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
Kiwi

Week 1: Seed Sort

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

LEARNING STANDARDS

Head Start Learning Domains
- Creative Arts Expression
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills

DRDP
- Language and Literacy Development, LLD1, LLD3, LLD4, LLD6, LLD7, LLD9
- English Language Development, ELD1, ELD2, ELD3, ELD4
- Cognitive Development, COG1, COG3
- Math Development, MATH3
- Physical Development, PD3

LESSON

1) Read A Fruit is a Suitcase for Seeds. Discuss the different types of fruits, seeds and pits. Have students describe what the seeds and pits are for. Discuss how a plant grows from a seed and how it travels.

2) Have students brainstorm foods that have seeds. Explain that the list contains foods that are fruits and maybe some foods considered vegetables like cucumbers or tomatoes.

3) Ask the students to think of fruits that have seeds on the outside and make a list. Do the same for fruits that have seeds on the inside. Have them identify which seeds we eat and which ones we don’t. Reassure students that the seeds they eat will not grow in their tummy (see the last page of the book).

4) Review with students how the different fruits grow (on a vine, on the ground, on a tree) and why fruit is a healthy food.

5) Introduce kiwi as this month’s Harvest of the Month fruit and let the class know that a kiwi fruit grows on a vine. Refer to the book (page 5), the brown skin is its suitcase and the black dots its seeds.

6) Give each child some seeds to sort and encourage them to sort by size or color. Students can use tweezers, tongs or chopsticks to help with sorting to encourage fine motor development.

7) After students have completed the sorting of the seeds, have them make a seed collage individually, in small groups or as a class

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

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

**LESSON**

1) **Show the picture of the “kiwi fruit” photo card. Discuss with the students how the kiwi grows on vines. Ask the students if they have ever seen or eaten a kiwi fruit. Explain that the kiwi is brown and fuzzy on the outside.**

2) **Explain why kiwi fruit is a healthy snack. It has lots of Vitamin C, which helps keep your teeth, bones and heals cuts.**

3) **Let the class know that lots of kiwis are grown in California and they can find it freshest at the Farmers’ Market and also at the supermarket.**

4) **Explain that we have many words that have more than one meaning just like a kiwi fruit and a kiwi bird. Show them pictures of the kiwi bird (a small bird from New Zealand) and the kiwi fruit. Explain to them that both have the same name but have different meanings.**

5) **Ask the class if they can think of other words that sound the same but have different meanings.**

6) **Show them the Homophone cards one at time, followed by its matching word. Ask the class what the picture shows. As you show them the matching picture, ask them again what that picture shows. After a while, the class will begin to understand the idea that the words sound the same but have different meanings.**

7) **As a class, make sentences using homophones.**

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*Students will...*
*identify kiwi fruit as a healthy food.*
*describe its color inside and outside and how it grows.*
*identify pictures of some common homophones* that are pronounced the same but have different meanings.

*A homophone* is a word that is pronounced the same as another word but has a different meaning. The words may be spelled the same, such as orange (fruit) and orange (color) or differently such as pear and pair.
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<th>Kiwi Bird</th>
<th>Pair</th>
<th>Pear</th>
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<tr>
<td>Image of a dog barking</td>
<td>BARK of a dog</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Image of a tree</td>
<td>Tree BARK</td>
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<tr>
<td>Image of the sun</td>
<td>SUN</td>
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<td>Image of two people</td>
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### LEARNING STANDARDS

**Head Start Learning Domains**
- Physical Development and Health
- Social and Emotional Development
- Language Development
- Mathematics Knowledge and Skills

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

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

### LESSON

1. **Review the pictures of a kiwi** in *A Fruit is a Suitcase for Seeds* and/or the Kiwi Fruit card from the Fresh Fruit and Vegetable Photo Cards.

2. **Create a 2 column chart**, one column to describe the “outside” of the kiwi and one to describe the “inside.”

3. **Show the class a whole kiwi fruit**, pass it around.

4. **Ask the students to describe** the outside of the kiwi, size, color, shape, texture, smell, etc. Record their observations in the “outside” column.

5. **Cut one kiwi in half horizontally** to make a round (circle) shape. Pass the kiwi around.

6. **Ask the students to describe** the inside of the kiwi: size, color, shape, texture, smell, etc. Record their observations in the “inside” column.

7. **Ask, “Can you find the seeds?** They are the little black things in the middle. Do we eat the seeds? Yes! They are so small it’s ok to eat them.”

8. **Explain that kiwis grow** from seeds and the seeds come from inside the fruit. The vine will grow white flowers and then the kiwis will grow where the flowers were.

9. **Cut another kiwi in half vertically** to make an oval shape. Display the two shapes made, ask the class to name the shapes.

