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!
Contributors

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Pilot & Partner Sites

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

**Center-based Partners**
- Children's Bureau of Southern CA
- Compton USD, Child Development
- LA Valley Community College, Child Development Center
- North County Community Services
- PACE Early Childhood Education
- Pathways LA

**Family Child Care Providers**
- Bertha Rubio
- Darlene Morales
- Diana Esquer
- Graciela Ceja
- Maria “Mini” Gonzalez
- Shaunte Taylor
- Sylvia Amador
- Zandra Lopez

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Thank You!
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

Family Newsletter, Tomatoes
Educator Newsletter, Tomatoes

Visit http://harvestofthemoonh.cdpht.ca.gov/Pages/Downloads.aspx
This month’s materials...

September: Tomatoes

<table>
<thead>
<tr>
<th>Books</th>
<th>Materials</th>
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| **Week 1:** *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert | **Week 1: Fruits & Vegetables from A to Z**  
- Plant Parts Diagram  
- Fresh Fruit and Vegetable Photo Cards |
| **Week 2:** *Tomatoes Grow on a Vine* by Mari Schuh | **Week 2: Tomatoes Grow on a Vine**  
- Paper & crayons |
| **Week 3: Exploring Tomatoes**  
- 2 or more varieties of tomatoes (e.g. Roma, Cherry, Grape, etc.) | **Week 3: Exploring Tomatoes**  
- 2 or more varieties of tomatoes (e.g. Roma, Cherry, Grape, etc.) |
| **Week 4: Tomato Discovery Lab**  
- Variety of tomatoes  
- Knife & cutting board  
- Scientific tools (e.g. measuring tape/ ruler, scale, magnifying glass, tweezers)  
- Paper & crayons | **Week 4: Tomato Discovery Lab**  
- Variety of tomatoes  
- Knife & cutting board  
- Scientific tools (e.g. measuring tape/ ruler, scale, magnifying glass, tweezers)  
- Paper & crayons |
**Tomatoes**

**Week 1: 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**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-DMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1

**California Preschool Learning Foundations**
- Health—Nutrition, 1.1 Nutrition Knowledge
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

**Desired Results Developmental Profile**
- 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) Say you are thinking of something round and red that you like to eat. Ask the children to guess what you are thinking of. Tell them to turn to a neighbor and share what they think it is. 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*. Tell them to look for a tomato in the book.

3) As you read the book describe the fruits and vegetables and ask them if what they are looking at is a tomato. Mention the produce featured in the Harvest of the Month curriculum. Tell them to turn to a neighbor and share what they think each is. For example, say—this is long and green. Is this a tomato? Share what you think it is with a neighbor. What is it? A cucumber. It is very delicious.

4) Finish reading the book by identifying the tomato. Say—this is round and red. Is this the tomato? You are right, it is. What were some of the fruits and vegetables that we saw in the book? What is your favorite fruit or vegetable? What shape and color is it? Where do these fruits and vegetables come from? Where can you buy them?

5) Ask them where fruits and vegetables come from and where they can be bought. Say that a farmers market is an outdoor market where farmers sell tomatoes and other 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.

6) 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 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)
**Tomatoes**

**Week 2: Tomatoes Grow on a Vine**

### Materials
- *Tomatoes Grow on a Vine* by Mari Schultz
- Paper and crayons (for 4 drawings of the tomato life cycle)

### LEARNING STANDARDS

#### Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3

#### California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Changes in Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Physical Development—Fundamental Mvmnt Skills, 3.2 Manipulative Skills

#### Desired Results Developmental Profile
- Physical Development—Health: PD-HLTH10
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED3, 4
- Language and Literacy Development: LLD1, 2, 3, 4, 5, 7
- English Language Development: ELD1, 3
- Cognition—Math & Science: COG4, 9, 11
- History-Social Science: HSS5

### Lesson

**In Preparation:**
Draw a simple drawing of each stage of the tomato life cycle:

1. **Seeds** → 2. **Seedlings** → 3. **Flowers** → 4. **Tomatoes**

(see page 6 of *Tomatoes Grow on a Vine* for example).

**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 life cycle of a tomato. A life cycle 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 life cycle.
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 life cycle (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) Say—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.
LESSON

1) Explain to the class that today we will be tasting different kinds or varieties of tomatoes.

2) Create a T-chart to compare two or more tomatoes. Draw a large T. On one side of the T line you’ll record characteristics of one tomato, on the other side of the line you’ll record the characteristics of the other.

3) Show the children different varieties. Record their answers to the following questions on the T-chart. Ask—which is the smallest? Which is the largest? What color are they? What else is different or same about them?

4) Note how/where they grew. Identify the farm they were grown on if you know it.

5) 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?

6) Slice one tomato of each variety and place on separate plates.

7) With the children compare what the tomatoes look like on the outside and inside.

8) Next, explain that we will taste the different types of tomatoes, and 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 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. Add their responses to the T-chart.

11) 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.

12) 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.
Food Experience: Tasting Tomatoes

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

**Ingredients:**

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

*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

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**Nutrition Facts**

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**Amount Per Serving**

- Total Fat: 2g (3%)
- Saturated Fat: 0g (1%)
- Trans Fat: 0g
- Cholesterol: 0mg
- Sodium: 60mg (3%)
- Total Carbohydrate: 11g (4%)
- Dietary Fiber: 3g (11%)
- Sugars: 4g
- Protein: 3g

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

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**MATERIALS NEEDED**

- Knife
- Cutting board
- Plates
- Spoon

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**CHEF’S NOTES**

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

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**Snack**

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<tr>
<td>------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
</tbody>
</table>

Tomatoes
**Tomatoes**

**Week 4: Tomatoes Discovery Lab**

**MATERIALS**
- A variety of tomatoes
- A knife and cutting board
- Scientific tools such as:
  - measuring tapes/ rulers
  - magnifying glasses
  - Tweezers
  - Paper and crayons

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Reasoning and Problem-Solving, P-SCI 4
- Cognition, Scientific Reasoning—Reasoning and Problem-Solving, P-SCI 6
- Cognition, Mathematics Development — Measurement, P-MATH 8

**California Preschool Learning Foundations**
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills

**Desired Results Developmental Profile**
- Regulation: ATL-REG1, 4
- Social and Emotional Development: SED3, 4
- Language and Literacy Development: LLD1, 2, 3, 4, 10
- Cognition—Math & Science: COG2, 5, 10, 11
- 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 they will be scientists exploring tomatoes. Review the T-chart from lesson 3 with the students. Say—we will compare the outside to the inside of tomatoes up close. 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 use scientific tools to measure which tomatoes are larger or smaller. 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) Model using each tool—magnifying glass, tweezers, etc. Explain what they are used for.

3) Show them how to fold a paper into half. Say they will draw/write observations about the outside of the tomato in one square of their paper, and observations about the inside of the tomato on the other half of the paper. Model making an observation and drawing it in one of the squares.

4) In small groups allow the children to explore the outside of the tomatoes on their own. Remind them how to use the scientific tools appropriately.

5) Ask guiding questions that will encourage them to further explore. For example—which one is the largest? Do they have the same shape? Color? How do they feel?

6) Have the children draw their observations.

7) Ask children to hypothesize (guess) what will be inside the tomato.

8) 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? Have them record their observations on their paper.

