

SUGGESTED SCHEDULE

Week 1: Growing Vegetable Soup

Week 2: Rainbow of Peppers

Week 3: Sweet Peppers

Week 4: Pepper Patterns

Optional Activities



Urban & Environmental
Policy Institute
OCCIDENTAL COLLEGE



Peppers

Week 1: Growing Vegetable Soup

MATERIALS

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

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP-R

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

LESSON

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

Students will...

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



Peppers

Week 2: Rainbow of Peppers

MATERIALS

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

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP-R

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

LESSON

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

Students will...

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



Peppers

Week 3: Sweet Peppers

MATERIALS

- Food Experience Ingredients
- Paper and crayons

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP-R

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

LESSON

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

Students will...

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



Sweet Bell Pepper Dippers

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



Nutrition Facts	
Serving Size 1/2 cup (101g)	
Servings per Recipe 12	
Amount Per Serving	
Calories 50	Calories from Fat 15
% Daily Value	
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

Ingredients:

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

Directions:

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

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

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

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

Peppers

"I LIKE THIS"



"ME GUSTA"

"I DON'T LIKE THIS YET"



"NO ME GUSTA TODAVÍA"

Peppers

Week 4: Pepper Patterns

MATERIALS

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

LEARNING STANDARDS

Head Start Learning Domains

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

DRDP-R

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

LESSON

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

Students will...

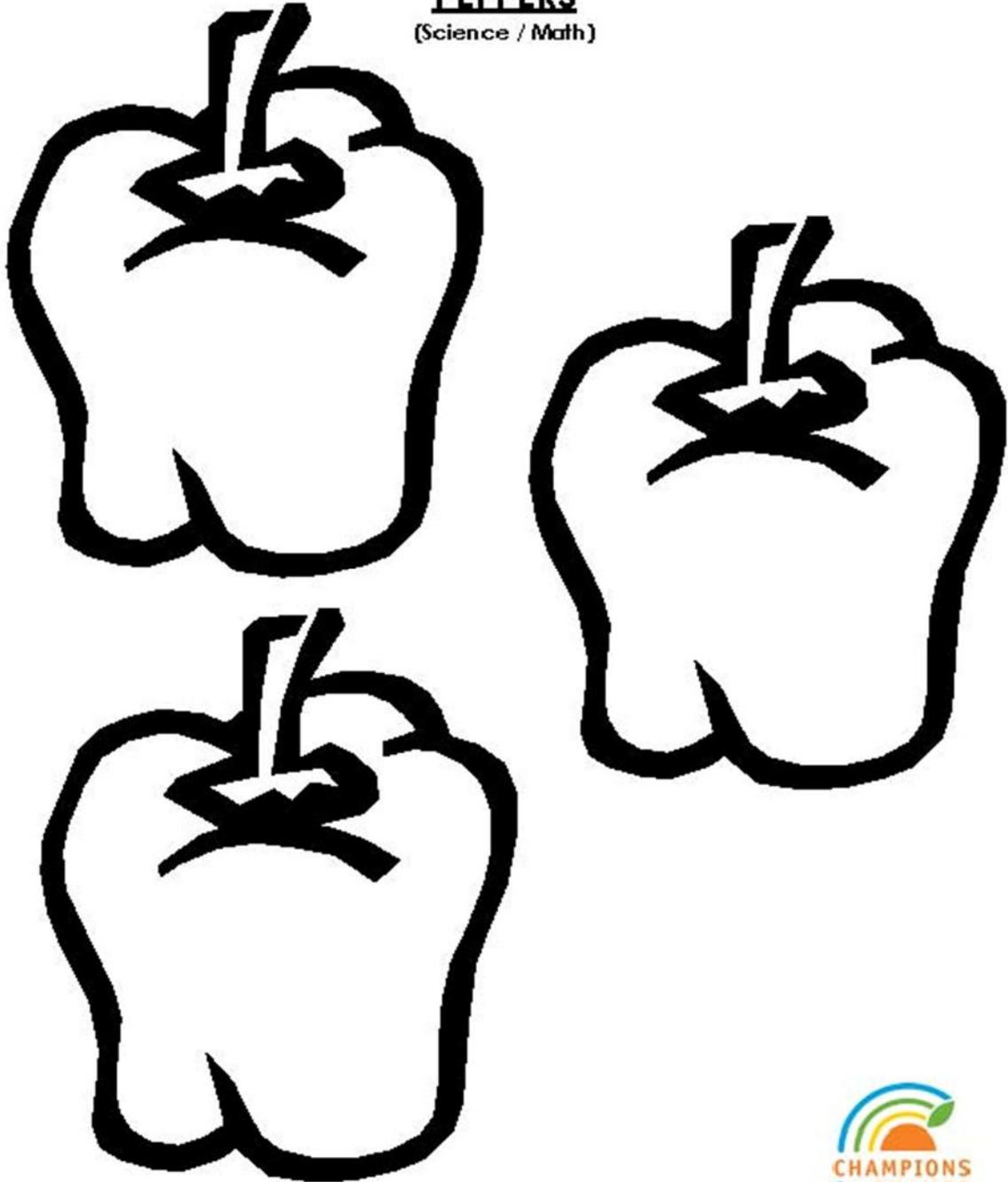
- * create patterns using cut-outs of different colored peppers.
- * improve counting skills using colored pepper cut-outs.

Lesson modified from *Harvest of the Month*,

Orange County Dept. of Education, Pre pepper activity packet



PEPPERS
(Science / Math)



Extending the Learning Experience

Optional Supplemental Lessons

WEEK 1 (optional)

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

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



HEALTHY FOOD MARCH

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

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

WEEK 2 (optional)

Paint a Rainbow of Peppers

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

WEEK 3 (optional)

Comparing Seeds

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

Adapted from Nutritional Activities for Preschoolers

WEEK 4 (optional)

Hot Pepper Game (Hot Potato)

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

Pico de Gallo, No Spice

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



Ingredients:

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

Directions:

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

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

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

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

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



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Vegetable Quesadilla

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



Nutrition Facts	
Serving Size 1/2 Quesadilla (80g)	
Servings per Recipe 12	
Amount Per Serving	
Calories 120	Calories from Fat 35
% Daily Value	
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.	

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.

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

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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