February

Cabbage Family: Collard Greens and Bok Choy

SUGGESTED SCHEDULE

Week 1: What’s the Cabbage Family?
Week 2: Growing Greens from Seeds
Week 3: Black History Month
Week 4: Chinese Lunar New Year
Optional Activities
**LESSON**

1) Discuss with the class that there is a family of plants—vegetables—called the “cabbage” or “mustard” family of plants. These vegetables include: bok choy, broccoli, Brussels sprouts, cabbage, collard greens, kale, kohlrabi, mustard greens, Swiss chard and turnip greens. Show the class a Fresh Fruit and Vegetable Photo card for each of these vegetables as you name them.

2) Ask the class if anyone has eaten a vegetable from the cabbage family before. How did they eat it? Talk about the different ways we can eat these vegetables, for example, chopped up into a salad like cole slaw or cooked in a stir fry or soup.

3) Talk about the color of the cabbage family. Most are different shades of green. Many are leafy. Many people refer to them as eating “greens.” Bok choy and collards are our *Harvest of the Month* vegetables and they have Vitamin A which keeps your hair and skin healthy. Add bok choy and collards to the green column of the Rainbow of Fruit Chart that may have been started in a previous month, or start a new chart.

4) Remind the class that eating lots of fruits and vegetables makes us healthy and strong because they have lots of vitamins that we need to grow. Ask the students to identify other fruits and vegetables that are green that will help them be healthy. Examples could be: avocado, celery, cucumber, grapes, peppers, honeydew melon, kiwi, leaf lettuce, pears, peas, and zucchini. As they identify them, ask them if it is a fruit or a vegetable. Show a Fresh Fruit and Vegetable Photo Card for each one, if available.
Students will...
- 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.

LESSON
1) Discuss that plants in the cabbage family are called “cool weather” plants. They are most commonly grown and eaten in the fall, winter and early spring. Ask the class, “What season are we in now?”

2) Ask the students if they have ever grown a plant from seed.

3) Explain that they will grow bok choy and collards as a class and will observe and compare how the plants grow.

4) Explain to the students that fresh vegetables are the most nutritious when harvested fresh from the garden. Another place to get fresh vegetables is at the farmers’ market.

5) See attached instructions for “How to Grow Greens” and the “Growing Greens Seed Growing Charts” and conduct these activities.

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

LEARNING STANDARDS
Head Start Learning Domains
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Science Knowledge and Skills
- Social Studies Knowledge and Skills

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

Students will...
- learn about the seasons in which cabbage family vegetables grow.
- understand that vegetables are most nutritious when freshly harvested.
- plant bok choy and collard seeds and record how they grow.
How to Grow “Greens” – Bok Choy and Collards

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.

**Background**

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.

**Seed Starting**

Fill each container with soil. Label one container “Bok Choy:” and the other “Collards”. Dig a hole about ½ inch deep (eraser end of a pencil). This is the ideal depth for most cruciferous vegetable seeds as they often are very small. Add a couple of seeds in each container. Cover hole with soil. Add water and set on a plate to allow excess water to drain out. Place in a sunny window. Keep soil moist, but do not over-water.

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.

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

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

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**GROWING GREENS**

**SEED GROWING CHART**

<table>
<thead>
<tr>
<th>Classroom: ___________________</th>
<th>Planting Date: ________________</th>
</tr>
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<tbody>
<tr>
<td>Day__________________________</td>
<td>Day__________________________</td>
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<tr>
<td><img src="" alt="Sketch 1" /></td>
<td><img src="" alt="Sketch 2" /></td>
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<tr>
<td>Day__________________________</td>
<td>Day__________________________</td>
</tr>
<tr>
<td><img src="" alt="Sketch 4" /></td>
<td><img src="" alt="Sketch 5" /></td>
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</table>

Modified from Centrulina School District Nutrition Network, State Preschool Programs
Collard Greens and Bok Choy

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

LEARNING STANDARDS

Head Start Learning Domains
- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Social Studies Knowledge and Skills

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

MATERIALS
Victor Vito and Freddie Vasco by Laurie Berkner
Paper and crayons

LESSON

1) Read the book Victor Vito and Freddie Vasco by Laurie Berkner. Optional play the CD and sign along with the story.