9) Optional Extensions:
   a) When the children are done drawing and writing about their observations, staple the pages together to create a book titled “Tomato Observations” and place in your class library.
   b) 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.
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 3, P-PMP 3
California Preschool Learning Foundations
Health—Nutrition 1.1, Language and Literacy—Listening and Speaking 1.1, Sciences—Life Science 1.1, Physical Development—Fundamental Movement Skills 3.2
Desired Results Developmental Profile
PD-HLTH10, 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.

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 2
Head Start Learning Domains
P-PMP 5, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Life Science 2.1, Physical Development—Fundamental Movement Skills 3.1
Desired Results Developmental Profile
PD-HLTH10, 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
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 3
California Preschool Learning Foundations
Health—Nutrition 2.1, Language and Literacy—Listening and Speaking 1.1, Mathematics—Algebra and Functions 1.1
Desired Results Developmental Profile
PD-HLTH10, 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 tested (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 on the chart. Discuss the results: “More children like Roma than Cherry.” Display the chart for the children and parents to see.

WEEK 4
Head Start Learning Domains
P-PMP 5, P-SCI 1, P-PMP 3, P-SCI 3
California Preschool Learning Foundations
Health—Nutrition 2.1, Physical Development—Fundamental Movement Skills 3.2, Sciences—Life Science 1.1, Mathematics—Algebra and Functions 1.1
Desired Results Developmental Profile
PD-HLTH10, 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. 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!

Recipe adapted from 2006 California Tomato Commission

Ingredients
- 10 mini 100% whole wheat 3” bagels, sliced in half
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Recipe adapted from 2006 California Tomato Commission

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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.
Food Experience: Traditional Pico de Gallo

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)

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!

