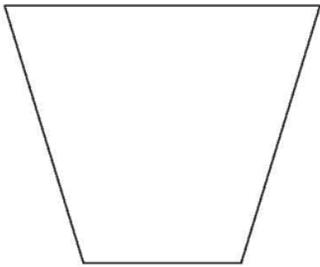
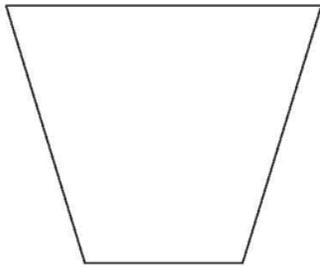
Each day the children will observe the growth of the greens and record their progress. The children will then sketch the growth process on their growth charts. (Example: 1st sketch, the seed in the cup; 2nd sketch, the first sprout; and so on. The children will sketch until the plant is fully grown and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

GROWING GREENS

SEED GROWING CHART

Classroom: _____

Planting Date: _____

Day _____ 	Day _____ 	Day _____ 
Day _____ 	Day _____ 	Day _____ 

Modified from Centralia School District Nutrition Network, State Preschool Programs

Collard Greens and Bok Choy

Week 3: Black History Month

MATERIALS

- Victor Vito and Freddie Vasco by Laurie Berkner
- Paper and crayons
- U.S. Map (if available)

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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development, SED1, SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG11
- Physical Development-Health; PD-HLTH4, PD-HLTH10
- History-Social Science; HSS2, HSS5
- Visual and Performing Arts; VPA1

LESSON

- 1) Read the book Victor Vito and Freddie Vasco by Laurie Berkner. Optional: play the CD and sign along with the story.
- 2) Point out the “collard greens” when pictured.
- 3) Discuss the foods Victor and Freddie discovered on their road trip. Ask- Which foods have they heard of before? Which ones are new to you? 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. In African-American culture, “Greens” are a traditional food , known as “soul food” originating from the Southern United States (if a map is available, point out this region to the children).
- 5) Ask—are there are special dishes your families cook with “greens” or green vegetables? You may want to remind them of the cabbage family vegetables they learned about last week.
- 6) Remind the class about how Victor and Freddie traveled the country and discovered new foods to bring back to the Klondike Café in Alaska to share with their friends.
- 7) Explain that the new foods brought back to the Klondike Cafe were such a hit that Victor and Vito need your help. They want to add more regional foods to their menu!
- 8) Ask—If Victor and Vito visited your city, what types of food might they want to try?
- 9) Provide each child 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.
- 10) Write down their description of their drawing and display in the classroom.

Children 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.

*Adapted from http://publichealth.lacounty.gov/nut/LACOLLAB_Files/documents/HOTM/VictorVito.pdf

Collard Greens and Bok Choy

Week 3: Two Mrs. Gibbons (Alternate Lesson)

MATERIALS

- *Two Mrs. Gibbons* by Toyomi Igus*
- Paper and crayons
- U.S. Map (if available)

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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development, SED1, SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6, LLD7, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS2, HSS5
- Visual and Performing Art; VPA1

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. In African-American culture “Greens” are a traditional food , known as “soul food” originating from the Southern United States (if a map is available, point out this region to the children). Note that nanny Mrs. Gibson is from Tennessee.
- 5) Ask the children 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 child 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 children, you may want to omit sections of the book as it is a longer story.

Be sure to include the contrasting kitchen scenes.

Children 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
- World Map (if available)

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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development, SED1, SED3, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS2, HSS5

LESSON

- 1) Ask the class—have you ever eaten bok choy or collard greens? Have you ever seen bok choy or collard greens growing in a garden or at a farm?
- 2) Explain that today we will tasting bok choy. Show them the bok choy. Identify the farm they were grown on if you know it.
- 3) Remind the class about the seeds planted 2 weeks ago. As a class, observe the seedling and record the current growth of both the plants in the “Growing Greens” Seed Growing Chart.
- 4) 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”.
- 5) Explain that Bok choy is a traditional food in Chinese and other Asian cultures. It has been grown in China since the 5th century (a long time ago) and from there it spread throughout the remainder of Asia and then throughout the world. In Korea, bok choy is pickled to make *Kim Chi*.
- 6) Ask– what month is it? February. 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 children).
- 7) Ask– how does your family celebrate new years? Chinese Lunar New Year is celebrated with dancing dragons, eating special foods, cleaning and decorating the house and streets with Chinese lanterns, giving gifts, fireworks, and getting ready for the coming year. It's a very colorful and joyous event.
- 8) 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.*
- 9) In small groups, have the children wash their hands.
- 10) 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 children 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.

Children 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.

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

Total Fat	7g	10%
Saturated Fat	1g	4%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	300mg	13%
Total Carbohydrate	24g	8%
Dietary Fiber	4g	18%
Sugars	18g	
Protein	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:

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.

Bok Choy

“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)

DRDP-2015

PD-HLTH1, PD-HLTH2

Green Steeping

Remind children that green vegetables keep our bodies strong.

Exercising is also important to keep our bodies strong.

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

Studies have shown that Physical Activity breaks increase a child’s concentration and attentiveness.

When you need to regain the children’s 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://toniyancey.com/IRResources.html>

WEEK 2 (optional)

DRDP-2015

ATL-REG4, ATL-REG6

COG5, COG9, COG10,

COG11

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 children to draw observations. Teachers can write down the children’s observations on each child’s paper or collectively on one large paper.

Encourage children 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 children 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 children understand the connection between seed and plant.

WEEK 3 (optional)

DRDP-2015

SED1, LLD5, LLD6, HSS2

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>)

Play “Red Light, Green Light”

A child 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.

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

Children 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

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

Total Fat	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	30mg	1%
Total Carbohydrate	7g	2%
Dietary Fiber	4g	14%
Sugars	3g	
Protein	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.

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	

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.

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

Total Fat	2.5g	4%
Saturated Fat	0g	2%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	460mg	19%
Total Carbohydrate	25g	8%
Dietary Fiber	2g	6%
Sugars	1g	
Protein	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.

Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured vegetable is

cooked greens



Health and Learning Success Go Hand-in-Hand

School meals can give students the nutrition they need to grow strong and healthy. Studies show that healthy students learn better. Help your child be healthy and do better in school by enrolling in a school meal program.

Harvest of the Month encourages students to make healthy food choices and be physically active every day.

Produce Tips

- Choose leafy greens with fresh, full leaves.
- Avoid greens that have brown, yellow, spotted, wilted, or slimy leaves.
- Store greens in a plastic bag in the refrigerator for two to five days.
- Wash greens thoroughly before use.
- Cut stems from leafy greens immediately before cooking.
- **Helpful Hint:** Two cups of raw greens makes about a ½ cup cooked.

For more information, visit:

www.leafy-greens.org

Healthy Serving Ideas

- Cook collards, Swiss chard, bok choy, and spinach for a mild or sweeter flavor.
- Cook arugula, kale, and mustard greens for a peppery flavor.
- Sauté collard greens with garlic, onions, tomatoes, and olive oil.
- Simmer greens in low-sodium chicken broth until greens are tender and wilted.
- Stir-fry bok choy with carrots, corn, and red peppers for a colorful side dish.

SAVORY GREENS

Makes 6 servings. 1 cup each.

Cook time: 30 minutes

Ingredients:

- 3 cups water
- ¼ pound skinless turkey breast
- ¼ cup chopped onion
- 2 cloves garlic, crushed
- ¼ teaspoon cayenne pepper
- ¼ teaspoon ground cloves
- ½ teaspoon dried thyme
- 1 green onion, chopped
- 1 teaspoon ground ginger
- 2 pounds greens (mixture of collards, kale, turnip greens, mustard greens)

1. Place all ingredients except greens into large pot and bring to a boil.
2. Prepare greens by washing thoroughly and removing stems.
3. Slice greens into bite-sized pieces.
4. Add greens to stock. Cook 20 to 30 minutes until tender. Serve hot.

Nutrition information per serving:

Calories 69, Carbohydrate 10 g, Dietary Fiber 4 g, Protein 7 g, Total Fat 1 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 9 mg, Sodium 267 mg

Adapted from: *Soulful Recipes: Building Healthy Traditions, Network for a Healthy California, 2009.*

For more recipes, visit:

www.cachampionsforchange.net

Let's Get Physical!

- **At home:** Start the day by dancing to alarm clock music.
- **At school:** Walk to and from school or to after-school activities.*
- **With the family:** Walk in your neighborhood – to the park, church, farmers' market, or grocery store.

*October is International Walk to School Month. Ask your school how your family can participate.

For more information, visit:

www.walktoschool.org

Nutrition Facts

Serving Size: ½ cup cooked Swiss chard (88g)

Calories 18 Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 157mg	7%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	7%
Sugars 1g	
Protein 2g	
Vitamin A 107%	Calcium 5%
Vitamin C 26%	Iron 11%

How Much Do I Need?

- A ½ cup of cooked greens is about the size of one cupped handful.
- Most cooked greens are an excellent source of vitamin A, vitamin C, and vitamin K.
- They also have calcium, a mineral that helps the body grow strong bones and teeth.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Look at the chart below to find out how much each person in your family needs.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

What's in Season?

California grown leafy green vegetables are available year-round. They may be fresher and cost less than varieties shipped from other states or countries.

Try these California grown varieties: bok choy, collard greens, kale, kohlrabi, mustard greens, spinach, Swiss chard, and turnip greens.

La Cosecha del Mes

Red para una California Saludable

Los **vegetales de hoja cocinados** son el vegetal de *La Cosecha del Mes*



La Salud y el Éxito en el Aprendizaje van Mano a Mano

Los alimentos escolares pueden aportar a los estudiantes los nutrientes que necesitan para crecer fuertes y sanos. Estudios demuestran que los estudiantes sanos aprenden mejor. Ayude a que su hijo sea más saludable y le vaya mejor en la escuela inscribiéndolo al programa de alimentos escolares. *La Cosecha del Mes* invita a los estudiantes a elegir opciones de alimentos saludables y a mantenerse físicamente activos todos los días.

Consejos Saludables

- Escoja vegetales de hoja frescos.
- Evite los vegetales de hoja con hojas manchadas o marchitas.
- Almacénelos en bolsas de plástico en el refrigerador entre dos y cinco días.
- Lave los vegetales antes de usarlos.
- Corte los tallos de los vegetales de hoja justo antes de cocinarlos.
- **Consejo útil:** Dos tazas de vegetales de hoja crudos equivalen aproximadamente a ½ taza de vegetales de hoja cocinados.

Para más información, visite: www.leafy-greens.org

Ideas Saludables de Preparación

- Sofría las hojas de berza con ajo, cebolla, tomate y aceite de oliva.
- Hierva a fuego lento los vegetales de hoja en consomé de pollo bajo en sodio hasta que queden tiernos.
- Sofría el repollo chino (*bok choy*) con zanahorias, elote y pimientos rojos para obtener un colorido platillo de acompañamiento.

VEGETALES SABROSOS

Rinde 6 porciones. 1 taza por porción.
Tiempo de preparación: 30 minutos

Ingredientes:

- 3 tazas de agua
- ¼ libra de pechuga de pavo sin piel
- ¼ taza de cebolla picada
- 2 dientes de ajo, molidos
- ¼ cucharadita de pimienta de cayena
- ¼ cucharadita de clavo molido
- ½ cucharadita de tomillo seco
- 1 cebolla verde, picada
- 1 cucharadita de jengibre molido
- 2 libras de vegetales (mezcla de hojas de berza, col rizada, hojas de nabo y hojas de mostaza)

1. Ponga a hervir en una cacerola todos los ingredientes excepto los vegetales.
2. Lave los vegetales y retire los tallos.
3. Rebane los vegetales en trocitos.
4. Agregue los vegetales al caldo. Cocine de 20 a 30 minutos hasta que queden tiernos. Sirva caliente.

Información Nutricional por Porción:

Calorías 69, Carbohidratos 10 g, Fibra Dietética 4 g, Proteínas 7 g, Grasa Total 1 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 9 mg, Sodio 267 mg

Adaptación: *Souful Recipes: Building Healthy Traditions, Red para una California Saludable, 2009.*

Para más recetas, visite: www.campeonesdelcambio.net

¡En sus Marcas, Listos...!

- **En el hogar:** Despierte bailando al ritmo de la música del despertador.
- **Con la familia:** Camine en su vecindario— a la escuela, parque, iglesia, mercado sobre ruedas o mercado.

Información Nutricional

Porción: ½ taza de acelga cocinada (88g)	
Calorías 18	Calorías de Grasa 0
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 157mg	7%
Carbohidratos 4g	1%
Fibra Dietética 2g	7%
Azúcares 1g	
Proteína 2g	
Vitamina A 107%	Calcio 5%
Vitamina C 26%	Hierro 11%

¿Cuánto Necesito?

- Una ½ taza de vegetales de hoja equivale aproximadamente a un puñado.
- La mayoría de los vegetales de hoja son una fuente excelente de vitamina A, vitamina C y vitamina K.
- También tienen calcio, un mineral que ayuda al desarrollo de huesos fuertes y dientes sanos.

La cantidad de frutas y vegetales que necesita depende de su edad, sexo y nivel de actividad física.

Recomendación Diaria de Frutas y Vegetales**

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

**Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

¿Qué está en Temporada?

Los vegetales de hoja cosechados en California están disponibles todo el año.

Pruebe estas variedades que se cosechan en California: repollo chino (*bok choy*), hojas de berza, col rizada, colirrábano, hojas de mostaza, espinaca, acelga y hojas de nabo.

* Los sitios Web sólo disponibles en inglés.

Harvest of the Month



Network for a Healthy California



Health and Learning Success Go Hand-In-Hand

School meals are designed to provide the nutrition students need to be healthy and ready to learn! The Fresh Fruit and Vegetable Program is a great way for schools to provide healthy snacks to students during the school day. Consider leading your school in developing its own fruit and vegetable snack program. *Harvest of the Month* can support your efforts to show students how to make healthy food choices and be more active. For information on the Fresh Fruit and Vegetable Program, visit www.fns.usda.gov/cnd.

Exploring California Greens: Taste Testing

Getting Started:

- Contact school nutrition staff about cooking greens or conducting taste testing in cafeteria.

What You Will Need (per group):

- 1 cup each of 3-6 leafy green varieties*, raw and cooked
- Paper and colored pencils
- Printed Nutrition Facts labels and botanical image**



BOK CHOY

Activity:

- Make a chart to record observations for each raw and cooked variety: shape, color, smell, texture, and taste.
- Explore the look, smell, feel, and taste of raw leafy greens and cooked greens. Record observations in chart. Compare and contrast.
- Use botanical image to identify the parts of the raw leaf.
- Examine Nutrition Facts labels and discuss similarities and differences. Complete *Student Sleuths* (page 3) and report back to class.
- Complete *Literature Links* activity (page 4). Share drawings with library staff.
- Take a vote of the favorite cooked greens variety. Display results in cafeteria.