2) Be sure to point out the “collard greens” when pictured.

3) Discuss the foods Victor and Freddie discovered on their road trip. Which ones have they heard of before? Which ones are new to them? Which ones are vegetables (rutabagas, collard greens, spaghetti (tomato) sauce).

4) Explain that February is Black History Month, a time when we honor the notable achievements of African Americans. **Food is a very important part of every culture. “Collard Greens” are a traditional food in African-American cuisine, known as “soul food” originating from the recipes of the slavery era in the Southern United States (if a map is available, point out this region to the students).**

5) Ask the students if there are special dishes their families cook with “greens” or green vegetables. You may want to remind them of the cabbage family vegetables they learned about last week.

6) Victor and Freddie traveled the country and discovered new foods to bring back to the Klondike Café in Alaska and share with their friends. The new foods brought back to the Klondike Cafe were such a hit that Victor and Vito need help... they want to add more regional foods from the U.S. to their menu! If they visited your city, what types of food might they want to try?

7) Provide each student with paper and crayons. Ask the class to draw a picture of a special meal their family makes that they think Victor and Freddie should try.

8) Write down their description of their drawing and display in the classroom.

LEARNING STANDARDS

**Head Start Learning Domains**
- Social and Emotional Development
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Social Studies Knowledge and Skills

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

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**MATERIALS**
- Two Mrs. Gibsons by Toyomi Igus*
- Paper and crayons

**LESSON**

1. Read the book *Two Mrs. Gibsons* by Toyomi Igus.

2. Be sure to point out the “greens” being cooked by nanny Mrs. Gibson and the “greens” growing in the garden at the end of the book.

3. After reading the book, go back mid-book to the kitchen scenes and ask the class: “What are they cooking?”

4. Explain that February is Black History Month, a time when we honor the notable achievements of African Americans. Food is a very important part of every culture. “Greens” are a traditional food in African-American cuisine, known as “soul food” originating from the recipes of the slavery era in the Southern United States (if a map is available, point out this region to the students). Note that nanny Mrs. Gibson is from Tennessee.

5. Ask the students if there are special dishes their families cook with “greens” or green vegetables. You may want to remind them of the cabbage family vegetables they learned about last week.

6. Provide each student with paper and crayons. Ask the class to draw a picture of a special meal their family makes.

7. Write down their description of their drawing and display in the classroom.

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

**Week 4: Chinese Lunar New Year**

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

**LEARNING STANDARDS**

* **Head Start Learning Domains**
  - Physical Development and Health
  - Language Development
  - Literacy Knowledge and Skills
  - Logic and Reasoning
  - Science Knowledge and Skills
  - Social Studies Knowledge and Skills

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

**LESSON**

1) Ask the class if they have eaten bok choy or collard greens. Then ask if they have ever seen bok choy or collard greens growing in a garden or at a farm. Record the current growth of both the plants in the “Growing Greens” Seed Growing Chart.

2) Remind the class that food is a very important part of every culture. Last week we learned that collard greens are a traditional food in African-American “soul food”. Bok choy is a traditional food in Chinese and other Asian cultures. It has been grown in China since the 5th century and from there it spread throughout the remainder of Asia and then throughout the world. In Korea, bok choy is used to make pickled Kim Chi.

3) February is usually the month of the Chinese Lunar New Year. It is also called the Spring Festival because it celebrates the Earth coming back to life and the beginning of plowing and planting in the farm fields. It is a very important holiday in China, and other countries such as Indonesia, Korea, the Philippines, Thailand, Tibet, Vietnam and many “Chinatowns” around the world (if a map is available, point these areas out to the students). It is celebrated with dancing dragons, eating special foods, cleaning and decorating the house and streets with Chinese lanterns, giving gifts, shooting fireworks, and getting ready for the coming year. It’s a very colorful and joyous event.

4) Tell the class they are going to celebrate the Chinese Lunar New Year by making a “Bok Choy Cole Slaw” salad and tasting it together as a class.*

5) While mixing the ingredients, refer to the handout in your binder **Conducting An In-Class Taste Test** for ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their name if they are able to do so.