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

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

Nutrition Facts

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

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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.
```

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

Week 1: 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
A-B-A-B-A A Book of Pattern Play by Brian P. Cleary

NEWSLETTERS

Family Newsletter, Peppers
Educator Newsletter, Peppers

Visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx
# This month’s materials...

## October: Peppers

| Books                                      | Week 1: *Growing Vegetable Soup* by Lois Ehlert  
|                                           | Week 4: *A-B-A-B-A A Book of Pattern Play* by Brian P. Cleary |
| 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 |
1) Create a K-W-L chart to organize the information about peppers. Draw a table with three columns. Write “Know” as the heading for the left column, “Want to Know” for the middle column and, “Learned” for the right column. Explain they will use the chart to keep track of what they’re learning about peppers.

2) Show children the bell pepper Fresh Fruit and Vegetable Photo Card. Ask the following questions about peppers. As the children share their ideas, write or draw their responses under “Know” on the K-W-L chart. 
   - Ask—what vegetable is this? Turn to a partner and share your idea (a bell pepper).
   - Ask—what shape and color is it? Turn and tell your partner (long and green).
   - Ask—has anyone ever eaten bell peppers before? Turn and talk to your partner.
   - Ask—is there anything else we know about peppers?

3) Tell the class—we are going to learn more about bell peppers this month. Ask—what questions do you have about peppers? What do we want to know? Write or draw their questions under the “Want to Know?” column of the chart.

4) Read the book Growing Vegetable Soup.

5) Ask—have you grown fruits or vegetables at your home? 
   Ask—have you ever planted a seed before and watched it grow?

6) 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).

7) Show the class 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, cabbage, carrots, tomatoes, and zucchini.

8) Ask—what have we learned today about peppers? Record their answers in the “Learned” column of the K-W-L chart.

9) Tell the class that eating lots of fruits and vegetables makes us healthy and strong since they have lots of nutrients 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.)
Week 2: Rainbow of Peppers

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

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning

Desired Results Developmental Profile
- Physical Development—Health: PD-HLTH10
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED3, 4
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2
- Cognition-Math & Science: COG8, 9, 11

LESSON

1) Use the K-W-L chart from the previous lesson to review what they learned about peppers. Show children the Fresh Fruit and Vegetable Photo Card for green bell peppers, red and yellow bell peppers and chili peppers. Explain that bell peppers are sweet while chili peppers are spicy.

2) Ask—what colors do you see? Turn to your partner and tell them (green, red, yellow). Tell the class that peppers can also be purple and orange.

3) Ask the class—have you ever seen peppers at the store or at a farmers’ market? Explain that at farmers’ markets, there are often more kinds and colors of peppers than at the store and that they are fresher since they come straight from the farm where they grew.

4) 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 peppers?

5) Talk about how peppers can be called either a fruit or a vegetable (a fruit because of how it grows from a flower and has seeds, a vegetable because it is not too sweet). Ask the class—how do 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.

6) 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.

7) Ask—what new things did we learn about peppers today?

8) Add their responses to the “Learned” column of the K-W-L chart. Ask them what else they want to know and add their responses to the “Want to Know” column.

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.
## Activity: Rainbow of Vegetables

<table>
<thead>
<tr>
<th>GREEN</th>
<th>RED</th>
<th>PURPLE</th>
<th>ORANGE</th>
<th>YELLOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

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**LEARNING STANDARDS**

**MATERIALS**
- Food Experience Ingredients
- Paper and crayons

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3

**California Preschool Learning Foundations**
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

**Desired Results Developmental Profile**
- Physical Development—Health: PD-HLTH10
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED3, 4
- Language and Literacy Development: LLD1, 4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG9, 10
- History-Social Science: HSS5

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**LESSON**

1) Use the K-W-L chart from the previous lessons to review what they learned about peppers. Remind 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.

3) 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 an pepper, larger?

4) 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, etc.

5) 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.

6) Slice one pepper of each variety and place on separate plates.

7) With the children compare what the pepper looks like on the outside and inside. Ask—what are these things inside? Seeds! Note: save seeds and stems for optional activities.

8) 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.*

9) Next, explain that we will taste the different types of peppers, and that whenever we eat, we first need to wash our hands. In small groups, have the children wash their hands.

10) As a group, taste one pepper variety at a time. Discuss the similarities and differences using these prompts: Which is the sweetest? What does it smell like? What color is it? How does it feel?

11) 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.

12) After the taste test, have children draw their favorite pepper and display drawings in the classroom.

13) Ask—what new things did we learn about peppers today? Add their responses to the “Learned” column of the K-W-L chart. Ask them what else they want to know and add their responses to the “Want to Know” column.
Food Experience: Sweet Bell Pepper Dippers

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

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 child’s plate with 1 tablespoons of hummus.

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

Nutrition Facts

<table>
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<tr>
<th>Nutrition Facts</th>
<th>Amount Per Serving</th>
<th>% Daily Value</th>
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</thead>
<tbody>
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<td>1/2 cup (101g)</td>
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</tr>
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<td>Servings per Recipe</td>
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<tr>
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<td>Calcium</td>
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<tr>
<td>Iron</td>
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<td>4 %</td>
</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.

Modified from The Network for a Healthy California Orange County Dept 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.
<table>
<thead>
<tr>
<th>Peppers</th>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
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<tbody>
<tr>
<td>“ME GUSTA”</td>
<td><img src="image" alt="Smiley face with thumbs up" /></td>
<td><img src="image" alt="Confused face" /></td>
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<tr>
<td>“NO ME GUSTA TODAVÍA”</td>
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</table>
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
- A-B-A-B-A A Book of Pattern Play by Brian P. Cleary

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Cognition, Mathematics Development—Operations and Algebraic Thinking, P-MATH 7

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Mathematics—Algebra and Functions, 2.1 Classifications and Patterning
- Mathematics—Number Sense, 2.4 Addition and Subtraction

Desired Results Developmental Profile
- Physical Development—Health: PD-HLTH10
- Approaches to Learning—Self-Regulation: ATL-REG
- Language and Literacy Development: LLD1, 2
- English Language Development: ELD1
- Cognition—Math & Science: COG2, 3, 4
- History—Social Science: HSS5

LESSON

In Preparation:
Photocopy pepper patterns onto colored construction paper (prior to class). Make at least 3 red peppers and 3 yellow peppers per color per small student group.

In Class:
1) Tell students they will be making patterns using peppers, and that to learn about what a pattern is they will read a book. Read A-B-A-B-A A Book of Pattern Play.

2) Show an example pattern on the board, for example: “Blue circle – green circle – blue circle.” Say the pattern out loud and then ask them to join you in saying the pattern. Show them another pattern and ask them to say it on their own.

3) In small groups, place pepper cut-outs in a patterned sequence (such as “red – yellow – red.” 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 “red - yellow - yellow,” or “yellow - red - yellow,” etc.

4) 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.

5) 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.

6) 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
PEPPERS
(Science / Math)
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!!!

**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.

**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. 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*

**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.

*Adapted from Nutritional Activities for Preschoolers*
Food Experience: 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 child with chips.

Nutrition Facts

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</tr>
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</table>

Ingredients listed above do not apply to Pico de Gallo, No Spice. The nutrition facts are provided to you for CACFP creditable recipes.

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

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<th>Fruit</th>
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<td>Grain/Alternative</td>
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<td>Meat/Alternative</td>
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<tr>
<td>Milk</td>