10. **Cut each kiwi into quarter moon shapes**; give each student a piece of fruit to taste. Refer to the handout in your binder *Conducting an In-Class Taste Test* for ideas on how to engage the class. Have students put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their name if they are able to do so.

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

Adapted from Centralia School District Nutrition Network, State Preschool Programs
Kiwi Taste Test

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

Ingredients

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

Directions

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

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

Nutrition Facts

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</tr>
</tbody>
</table>

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

Materials Needed

- Knife
- Cutting board
- Plates

Chef's Notes

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

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

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.
Students will...
* identify kiwis as a healthy fruit.
* identify various green fruits and vegetables as healthy.

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Physical Development and Health
- Approaches to Learning
- Language Development
- Mathematics Knowledge and Skills
- Science Knowledge and Skills

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

**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

**LESSON**

1) Read *Eating the Alphabet: Fruits and Vegetables from A to Z*. As you are reading the book, ask the students to point out the green fruits and vegetables and write and/or draw them on the large chart paper.

2) Ask the students which food group the kiwi fruit belongs to and place it appropriately in Rainbow of Fruits Chart (ideally use the one you’ve been adding to monthly, or use a new one).

3) Explain that fruits and vegetables come in a rainbow of colors and that it is important to eat a variety of colorful fruits and vegetables everyday—red, yellow/orange, white, green and blue/purple. Today we will focus on the green color group.

4) Review the list of the green fruits and vegetables as a class.

5) Discuss the different shapes and shade of green of the fruits and vegetables.

6) Explain that fruits and vegetables help you stay healthy.

7) Invite the students to draw some green fruits and vegetables on their own papers.

8) Hang the students’ artwork in the classroom or gather the pictures to create a class book on “Green Fruits and Vegetables.”
Activity: **Rainbow of Fruits**

<table>
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<tr>
<th>GREEN</th>
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<th>PURPLE</th>
<th>ORANGE</th>
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Total  Total  Total  Total  Total  Total

Modified from *Eating Healthy from Farm to Fork*, UCCE FSNEP program
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1 (optional)

Discovery Lab: Comparing a Kiwi and Avocado
Set a table up with a kiwi, avocado, science and math tools (Scale, magnifying glass, tape measure, etc).
Create a “Comparison Chart” on a large paper by creating 2 columns, with the word “Kiwi” on the top of one column and “Avocado” on the other.
Ask students to compare the fruit’s outside: “How are they different? How are they the same?” Write their observations on the paper.
Now examine the inside: “How are they different? How are they the same?”
Now examine the seeds: “How many are there? How do they feel?” Continue to write their observations.
Encourage students to use their 5 senses- sight, hearing, touch, smell taste (only with teacher present).
Observe color, size, shape, texture.
Share results during group time and display the Comparison Chart.

WEEK 2 (optional)

Homophone Matching Game (even number of students up to 12 students)
Give each student a homophone card.
Have the students space out around the room.
“Somewhere in the room, you have a hidden partner. Walk around the room saying your word aloud and listening for which student also has your word.”
“When you find your homophone partner, think of a sentence you can make with your word and then sit down next to your partner.
Then go around asking the students to share their sentence or what their words mean.

WEEK 3 (optional)

With the Food Experience if you have enough kiwis for each child to have a half:
Cut half of the kiwis horizontally and the other half cut vertically.
Ask students to identify the shape kiwi they are tasting.
Give each child half a kiwi with a spoon to taste the fruit.
The Kiwi Chant
Kiwi, kiwi, fuzzy fruit
It looks funny and oh so cute!

WEEK 4 (optional)

Grape Stretch
This exercise is meant to get your students moving and reinforce the idea that some fruits and vegetables, like kiwi, grow on a vine.
Alternate different fruits and vegetables that grow on vines with each set of stretches. Grab for Kiwi, Grapes, Tomatoes, Peas, etc.
Studies have shown that Physical Activity breaks increase student concentration and attentiveness throughout the day.

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

Tutti Fruitti Instant Recess http://toniyancey.com/IRResources.html
Rainbow Fruit Salad

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

Ingredients:
- Green - 2 Kiwis
- Yellow - 1 Banana or 1 cup of Apricot halves
- Orange - 1 Orange or Mango or Tangerine
- ½ 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

**Nutrition Facts**

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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.

**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.

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Kiwi Spears

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

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!

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

MATERIALS NEEDED
- Knife
- Cutting board
- Sturdy stirring straws

Nutrition Facts

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Recipe from Cycle 1 November Harvest of the Month Newsletter

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Kiwi Fruit Salad Parfait

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

**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.

**Nutrition Facts**

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**MATERIALS NEEDED**
- Knife
- Cutting board
- Bowl
- Cups (for serving)

**CHEF’S NOTES**
- Cut grapes in half to prevent choking

Adapted from Cycle 1 November Harvest of the Month Newsletter

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