* It may be easier if the ingredients are pre-prepared, but have the students measure and/or mix the ingredients together. If in a large group, divide into smaller groups to encourage more classroom participation.
The Chinese New Year names revolve around a 12-year repeating cycle of animal names. The Chinese New Year is based upon a lunar calendar and the cycles of the moon which is why the date fluctuates every year. It is usually celebrated in late January to early February. Chinese New Year starts on a New Moon and ends with the lantern festival on the full moon 15 days later. In 2011, Chinese New Year is celebrated on February 3. In the Chinese calendar, it is the year 4708, and the Year of the Rabbit.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rat</td>
<td>1924, 1936, 1948, 2008</td>
<td>People are very popular. They like to invest things and are good artists.</td>
</tr>
<tr>
<td>Ox</td>
<td>1925, 1937, 1949, 2009</td>
<td>People born in this year are dependable and calm. They are good listeners and have very strong ideas.</td>
</tr>
<tr>
<td>Tiger</td>
<td>1926, 1938, 1950, 2010</td>
<td>Tiger people are brave. Other people respect tigers for their deep thoughts and courageous actions.</td>
</tr>
<tr>
<td>Rabbit</td>
<td>1927, 1939, 1951, 2011</td>
<td>People born in this year are nice to be around. They like to talk, and many people trust them.</td>
</tr>
<tr>
<td>Dragon</td>
<td>1928, 1940, 1952, 2012</td>
<td>Dragon people have good health and lots of energy. They are good friends because they listen carefully to others.</td>
</tr>
<tr>
<td>Snake</td>
<td>1929, 1941, 1953, 2013</td>
<td>People born in this year love good books, food, music, and plays. They will have good luck with money.</td>
</tr>
<tr>
<td>Horse</td>
<td>1930, 1942, 1954, 2014</td>
<td>People born in this year are popular, thoughtful, and are quick to compliment others. Horse people can work very hard.</td>
</tr>
<tr>
<td>Goat</td>
<td>1931, 1943, 1955, 2015</td>
<td>People born in this year are very good artists. They ask many questions, like nice things, and are very wise.</td>
</tr>
<tr>
<td>Monkey</td>
<td>1932, 1944, 1956, 2016</td>
<td>Monkey people are very funny. They can always make people laugh. They are also very good problem solvers.</td>
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<tr>
<td>Rooster</td>
<td>1933, 1945, 1957, 2017</td>
<td>People born in this year are hard workers. They have many ideas and think deeply.</td>
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<tr>
<td>Dog</td>
<td>1934, 1946, 1958, 2018</td>
<td>Dog people are loyal and can always keep a secret. Sometimes dog people worry too much.</td>
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<tr>
<td>Pig</td>
<td>1935, 1947, 1959, 2019</td>
<td>People born in this year are very good students. They are honest and brave. They always finish a project or assignment.</td>
</tr>
</tbody>
</table>

Bok Choy Cole Slaw

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

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

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

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

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

*May also substitute ¾ cup of “Asian-Style Dressing”

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

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 cup (301g)</th>
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<tbody>
<tr>
<td>Servings per Recipe</td>
<td>10</td>
</tr>
<tr>
<td>Amount Per Serving</td>
<td>Calories 160 · Calories from Fat 60</td>
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<tr>
<td>% Daily Value</td>
<td>Calories 10 % · Calories from Fat 10 %</td>
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<tr>
<td>Total Fat</td>
<td>7g · 10 %</td>
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<tr>
<td>Saturated Fat</td>
<td>1g · 4 %</td>
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<tr>
<td>Trans Fat</td>
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<td>Sodium</td>
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<tr>
<td>Sugars</td>
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<td>Vitamin C</td>
<td>170 %</td>
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<td>Calcium</td>
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<tr>
<td>Iron</td>
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Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Recipe from Farm to Preschool Program, UEPI, Occidental College

Snack Table

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<th>Food Group</th>
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<td>Fruit</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Vegetable</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Grain/Alternative</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Meat/Alternative</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
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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.
<table>
<thead>
<tr>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Thumb Up]</td>
<td>![Confused]</td>
</tr>
<tr>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
</tbody>
</table>

**Bok Choy**
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1 (optional)

Green Steeping
Remind students that green vegetables keep our bodies strong.
Exercising is also important to keep our bodies strong.
This exercise is meant for students to “show off” their arm muscles and increase their heart rate.
Studies have shown that Physical Activity breaks increase student concentration and attentiveness.
When you need to regain students’ attention, try doing this exercise to help the class re-focus the class.