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</tbody>
</table>
Food Experience: Vegetable Quesadilla

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

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.

Nutrition Facts

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<td>Calcium</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.

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

Milk

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

**Week 1: From Seed to Pie**

**Week 2: Discovering Pumpkins and Winter Squash**

**Week 3: Winter Squash Inside & Out**

**Optional Activities**

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**BOOKS**

*Pumpkin Circle* by George Levenson

**NEWSLETTERS**

Family Newsletter, Pumpkin and Winter Squash

Educator Newsletter, Pumpkin and Winter Squash

Visit [https://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx](https://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx)
This month’s materials...

November: Pumpkins and Winter Squash

**Books**

| Week 1: Pumpkin Circle by George Levenson |

**Materials**

<table>
<thead>
<tr>
<th>Week 1: From Seed to Pie</th>
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</thead>
<tbody>
<tr>
<td>♦ Food Experience ingredients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: Discovering Pumpkins and Winter Squash</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ 1 pumpkin</td>
</tr>
<tr>
<td>♦ 1, 2 or all: Acorn, Spaghetti or Butternut Squash</td>
</tr>
<tr>
<td>♦ Fresh Fruit and Photo Cards</td>
</tr>
<tr>
<td>♦ Balance or scale</td>
</tr>
<tr>
<td>♦ Paper cups</td>
</tr>
<tr>
<td>♦ String</td>
</tr>
<tr>
<td>♦ Ruler</td>
</tr>
<tr>
<td>♦ Large paper or chalkboard to record observations (column for each squash)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 3: Winter Squash Inside &amp; Out</th>
</tr>
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<tbody>
<tr>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
</tr>
<tr>
<td>♦ Construction Paper (colors of squashes and pumpkins used in Week 1)</td>
</tr>
<tr>
<td>♦ Yellow string or yarn</td>
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<td>♦ Dried squash seeds from the first week</td>
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Pumpkins and Winter Squashes

Week 1: From Seed to Pie

LEARNING STANDARDS

Head Start Learning Domains

- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
- Cognition, Mathematics Development—Geometry, P-MATH 9

California Preschool Learning Foundations

- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 2.1 Changes in Living Things
- Mathematics—Measurement, 1.0
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

 Desired Results Developmental Profile

- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED3, SED4
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG9, 10
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSSS

MATERIALS

- Pumpkin Circle by George Levenson
- Food Experience Ingredients

LESSON

1) Create a K-W-L chart to organize the information about pumpkins. See Peppers Week 1 lesson for instructions on creating a KWL chart.

2) Show children the pumpkin Fresh Fruit and Vegetable Photo Card. Ask the following questions about pumpkins. As the children share their ideas, write or draw their responses under “Know” on the K-W-L chart.

3) Ask—has anyone ever gone to a pumpkin patch or a farm that grows pumpkins? Tell the class—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!

4) Tell the class—we are going to learn about pumpkins and winter squash this month. If a pumpkin is available show it to the class.

5) Ask—what color are pumpkins? Turn to a partner and share your idea. It’s usually 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).

6) Ask—what questions do you have pumpkins? What do we want to know? Write or draw their questions under the “Want to Know?” column of the chart.

7) Read Pumpkin Circle. Ask—how does a pumpkin grow? From a seed to vine, to flower, to small green pumpkin, and to a large orange pumpkin.

8) Pass around some dried pumpkin seeds. Ask—where was this seed? In the pumpkin. What color and shape is it?

9) Ask the class—in the book what did they do with the pumpkin after they picked it? Made a Jack-o-lantern.

10) Explain that a pumpkin is a vegetable that people eat. Ask—have you ever eaten pumpkin? Can anyone name some different foods made from pumpkins? Pumpkin pie, pumpkin bread, pumpkin seeds, etc.

11) In small groups, have the children wash their hands.

12) 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.

13) Ask—what have we learned today about pumpkins? Record their answers in the “Learned” column of the K-W-L chart.
### 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
- Can opener
- Whisk/fork
- Plate

### Chef’s Notes
- Allow cream 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 puree, 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!

---

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

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

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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.
**Pumpkins and Winter Squashes**

**Week 2: 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)

### 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) Use the K-W-L chart from the previous lesson to review what was learned about pumpkins and winter squash during lesson 1.

2) Show the children the Fresh Fruit and Vegetable Photo Card (Pumpkin, Winter Squash [clockwise from top is Spaghetti, Butternut, 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.

3) 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? Record their answers under the “learned” column.

4) Ask—which squash or pumpkin is the fattest (widest)? Using the string, have the children measure the circumference of each. Chart the information learned from the measuring.

5) Ask—what do you think is inside each of these squashes? Turn to your partner and share your ideas. 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). Scoop out the seeds and compare each pile of seeds. Chart comparisons in the “learned” column.

7) 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.

8) Fill cups with seeds. Compare which squash has the most and least seeds.

9) Have the children come to conclusions by comparing and contrasting their pumpkin and winter squashes observations. Display the chart in classroom.

10) Ask—What new things did we learn about pumpkins today. Add their responses to the “Learned” column of the K-W-L chart. Ask them what they want to know, add their responses to the “Want to Know” column. 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).
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<tr>
<td>&quot;ME GUSTA&quot;</td>
<td>&quot;NO ME GUSTA TODAVÍA&quot;</td>
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Pumpkins/Winter Squash
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
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, LLD2 LLD3, LLD4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG9, 10, 11
- Physical Development—Health: PD-HLTH10
- Health and Social Science: HSS5

Lesson

1) Use the K-W-L chart from the previous lesson to review what they learned about pumpkins and winter squash.

2) Show the children the pictures of the squashes (or the squashes themselves if you have any).

3) Review which winter squashes the class explored and what they looked like inside and out (can use Fresh Fruit and Vegetable Photo Card). 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.

4) Show the children the dried seeds from the different squashes.

5) Tell the children that they are going to get to draw a winter squash of their choice.

6) Model drawing a winter squash and cutting out the drawing.

7) Have the children draw a winter squash on the paper and cut it out.

8) Have the children write their names on the front using crayons if they can.

9) 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.

10) Hang the cut outs in the classroom or tape to windows so both sides are displayed.

11) Ask—what new things did we learn about pumpkins today? Add their responses to the “Learned” column of the K-W-L chart. Ask them what else they want to know and add their responses to the “Want to Know” column.
Extending the Learning Experience
Optional Supplemental Lessons

**WEEK 1**
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 1, P-PMP 3, P-SCI 3
California Preschool Learning Foundations
Health—Nutrition 1.1, Language and Literacy—Listening and Speaking 1.1, Mathematics—Measurement 1.0, Mathematics—Algebra and Functions 1.1, Sciences—Life Science 1.1, Sciences—Life Science 2.1, Physical Development—Fundamental Movement Skills 3.2
Desired Results Developmental Profile
PD-HLTH10, 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.

**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 2**
Head Start Learning Domains
P-PMP 5, P-SCI 1, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition 2.1, Physical Development—Fundamental Movement Skills 3.1, Visual and Performing Arts—Music 2.2, Sciences—Life Science 1.1
Desired Results Developmental Profile
PD-HLTH10, PD-HLTH1, PD-HLTH4

**WEEK 3**
Head Start Learning Domains
P-PMP 5, P-SCI 1
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Scientific Inquiry, 1.2
Desired Results Developmental Profile
PD-HLTH10, 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.
Food Experience: Pumpkin Apple Butter

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

**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.

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**Ingredients:**
- ½ cup 100% apple juice
- 1 cup apple, peeled and grated

**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.

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: Pumpkin Bread

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

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, lay 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 cream cheese.
6) Taste!

Recipe adapted from www.simplyrecipes.com

- 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

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.
This month’s materials...

### December: Persimmons

#### Books

**Week 3: How Are You Peeling? Foods With Moods** by Saxton Freyman

#### Materials

- **Week 1: Persimmon Trees**
  - Fresh Fruit and Vegetable Photo Cards
  - Rainbow of Fruit Chart
- **Week 2: All About Persimmons**
  - Food Experience ingredients
- **Week 3: Foods with Moods**
  - Persimmon cut outs, other fruit cut outs or paper
  - Crayons, dried beans, other materials for crafts
  - Scissors (optional)
SUGGESTED SCHEDULE

Week 1: Persimmon Trees
Week 2: All About Persimmons
Week 3: Foods With Moods

Optional Activities

BOOKS

How Are You Peeling? Foods With Moods
by Saxton Freyman

NEWSLETTERS