*See *Botanical Facts* on page 2 for varieties.

**Download from www.harvestofthemonth.com.

For more ideas, visit: www.fns.usda.gov

Cooking in Class: Simmered Greens

Ingredients:

Makes 32 servings at ½ cup each

- ½ cup olive oil
- 4 cloves garlic, minced
- 4 onions, chopped
- 2 cups chopped green onion
- 4 cups low-sodium vegetable broth
- 4 cups tomato juice
- 4 pounds greens (mixture of kale, mustard, collard, and turnip greens)
- Salt and pepper
- Small paper cups and forks

1. In large pot, sauté garlic and onions in oil.
2. Add broth and juice. Bring to a boil.
3. Add greens and seasonings.
4. Cover and cook on low heat for 35 minutes or until tender. Serve warm.

Source: *Network for a Healthy California*, 2009.

For nutrition information, visit: www.harvestofthemonth.com

Reasons to Eat Greens

A ½ cup of most cooked green varieties provides:

- An excellent source of vitamin A, vitamin C, and vitamin K (bok choy, collards, kale, Swiss chard).
- An excellent source of folate (bok choy and collards).
- A good source of manganese (kale and Swiss chard).
- A good source of iron and potassium (Swiss chard).
- A good source of calcium (bok choy and collards).*

*Learn about calcium on page 2.

Champion Sources of Calcium:*

- Almonds
- Fortified cereals
- Lowfat dairy foods
- Nopales (cactus leaves)
- Soybeans

*Provide a good or excellent source of calcium.

Source: www.nichd.nih.gov/milk/prob/calcium_sources.cfm

Nutrition Facts

Serving Size: ½ cup cooked Swiss chard (88g)

Calories 18 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 157mg 7%

Total Carbohydrate 4g 1%

Dietary Fiber 2g 7%

Sugars 1g

Protein 2g

Vitamin A 107% Calcium 5%

Vitamin C 26% Iron 11%

COOKED GREENS

What is Calcium?

- Calcium plays a key role in teeth and bone health. In fact, more than 99 percent of the body's total calcium is found in the teeth and bones.
- Bones are the “calcium bank” for our bodies. Bones are living tissue constantly withdrawing and depositing calcium.
- Vitamin D is needed (from food and sunlight) to help us absorb calcium.
- Calcium also helps keep nerves healthy so that muscles can contract and blood can clot.
- As calcium need increases, the calcium absorption efficiency also increases (and vice versa).
- Calcium absorption declines with aging in both men and women.

For more information, reference:

Dietary Reference Intakes, Institute of Medicine, 2006.

How Much Do I Need?

A ½ cup of cooked greens is about the same as two cups of raw leafy greens. Leafy greens cook down considerably – from one-quarter up to one-eighth of the original volume.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. All forms of fruits and vegetables count towards your daily amount. Leafy greens are available fresh, frozen, and canned and are just as nutritious when cooked.

How Do Cooking Greens Grow?

Cooking greens are known as cool-season crops, but can be grown and harvested almost year-round. They are commonly used as fall and winter vegetables, as they grow best in cooler weather and can survive an occasional frost. Some varieties, like kale and collards, taste sweeter after a frost. These varieties, along with Swiss chard, also grow well in warmer, more humid climates and in poor soil. Well-drained, loam soil is ideal for most cooking greens.

For a chart with information on how to plant and grow cooking greens, refer to *Cooked Greens Botanical Images* on www.harvestofthemonth.com.

Helpful Hint:

Refer to *Adventurous Activities* on page 4.

For more information, visit:

www.cfaitc.org/GardenGuide

Botanical Facts

Cooking greens are leafy green vegetables, which are among the most widely grown vegetables. They are also known as *pothebs* and most varieties can be used either fresh or cooked. The term “leafy greens” refers to vegetables like lettuce, cabbage, endive, escarole, spinach, broccoli, collards, turnip greens, mustard greens, kale, Swiss chard, and bok choy. They are grown for their leaves and stems, though sometimes the stems are inedible.

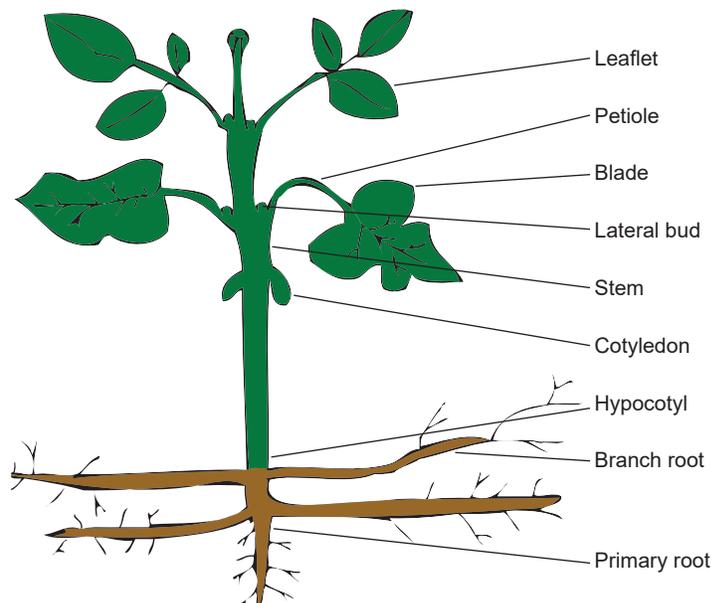
Most varieties – like collards, kale, mustard greens, turnip greens, and bok choy – are part of the cabbage family (Brassicaceae). Other varieties, like Swiss chard, are related to the spinach family (Amaranthaceae). Young plants have small, tender leaves and a mild or sweet flavor (collards, Swiss chard, bok choy, kale). Mature plants have tougher leaves and a stronger flavor (mustard greens, turnip greens).

Activity:

- Use the chart below as a guide to make another chart with four different leafy green varieties. Fill in all of the fields (family, genus, species, etc.). Make a list of all the different species to which leafy greens belong.

For more information, visit:

www.ers.usda.gov



Source: <http://library.thinkquest.org/3715>

	Bok choy	Collard	Kale	Swiss chard
Pronunciation	bäk-'choi	köl'ərd	kāl	swis-'chärd
Spanish	repollo chino	hojas de berza	col rizada	acelga
Family	Brassicaceae	Brassicaceae	Brassicaceae	Amaranthaceae
Genus	<i>Brassica</i>	<i>Brassica</i>	<i>Brassica</i>	<i>Beta</i>
Species	<i>Brassica rapa</i>	<i>Brassica oleracea</i>	<i>Brassica oleracea</i>	<i>Beta vulgaris</i>
Cultivar group	Chinensis, Pekinensis	Acephala	Acephala	Cicla
Other names	Pak-choi, snow cabbage, Chinese chard	<i>Coleworts</i> , Tree cabbage, non-heading cabbage	<i>Coles</i> or <i>caulis</i> , Borecole	Chard, Seakale, Spinach beet

School Garden: Parts of a Plant

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

Visit your school or neighborhood garden to study the parts of the plant.

- Choose a leafy green vegetable plant. Identify the parts: *hypocotyl, cotyledon, stem, petiole, lateral bud, blade, and leaflet*.
- Choose a fruit plant. Identify the parts: *root, stem, leaflet, fruit, bud, and blossom*.
- Compare and contrast fruit and vegetable plants.

Helpful Hint:

Fall is a great time to plant leafy greens like kale, collards, and spinach. Refer to *How Do Cooking Greens Grow?* (page 2) for growing information.

For more ideas, visit:

www.csgn.org

Home Grown Facts

- California produces about two-thirds of the nation's leafy green vegetables.
- California leads the nation in production of mustard greens and ranks second for collard greens.
- California's production of mustard greens is about three times greater than collard greens. Kale production approximately doubles collard production.
- Monterey County is California's leading grower of most leafy green varieties.

Activity:

- Select one leafy green vegetable.
- In which counties or regions of California is it grown?
- Why are these regions optimal for growing the variety?
- On average, about how much (acreage and tons) is grown annually?
- Does the variety rank among California's top thirty agricultural commodities?

For more information, visit:

www.cdfa.ca.gov

A Leaf of Cooking Greens History

- Collards were grown by the ancient Greeks and Romans. They are the oldest leafy green within the cabbage family.
- Like collards, kale descended from wild cabbage in eastern Europe and parts of Asia.
- Bok choy is a descendant of Chinese cabbage that originated in China about 6,000 years ago.
- Swiss chard was first grown in Sicily (Italy), but a Swiss scientist was the first to name it.

Activity:

- Select one cooking green that is grown in California. Research when and how the variety came to be grown in California.

For more information, visit:

www.fruitsandveggiesmatter.gov/month/greens.html

<http://plantanswers.tamu.edu/publications/vegetabletravelers>

Student Sleuths

- 1 Examine the four Nutrition Facts labels for bok choy, collard greens, kale, and Swiss chard. Make a list for each variety of the excellent and good nutrient sources. Which varieties have similar excellent sources? Which have similar good sources? Which have different good or excellent sources? Describe each nutrient's function in the body and how it connects to health.
- 2 Select one leafy green variety. Find the nutrition information for raw and cooked. (Hint: use similar measurements.) Make a chart comparing nutrient values for both forms. What happens to the nutrients when cooked? Make a hypothesis why there are differences between the raw and cooked forms. Why do leafy greens shrink when cooked? On average, by how much do leafy greens shrink (use percentages or ratios)?
- 3 Research several cultures and describe how "greens" have played a role in traditional recipes. Where in the United States are cooked greens most commonly eaten? Interview family members or neighbors to find out which cooked greens they eat. Bring a recipe to share with class featuring your favorite cooked greens and key nutrient facts.

For information, visit:

www.fruitsandveggiesmatter.gov/month/greens.html

www.ars.usda.gov

Student Champions

How walkable is your school's community? All neighborhoods have the right to clean, safe physical activity areas – including walking routes. Encourage students and parents to get involved with International Walk to School Month (October) and in assessing your community's needs for improved walking routes.



- Visit www.cachampionsforchange.net. Go to the *Our Community – How to Make Healthy Changes* page.
- Download the Walkability Assessment and complete as a class.
- Submit results to the school principal, faculty, and PTA.
- Develop a plan to make improvements, if needed.
- Identify and map safe walking routes to and from school. Work within a two-mile radius of school.
- Map out safe walking routes to other community areas – parks, farmers' markets, and shopping centers.
- Share maps with parents, school leaders, and neighbors.

Follow-up Activity:

Complete the *Physical Activity Corner* exercise on page 4.

For more information, visit:

www.saferoutesinfo.org

Adventurous Activities

Science Investigation

What You Will Need (per student):

- Printed copy of leafy green botanical image*
- Paper and colored pencils

Activity:

- Define each of the labeled plant parts in the botanical image.
- Describe *photosynthesis* and its role in plant growth.
- Select one leafy green variety. Research how it grows from root cells to maturity. Make a sketch at each stage of development.
- Complete *School Garden* activity on page 3.

*Download from www.harvestofthemonth.com.

Cafeteria Connections

- Share results from *Taste Testing* activity (page 1) of students' favorite cooked greens variety.
- Encourage school nutrition staff to do weekly taste tests of different cooked greens. Offer to help prepare and serve taste tests.
- Organize a school-wide contest for students to vote for their favorite cooked greens variety.
- Suggest using local growers to supply greens for the salad bar – spinach, romaine lettuce, and cabbage.

Just the Facts

- Collard, mustard, and turnip greens are commonly known as “Southern greens.”
- In Chinese, bok choy means “white vegetable.”
- Although it looks like romaine lettuce or celery stalks, bok choy is actually a type of cabbage.
- Swiss chard is a type of beet grown for its edible leaves.
- Some kale varieties are “flowering” and grown for their white, red, pink, purple, and blue ornamental leaves.

For more information, visit:

www.fruitsandveggiesmorematters.org

Activities & Resources Galore

Visit the Educators' Corner online for more resources:

- Cooking in Class (recipes analyses, cooking tips)
- Reasons to Eat (Nutrition Glossary)
- How Does It Grow (botanical images, growing tips)
- Student Sleuths (Answer Key)
- Adventurous Activities
- Literature Links (book lists)
- Links to California Content Standards (all grades)

All available at www.harvestofthemonth.com.

Physical Activity Corner

Walking is one of the best ways to be active every day. Physical activity can improve students' learning. Encourage students to walk more – especially outside of school.



Class Activity:

- Participate in any school activities celebrating International Walk to School Month in October.
- Have students make a pledge to walk a certain number of steps each day (e.g., 10,000 steps).
- Map out the estimated number of steps to get to common places within the school (e.g., from the classroom to the school yard, cafeteria, front office).
- Make a challenge among students in your classroom to track the number of steps they take each day.
- Track results on a display or poster board in classroom.
- Challenge other classrooms to a similar walking contest.
- Complete *Student Advocates* activity on page 3.

Helpful Hint:

Work with school leaders to start a Kids Walk-to-School Program at your school. For information, visit:

www.cdc.gov/nccdphp/dnpa/kidswalk

For information on Walk to School Month, visit:

www.walktoschool.org

Literature Links

Plan a visit to the library. Work with librarian to display a variety of books, encyclopedias, and journals on leafy greens and gardening. Feature a collection of ethnic cookbooks. Post students' leafy green drawings and botanical images around the library.

Activity:

- Select one leafy green variety.
- Find at least two different sources on your variety (e.g., a book and journal article).
- Write a report describing the plant's history, growing patterns, growing regions, uses, and health benefits.
- Find a recipe that features the leafy green vegetable.
- Present findings to class.

For a list of book ideas, visit:

www.harvestofthemonth.com



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





Grapefruit

Winter/Spring

March

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

BOOKS

Big Hair and the Grapefruit in There

by Duke Christoffersen

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

March: Grapefruit

Books:

Week 3: Nate's Big Hair and the Grapefruit in There by Duke Christoffersen

Materials:

Week 1: Citrus Fruit Collage

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

Week 2: Are All Grapefruits the Same?

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

Week 3: Healthy Activities

- ◆ Paper
- ◆ Crayons or markers

Week 4: Round Fruits Grow on Trees

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

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-2015

- Approaches to learning-Self Regulation; ATL-REG1, ATL-REG7
- language and Literacy Development, LLD1, LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition– Math & Science ; COG9, COG10, COG11
- Physical Development-Health; PD-HLTH4, PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show children the grapefruit Fresh Fruit and Vegetable Photo Card. Ask– what fruit is this? A grapefruit. Ask– what shape and color is it? Round and yellow (usually). Tell the class- we are going to learn about grapefruit this month. Ask if anyone has ever eaten a grapefruit before.
- 2) Ask– where do you think this fruit grows– on a tree or under the ground? On a tree!
- 3) Tell the class that a grapefruit is part of the citrus family. A citrus fruits 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.
- 4) Ask -has anyone ever eaten a citrus fruit before? Which kind?
- 5) 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
- 6) Tell the children that the class is going to make a collage of citrus fruits. A *collage* is when we glue pictures onto a paper.
- 7) As a group, in small groups, help children 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 children make of the fruits’ name, color, shape, etc. Display in the classroom.