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

Tutti Frutti Instant Recess http://toniyancey.com/IRResources.html

WEEK 2 (optional)

Bok Choy Discovery Lab
Display a recently harvested bok choy plant.
Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, and tweezers or chop sticks.
Make available paper, pencils and crayons for students to draw observations. Teachers can write down the students’ observations on each student’s paper or collectively on one large paper.
Encourage students to examine the leaves, separate them, arrange them by size, and make a “hypothesis” of why larger leaves are on the outside and smaller leaves are in the center.
Remind students of the bok choy seeds they just planted and explain that the bok choy they are investigating is what the seed will grow into over time with enough sunlight, water and soil. This will help students understand the connection between seed and plant.

WEEK 3 (optional)

Read to class: Garret Morgan, Traffic Light Inventor (1877-1963)
Garret Morgan was an African-American inventor who invented two very different and important things: the gas mask (used by firemen) and the traffic signal. During his long life, he also became one of the most recognized and respected African-Americans in the country. The automobile was a relatively recent invention, and it was by no means the only method of transportation used by Americans. Many people still rode in horse-drawn carriages or rode bicycles or walked in the streets. People driving cars went much faster, of course, and accidents were commonplace. His invention of the traffic signal prevented many accidents. As driving became more popular his mechanical traffic signal was replaced with the electrical traffic still used today to prevent car accidents.

(http://www.socialstudiesforkids.com/articles/ushistory/garrettmorgan.htm)
**WEEK 3 (optional)**

**Play “Red Light, Green Light”**
A student or teacher stands up with her/his back toward the class holding Fresh Fruit and Vegetable Photo Cards for red, yellow and green fruits/vegetables. When he/she holds up the green fruit or vegetable, the class walks fast; the class walks slowly when the yellow fruit or vegetable is held up; and when the red fruit or vegetable is held up, the entire class stops walking.

**WEEK 4 (optional)**

**Wish someone a Happy New Year in:**
- Cantonese: Gung Hay Fat Choy! (May prosperity be with you)
- Mandarin: Xin Nian Kuai Le! (Happy New Year)

**Celebrate the Chinese Lunar New Year with a Fireworks Mural**
You will need plastic dish scrubbers or sponges, large roll of black (Butcher) paper and tempera paints
Pour small amounts of tempera paints into shallow containers
Place black paper on a long table along with the paint containers
Students can dip the scrubbers and/or sponges into the paints and lightly touch the paper to make “firework” prints
Continue until the black sky is filled with exploding fireworks
Hang the mural on a wall or bulletin board

Kohlrabi Sticks & Broccoli Comparison

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

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.

Urban & Environmental Policy Institute
Occidental College
1600 Campus Rd, MS-M1
Los Angeles, CA 90041
(323) 259-2991
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Nutrition Facts

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<th>Serving Size</th>
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<table>
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<th>Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</th>
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<td>6%</td>
<td>140%</td>
<td>4%</td>
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Materials Needed
- Paring knife
- Cutting board
- Plates

Chef’s Notes
- Kohlrabi looks like cabbage and taste like broccoli, compare and contrast the two.
Simmered Greens

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.

Nutrition Facts

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<tr>
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<tr>
<td>Vitamin C</td>
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<tr>
<td>Calcium</td>
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</tr>
<tr>
<td>Iron</td>
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Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

材料
- 刀
- 切菜板
- 大锅
- 热盘
- 盘子

厨师的笔记
- 避免使用生菜和生菜品种。

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)

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.

Nutrition Facts

<table>
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<th>Serving Size</th>
<th>Amount Per Serving</th>
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<tr>
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<td>Total Fat 2.5g, % Daily Value 4 %</td>
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<td>Vitamin C 70%, % Daily Value 70 %</td>
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</table>

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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

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