Family Newsletter, Persimmons
Educator Newsletter, Persimmons

Visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx
**Lesson**

1) Create a concept map to organize ideas about persimmons: attach the persimmon Fresh Fruit and Vegetable Photo Card to the center of a piece of chart paper and then draw a circle around it; draw five lines radiating out from the circle; at the end of each of those lines draw bubbles that you will later fill in with information about persimmons.

2) Show the class the persimmon Fresh Fruit and Vegetable Photo Card. Ask—what fruit is this? A persimmon. Tell the class we are going to learn about persimmons this month. Ask if anyone has ever eaten persimmons before. Ask—what shape is it? Round. Inside one of the bubbles draw a circle and write the word “round.”

3) 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. Inside another bubble draw seeds and write the word “seeds.”

4) Ask—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. Draw a tree inside another bubble and write the word “tree.”

5) Ask—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). Draw some food in another bubble. Ask—what color are persimmons? They are orange. Inside another bubble write “orange” with an orange marker.

6) Tell the class Vitamin A is in orange fruits and vegetables and helps keep you healthy (strengthen your immune system) and is good for your eyes. Persimmons also have a lot of fiber which helps keep your heart healthy. Draw a heart and a smiley face in the last bubble. Add persimmons to the orange column of the Rainbow of Fruit Chart that was started in October.

7) 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.

8) Optional Extension: Collectively, on one or multiple pieces of chart paper, have the children to draw orange fruits and vegetables that help them be healthy.

**Materials**

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

**Learning Standards**

**Head Start Learning Domains**

- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1, P-SCI 3
- Cognition, Mathematics Development—Geometry, P-MATH 9

**California Preschool Learning Foundations**

- Health—Nutrition, 1.1 Nutrition Knowledge
- Health—Nutrition, 2.1 Nutrition Choices
- Mathematics—Geometry, 1.0
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Sciences—Life Science, 2.1 Changes in Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

**Desired Results Developmental Profile**

- Physical Development—Health, 10: Nutrition Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1,2
- Cognition—Math & Science: COG9, 10, 11
- History-Social Science: HSS5

Children will...

- Reinforce their understanding that fruits have seeds.
- Learn that persimmons are fruits that grow on trees.
- Learn why persimmons are healthy to eat

Lesson modified from Orange County Dept of Education Harvest of the Month preschool curriculum
Persimmon Trees
## Activity: Rainbow of Fruits

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Modified from *Eating Healthy from Farm to Fork*, UCCE FSNEP program
LESSON

1) Throughout the lesson add new ideas to the concept map created during Week 1. Draw bubbles and record the new information in them, such as where persimmons come from and the different types of persimmons.

2) Show the class the persimmons and tell the children that today they will be tasting persimmons. Identify the farm they were grown on if you know it. 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-Cheh-Ah”) are shaped like an acorn and are more astringent (tart) – they should be very soft when eaten. They are sometimes 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? Turn to a partner and tell them. After students have shared with their partners ask them to share their ideas with the class. Use these prompts for sharing as well: something that is round or oval like a persimmon; something that is bigger than a persimmon; something smaller than a persimmon; and, something that is 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. Next, explain that we will taste persimmons, and that whenever we eat, we first need to wash our hands.

8) 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.

9) Lead the Food Experience activity, ideally using 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.

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.

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
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3
- Approaches to Learning—Initiative and Curiosity, P-ATL 11

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- History and Social Science—Self and Society, 1.0 Culture and Diversity
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1, 3, 4
- Language and Literacy Development: LLD1, 2, 6
- English Language Development: EL1D1, 2
- Cognition—Math & Science: COG9, 10, 11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5
Food Experience: Persimmon Slice

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

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.

Nutrition Facts

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<td>Calcium 0%</td>
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<td>Iron 0%</td>
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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
- Hachiya 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.

* 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

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

“I LIKE THIS”

“ME GUSTA”

“I DON’T LIKE THIS YET”

“NO ME GUSTA TODAVÍA”
**Lesson**

1) Review the persimmon concept map from the previous weeks.


3) Talk about the different emotions expressed by the fruits and vegetables.

4) Tell the children they will each create a “moody” fruit or vegetable as in the book.

5) 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.

6) Model how to show different emotions by making different faces (happy, sad, surprised, laughing).

7) Model for the class how different facial expressions can be created making simple line drawings (for example a smiling or frowning face). Materials can be glued on the cut-outs.

8) 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.

9) Ask them to also describe the fruit or vegetable—what it is called? Is it a fruit or vegetable?

10) *Optional Extension:* Display the fruit cut outs in the classroom.

**Learning Standards**

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Social and Emotional Development—Emotional Functioning, P-SE 6

**California Preschool Learning Foundations**
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Scientific Inquiry, 1.2 Observation and Investigation

**Desired Results Developmental Profile**
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1, 2
- Language and Literacy Development: LLD1, 2, 3, 5, 9
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG9, 10
- Physical Development—Health: PD-HLTH10

**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)

**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 Activity Packet for Persimmons**

**Lesson not approved for Network funded schools**
How Are You Peeling - Persimmon Cut Outs
**Extending the Learning Experience**

**Optional Supplemental Lessons**

**WEEK 1**

**Head Start Learning Domains**
- P-PMP 5, P-SCI 1, P-PMP 1
- California Preschool Learning Foundations
  - Health—Nutrition 2.1,
  - Social-Emotional Development—Self 3.1,
  - Physical Development—Fundamental Movement Skills 3.2

**Desired Results Developmental Profile**
- PD-HLTH1, PD-HLTH2, PD-HLTH9, PD-HLTH10

**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

**WEEK 2**

**Head Start Learning Domains**
- P-PMP 5, P-SCI 1, P-PMP 1, P-SCI 3
- California Preschool Learning Foundations
  - Health—Nutrition 2.1, Language and Literacy—Listening and Speaking 1.1,
  - Mathematics—Measurement 1.0,
  - Mathematics—Algebra and Functions 1.1,
  - Sciences—Life Science 1.1

**Desired Results Developmental Profile**
- PD-HLTH10, 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**

**Head Start Learning Domains**
- P-PMP 5, P-SE 6
- California Preschool Learning Foundations
  - Health—Nutrition 2.1,
  - Social-Emotional Development—Self 3.1,
  - Visual and Performing Arts—Music 2.2

**Desired Results Developmental Profile**
- LLD2, PD-HLTH2, VPA2, PD-HLTH10

**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

Tutti Fruitti Instant Recess http://toniyancey.com/IRResources.html
Food Experience: Persimmon Pudding

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

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

Ingredients:

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.
Food Experience: Persimmon Spinach Salad

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

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!

Nutrition Facts

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<td>Vitamin A</td>
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<td>Calcium</td>
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</tr>
<tr>
<td>Iron</td>
<td>2 %</td>
</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
- Mixing bowl
- Plates
- Forks
- Measuring spoons
- Refrigerator

Chef’s Notes
- For the best flavor, use freshly squeezed orange juice from sweet, ripe oranges
- Consume soon after preparation

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

Week 1: 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

Family Newsletter, Kiwi
Educator Newsletter, Kiwi

Visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx
This month’s materials...

January: Kiwi

<table>
<thead>
<tr>
<th>Books</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> A Fruit is a Suitcase for Seeds by Jean Richards</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4:</strong> Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert</td>
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<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td><strong>Week 1: Seed Sort</strong></td>
<td>♦ Chart paper and markers</td>
</tr>
<tr>
<td></td>
<td>♦ <em>Optional:</em> Glue and paper</td>
</tr>
<tr>
<td></td>
<td>♦ <em>Optional:</em> Seeds and a sorting mat for each child or group (children can collect seeds and bring them home or use a bag of bird seed and bean mix)</td>
</tr>
<tr>
<td><strong>Week 2: Is Kiwi a Bird or a Fruit</strong></td>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
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<tr>
<td></td>
<td>♦ Homophone flash cards (pre-cut, laminated optional)</td>
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<tr>
<td><strong>Week 3: Kiwi Fruit Tasting</strong></td>
<td>♦ “Kiwi Senses” Blackline Master</td>
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<td></td>
<td>♦ Food Experience ingredients</td>
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<tr>
<td></td>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