**If children cut out pictures of other fruits and vegetables you can create a “Not a citrus fruit” poster along side of the “citrus” poster.*

Children 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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED1, SED4
- Language and Literacy Development, LLD1, LLD2,LLD3, LLD4
- English Language Development, ELD1, ELD2
- Cognition– Math & Science; COG2, COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Show the class two different types of grapefruit and their names (White, Ruby Red, Star Ruby, Minneola, Pummelo, etc). Identify the farm they were grown on if you know it.
- 2) 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.
- 3) 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. Ask—How are they the same? How are they different? Record their answers in the intersecting part of the circles.
- 4) Next explain that as a class we will compare the smell and taste of the grapefruits. Pass the grapefruits around and have the children scratch and sniff the peel of each. Ask— which one do you think will taste sweet, which one will taste sour?
- 5) Next, explain that we will taste kiwi today but that whenever we eat, we first need to wash our hands.
- 6) In small groups, have the children wash their hands.
- 7) Ask—do you think the color on the outside will be the same as the inside?
- 8) Cut each grapefruit into small sections. Give each child a segment of each grapefruit. Ask –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 children’s comments on the diagram and display. In the classroom.
- 9) Refer to **Conducting an In Class Taste Test** for ideas on how to further engage the class. Have children put a sticker on either the “I Like This” or

Children 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.

Grapefruit

“I LIKE THIS”



“ME GUSTA”

“I DON’T LIKE THIS YET”



“NO ME GUSTA TODAVÍA”

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

Total Fat	1.5g		2%
Saturated Fat	.5g		3%
Trans Fat	0g		
Cholesterol	5mg		2%
Sodium	190mg		8%
Total Carbohydrate	13g		4%
Dietary Fiber	0g		0%
Sugars	2g		
Protein	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.

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-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED1
- Language and Literacy Development, LLD1, LLD2,LLD3, LLD4
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG10, COG11
- Physical Development-Health; PD-HLTH1, PD-HLTH4, PD-HLTH10
- History-Social Science; HSS2, HSS5
- Visual and Performing Arts; VPA1

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 muscles? He is showing Nate that eating grapefruits gave the ants energy and made them healthy. That's right, grapefruits are a healthy food for us to eat.
- 3) Ask the class to flex their muscles to show their strength. Wow you all have strong muscles, you must be eating lots of healthy fruits and vegetables!
- 4) Ask the class to continue the story—What do you think will happen next in the story? 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) Ask the children 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*
- 7) Place the book in the library for the children to read.

Children will...

- * learn that grapefruits are healthy for us to eat.
- * identify, describe and draw 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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD6
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG7, COG9, COG10
- Physical Development-Health; PD-HLTH 10
- History-Social Science; HSS

LESSON

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

Children 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.



Grapefruit tree

Extending the Learning Experience

Optional Supplemental Lessons

WEEK 1 (optional)

DRDP-2015

COG8, COG9, COG10

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)

DRDP-2015

COG4, COG5,

COG9, COG10, COG11

Grapefruit Discovery Lab: Investigating the Rind

After conducting the Food Experience/Taste Test, place the rinds on the table for the children 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 children to draw their observations. Teachers can write

down the children's observations on each child'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 children 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)

DRDP-2015

VPA2

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)

DRDP-2015

ATL-REG1, ATL-REG3,

PD-HLTH1, PD-HLTH2

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

Ask the children 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

Total Fat	1g	1%
Saturated Fat	.5g	3%
Trans Fat	0g	
Cholesterol	5mg	1%
Sodium	40mg	2%
Total Carbohydrate	23g	8%
Dietary Fiber	1g	4%
Sugars	13g	
Protein	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

Total Fat	0g		4%
Saturated Fat	0g		2%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	45mg		19%
Total Carbohydrate	16g		8%
Dietary Fiber	2g		6%
Sugars	3g		
Protein	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.

Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured fruit is **grapefruit**



Health and Learning Success Go Hand-in-Hand

There is no shortage of fruits and vegetables in California – even in winter! Fruits and vegetables can give your children the nutrition they need to stay healthy, grow, and learn. All forms count toward their daily needs – fresh, frozen, canned, dried, and 100% juice! *Harvest of the Month* gives you ideas to help your family enjoy more fruits and vegetables and be more active every day.

Produce Tips

- There are three main types of grapefruit: white/yellow, pink, and red.
- Choose grapefruit that have smooth, glossy skin and feel heavy for their size.
- Avoid grapefruit with brown or soft spots.
- Store grapefruit at room temperature for up to one week. Or, store in the refrigerator for over two weeks.
- Grapefruit is a hybrid fruit of oranges and pummelos.
- *Chinese grapefruit* is actually a pummelo, which is the largest citrus fruit.

For more information, visit:
www.fruitsandveggiesmatter.gov

Healthy Serving Ideas

- Combine grapefruit sections, sliced banana, and raisins with lowfat yogurt.
- Cut in half and serve chilled grapefruit with breakfast.
- Blend grapefruit chunks with equal parts oil and vinegar to make a zesty salad dressing.
- Try 100% grapefruit juice – it tastes great chilled or frozen like a popsicle.
- Toss peeled grapefruit segments into fruit or green salads.
- Enjoy a variety of citrus all year long – grapefruit, oranges, mandarins, kumquats, and pummelos.

CITRUS SALAD

Makes 4 servings. 2 cups per serving.
Prep time: 10 minutes

Ingredients:

- 5 cups chopped salad greens
- 1 large orange, peeled and sectioned
- 1 medium pink or red grapefruit, peeled and sectioned
- ½ cup chopped red onion
- 1 cup thinly sliced radishes
- ¼ cup sliced almonds
- 2 tablespoons light sesame dressing
- 2 tablespoons 100% orange juice

1. Place salad greens in a large bowl.
2. Combine all ingredients with salad greens.
3. Toss ingredients together. Serve immediately.

Nutrition information per serving:
Calories 136, Carbohydrate 21 g, Dietary Fiber 5 g, Protein 4 g, Total Fat 6 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 112 mg

Adapted from: *Soulful Recipes: Building Healthy Traditions*, Network for a Healthy California, 2009.

Let's Get Physical!

- **At home:** Dance to music before breakfast and after dinner.
- **At work or school:** Get moving during breaks and recess – play, walk, skip, run, dance, or stretch. Active bodies make active minds.
- **With the family:** Map out safe routes to your favorite local spots and walk together.

For more ideas, visit:
www.cachampionsforchange.net

Nutrition Facts

Serving Size: ½ medium grapefruit (123g)	
Calories 46	Calories from Fat 1
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 12g	4%
Dietary Fiber 1g	5%
Sugars 9g	
Protein 1g	
Vitamin A 6%	Calcium 1%
Vitamin C 78%	Iron 1%

How Much Do I Need?

- Half of a medium grapefruit is about ½ cup of fruit.
- A ½ cup of sliced grapefruit is an excellent source of vitamin C.
- A ½ cup of sliced grapefruit has good nutritional value and low calories.
- Calories measure the energy found in food. The body needs energy to function, which is why we need to eat food to live.

The amount of fruits and vegetables you need depends on your age, gender, and how active you are every day. Look at the chart below to find out how many cups of fruits and vegetables you and your family need every day.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

What's in Season?

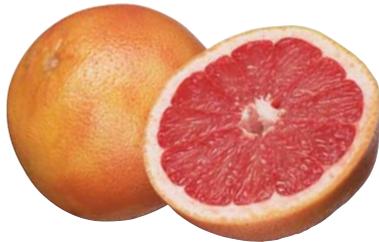
California grown grapefruit are in peak season from winter through spring. California grown varieties may be fresher and cost less than varieties shipped from other states or countries.

Try these citrus varieties – they are all excellent sources of vitamin C: grapefruit, kumquats, mandarins, oranges, pummelos, tangerines, and tangelos.

La Cosecha del Mes

Red para una California Saludable

La **toronja** es la fruta de la *Cosecha del Mes*



La Salud y el Éxito en el Aprendizaje van Mano a Mano

No hay escasez de fruta y verdura en California – ¡ni siquiera en invierno! Las frutas y verduras le pueden dar a sus hijos la nutrición que necesitan para estar saludables, crecer y aprender. Todas cuentan para el total de su necesidad diaria - frescas, congeladas, enlatadas, secas y en jugo 100% natural. *La Cosecha del Mes* le da ideas para ayudar a su familia a disfrutar de más fruta y verdura y estar más activa cada día.

Consejos Saludables

- Hay tres tipos principales de toronjas: blanca/amarilla, rosa y roja.
- Escoja toronjas con cáscara lisa y brillante y que se sientan pesadas para su tamaño.
- Evite toronjas con partes blandas o manchas color café.
- Guarde las toronjas a temperatura ambiente hasta por una semana. También las puede guardar en el refrigerador hasta por dos semanas.
- Las toronjas son una fruta híbrida de las naranjas y los pomelos.

Para más información, visite:[†]
www.fruitsandveggiesmatter.gov

Ideas Saludables de Preparación

- Combine trozos de toronja, plátano rebanado y pasas con yogur bajo en grasa.
- Corte la toronja por la mitad y sívala fría para el desayuno.
- Licúe trocitos de toronja con partes iguales de aceite y vinagre para hacer un sabroso aderezo para ensalada.
- Pruebe jugo de toronja 100% natural – es rico frío o congelado como una paleta.
- Agregue trozos de toronja pelada a las ensaladas de hoja o de fruta.

ENSALADA CÍTRICA

Rinde 4 porciones.

2 tazas por porción.

Tiempo de preparación: 10 minutos

Ingredientes:

- 5 tazas de hojas de ensalada picadas
- 1 naranja grande, pelada y en gajos
- 1 toronja rosa o roja, pelada y en gajos
- ½ taza de cebolla roja picada
- 1 taza de rábanos en rebanadas delgadas
- ¼ taza de almendras rebanadas
- 2 cucharadas de aderezo de sésamo bajo en calorías (*light*)
- 2 cucharadas de jugo de naranja 100% natural

1. Ponga las hojas de ensalada en un tazón grande.
2. Agregue el resto de los ingredientes a las hojas de ensalada.
3. Mezcle todos los ingredientes. Sirva inmediatamente.

Información Nutricional por Porción:

Calorías 136, Carbohidratos 21 g, Fibra Dietética 5 g, Proteínas 4 g, Grasa Total 6 g, Grasa Saturada 1 g, Grasa Trans Fat 0 g, Colesterol 0 mg, Sodio 112 mg

Adaptación: *Souful Recipes: Building Healthy Traditions, Red para una California Saludable, 2009.*

¡En sus Marcas, Listos...!

- **En el hogar:** Baile antes de desayunar y después de cenar.
- **Con la familia:** Busque rutas seguras para ir a sus sitios favoritos y caminar todos juntos.

Para más ideas, visite:
www.campeonesdelcambio.net

Información Nutricional

Porción: ½ toronja mediana (123g)	
Calorías 46	Calorías de Grasa 1
% Valor Diario	
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 0mg	0%
Carbohidratos 12g	4%
Fibra Dietética 1g	5%
Azúcares 9g	
Proteínas 1g	
Vitamina A 6%	Calcio 1%
Vitamina C 78%	Hierro 1%

¿Cuánto Necesito?

- La mitad de una toronja mediana es aproximadamente ½ taza de fruta.
- Una ½ taza de toronja rebanada es una fuente excelente de vitamina C. Tiene un buen valor nutricional y pocas calorías.
- Las calorías miden la energía que hay en los alimentos. El cuerpo necesita energía para funcionar, por eso necesitamos comer para vivir.

La cantidad de fruta y verdura que necesita depende de su edad, sexo y la actividad física diaria. Consulte la tabla siguiente para saber cuántas tazas de fruta y verdura necesita su familia cada día.

Recomendación Diaria de Frutas y Verduras*

	Niños, Edad de 5-12	Adolescentes y adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

¿Qué está en Temporada?

Las toronjas cosechadas en California están en temporada de invierno a primavera. Las variedades cosechadas en California pueden ser más frescas y costar menos que las variedades traídas de otros estados y países.

Pruebe estas variedades cítricas – todas son una fuente excelente de vitamina C: toronja, kumquats, mandarinas, naranjas, pomelos y tangelos.

[†] Sitio Web sólo disponible en inglés.

Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

There is no shortage of fruits and vegetables in California – even in winter. Students need at least 2½ - 6½ cups of fruits and vegetables every day. All forms count toward their daily needs – fresh, frozen, canned, dried, and 100% juice. Studies show that students who eat more fruits and vegetables perform better in school. Remind school nutrition staff, parents, and students that there are many ways to eat the recommended number of cups each day. Use *Harvest of the Month* to help students add more fruits and vegetables into meals and snacks and be more active every day.

Exploring California Grapefruit: Taste Testing

Getting Started:

- Find a local citrus grower or retail store to donate fruit for taste tests.
- Review *Taste Testing* and *Classroom Cooking Tips*.*

What You Will Need (per group):

- 1 pink and/or red grapefruit; 1 white/yellow grapefruit; 1 cup 100% grapefruit juice
- Small paper cups (for grapefruit juice) and napkins
- Printed Nutrition Facts labels for grapefruit and grapefruit juice*

Activity:

- Explore the look, feel, and smell of each grapefruit and juice. Make a sensory chart and record observations.
- Peel and section fruit. Pour juice evenly into cups.
- Taste and compare each. Record observations and discuss as a class.
- Review Nutrition Facts labels. Discuss similarities and differences. Is the fruit or juice an excellent source of any nutrient (provides more than 20% of Daily Value)? Complete *Student Sleuths #1* (page 3) for follow-up activity.
- Take a class poll of students' preferences for each variety. Create a graph of the results and share with school nutrition staff.

*Download from www.harvestofthemoth.com.

For more ideas, reference:

Kids Cook Farm-Fresh Food, CDE, 2002.



Nutrition Facts

Serving Size: ½ medium grapefruit (123g)
Calories 46 Calories from Fat 1

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 12g	4%
Dietary Fiber 1g	5%
Sugars 9g	
Protein 1g	
Vitamin A 6%	Calcium 1%
Vitamin C 78%	Iron 1%

Cooking in Class: Breakfast Fruit Cup

Ingredients:

Makes 32 tastes at ¼ cup each

- 4 large pink or red grapefruit
- 4 medium bananas, peeled and sliced
- ¼ cup raisins
- 1½ cups lowfat vanilla yogurt
- 2 teaspoons ground cinnamon
- Small paper cups and spoons

- Peel grapefruit and remove seeds. Slice into bite-size pieces.
- In large bowl, combine fruit.
- Divide fruit into cups. Top each with a spoonful of yogurt.
- Sprinkle with cinnamon and serve.

Adapted from: *Everyday Healthy Meals*, Network for a Healthy California, 2007.

For nutrition information, visit: www.harvestofthemoth.com

Reasons to Eat Grapefruit

A half of a medium grapefruit is:

- An excellent source of vitamin C.
- A source of many other nutrients, such as potassium, folate, thiamin, vitamin A, vitamin B₆, and fiber.
- Low in calories.*

*Learn about calories on page 2.

For information, visit:

www.nal.usda.gov/fnic/foodcomp/search



GRAPEFRUIT

What Are Calories?

- Calories measure the energy found in food.
- The body needs energy to function, which is why food is necessary for life.
- Our bodies burn calories found in carbohydrates, proteins, and fats for energy. These nutrients are released from food during digestion, then absorbed into the bloodstream, and converted to glucose, or blood sugar.
- One pound of body fat is equivalent to 3,500 calories.
- The body is very efficient in storing energy. The main form of stored energy is body fat. A small amount of carbohydrates is stored in the liver and muscles in the form of glycogen. Glycogen is then converted to glucose and is used by the body for energy.

Sources:

www.eatright.org

<http://jn.nutrition.org/nutinfo>

How Much Do I Need?

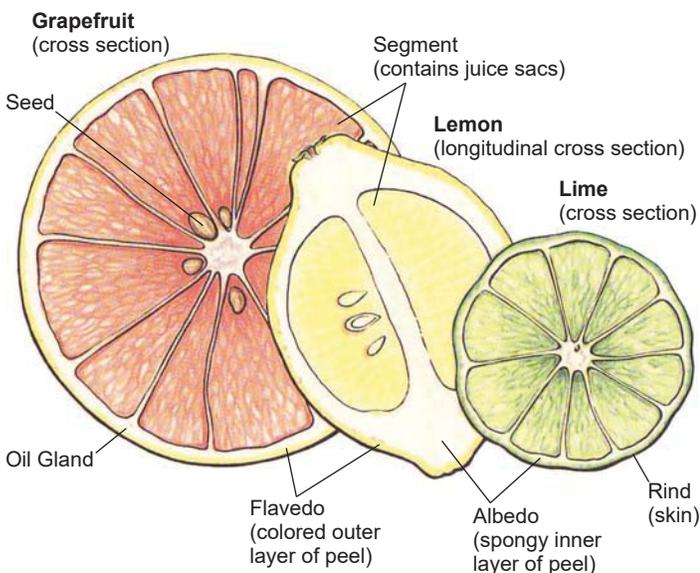
Half of a medium grapefruit is about ½ cup of fruit. The amount of fruits and vegetables that each person needs depends on age, gender, and physical activity level. Look at the chart below and have students determine how many cups they need to eat each day. As a class, have students write down their goals and how they plan to eat the recommended daily amounts and get at least 60 minutes of physical activity every day.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day.

Visit www.choosemyplate.gov to learn more.



Source: *Tall and Tasty: Fruit Trees* by Meredith Sayles Hughes, Lerner Publications Company, 2000.

Botanical Facts

Pronunciation: 'grāp-,früt

Spanish name: toronja

Family: Rutaceae

Genus: *Citrus*

Species: *Citrus x paradisi*



Botanists believe grapefruit was an accidental hybrid of the two primal citrus species, *Citrus maxima* (pummelo) and *Citrus sinensis* (sweet orange). Citrus is a subtropical plant and, like all citrus fruit, grapefruit grow on flowering, evergreen trees. They are distinguishable by the way in which they grow in clusters – like grapes – on trees. They are also one of the largest citrus and have an oblate shape (round with flat spheres).*

There are more than 20 varieties of grapefruit grown in the United States. They are commonly grouped into three cultivars determined by the fruit's pulp color: white/yellow, pink, and red. The color is a result of the fruit's genetic makeup, skin pigmentation, and ripeness. The flesh is more acidic than other sweeter citrus varieties, though the pink- and red-pulped varieties have been produced with less acidity.

White/yellow varieties	Duncan, Marsh, Melogold, Oroblanco
Pink varieties	Chandler, Foster, Thomson
Red varieties	Ruby Red, Rio Red, Flame

*Refer to *Oranges* and *Mandarins* newsletters for more information about citrus fruit.

For more information, visit:

www.cfaitc.org

www.ccpp.ucr.edu/variety/grapefruits.html

How Does Grapefruit Grow?

Grapefruit trees are well-suited for warm, subtropical climates. California's climate, fertile soil, and diverse land resources allow for year-round production of many citrus varieties, including grapefruit. Grapefruit can grow on a range of soil types from clay to alkaline to acidic soils, but do best in soils that are a mixture of clay, silt, and sand.

Grapefruit trees grow from 30 to 50 feet tall. Growers may prune trees to limit the height to 15 to 25 feet for easier harvesting. The trees produce four-petaled, white flowers. Temperature affects the length of time it takes from flower blossom to fruit maturity. For example, in the cooler area of Riverside, it can take up to 13 months. In the desert area of the Imperial Valley, it takes about eight months. Grapefruit are picked when fully ripe. Citrus trees never go dormant, but their root systems become inactive when ground temperatures drop below 50 F. Drought conditions can have the same impact.

Helpful Hint:

For information about how citrus trees grow, refer to the *Oranges* and *Mandarins* newsletters or *Grapefruit Botanical Image* on www.harvestofthemoth.com.

For more information, reference:

Tall and Tasty: Fruit Trees by Meredith Sayles Hughes, Lerner Publications Company, 2000.

School Garden: Growing Partnerships

Ask wholesale or local nurseries to partner with your school. Ask them to:

- Donate supplies, equipment, or seeds.
- Host a class field trip and demonstrate seasonal tasks for agricultural crops, like citrus.
- Present to class in school garden (or at nursery) about edible landscaping and gardening tips.
- Offer mentorships or training positions to older students.
- Display students' fact sheets on how plants grow.*
- Distribute the community newsletters to customers.**

*Refer to *Student Sleuths* #3 for making fact sheets.

**Download from www.harvestofthemoth.com.

For basic gardening tips, visit:

<http://gardening.wsu.edu/text/lsbasic.htm>

Home Grown Facts

- The United States is the world's leading grower of grapefruit.
- California is the nation's second leading producer (behind Florida) of both citrus and grapefruit.
- California grown grapefruit is available year-round while other states' supplies are seasonal.
- Nearly all of California's grapefruit supply (88%) is sold as fresh produce.
- Riverside, Tulare, Imperial, and San Diego counties produce over 90% of all grapefruit in California.



Activity:

- Research how snails and slugs can devastate citrus crops. What methods do growers use to control them?
- Select two different citrus growing regions in the world: one in the United States and one in a foreign country. Compare and contrast the climates, land, and growing methods.

For more information, visit:

www.cdffa.ca.gov

www.cfaitc.org

A Slice of Grapefruit History

- The first citrus trees grew in Asia over 4,000 years ago.
- An accidental hybrid, the first grapefruit was produced in the West Indies (Caribbean) in the mid-1700s. It was often called the "forbidden fruit."
- The first American grapefruit seedlings grew in Florida around 1823. For many years, it was grown as a novelty for tourists.
- The Ruby Red grapefruit was also an accidental discovery by Texas citrus growers in 1929. It was the first grapefruit variety to receive a United States patent.

Activity:

- Have students research and develop a history timeline of other citrus varieties such as pummelos, lemons, or limes.

For more information, visit:

www.hort.purdue.edu/newcrop/morton/grapefruit.html

www.texasweet.com/About-Texas-Citrus/Texas-Grapefruit-History

Student Champions

California grown citrus are in peak season in winter, but most varieties are available year-round. Citrus can be consumed fresh, canned, or as 100% juice, and with any meal. All citrus provide an excellent source of vitamin C and a source of many other essential vitamins and minerals.

Student Activity:

- Find or create a healthy recipe that uses at least one citrus variety for each of these meal categories: breakfast, lunch, dinner, snack.
- Conduct a nutrient analysis of recipe. If recipe is unhealthy, find substitutions to improve the nutrition. These are a few key criteria*:
 - Total fat is equal to or less than 35% of total calories.
 - Each serving contains less than 600 mg of sodium.
 - Added sugars may not exceed 15% of total calories.
 - Each serving must contain at least a ½ cup of fruit or vegetable (or 1 cup leafy greens, ¼ cup dried fruit, or ½ cup 100% juice) per 250 calories.
- Compile recipes with classmates to create a Citrus Cookbook. Include the nutrition information for each recipe and Nutrition Facts labels for each citrus variety.**
- Share cookbook with family members, school nutrition staff, retail stores, or use for fund-raisers.

*Excerpted from CDC's recipe criteria guidelines.

**Download labels from www.harvestofthemoth.com.

Student Sleuths

- 1 Use Nutrition Facts labels from *Taste Testing* activity (page 1). Find nutrient information for at least three other citrus varieties like lemons, limes, and kumquats. (Hint: Use similar serving sizes.) Choose five nutrients (e.g., vitamin C, vitamin A, calcium, fiber, potassium). Make bar graphs to compare all varieties.
- 2 Compare Nutrition Facts labels for 100% grapefruit juice and another juice drink. (Hint: Use similar serving sizes.) Describe the nutrient differences. Make a list of the ingredients in both. Do an activity to demonstrate the difference in teaspoons of added sugar for a juice drink.
- 3 Create fact sheet cards of how citrus trees grow. Include important growing information: soil type, climate, irrigation, propagation, planting, harvesting, and amount of time to bear fruit. Display on index cards with a drawing of fruit tree on one side and growing information on opposite side. Share fact sheet cards with local nurseries.*

*Refer to *School Garden* activity above for information.

For information, visit:

www.nal.usda.gov/fnic/foodcomp/search

www.eatright.org/ada/files/Juice.pdf

www.hort.purdue.edu/newcrop/morton/grapefruit.html



Adventurous Activities

Science Investigation

- Research and write a report on how seedless citrus fruit trees are reproduced. Include information such as how and when this reproduction process evolved. Describe the benefits and problems of producing seedless citrus fruit trees, including benefits or problems for consumers.

Social Studies

- From 2005-2006, grapefruit exports increased 76% and became one of California's top 20 agricultural exports. Hypothesize why this happened. Then, research why it occurred and find out if grapefruit continues to be one of California's top exports.

Adapted from: www.cfaitec.org/Commodity/pdf/CitrusFruits.pdf

For more ideas, visit:

www.harvestofthemoonth.com

Cafeteria Connections & Literature Links

Collaborate with the library and cafeteria to conduct a slogan contest to promote citrus fruits.

- Select theme for a promotional contest. Example: How is citrus good for you?
- Display different citrus varieties at tables in cafeteria and library. Provide taste samples to students in cafeteria. Feature many varieties like oranges, grapefruit, mandarins, kumquats, pummelos, lemons, and limes.
- Make a poster display where students can vote for their favorite variety.
- Set up a display in cafeteria with books from library and nutrition information about citrus varieties. Print and post CDE's Nutrient Graphs.*
- Have blank "bookmarks" (2x6" plain cardstock) at book table for students to submit creative citrus slogans. Encourage use of artwork.
- Announce winning slogan(s) during lunch or school assembly. Convert bookmark to a full-size poster and display on campus.
- Laminate all bookmarks and keep in the library for student use.

*Download from www.harvestofthemoonth.com.

Helpful Hint:

For an annotated list of agriculture-related books, download a free copy of the Teacher Resource Guide from www.cfaitec.org. Developed by California Foundation for Agriculture in the Classroom, this guide also includes field trip ideas, agricultural Web sites, resources, and grant lists.

Physical Activity Corner

Physical activity is a game, sport, exercise, or other action that involves moving the body, especially if it makes the heart beat faster. Have a class discussion about what counts as physical activity and why students should get at least 60 minutes of activity every day.



Activity:

- Create a physical activity journal. Make a daily chart for logging minutes: before school, during school, after school, and total minutes.
- Log physical activity minutes each day for one full week and list what you did. (Ex: 15 minutes, walk to school)
- Compare results with classmates.
- Which activities did you do the most?
- Which activities would you like to try?
- If average daily physical activity time is below 60 minutes, set a goal to reach 60 minutes. Write down five ways to get more activity.
- If average daily time is at or above 60 minutes, write down five ways to maintain or increase activity.
- Repeat journal tracking for three additional weeks to meet goals.

Adapted from: *School Idea & Resource Kit, Network for a Healthy California—Children's Power Play! Campaign, 2009.*

For more ideas, visit:

www.networkforahealthycalifornia.net/powerplay
www.catchinfo.org

Just the Facts

- Grapefruit was named by a Jamaican farmer who noticed the way it grows in clusters – like grapes – on a tree. Grapefruit has grown in clusters with as many as 25 fruits.
- Grapefruit's flavor and juiciness are not determined by color, but by the lateness of the season when they are harvested, the specific variety, and how the fruit is handled.
- Florida grown grapefruit have a thinner rind and are typically juicier and less pulpy than California grown grapefruit, which are easier to peel and segment.
- In the 1930s, the Hollywood Diet or "Grapefruit Diet" became a popular fad that guaranteed a loss of "10 pounds in 10 days" by eating half of a grapefruit before each meal. The grapefruit was said to have fat-burning enzymes, but no such enzymes exist.

For more information, visit:

www.fruitsandveggiesmatter.gov/month/grapefruit.html



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





Asparagus

Spring
April

SUGGESTED SCHEDULE

Week 1: A is for Asparagus

Week 2: Eating a Rainbow of Fruits and Vegetables

Week 3: We Eat Food That's Fresh!

BOOKS

We Eat Food That's Fresh!

By Angela Russ-Ayon

NEWSLETTERS

For families

For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

April: Asparagus

<u>Books:</u>	Week 3: We Eat Food That's Fresh! By Angela Russ-Ayon
<u>Materials:</u>	<p>Week 1: A Is For Asparagus</p> <ul style="list-style-type: none">◆ 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) <p>Week 2: Eating a Rainbow of Fruits and Vegetables</p> <ul style="list-style-type: none">◆ Photos of different colored varieties of asparagus◆ Fresh Fruit and Photo Cards*◆ Paper and purple, green and white crayons, paints, chalk or markers <p>Week 3: We Eat Food That's Fresh!</p> <ul style="list-style-type: none">◆ Large paper or poster board◆ Food Experience Ingredients

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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD7, LLD9, LLD10
- English Language Development, ELD1, ELD2
- Cognition-Math & Science; COG11
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

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—what size and color is it? It’s long and green. Tell them that we are going to learn about asparagus this month. Ask—has anyone has ever eaten asparagus before?
- 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. Ask—Do we eat the stem of a grapefruit tree? No, we eat the fruit. Ask—Do we eat the stem of the lettuce plant? No, we eat the leaves.
- 3) 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. 1, 2, 3.
- 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 children s 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.