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<td></td>
<td>♦ Chart paper and markers</td>
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<tr>
<td><strong>Week 4: Kiwis are Healthy</strong></td>
<td>♦ Rainbow of Fruits chart (from previous months)</td>
</tr>
<tr>
<td></td>
<td>♦ Chart paper and markers</td>
</tr>
<tr>
<td></td>
<td>♦ Paper and crayons</td>
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</table>
Kiwi

Week 1: Seed Sort

**MATERIALS**
- A Fruit Is a Suitcase for Seeds by Jean Richards
- Chart paper and markers
- Optional: Glue and paper
- Optional: Seeds and a sorting mat for each child or group (children can collect seeds and bring them form home or use a bag of bird seed and bean mix)

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3

**California Preschool Learning Foundations**
- Health—Nutrition, 1.1 Nutrition Knowledge
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Sciences—Life Science, 2.1 Changes in Living Things
- Physical Development—Fundamental Mvmnt Skills, 3.2 Manipulative Skills
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning

**Desired Results Developmental Profile**
- Approaches to learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 2, 3, 4, 6
- English Language Development: ELD 1, 2, 3, 4
- Cognition—Math & Science: COG2, 9, 10
- Physical Development—Health: PD-HLTH4, 10
- 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? Round and brown. Tell them we are going to learn about kiwi this month. Ask if anyone has ever eaten kiwi before. Draw their attention to the seeds inside the kiwi shown in the photograph.

2) Start an anchor chart about seeds. Write the word “Seeds” in large letters on a piece of chart paper. Draw a kiwi and its seeds. Ask the class to pay attention to the seeds they see inside the book.

3) Read A Fruit Is a Suitcase for Seeds.

4) Discuss the different types of fruits, seeds and pits they saw in the book. Add drawings of fruits and their seeds to the anchor chart. Ask children to brainstorm other fruits and add them to the chart as well.

5) Ask the children to describe what the seeds and pits are for. Discuss how a plant grows from a seed and how it travels. Explain that the list contains foods that are fruits and maybe some foods considered vegetables like cucumbers or tomatoes.

6) 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 (e.g., apples, peaches, oranges, avocados). Reassure children that the seeds they eat will not grow in their tummy (see the last page of the book).

7) 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.

8) Refer to kiwi in the book (page 16 and 17) and let the class know that a kiwi fruit grows on a vine. The brown skin is its suitcase and the black dots its seeds.

9) Optional extensions:
   a) 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.
   b) 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.
   c) Create a t-chart to illustrate which seeds we eat and which we don't.
**Kiwi**

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

**MATERIALS**
- Fresh Fruit and Vegetable Photo Cards
- Homophone—Words and Picture Cards (pre-cut, laminated optional)

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Language and Literacy, Literacy—Print and Alphabet Knowledge, P-LIT 2

**California Preschool Learning Foundations**
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

**Desired Results Developmental Profile**
- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, L3, 4, 8, 9
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG9, 11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

**LESSON**

1) Refer to the Kiwi anchor chart created in lesson 1. 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 the pictures of the kiwi bird (a small bird from New Zealand) and say “kiwi,” then flap your arms like a bird. Ask them to join with you as you do it again.

3) Then, show them the kiwi fruit card, say “kiwi,” and pretend to be eating kiwi. Ask them to join with you as you do it again.

4) Ask—can you think of other words that sound the same but have different meanings?

5) Show them the Homophone—Words and Picture Cards one at a time. Show the picture and say the word that corresponds with it. Ask the class what the picture shows. Then show them the matching homophone picture and say the word that goes with it. Have them use their bodies to explore the meaning of each pair, as they did in step 3. As you introduce each homophone pair, reinforce the idea that the words sound the same but have different meanings.

6) As a class, make sentences using homophones.

7) **Optional Extension**: Explore these plant and food related homophones though drawings and pantomime: beet/beat, root/route, ate/eight, flower/flour. 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.
- 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.
- identify pictures of some common homophones*
<table>
<thead>
<tr>
<th><strong>Homophones – Words and Picture Cards</strong></th>
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<tr>
<td><img src="image3" alt="Pair of Socks" /></td>
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<tr>
<td><img src="image4" alt="Pear" /></td>
</tr>
<tr>
<td>Image of a sign with an arrow</td>
</tr>
<tr>
<td>Image of a child writing</td>
</tr>
<tr>
<td>Image of an orange</td>
</tr>
<tr>
<td>Image of a symbol resembling an orange</td>
</tr>
</tbody>
</table>
### HOMOPHONES – WORDS AND PICTURE CARDS

| ![Dog Barking] | **BARK**  
of a dog |
| ![Tree Barking] | **Tree**  
**BARK** |
| ![Sun] | **SUN** |
| ![Father and Son] | **SON** |
Meeting Goal: 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 Week 3: Kiwi Fruit Tasting**

**Lesson**

1) Explain to the children that today we will be tasting kiwi fruit and comparing the inside and outside of the fruit.

2) Pass out printouts of the “Kiwi Senses” chart, or draw a larger one up on the board for the whole class to contribute to.

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, marking down what they observe in the appropriate senses 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. In the “see” row of the chart, add a picture of the seeds, and write “black seeds.”

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 Ovals made, ask the class to name the shapes. Make a drawing in the look section of an oval and a circle so that students can match the shape in kiwi with the drawing.

10) Next, explain that we will taste kiwi today, and 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.

Adapted from Centralia School District Nutrition Network, State Preschool Programs
<table>
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<td><img src="image" alt="Mouth" /></td>
<td><img src="image" alt="Blank" /></td>
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</table>

Food Experience: Kiwi Milkshake

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

Ingredients

- 20 large rope Kiwis (purchased a few days in advance to allow to ripen)
- 10 cups of 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.

*M 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.

Materials Needed

- Knife
- Cutting board
- Plates
- Blender

Chef’s Notes

- Purchase kiwi 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 ripe.

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.
**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

**LESSON**

1) Ask students to recall what they have learned about kiwis as you direct their attention to the anchor chart and the five-senses charts from weeks 1 and 3. Have them share what they have learned with a partner.

2) Read *Eating the Alphabet: Fruits and Vegetables from A to Z*. Telling them to keep an eye out for the kiwi!

3) 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. Stop the reading once students discover the kiwi in the book.

4) Ask--what color is the kiwi inside? Draw a kiwi in the green column of the Rainbow of Fruits Chart.

5) 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.

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

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

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

9) Invite the children to draw some green fruits and vegetables on their own papers.

10) 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.

**CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS**

- Health—Nutrition, 2.1 Nutrition Choices
- Physical Development—Fundamental Movmt Skills, 3.2 Manipulative Skills
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Mathematics—Geometry, 1.0
- Language and Literacy—Reading, 1.2 Concepts About Print

- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 3, 4, 5, 6, 7, 9
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG2, 11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5
- Visual and Performing Arts—VPA1

**Desired Results Developmental Profile**

- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 3, 4, 5, 6, 7, 9
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG2, 11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5
- Visual and Performing Arts—VPA1

**Children will...**

- * identify kiwis as a healthy fruit.
- * identify various green fruits and vegetables as healthy.
“I LIKE THIS”

“ME GUSTA”

“MY LADY”

“NO ME GUSTA TODAVÍA”

“DON’T LIKE THIS YET”
Activity: Rainbow of Fruits

<table>
<thead>
<tr>
<th>GREEN</th>
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Modified from *Eating Healthy from Farm to Fork*, UCCE FSNEP program
Extending the Learning Experience
Optional Supplemental Lessons

**WEEK 1**

**Head Start Learning Domains**
P-PMP 5, P-LC 5, P-SCI 1, P-SCI 3

**California Preschool Learning Foundations**
Health—Nutrition 2.1, Language and Literacy—Listening and Speaking 1.1, Mathematics—Measurement 1.0, Mathematics—Algebra and Functions 1.1, Sciences—Life Science 1.1

**Desired Results Developmental Profile**
LD3, COG2, COG4, COG9, COG10, PD-HLTH10

**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**

**Head Start Learning Domains**
P-PMP 5, P-LC 5, P-LIT 2

**California Preschool Learning Foundations**
Health—Nutrition 2.1, Language and Literacy—Listening and Speaking 1.1, Language and Literacy—Reading 1.2

**Desired Results Developmental Profile**
COG2, HSS5, PD-HLTH10

**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**

**Head Start Learning Domains**
P-PMP 5, P-MATH 9

**California Preschool Learning Foundations**
Health—Nutrition 2.1, Mathematics—Geometry 1.0, Visual and Performing Arts—Music 2.2

**Desired Results Developmental Profile**
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**

**Head Start Learning Domains**
P-PMP 5, P-PMP 1

**California Preschool Learning Foundations**
Health—Nutrition 2.1, Sciences—Life Science 1.1, Physical Development—Fundamental Movement Skills 3.1

**Desired Results Developmental Profile**
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](http://toniyancey.com/IRResources.html)