Children 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

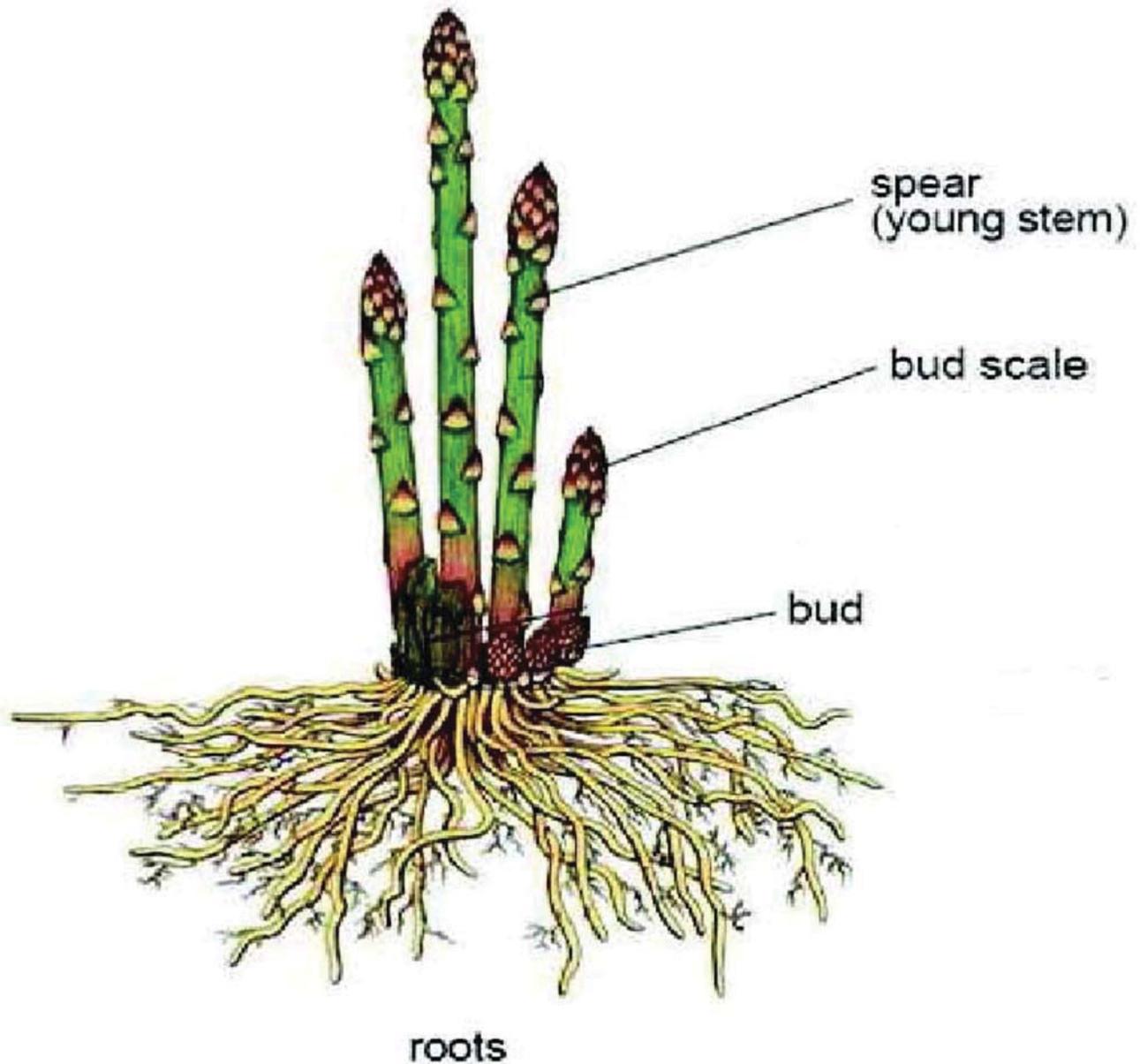


Image adapted from:
Stinky and Stringy: Stem & Bulb Vegetables, Meredith Sayles Hughes, 1999.

Asparagus

Week 2: Eating a Rainbow of Fruits & Veggies

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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development, SED1
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4,
- English Language Development, ELD1, ELD2,
- Cognition-Math & Science; COG10 COG11
- Physical Development-Health; PD-HLTH10,
- History-Social Science; HSS5

LESSON

- 1) Show the class the 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? Ask—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 child. Then ask for the children with purple/blue fruit or vegetables to stand up. One by one, ask them to name their fruit or vegetable.
- 5) Next, ask the children with green fruit and veggies to stand up. One by one, ask them to name their fruit or vegetable.
- 6) Next, ask the children 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 children 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 child to have one. Below are some examples:*

Purple/Blue: blueberries, cabbage, eggplant, grapes

White: banana, cauliflower, jicama, potato, garlic

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

Children 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-2015

- Approaches to Learning-Self Regulation; ATL-REG1
- Social and Emotional Development, SED1,
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6, LLD7
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG8, COG9, COG10
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Read the book *We Eat Food That's Fresh!* (Optional: play the accompanying CD while you point to the pictures and turn the pages).
- 2) Ask the class— how are the different ways foods in the book are prepared? Some example include: fresh, cooked, boiled, peeled, juiced, etc.
- 3) Show the class an asparagus spear. Ask—what is the name of this long and green vegetable? It's asparagus. Identify the farm they were grown on if you know it.
- 4) Talk to the children about different places we can buy fresh asparagus and other fruits and vegetables. Ask— where can you buy vegetables like asparagus? The supermarket. Also, at a 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!
- 5) 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.
- 6) 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.
- 7) Next, explain that we will taste kiwi today but that whenever we eat, we first need to wash our hands.
- 8) In small groups, have the children wash their hands.
- 9) Refer to the handout in your binder **Conducting an In-Class Taste Test** for ideas on how to engage the class. Have children 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.

Children 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

Total Fat	14g	21%
Saturated Fat	6g	28%
Trans Fat	0g	
Cholesterol	25mg	8%
Sodium	440mg	18%
Total Carbohydrate	6g	2%
Dietary Fiber	2g	10%
Sugars	3g	
Protein	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.

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 cooking facilities are available, serve the asparagus simply cooked with lemon juice or parmesan cheese sprinkled on top.*

MATERIALS NEEDED

- Vegetable peeler
- 2 Bowls
- Plates

CHEF'S NOTES

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

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.

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”)

DRDP-2015

VPA2

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

DRDP-2015

PD-HLTH1, PD-HLTH2

This exercise is meant to get your children moving.

Studies have shown that Physical Activity breaks increase child’s 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

DRDP-2015

COG4, COG5, COG9, COG10

After conducting the Taste Test, place the remaining uncooked asparagus on the table for the children 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 children to arrange by length (shortest to longest) and width (narrowest to widest).

Slice crosswise and lengthwise, observe and record internal structure.

Encourage children 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 children to draw their observations. Teachers can write down the children’s observations on each child’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

Total Fat	2.5g		4%
Saturated Fat	1g		5%
Trans Fat	0g		
Cholesterol	5mg		1%
Sodium	180mg		7%
Total Carbohydrate	9g		3%
Dietary Fiber	3g		10%
Sugars	2g		
Protein	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

	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.

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

Total Fat	2.5g	4%
Saturated Fat	0g	2%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	85mg	4%
Total Carbohydrate	20g	7%
Dietary Fiber	5g	22%
Sugars	5g	
Protein	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.

Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured vegetable is **asparagus**



Health and Learning Success Go Hand-in-Hand

Start a garden to grow your own fruits and vegetables. This will help you eat more fruits and vegetables and be more active. Eating nutritious foods like fruits and vegetables and being active can also help your child do better in school. Use *Harvest of the Month* to help your family learn and practice lifelong healthy habits.

Produce Tips

- Look for firm, bright green spears with tightly closed tips. Avoid limp asparagus or spears.
- Stand stems up in a container with about one inch of water. Cover loosely with plastic bag. Store in the refrigerator until ready to use.

Healthy Serving Ideas

- Bake, grill, boil, steam, microwave, or stir-fry asparagus spears.
- Dip raw or lightly cooked asparagus spears in lowfat dressing.
- Stir-fry chopped asparagus, sliced bell pepper, sliced onions, and strips of chicken. Serve with brown rice.
- Help your child find a healthy recipe with asparagus. Cook it together.

ROASTED VEGETABLE MEDLEY

Makes 4 servings. 1 cup per serving.
Cook time: 50 minutes

Ingredients:

- nonstick cooking spray
- 1 cup chopped baby carrots
- 1 cup chopped eggplant
- 1 cup chopped asparagus
- 1 teaspoon vegetable oil
- 2 cloves garlic, chopped
- 4 teaspoons dried basil
- 1 cup chopped mushrooms
- 1 small zucchini, chopped

1. Preheat oven to 450 F.
2. Spray a roasting pan with nonstick cooking spray.
3. Add carrots, eggplant, and asparagus to pan. Drizzle with oil and toss until lightly coated. Bake for 20 minutes.
4. While baking, spray a large pan with nonstick cooking spray and heat over medium heat.
5. Sauté garlic and basil for about 2 minutes. Add zucchini and mushrooms; sauté until tender (about 5 minutes).
6. Add roasted vegetables to the pan and sauté 5 minutes more.

Nutrition information per serving:

Calories 50, Carbohydrate 8 g, Dietary Fiber 3 g, Protein 2 g, Total Fat 2 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 26 mg

Adapted from: *Soulful Recipes: Building Healthy Traditions*, Network for a Healthy California, 2008.

Let's Get Physical!

- Spend family time in the garden — planting, raking, pruning, and digging.
- Walk to a local farmers' market. Find new fruits and vegetables.

For more ideas, visit:

www.kidsgardening.com/family.asp

Nutrition Facts

Serving Size: ½ cup cooked asparagus (90g)	
Calories 20	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 13mg	1%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	7%
Sugars 1g	
Protein 2g	
Vitamin A 18%	Calcium 2%
Vitamin C 12%	Iron 5%

How Much Do I Need?

- A ½ cup of cooked asparagus is about six asparagus spears.
- A ½ cup of cooked asparagus is an excellent source of folate and vitamin K and a good source of vitamin C, vitamin A, and thiamin.
- Asparagus is also a source of vitamin E.
- Vitamin E is an antioxidant that protects your body's cells and helps keep your immune system, skin, and hair healthy.
- Other good or excellent sources of vitamin E are cooked spinach, nuts, oils, sunflower seeds, and wheat germ.

The amount of fruits and vegetables you need every day depends on your age, gender, and physical activity level. Look at the chart below to find out how much your family needs. Make a list of your family's favorite fruits and vegetables. Try to add these to meals and snacks to help your family reach their goals.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

La Cosecha del Mes



Red para una California Saludable

La verdura de *La Cosecha del Mes* son los **espárragos**



La Salud y el Éxito en el Aprendizaje van Mano a Mano

Plante un jardín para cultivar sus propias frutas y verduras. Esto le ayudará a comer más frutas y verduras y a estar más activo. Comer alimentos nutritivos como frutas y verduras y mantenerse activo pueden ayudar también a sus hijos a tener mejor desempeño en la escuela.

Consejos Saludables

- Busque espárragos firmes, de color verde fuerte, con las puntas cerradas.
- Coloque los tallos de pie en un recipiente con una pulgada de agua. Cubra con una bolsa de plástico y guarde en el refrigerador.

Ideas Saludables de Preparación

- Coma los espárragos cocinados con aderezo bajo en grasa.
- Sofría espárragos, pimiento y cebolla. Sirva con arroz integral.
- Encuentre recetas saludables y prepárelas con sus hijos.

VERDURAS ASADAS

Rinde 4 porciones. 1 taza por porción.

Tiempo de preparación: 50 minutos

Ingredientes:

- Aceite en aerosol para cocinar
- 1 taza de zanahoria picada
- 1 taza de berenjena picada
- 1 taza de espárragos picados
- 1 cucharadita de aceite vegetal
- 2 dientes de ajo, picados
- 4 cucharaditas de albahaca seca
- 1 taza de champiñones, en trocitos
- 1 calabacita pequeña, en trocitos

1. Coloque una parrilla en la parte inferior del horno. Precalente el horno a 450 F.
2. Cubra un molde para hornear con aceite en aerosol para cocinar.
3. Agregue la zanahoria, berenjena y espárragos al molde. Rocíe con aceite vegetal y mezcle hasta que las verduras queden ligeramente cubiertas.
4. Hornee durante 20 minutos.
5. Rocíe un sartén grande con aceite en aerosol para cocinar y caliente a fuego medio.
6. Sofría el ajo y la albahaca durante 2 minutos aproximadamente.
7. Agregue los champiñones y la calabacita y sofría hasta que las verduras queden tiernas, unos 5 minutos.
8. Agregue las verduras asadas al sartén y sofría 5 minutos más. Sirva inmediatamente.

Información nutricional por porción:

Calorías 50, Carbohidratos 8 g, Fibra Dietética 3 g, Proteína 2 g, Grasa Total 2 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 26 mg

Adaptada de: *Soulful Recipes: Building Healthy Traditions, Red para una California Saludable, 2008.*

¡En sus marcas...Listos!

- Pase tiempo con su familia en el jardín – plantando, podando y escarbando.
- Caminen al mercado sobre ruedas local. Busquen nuevas frutas y verduras para probar.

Información Nutricional

Porción: ½ taza de espárragos cocinados (90g)

Calorías 20 Calorías de Grasa 0

	% Valor Diario
Grasa Total 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 13mg	1%
Carbohidratos 4g	1%
Fibra Dietética 2g	7%
Azúcares 1g	
Proteínas 2g	
Vitamina A 18%	Calcio 2%
Vitamina C 12%	Hierro 5%

¿Cuánto Necesito?

- Una ½ taza de espárragos cocinados equivale a unos seis espárragos.
- Una ½ taza de espárragos cocinados son una fuente excelente de folato y vitamina K y una fuente buena de vitamina C, vitamina A y tiamina.
- Los espárragos son también una fuente de vitamina E.
- La vitamina E es un antioxidante que protege las células de su cuerpo y ayuda a mantenerlo saludable.
- Otras fuentes buenas o excelentes de vitamina E son la espinaca cocinada, nueces, aceites, semillas de girasol y germen de trigo.

La cantidad de frutas y verduras que necesita cada día depende de su edad, sexo y nivel de actividad física. Consulte la tabla siguiente para saber la cantidad que necesita su familia. Haga una lista de las frutas y verduras favoritas de su familia. Trate de incluirlas a las comidas y bocadillos para ayudar a que su familia alcance sus metas.

Recomendación Diaria de Frutas y Verduras*

	Niños, de 5 a 12 años	Adolescentes y Adultos, de 13 años en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

Harvest of the Month



Network for a Healthy California



Nutrition Facts

Serving Size: ½ cup cooked asparagus (90g)

Calories 20 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 13mg 1%

Total Carbohydrate 4g 1%

Dietary Fiber 2g 7%

Sugars 1g

Protein 2g

Vitamin A 18% Calcium 2%

Vitamin C 12% Iron 5%

Health and Learning Success Go Hand-In-Hand

A school garden is a great way to introduce students to fruits and vegetables. Research shows that school is where children develop many lifelong habits and preferences. School-based nutrition education promoting healthful eating and physical activity can improve academic performance. Help your students do their best during testing. Implement *Harvest of the Month* and connect to core curricula, the cafeteria, home, and community.

Exploring California Asparagus: Taste Testing

Getting Started:

- Talk to your school nutrition staff about getting asparagus from a local grower.

What You Will Need (per group):

- One cooked* spear per student plus two additional raw spears per group
- Cutting board and knives (two per group)
- White board and pens

*Pre-cook asparagus by microwaving or coordinate with school nutrition staff to cook and bring to the classroom.

Activity:

- Distribute two raw spears to each student group. Have students feel and observe one spear; identify and record the parts of the spear.
- Have students slice and taste the second spear; record observations.
- Have students cut the first spear crosswise and lengthwise; identify and record internal structure.
- Distribute one cooked spear to each student.
- Discuss changes that occur as asparagus cools (e.g., smell, color, texture).
- When cool, have students slice spears into thirds and taste the tip, center, and end; record differences.
- Poll students to find out if they prefer raw versus cooked asparagus and one section of the spear over another and why.

For more ideas, reference:

Kids Cook Farm—Fresh Food, CDE, 2002.

Cooking in Class: Asparagus Appetizer

Makes 36 servings at 2 tablespoons each

Ingredients:

- 1 pound fresh baby asparagus, washed, trimmed at ends
- 1 (15-ounce) can black beans, drained and rinsed
- 6 tablespoons balsamic vinaigrette

1. Cut asparagus into one-inch pieces and place in large bowl.
2. Add black beans to the bowl.
3. Toss asparagus and beans with the vinaigrette until coated.
4. Place 2 tablespoons on paper tray. Serve immediately.

Nutrition information per serving:

Calories 20, Carbohydrate 4 g, Dietary Fiber 1 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 64 mg

Adapted from: Tasting Trio Team, *Network for a Healthy California*, 2010.

Reasons to Eat Asparagus

A ½ cup of cooked asparagus is:

- An excellent source of folate and vitamin K.
- A good source of vitamin C, vitamin A, and thiamin.
- A source of vitamin E, fiber, iron, potassium, riboflavin, and niacin.

Champion Sources of Vitamin E*:

- Cooked spinach
- Nuts (almonds, hazelnuts, peanuts)
- Oils (corn, cottonseed, safflower, soybean)
- Peanut butter
- Sunflower seeds
- Wheat germ

*Champion sources provide a good or excellent source of vitamin E (at least 10% Daily Value).

For more information, visit:

<http://ods.od.nih.gov/factsheets/vitamine.asp>
www.nal.usda.gov/fnic/foodcomp/search/
 (NDB No.: 11012)

ASPARAGUS

What Is Vitamin E?

- Vitamin E is an antioxidant that protects the body's cells.
- Vitamin E helps the body use vitamin K and keeps the immune system, skin, and hair healthy.
- Vitamin E is a fat-soluble vitamin. The way vitamin E is absorbed depends on the digestion and absorption of fat.
- Alpha-tocopherol is the most widely available form of vitamin E found in food.

For more information, visit:

<http://jn.nutrition.org>

<http://lpi.oregonstate.edu/infocenter/vitamins/vitaminE/index.html>

How Much Do I Need?

A ½ cup of cooked asparagus is about six asparagus spears. The amount of fruits and vegetables each person needs to eat depends on age, gender, and physical activity level. Students need to get at least 60 minutes of physical activity every day. People who are very active should eat the higher number of cups per day. Have students write down their fruit and vegetable consumption and physical activity goals. Students can list meals and snacks they will eat and activities they will do to reach their goals.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day.

Visit www.mypyramid.gov to learn more.

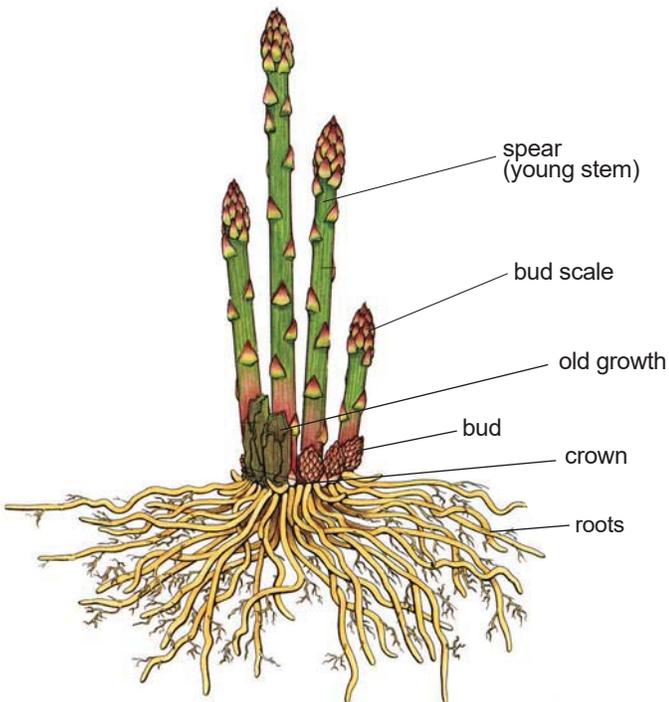


Image adapted from: *Stinky and Stringy: Stem & Bulb Vegetables*, Meredith Sayles Hughes, 1999.

Download botanical images from www.harvestofthemoonth.com.

Botanical Facts

Pronunciation: ə-spär'ə-gēs

Spanish name: espárrago

Family: Liliaceae

Genus: *Asparagus*

Species: *A. officinalis*

A perennial member of the Lily family, asparagus is also related to onions, leeks, and garlic. Derived from the Greek word *aspharagos* meaning "sprout" or "shoot," asparagus was known as *sperage* and referred to as "sparrow grass" by English-speaking Europeans until the late 19th century.



Asparagus can be harvested in three different colors: green, white, and purple. Green asparagus is most commonly grown. White asparagus is grown by burying the crowns under a foot of soil preventing photosynthesis. Purple asparagus spears turn green when cooked. While there are several varieties of each color, they are most commonly marketed by their color (e.g., *green asparagus*, etc.).

For more information, visit:

www.cfaitec.org/factsheets/pdf/Asparagus.pdf

www.ohioline.osu.edu/b826/b826_2.html

How Does Asparagus Grow?

Asparagus is a long-lasting perennial plant (about 15 to 20 years) that requires about three years from time of planting to establish permanent roots and produce quality spears. The plants are most commonly grown from one-year-old crowns (an underground stem from which the spears shoot), providing a crop more quickly than if grown from seed. The edible stalks are shoots that develop into fern-like plants in warmer temperatures if uncut.

Asparagus requires a period of dormancy. This dormancy occurs naturally in California during winter when cooler temperatures inhibit plant growth. In the first year, it is essential for ferns to develop and for the spears to not be harvested in order for the roots to develop.

Temperature	Above 50 F
Soil	Well-drained, sandy loam
Planting	Trenches about 8 inches deep by 12 inches wide; rows spaced 4 to 6 feet apart
Irrigation	Well-irrigated in first year, then during fern season; avoid watering during harvest season
Harvesting	Hand-harvested when spears are 6 to 10 inches long; spears cut 1 to 2 inches below or about 2 inches above the ground

For more information, visit:

http://aggie-horticulture.tamu.edu/Publications/easygardening/E-503_asparagus.pdf

Student Sleuths

- 1 In what food sources is vitamin E found? What are the eight common forms in which vitamin E occurs?
- 2 Asparagus is a source of many vitamins, including both water-soluble and fat-soluble vitamins. Make a list of these water-soluble and fat-soluble vitamins found in asparagus. How does each vitamin function in your body? Identify your Recommended Daily Intakes (RDI) for these vitamins. Make a list of foods that are good or excellent sources for each vitamin.
- 3 Record your food intake for one day. Determine if you are eating enough fat-soluble and water-soluble vitamins. (Hint: Use the Pantry tool available at www.nutritiondata.com to record your meals and assess nutrient intake.)
- 4 White asparagus is grown from the same crown as green asparagus. Research how farmers grow the white variety. Hypothesize what process occurs (or does not occur) to make the white variety. Identify on a map the regions that produce white asparagus. Compare and contrast nutrient values for white and green asparagus.

For information, visit:

www.cfaitc.org
www.calasparagus.com
<http://jn.nutrition.org>

Just the Facts

- Asparagus cooks fast! Roman Emperor Augustus coined the phrase “*velocius quam asparagi coquantur*,” which means “faster than you can cook asparagus.” Over the years, this has been shortened to “in a flash.”
- Ancient and medieval medicinal practices used crushed asparagus tips to reduce swelling and alleviate pains associated with bee stings, wounds, and infections.
- In proper conditions, asparagus can grow as much as one inch per hour — up to 12 inches in one day.

Sources:

www.fruitsandveggiesmatter.gov/month/asparagus.html
www.calasparagus.com

Home Grown Facts

- California is the nation’s leading supplier of asparagus, producing nearly half (48%) of the U.S. supply.
- San Joaquin County produces two-fifths (40%) of the state’s asparagus supply.
- Asparagus’ harvest season lasts two to three months, but California’s geography allows for fresh asparagus to be available from January through September.
- Other top-producing counties include Monterey (20%), Fresno (18%), Imperial (10%), and Sacramento (3%).
- Ninety-eight percent of California’s asparagus crop is marketed as the fresh green variety, with the remaining two percent for processing or sold as the white and purple varieties.

For more information, visit:

www.cdffa.ca.gov
www.nass.usda.gov/Statistics_by_State/

Student Champions

Encourage students to challenge their classmates to turn off the “screen” (e.g., TV, computers, phones) and be more active. Spring is also a good time to get outdoors and work in a garden.

- Challenge classmates to keep the TV turned off for at least one week.
- Make a list of other activities you can do in place of watching TV.
 - **Examples:** Playing a game (soccer, basketball, softball, tag); jumping rope; dancing; gardening; walking the dog; hiking.
- Write journal entries of what you do instead of watching TV.
- Make arrangements with school officials to stay on campus after-hours to work in the school garden.
- Talk to your classmates and neighbors about planting a community garden or starting an after-school gardening club.

For more ideas, visit:

www.tvturnoff.org
www.csgn.org

School Garden: Pollinators

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

Many animals and insects help pollinate plants, which supports fruit and seed production. They also eat insect pests and add beauty to the garden. In this activity, students will explore their school garden to identify how many different pollinators they can find.

What You Will Need (per team of two students):

- Notebooks for journaling
- Colored pencils or crayons
- Magnifying glasses

Activity:

- Teams select a plant to observe for pollinators in the garden.
- Use the magnifying glasses to look for clues of pollinators.
- Record the type of plant observed and what types of pollinators are spotted.
- Draw pictures in notebooks matching the color and appearance of the plants and pollinators.
- Share findings as a class.
- Have a class discussion on other ways plants can be pollinated (e.g., wind, rain).
- Ask students to write a story about why it is important for plants to be pollinated.

Adapted from: www.lifelab.org

For more ideas, visit:
www.kidsgardening.com



Adventurous Activities

History Exploration:

Asparagus has been cultivated for more than 2,500 years by people worldwide. It continues today to be a universal vegetable, grown and consumed in Asia, Europe, South America, and North America. Have students research a historical topic of interest and then write an essay or deliver a living history presentation. Topics may include:

- Research the beginnings of the California asparagus industry. Who were the first people to grow asparagus? Why did growers produce more green asparagus? When and why did fresh asparagus become more common than canned or frozen asparagus?
- Research the medicinal uses of asparagus. Hypothesize why asparagus was used for these purposes.
- Choose a culture, group of people, or country and research the role asparagus has played in its society or agricultural economy. Include recipes, holidays, medicinal uses, literature, and/or economic impact.

For more activities, visit:
www.harvestofthefmonth.com

A Spear of Asparagus History

- Ancient Greeks and Romans began cultivating asparagus more than 2,500 years ago. It was valued both as a food and for medicinal remedies.
- Early English and Dutch colonists brought asparagus to North America.
- In 1852, migrant family workers started growing asparagus in the Stockton-Sacramento Delta.
- Thomas Foon Chew built the first cannery to package green asparagus in Isleton, California in 1919.
- Beginning in the 1950s, U.S. farmers began to grow more green asparagus than white asparagus due to consumer preference.
- In the mid-1980s, fresh asparagus was shipped worldwide for the first time by airplanes from California.

For more information, visit:
www.cfaitc.org/factsheets/pdf/Asparagus.pdf

Literature Links

- **Elementary:** *Earthworms: Underground Farmers* by Patricia Lauber, *Good for Me Vegetables* by Sally Hewitt, and *Inch by Inch: The Garden Song* by David Mallett.
- **Secondary:** *Dictionary of Horticulture* by National Gardening Association and *On Good Land: An Autobiography of an Urban Farm* by Michael Ableman.

For more ideas, visit:
www.cfaitc.org/books

Physical Activity Corner

Gardening is a great way for students to be active, practice, and understand science lessons, and learn valuable life skills. Gardening uses all of the major muscle groups, increases flexibility and helps strengthen joints. Promote students' physical and mental health by getting outdoors and working in a school garden:

Warm up:

Stretch for at least five minutes to keep muscles flexible and help prevent injury.

Mix it up:

Rotate every 15 to 20 minutes between gardening tasks like raking, weeding, pruning, and digging. (Stretch briefly between chores.)

Color it in:

Plant a variety of colorful fruits and vegetables using plants and seeds donated to the school. Students can pick different color groups to harvest.

Cool down:

End gardening session by allowing students to reflect on what they created or maintained. Students can write in journals, pick flowers, harvest crops, and enjoy what they have created.

For more ideas, visit:
www.pecentral.org

Cafeteria Connections

Conduct an Asparagus Trivia Contest in the school cafeteria. Share this newsletter with school nutrition staff to create sets of trivia information, questions, and answers. Here are a few ideas to get started.