Food Experience: 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, Mango or Tangerine
- 1/4 cup of Lime juice
- 2 1/2 cups of plain yogurt
- White- shredded Coconut
- Purple/Blue- a bunch of purple Grapes or Blueberries
- Red- 1 cup of strawberries or 1 sliced Apple
- 1/4 cup of honey or agave

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

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.

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.

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: 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 sticks or straws in an alternating pattern.
3) Give 1/4 cup yogurt for kids to dip their fruit pieces.
4) Enjoy!

Materials Needed
- Knife
- Cutting board
- Sturdy stirring sticks or straws

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

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.

Recipe from Cycle 1 November Harvest of the Month Newsletter

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: Kiwi Fruit Salad Parfait

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

Nutrition Facts

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<table>
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</thead>
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<tr>
<td></td>
<td>20</td>
<td></td>
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- 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.

Ingredients:
- 1 ¼ cups sliced Kiwi
- 1 ¼ cups sliced Banana
- 1 ¼ cups chopped Apple
- 1 ¼ cups Orange Juice
- 1 ¼ cups Grapes
- 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.

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

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

Week 1: What’s the Cabbage Family?
Week 2: Growing Greens from Seeds
Week 3: A Little Bit of Soul Food
Week 4: The Ugly Vegetables

Optional Activities

BOOKS

A Little Bit of Soul Food
by Amy Wilson Sanger

The Ugly Vegetables
by Grace Lin

SUGGESTED READING

Two Mrs. Gibsons
by Toyota Igus

NEWSLETTERS

Family Newsletter, Cabbage Family and Greens

Educator Newsletter, Cabbage Family and Greens

Visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx
This month’s materials...

### February: Cabbage Family and Greens

#### Books
- **Week 3**: *A Little Bit of Soul Food* by Wilson Sanger
- **Week 4**: *The Ugly Vegetables* by Grace Lin

#### 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**: A Little Bit of Soul Food
  - Paper and crayons
- **Week 4**: Chinese Lunar New Year
  - Paper and crayons
  - World Map (if available)
Cabbage Family and Greens

Week 1: What’s the Cabbage Family?

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Gross Motor, P-PMP 1

California Preschool Learning Foundations
- Health—Nutrition, 1.1 Nutrition Knowledge
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Sciences—Life Science, 2.1 Changes in Living Things
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 3, 4, 9, 10
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG10, 11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

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

LESSON

1) Create a concept map to organize ideas about the cabbage family:
   First, place the cabbage Fresh Fruit and Vegetable Photo Card in the center of a piece of chart paper and draw a circle around it. Then, draw five lines radiating out from the circle. Finally, at the end of each of those lines draw bubbles that you will fill in with information about greens and the cabbage family.

2) Show the class Fresh Fruit and Vegetable Photo Cards of greens and vegetables from the cabbage family. These vegetables include: bok choy, broccoli, brussel 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?

3) After you name them all explain that most of these are 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.

4) Ask—has anyone eaten greens or 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 coleslaw or cooked in a stir fry or soup. Draw some food in another bubble.

5) Ask—what color is the cabbage family? Most are different shades of green. Inside one of the bubbles draw a circle and write the word “green.” Many are leafy. Many people refer to them as eating “greens.”

6) Greens and vegetables from the cabbage family have Vitamin A which keeps your hair and skin healthy. Members of the cabbage family also have a lot of fiber which helps keep your heart healthy. Draw a heart and a smiley face in the last bubble.

7) Add greens and vegetables from the cabbage family to the green column of the Rainbow of Fruit Chart that may have been started in a previous month, or start a new chart.

8) 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.

9) 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.

10) Optional Extension: 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.
Cabbage Family and Greens

Week 2: Growing Greens from Seed

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills
- Sciences—Life Science, 2.1 Changes in Living Things
- Sciences—Earth Science, 2.2 Changes in the Earth
- Sciences—Earth Science, 2.4 Changes in the Earth
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 2, 6
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG5, 9
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

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
- Note: Allow sufficient time for set-up, and for the seeds to grow over many days.

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.

Seed Starting

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

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

Transplanting

As a class, observe the growth of the greens and record their progress on the “Growing Greens- Seed Growing Chart”. For example, the first sketch should be Day 1- Showing the seed in the cup. The second sketch should be the first sprout, etc. Be sure to do a separate one for Bok Choy and another for Collards so the class can compare their growth- which one sprouted first? Which one started to leaf first? Which is taller? Etc. When about 3-4 inches tall, transplant into the garden or a larger container.

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
Cabbage Family and Greens

Week 3: A Little Bit of Soul Food

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Approaches to Learning—Initiative and Curiosity, P-ATL 11

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills
- Social-Emotional Development—Self, 3.1 Social and Emotional Understanding

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1, 3, 4
- Language and Literacy Development: LLD1, 2, 3, 4, 5, 6, 7, 9, 10
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG11
- Physical Development—Health: PD-HLTH4, 10
- History-Social Science: HSS2, HSS5
- Visual and Performing Arts—Visual Arts: VPA1

MATERIALS
- A Little Bit of Soul Food by Wilson Sanger
- Paper and crayons

LESSON

1) Show the class the collard greens Fruit and Vegetable card. Explain that collard greens are in the cabbage family.

2) Explain that February is Black History Month, a time when we celebrate African-American culture. Food is a very important part of every culture. In African-American culture “greens” are a traditional food, known as “soul food.”


3) After reading the book, return to the page with the collard greens and ask: “What are they cooking?”

4) 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.

5) Provide each child with paper and crayons. Ask the class to draw a picture of collard greens along with a special meal their family makes.

6) 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.
Cabbage Family and Greens
Week 4: The Ugly Vegetables

LESSON
1) Ask—how does your family celebrate with food? Tell them to turn to a neighbor and share how they celebrate.

2) Do you eat greens, bok choy, or other kinds of cabbage like brussels sprouts? Show them the bok choy and its Fruit and Vegetable Card. Explain that they will taste bok choy. Remind them it is a member of the cabbage family.

3) Tell the class that food is a very important part of every culture. Say—last week we learned that collard greens, which is also a member of the cabbage family, is traditional in African-American “soul food”. Bok choy is a traditional food in Chinese and other Asian cultures.

4) Say—we learned last week that February is Black History month. It is usually the month of the Chinese Lunar New Year, too. Let’s celebrate by learning about more vegetables in traditional Chinese culture that people often grow and eat.

5) Read The Ugly Vegetables by Grace Lin.

6) Say—in the book the girl and her mother made a delicious soup with Chinese greens and vegetables. We are going to make a "Bok Choy Coleslaw" and tasting it together as a class. Coleslaw means "cabbage salad."

7) In small groups, have the children wash their hands.

8) 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.

* It may be easier if the ingredients are portioned ahead of time. But have the students mix the ingredients together. If in a large group, divide into smaller groups to encourage more classroom participation.

9) Optional Extensions:
   a) 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.

   b) Read Two Mrs. Gibsons by Toyomi Igus, a book about a girl who has a Japanese-American mother and an African-American grandmother. The book explores the two cultures, including food such as greens and other vegetables.
Food Experience: Bok Choy Cole Slaw

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

Ingredients:
- 2 large Bok Choy or 4 Baby Bok Choy, chopped
- ⅓ 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 ⅔ cup of “Asian-Style Dressing”

Recipe from Farm to Preschool Program, UEPI, Occidental College

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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>Amount Per Serving</th>
<th>% Daily Value</th>
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</thead>
<tbody>
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<tr>
<td></td>
<td>Vitamin C 170%</td>
<td>Sugars 18g 18 %</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.

---

Snack

<table>
<thead>
<tr>
<th>Fruit</th>
<th>1/2 cup</th>
<th>✓</th>
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<tbody>
<tr>
<td>Vegetable</td>
<td>1/2 cup</td>
<td>✓</td>
</tr>
<tr>
<td>Grain/Alternative</td>
<td>1/2 cup</td>
<td>✓</td>
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<tr>
<td>Meat/Alternative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</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>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
</tbody>
</table>
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1
Head Start Learning Domains
P-PMP 5, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition 1.1, Health—Nutrition 2.1, Physical Development—Fundamental Movement Skills 3.1
Desired Results Developmental Profile