- Create table tents with trivia using asparagus facts.
- Place tents on cafeteria tables.
- Create trivia questions and distribute questionnaire to students in lunch line (or as students enter cafeteria).
- Students find answers while eating meal (from facts on table tents) and enter their questionnaire into a drawing for prizes.

Helpful Hints:

- Work with older students, an academic club, or science class to gather and create the trivia information.
- Use facts from this newsletter to create tent information or visit www.calasparagus.com.
- Ask an art class to help you design the table tents.

Adapted from: Team Nutrition, "Food Works," 1995.



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





Cucumbers

Spring
May

SUGGESTED SCHEDULE

Week 1: Cool as a Cucumber

Week 2: Vegetables Count

Week 3: From Seed to Salad

Optional Activities

BOOKS

Vegetables Count

by Peggy Sissel-Phelan

Up, Down and Around

by Katherine Ayres

NEWSLETTERS

For families

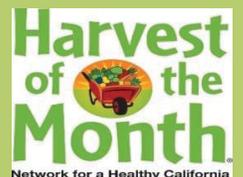
For teachers



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



CALIFORNIA
FARM TO SCHOOL
NETWORK
Farm to Preschool



This month's materials...

May: Cucumbers

<u>Books:</u>	Week 2: Vegetables Count by Peggy Sissel-Phelan Week 3: Up, Down and Around by Katherine Ayres
<u>Materials:</u>	Week 1: Cool as a Cucumber <ul style="list-style-type: none">◆ Fresh Fruit and Vegetable Photo Cards◆ Cucumber Seeds◆ Soil◆ Small pot or any container with holes on the bottom (ie: yogurt cups)◆ Cucumber (optional) Week 2: Vegetables Count <ul style="list-style-type: none">◆ ½ cup measuring cup◆ Fresh Fruit and Vegetable Photo Cards Week 3: From Seed to Salad <ul style="list-style-type: none">◆ Food Experience Ingredients◆ Observe-Predict-Check Chart

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 Pre-school Garden 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-2015

- Approaches to Learning-Self Regulation; ATL-REG1, ATL-REG3
- Language and Literacy Development, LLD1,LLD2, LLD3, LLD4, LLD6
- English Language Development, ELD1, ELD2,
- Cognition-Math & Science; COG1, COG3, COG5, COG10
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

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.
- 2) Ask—can you describe it? It's long, round 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.
- 3) 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.
- 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. All living things need water to survive!
- 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!

Modified from http://kidshealth.org/kid/stay_healthy/food/water.html

Children 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.

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

- Approaches to Learning-Self Regulation; ATL-REG1, ATL-REG7
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5, LLD6
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG3, COG4, COG5
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

LESSON

- 1) Read *Vegetables Count* to the class.
- 2) Turn to page 15. Have the children 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 children—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 -how many kinds of peppers to 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.

Children 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-2015

- Approaches to learning-Self Regulation; ATL-REG1, ATL-REG7
- Social and Emotional Development, SED1, SED4
- Language and Literacy Development, LLD1, LLD2, LLD3, LLD4, LLD5
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG5, COG9, COG10,
- Physical Development-Health; PD-HLTH10
- History-Social Science; HSS5

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. Identify the farm they were grown on if you know it.
- 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) Next, explain that we will taste cucumber today, but that whenever we eat, we first need to wash our hands.
- 6) In small groups, have the children wash their hands.
- 7) 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 children 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.

Children 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

Total Fat	2.5g		4%
Saturated Fat	0g		2%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	80mg		3%
Total Carbohydrate	16g		5%
Dietary Fiber	1g		6%
Sugars	2g		
Protein	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 child unwrap the disposable chopsticks, taking care not to tear the paper wrapper too much.

Help children 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 children 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

	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)

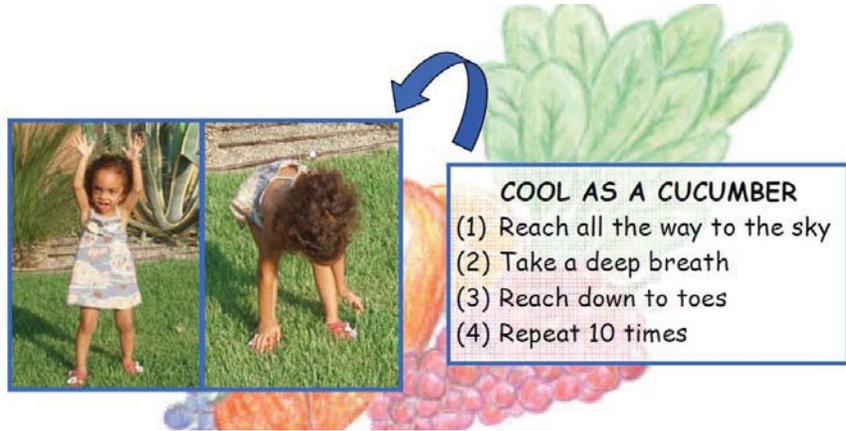
DRDP-2015

PD-HLTH1, PD-HLTH2

Cool as a Cucumber Stretch

This exercise is meant to get your children moving.

Studies have shown that Physical Activity breaks increase child's 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 Frutti Instant Recess <http://toniyancey.com/IRResources.html>

WEEK 2 (optional)

DRDP-2015

PD-HLTH2, VPA2

“Cool” Cucumber (like “Hot Potato”)

Have the children 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)

DRDP-2015

COG5, COG9, COG10

Cucumber Discovery Lab

After conducting the Taste Test (Food Experience), place a whole cucumber on the table for the children 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 children 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 children to draw their observations. Teachers can write down the children's observations on each child's paper or collectively on one large paper.

WEEK 3 (optional)

DRDP-2015

LLD2, PD-HLTH2

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 children reach up. When you say “Down,” have the children bend down and when you say “Around,” have children 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

Total Fat	0g		1%
Saturated Fat	0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	70mg		3%
Total Carbohydrate	16g		5%
Dietary Fiber	2g		10%
Sugars	9g		
Protein	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.

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

Total Fat	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	240mg	10%
Total Carbohydrate	19g	6%
Dietary Fiber	1g	3%
Sugars	16g	
Protein	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

	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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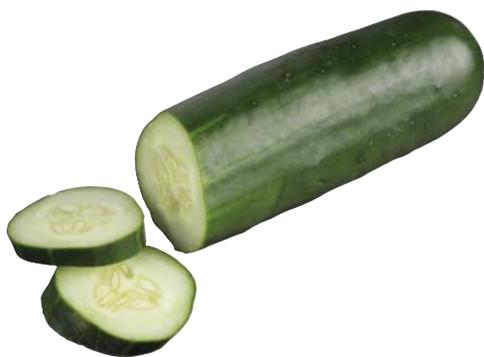


Harvest of the Month



Network for a Healthy California

The *Harvest of the Month* featured vegetable is **cucumber**



Health and Learning Success Go Hand-in-Hand

Do you want more energy for you and your family? Start by making healthy beverage and meal choices. Water is a vital nutrient that helps keep your body temperature normal. Water also helps keep your joints moving smoothly. Students who are hydrated and healthy have more energy and can focus better in school. Use *Harvest of the Month* fruits and vegetables in meals and snacks to help your children reach their total daily needs.

Produce Tips

- Look for different varieties of cucumbers like Apple, Lemon, Japanese, Persian, or English.
- Choose firm cucumbers with smooth skins. Avoid cucumbers that have shriveled ends or blemishes.
- Store cucumbers in a cool, dry place for up to one week. Or, keep in the refrigerator for up to five days in a plastic bag.
- **Helpful Hint:** Thicker cucumbers have more seeds.

Healthy Serving Ideas

- Eat a cool, crisp cucumber for a thirst-quenching snack.
- Add sliced cucumbers to salads or sandwiches for extra crunch.
- Make a cucumber and tomato pita sandwich.
- Mix sliced cucumbers with vinegar, water, salt, and pepper for a side dish.
- Serve sliced cucumbers with lowfat yogurt dip for a healthy snack.

VEGGIE TORTILLA ROLL-UPS

Makes 4 servings.
1 tortilla roll per serving.
Prep time: 20 minutes

Ingredients:

- 4 whole wheat tortillas (7-inch)
- 8 tablespoons (½ cup) nonfat cream cheese
- 2 cups shredded romaine lettuce or fresh chopped spinach
- 1 cup chopped tomato
- ½ cup chopped bell pepper (any color)
- ½ cup chopped cucumber
- ¼ cup diced canned green chilies
- ¼ cup sliced ripe olives, drained

1. Spread each tortilla with 2 tablespoons of cream cheese.
2. Top with equal amounts of vegetables.
3. Roll up tightly to enclose filling and serve.

Nutrition information per serving:
Calories 128, Carbohydrate 20 g, Dietary Fiber 4 g, Protein 8 g, Total Fat 2 g, Saturated Fat 1 g, Trans Fat 0 g, Cholesterol 3 mg, Sodium 427 mg

Adapted from: *Everyday Healthy Meals, Network for a Healthy California, 2007.*

For more recipes, visit:
www.cachampionsforchange.net

Let's Get Physical!

- **At home:** Start a garden for you and your family.
- **At work:** Take stretching breaks! Stretch a couple of minutes for every hour you work.
- **At school:** Encourage your child to get involved with the school garden.
- **With the family:** Get everyone involved in planting and weeding!

For gardening ideas, visit:
www.kidsgardening.org

Nutrition Facts

Serving Size: ½ cup cucumbers, sliced (52g)	
Calories 8	Calories from Fat 0
% Daily Value	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 2g	1%
Dietary Fiber 0g	1%
Sugars 1g	
Protein 0g	
Vitamin A 1%	Calcium 1%
Vitamin C 3%	Iron 1%

How Much Do I Need?

- A ½ cup of sliced cucumber is about one cupped handful.
- A ½ cup of cucumbers is a good source of vitamin K, which helps your blood clot.
- Cucumbers are about 96% water.

The recommended daily amount of fluid is about eight cups per day, or 64-ounces total. Your body needs water to keep every part working. Fruits and vegetables have water. Eating them can help you get the eight cups of fluid you need daily. The amount of fruits and vegetables you need depends on your age, gender, and physical activity level.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

What's in Season?

California grown cucumbers are available year-round, but have the most flavor during spring and summer. Buy locally grown fruits and vegetables in season – they may be fresher and cost less than varieties shipped from other states or countries.

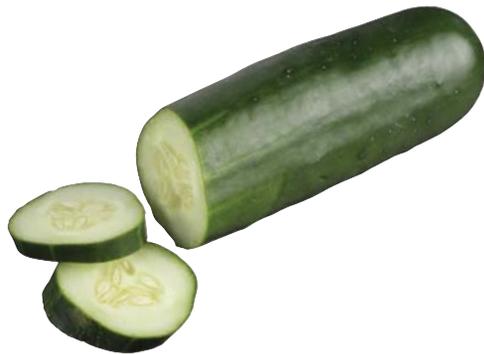
Try these other champion sources of water: cabbage, celery, melons, radishes, spinach, strawberries, and tomatoes.

La Cosecha del Mes



Red para una California Saludable

El **pepino** es la verdura de *La Cosecha del Mes*



La Salud y el Éxito en el Aprendizaje van Mano a Mano

¿Quiere que usted y su familia tengan más energía? Empiece preparando comidas y bebidas saludables. El agua es un nutriente vital que ayuda a mantener la temperatura de su cuerpo normal. El agua también ayuda a que sus articulaciones se muevan sin problemas. Los estudiantes hidratados y saludables tienen más energía y se pueden concentrar mejor en sus estudios. Use la fruta y verdura de *La Cosecha del Mes* en comidas y bocadillos para ayudar a sus hijos a alcanzar el total diario que necesitan.

Consejos Saludables

- Busque diferentes variedades de pepinos como *Apple*, *Lemon*, *Japanese*, *Persian* o *English*.
- Escoja pepinos firmes con piel lisa. Evite los pepinos que tengan las puntas marchitas o tengan manchas.
- Guarde los pepinos en un lugar fresco y seco hasta por una semana. También los puede guardar en el refrigerador hasta por cinco días en una bolsa de plástico.

Ideas Saludables de Preparación

- Agregue rebanadas de pepino a las ensaladas o a los sándwiches para que estén más crujientes.
- Prepare un sándwich de pan pita con pepino y tomate.
- Mezcle rebanadas de pepino con vinagre, agua, sal y pimienta como plato de acompañamiento.
- Sirva rebanadas de pepino con salsa de yogur bajo en grasa como bocadillo saludable.

ROLLITOS DE TORTILLA CON VERDURA

Rinde 4 porciones.

1 rollito por porción.

Tiempo de preparación: 20 minutos

Ingredientes:

- 4 tortillas de trigo integral (de 7 pulgadas)
- 8 cucharadas (½ taza) de queso crema sin grasa
- 2 tazas de lechuga romana (*romaine*) cortada en tiritas delgadas, o espinaca fresca picada
- 1 taza de tomate picado
- ½ taza de pimiento picado (cualquier color)
- ½ taza de pepino picado
- ¼ taza de chiles verdes en lata, cortados en cubitos
- ¼ taza de aceitunas maduras, escurridas

1. Unte cada tortilla con 2 cucharadas de queso crema.
2. Cúbralas con cantidades iguales de verdura.
3. Enróllelas apretándolas para que el relleno quede firme, y sívalas.

Información nutricional por porción:

Calorías 128, Carbohidratos 20 g, Fibra Dietética 4 g, Proteínas 8 g, Grasa Total 2 g, Grasa Saturada 1 g, Grasa Trans 0 g, Colesterol 3 mg, Sodio 427 mg

Adaptación: *Recetas Saludables para Cada Día, Red para una California Saludable, 2007.*

Para más información, visite:

www.campeonesdelcambio.net

¡En sus Marcas, Listos...!

- **En el hogar:** Plante un jardín para usted y su familia.
- **En el trabajo:** Tome descansos para hacer estiramientos. Estírese un par de minutos por cada hora de trabajo.

Información Nutricional

Porción: ½ taza de pepino,

rebanado (52g)

Calorías 8

Calorías de Grasa 0

	% Valor Diario
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 1mg	0%
Carbohidratos 2g	1%
Fibra Dietética 0g	1%
Azúcares 1g	
Proteínas 0g	
Vitamina A 1%	Calcio 1%
Vitamina C 3%	Hierro 1%

¿Cuánto Necesito?

- Una ½ taza de pepino rebanado equivale aproximadamente a un puñado.
- Una ½ taza de pepino es una fuente excelente de vitamina K.
- Los pepinos son aproximadamente un 96% agua.

La cantidad diaria recomendada de líquidos es aproximadamente de ocho tazas, o un total de 64 onzas. Su cuerpo necesita agua para funcionar en su totalidad. La fruta y verdura tienen agua. Si las come le pueden ayudar a conseguir las ocho tazas de líquido que necesita cada día.

Recomendación Diaria de Frutas y Verduras*

	Niños, Edad de 5-12	Adolescentes y adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 6½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

*Si es activo, coma el número más alto de tazas por día. Visite www.mypiramide.gov para aprender más.

¿Qué está en Temporada?

Los pepinos cosechados en California están disponibles todo el año, pero tienen más sabor durante primavera y verano. Compre fruta y verdura cosechadas en temporada – pueden estar más frescas y costar menos.

Pruebe estas otras fuentes de agua: repollo, apio, melón, rábano, espinaca, fresa y tomate.

Harvest of the Month



Network for a Healthy California

Health and Learning Success Go Hand-In-Hand

Your Local School Wellness Policy (LSWP) can help improve the academic success of your students. Studies show a clear link between nutrition, physical fitness, and academic achievement. Strong bodies and strong minds work together to help students succeed – meaning increased concentration, improved mathematics, reading and writing test scores, and less disruptive behavior. Bring your LSWP to life by incorporating *Harvest of the Month* throughout the year.

Exploring California Cucumbers: Taste Testing

Getting Started:

- Partner with your school nutrition staff, local farmers, or grocery stores. Get produce samples for taste testing.

What You Will Need (per group):

- 2 different varieties of raw, whole cucumbers (rinsed)*
- 1 dill pickle
- Paring knives and cutting boards
- Napkins/paper towels

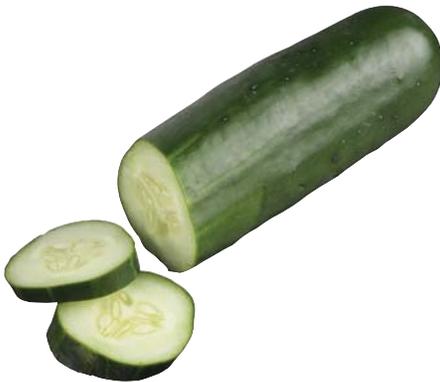
*Refer to page 2 for a list of varieties.

Activity:

- Have students make three columns and label with each variety of cucumber and dill pickle. Make five rows and label as: look, feel, touch, smell, taste.
- Examine each item using the five senses. Describe findings in the chart. Discuss similarities and differences as a class.
- Make another grid with the same column labels. Label four rows: sweet, salty, sour, bitter.
- Enter presence or absence of each taste bud sensation. Discuss the similarities and differences as a class.

For more ideas, reference:

Kids Cook Farm-Fresh Food, CDE, 2002.



Nutrition Facts

Serving Size: ½ cup cucumbers, sliced (52g)

Calories 8 Calories from Fat 0

% Daily Value

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 1mg 0%

Total Carbohydrate 2g 1%

Dietary Fiber 0g 1%

Sugars 1g

Protein 0g

Vitamin A 1% Calcium 1%

Vitamin C 3% Iron 1%

Cooking in Class: Chili Cucumbers

Ingredients:

Makes 20 tastes

- 40 whole wheat crackers
- 3 large cucumbers (40 slices)
- Chili powder
- Serving tray and napkins

- Place one cucumber slice on top of a cracker.
- Sprinkle with chili powder. Serve two crackers with napkin to each student.

Source: Monrovia Unified School District

For nutrition information, visit: www.harvestofthemoth.com



Reasons to Eat Cucumbers

A ½ cup of sliced cucumbers provides:

- A good source of vitamin K.
- A source of water, a vital nutrient for the body.*

*Learn about water on page 2.

For information, visit:

www.nal.usda.gov/fnic/foodcomp/search

Champion Sources of Water:*

(Percent Water by Weight)

- Cabbage (92%)
- Cantaloupe (90%)
- Celery (95%)
- Cucumbers (96%)
- Grapefruit (90%)
- Honeydew melon (90%)
- Spinach (91%)
- Strawberries (91%)
- Tomatoes (95%)
- Watermelon (91%)

*Champion sources contain at least 90% water.

For information, visit:

www.extension.iastate.edu/nutrition/sport/fluids.html

CUCUMBERS

What is Water?

- Water is an essential nutrient for all life forms.
- Approximately 60-65% of the human body is made up of water, or about 11-12 gallons for a 150-pound person.
- Every cell, tissue, and organ and nearly every bodily function needs water to operate.
- Water carries nutrients, helps maintain normal body temperature, lubricates joints, and helps get rid of waste products.
- The recommended daily amount of fluid is 64 ounces (or eight cups).
- Water can come from foods, like fruits and vegetables, as well as plain water and other beverages.

How Much Do I Need?

A ½ cup of sliced cucumbers is about one cupped handful. This is about one medium cucumber. The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Look at the chart below to find out how much you and your students need.

Recommended Daily Amounts of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.

Set an example by incorporating *Harvest of the Month* produce into your meals and snacks. Choose at least one day each month to eat with your students. Remind them that eating a variety of colorful fruits and vegetables will help them reach their total daily needs.

How Do Cucumbers Grow?

The cucumber is a warm weather, tropical plant. Outdoor cucumber plants are *monoecious* (meaning there are both stamens and pistils in separate flowers on the same plant) and produce 10-20 male flowers for every one female flower. When the female flower is pollinated, the cucumbers have seeds. Greenhouse cucumbers are generally *parthenocarpic*. This means the plants only have female flowers (gynoecious), which do not require pollination; therefore, the cucumbers are seedless.

For more information, visit:
http://vric.ucdavis.edu/main/veg_info.htm
<http://urbanext.illinois.edu/veggies/cucumber1.html>

Botanical Facts

Pronunciation: 'kyü-(,)kəm-bər

Spanish name: pepino

Family: Cucurbitaceae

Genus: *Cucumis*

Species: *C. sativus*

Cucumber is an annual plant of the gourd family, Cucurbitaceae.

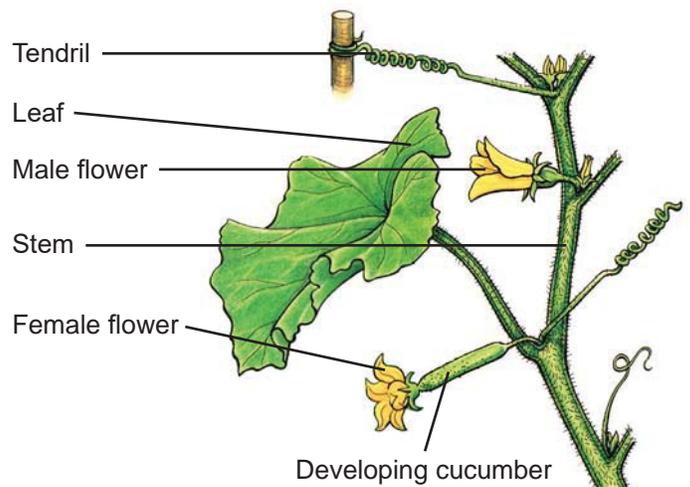
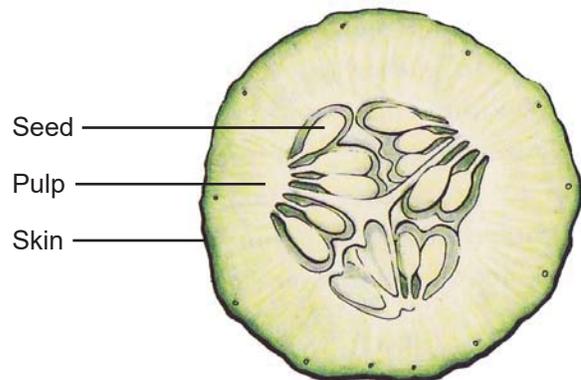
The cucumber species, *Cucumis sativus*, is divided into two categories: slicing and pickling. Slicing cucumbers are usually served raw in salads, sandwiches, sushi, and various snacks. Varieties include Apple, Lemon, Japanese, Persian, and English. Pickling cucumbers are developed specifically for the pickling process. They are generally smaller than slicing cucumbers with a thick, bumpy skin. Pickling varieties include Heinz, Country Fair, and Miss Pickler. Both categories can be grown outside or in a greenhouse.

For more information, visit:

www.cucurbit.org/family.html

www.lpl.arizona.edu/~bcohen/cucumbers/basics.html

www.botgard.ucla.edu/html/botanytextbooks/economicbotany/Cucurbita/index.html



Source: *Cool as a Cucumber, Hot as a Pepper*, Meredith Sayles Hughes, Lerner Books, 1999.

School Garden: Seasonal Transitions

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

Spring is prime planting time. Pull up your sleeves, get in the garden, and GROW!

- April is the time to prepare your ground and raised beds for direct seeding and transplanting.
- May through early July is the best time for planting cucumbers, melons, pumpkins, squashes, and gourds.
- Create a garden outside your classroom. There are a number of dwarf varieties in the Cucurbit family that are well-suited to containers. Visit your local nursery and check them out.

For more ideas, visit:

http://celosangeles.ucdavis.edu/Garden_Tips_for_Los_Angeles_County/April.htm

A Slice of Cucumber History

- Cucumbers were first cultivated in India about 3,000 years ago.
- The cucumber arrived in Europe in the Middle Ages. By the 14th century, cucumbers had migrated to England.
- Columbus transported cucumbers to North America from Spain in the early 16th century.
- European trappers, hunters, and explorers traded cucumbers for squash, pumpkins, and gourds with native tribes of the Great Plains and Rocky Mountains.
- These tribes traded with California Native Americans who used the seeds for planting and roasting.

For more information, visit:

www.botgard.ucla.edu/html/botanytextbooks/economicbotany/Cucurbita/index.html

www.lpl.arizona.edu/~bcohen/cucumbers/history.html

Student Champions

- Water is a vital nutrient for the body. Check the drinking fountains in your school. Do they work? Are they clean? Report findings to site administrators along with a recommended course of action, if needed.
- Conduct a blind taste test using water from tap and bottled water. Be sure both are the same temperature. Which one do students like best? Is there a major difference in taste? What advantages does tap water offer that bottled water does not (minerals, vitamins, convenience, price, etc.)? Have students report findings to school administrators.

Source: Hawthorne School District

For more ideas, visit:

www.epa.gov/earthday



Student Sleuths

- 1 Is a cucumber a fruit or vegetable? Make a list of produce items that are considered vegetables but are really fruits, and explain the difference.
- 2 Research the importance of water to health. Why does the body need water?
- 3 How much water does the body need daily? How do you calculate that amount? What is your plan for getting enough water each day?
- 4 What are the “compartments” that hold water in our bodies?
- 5 What does *parthenocarp* mean?

For information, visit:

www.cdfa.ca.gov

www.lpl.arizona.edu/~bcohen/cucumbers/info.html

www.anrcatalog.ucdavis.edu

Home Grown Facts

- California ranks second in fresh cucumber production nationwide behind Florida.
- California is fifth in the nation in pickling cucumber production.
- Key production counties for fresh market and pickling cucumbers are San Joaquin, San Diego, Ventura, San Benito, and Riverside.*

*2007 Data

Student Activity:

Despite our proximity to such agricultural abundance, we still import many foods from other countries and states. Is shipping food long distances necessary?

- Find out where your food comes from by visiting the produce section of your local store.
- Prepare a proposal for the produce or store manager to include local farmers' produce. Include list of benefits for the store, shoppers, and farmers.
- Compare prices of produce from the grocery store and the local farmers' market. Is there a difference? If so, why do you think this difference exists?

Sources:

<http://edis.ifas.ufl.edu/PI041>

www.cdfa.ca.gov/statistics/files/CDFA_Sec9.pdf

For more information, visit:

www.epa.gov/students



Adventurous Activities

Science Investigations

- Cucumbers grow best in temperatures from 65-75 degrees Fahrenheit. Convert this to degrees Celsius.
- Place one half of a sliced cucumber in salted water and the other half in plain water. Predict which half will gain or lose weight and how much. Describe what *osmosis* is and how it works in the body.

For more ideas, visit:

www.harvestofthemonth.com

Physical Activity Corner

Stretching prepares the body for exercise by increasing the flow of blood to the muscles. It also helps prevent injuries. Have students stand and do these exercises. Be sure to switch sides and reverse directions.

- **Neck stretch:** Slowly and gently move your head clockwise.
- **Hamstring stretch:** Slowly bend over and reach for your toes. Hold for 15-30 seconds. Keep knees slightly bent.
- **Quadriceps stretch:** Gently bend your right knee behind you, reach back and grab your ankle with your right hand. Bring your heel as close as you can to the back of your thigh or buttocks. Hold for 15-30 seconds. If needed, hold a chair or desk for balance.
- **Triceps stretch:** Extend arms vertically up over your head, slide one hand down the middle of your back and with the other hand grab your elbow and pull it towards the middle of your back. Hold for 15-30 seconds.
- **Extended arm circles:** Extend arms horizontally. Make small circles first, then bigger, then back to small circles.

Adapted from: *Tools for Learning, Fuel for Moving: Performance-Related Nutrition Instructional Materials for Physical Education and Physical Activity Programs, Network for a Healthy California*, 2009.

For more ideas, visit:

www.cdph.ca.gov/programs/cpns/Documents/Network-ShapeofYoga.pdf



Just the Facts

- There are over 800 species in the Cucurbitaceae family and they include cucumbers, gourds, melons, pumpkins, and squashes.
- The inside of a cucumber can be up to 20 degrees cooler than the exterior.
- Per capita, Americans eat about eight pounds of pickles per year.

For more information, visit:

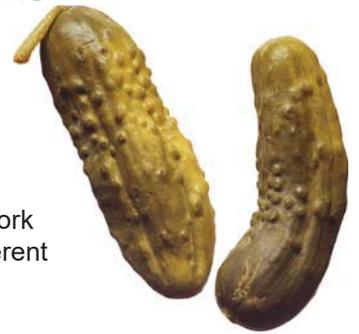
www.lpl.arizona.edu/~bcohen/cucumbers/history.html

Cafeteria Connections

- Coordinate with school nutrition staff and ask them to provide different varieties of cucumbers* and pickles.
- Contact your local farmers' market to determine which produce is at its peak and work with a farmer to provide different fruits and vegetables for the tasting event.
- Design small information cards for each featured produce item and include: name, where it is grown, how to eat it, what key nutrients it provides, how to store it, where to buy it, and how much it costs.
- Invite parents to participate and offer suggestions for using the cards at home.

*Refer to *Botanical Facts* (page 2) for varieties.

Adapted from: *Popular Team Nutrition Events: An Idea Book*, USDA, 2005. www.fns.usda.gov/tn/Resources/popularevents.pdf



Literature Links

- Enlist your school librarian or local dietitian to help you find resources on nutrition and plan activities listed in this newsletter.
- Make the recipe from the *Cooking in Class* activity (page 1) and invite your librarian to read a book to your class and lead the activity.

For a list of book ideas, visit:

www.harvestofthemonth.com



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net. © 2011





For more information visit:

FarmToPreschool.org/CA