PD-HLTH1, PD-HLTH2

Green Stepping
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.

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.

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.

WEEK 2
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 1, P-SCI 3
California Preschool Learning Foundations
Health—Nutrition 2.1, Health—Nutrition 2.2, Language and Literacy—Listening and Speaking 1.1, Mathematics—Measurement 1.0, Mathematics—Algebra and Functions 1.1, Sciences—Life Science 1.1, Sciences—Earth Science 2.2,
Desired Results Developmental Profile
ATL-REG4, ATL-REG6, COG5, COG9, COG10, COG11

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

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
Head Start Learning Domains
P-PMP 5, P-PMP 1, P-SCI 3, P-ATL 11
California Preschool Learning Foundations
-Health—Nutrition 2.1, Mathematics—Algebra and Functions 1.1, Physical Development—Fundamental Movement Skills 3.1, History and Social Science—Sense of Time (History) 1.1
Desired Results Developmental Profile
SED1, LLD5, LL6D, 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.

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
Food Experience: Kohlrabi Sticks & Broccoli Comparison

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

**Nutrition Facts**

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<table>
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<tr>
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<tr>
<td>Saturated Fat</td>
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<tr>
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<td>Vitamin C</td>
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<tr>
<td>Iron</td>
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</tr>
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</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**

- 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

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Food Experience: Simmered Greens

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

**Ingredients:**
- 1/4 cup of olive oil
- 2 cloves garlic, minced
- 2 cups of green onion, chopped
- 8 wheat rolls. cut in half
- salt and pepper to taste (optional)
- 2 cups of onions, chopped
- 2 cups of tomato juice
- 2 cups of low-sodium vegetable broth
- 2 pounds of greens (mixture of kale, mustard or collard greens, swiss chard, turnip greens) to accompany dish

**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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<thead>
<tr>
<th>Serving Size</th>
<th>Amount Per Serving</th>
<th>% Daily Value</th>
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<td></td>
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<td></td>
<td>Protein</td>
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<td>Vitamin C</td>
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<td></td>
<td>Iron</td>
<td>8%</td>
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</table>

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**MATERIALS NEEDED**
- Knife
- Cutting board
- Large pot
- Hot Plate
- Plates

**CHEF’S NOTES**
- For “greens” avoid using lettuce and lettuce varieties.

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

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: Popo’s Bok Choy Stir Fry

Ingredients:
- 2 pounds Bok Choy
- 1 1/2 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.

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

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 | 0% |
| | Cholesterol 0mg | 0% |
| | Sodium 460mg | 19% |
| | Total Carbohydrate 25g | 8% |
| | Dietary Fiber 2g | 6% |
| | Sugars 1g | 4% |
| | Protein 4g | |
| Vitamin A | 0% |
| Vitamin C | 70% |
| Calcium | 10% |
| Iron | 6% |

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Recipe from Farm to Preschool Program, UEPI, Occidental College

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**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**

*Nate’s Big Hair and the Grapefruit in There*  
by Duke Christoffersen

**NEWSLETTERS**

Family Newsletter, Grapefruit  
Educator Newsletter, Grapefruit  
Visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx
This month’s materials...

**March: Grapefruit**

<table>
<thead>
<tr>
<th>Books</th>
<th>Week 3: <em>Nate’s Big Hair and the Grapefruit in There</em> by Duke Christoffersen</th>
</tr>
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<tbody>
<tr>
<td><strong>Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1: Citrus Fruit Collage</td>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
</tr>
<tr>
<td>♦ Large paper or poster board</td>
<td>♦ Glue sticks</td>
</tr>
<tr>
<td>♦ Scissors</td>
<td>♦ Citrus fruits black line master, 1 copy per student</td>
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<tr>
<td>Week 2: Are All Grapefruits the Same?</td>
<td>♦ Venn Diagram (draw on a large paper or use the one provided) and markers</td>
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<tr>
<td>♦ Food Experience Ingredients</td>
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<tr>
<td>Week 3: Healthy Activities</td>
<td>♦ Paper</td>
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<td>♦ Crayons or markers</td>
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<tr>
<td>Week 4: Round Fruits Grow on Trees</td>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
</tr>
<tr>
<td>♦ Photo of a Grapefruit Tree</td>
<td>♦ Paper and crayons</td>
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</table>
Grapefruit
Week 1: Citrus Fruit Collage

MATERIALS
- Fresh Fruit and Vegetable Photo Cards
- Large paper or poster board
- Glue sticks
- Scissors
- Citrus fruits black line master, 1 copy per student

LEARNING STANDARDS
Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Mathematics Development—Geometry, P-MATH 9
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1, P-SCI 3

California Preschool Learning Foundations
- Health—Nutrition, 1.1 Nutrition Knowledge
- Health—Nutrition, 2.1 Nutrition Choices
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Sciences—Life Science, 2.1 Changes in Living Things
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1, 7
- Language and Literacy Development: LLD1, 3, 4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG9, 10, 11
- Physical Development—Health: PD-HLTH4, 10
- History—Social Science: HSS5

LESSON
1) Create a K-W-L chart to organize the information about grapefruit. Draw a table with three columns. Write “Know” as the heading for the left column, “Want to Know” for the middle column and “Learned” for the right column. Explain they will use the chart to keep track of what they’re learning about grapefruit.

2) Show children the grapefruit Fresh Fruit and Vegetable Photo Card. Ask the following questions about grapefruit. As the children share their ideas, write or draw their responses under “Know” on the K-W-L chart.

Ask—what fruit is this? Turn and tell your partner (A grapefruit). Ask—what shape and color is it? Share your ideas with a partner (Round and yellow - usually). Ask—where do you think this fruit grows – on a tree or under the ground? On a tree!

3) Tell the class—we are going to learn about grapefruit and other citrus this month. Ask—what questions do we have about grapefruits? What do we want to know? Write or draw their questions under the “Want to Know” column of the chart.

4) 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, pommelo and tangerine. Show the class a Fresh Fruit and Vegetable Photo Card for each of these fruits as you name them. Ask—has anyone ever eaten a citrus fruit before? Which kinds?

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.

8) What have we learned today about grapefruits and citrus? Record their answers in the “Learned” column of the K-W-L chart.
Week 2: Are All Grapefruits the Same?

LESSON

1) Use the KWL chart from the previous lesson to review what was learned about grapefruits. Show the class two different types of grapefruit and their names, e.g. 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 is a lemon.

3) 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?

4) Next, explain that we will taste two types of grapefruit today, and that whenever we eat, we first need to wash our hands.

5) In small groups, have the children wash their hands.

6) Ask—do you think the color on the outside will be the same as the inside?

7) Cut each grapefruit into small sections. Give each child a segment of each grapefruit. Make a Venn diagram by drawing two circles that intersect.

8) Ask—what is the color of the inside of this grapefruit? Write the color in one of the two circles of the diagram, for example "yellow." Ask—now what is the color of the inside of this grapefruit? Write the color in the other circle, for example "pink."

9) Ask—are there any seeds? Do they both have seeds? Write "seeds" in the space where the two circles intersect.

10) Tell them to taste the two grapefruits. Ask them to describe whether they are sweet or sour. Place their responses in the appropriate places on the diagram.

11) 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 “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.

12) Ask - What new things did we learn about grapefruits today? Add their responses to the KWL chart.

LEARNING STANDARDS

Head Start Learning Domains

- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
- Cognition, Mathematics Development—Geometry, P-MATH 9

California Preschool Learning Foundations

- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning

Desired Results Developmental Profile

- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1, 4
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG2, 9, 10, 11
- Physical Development—Health: PD-HLTH4, 10
- History—Social Science: HSS5

MATERIALS

- Venn Diagram (draw on a large paper) and markers
- Food Experience Ingredients
Food Experience: Taste Test: Grapefruit Wedges

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

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.

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.

Recipe from Farm to Preschool Program, UEPI, Occidental College

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
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<td><strong>Servings per Recipe</strong></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.

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>
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<th>Grapefruit</th>
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<tr>
<td><strong>“I LIKE THIS”</strong></td>
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<td><img src="image" alt="Emoticon with thinking face" /></td>
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<tr>
<td><strong>“ME GUSTA”</strong></td>
<td><strong>“NO ME GUSTA TODAVÍA”</strong></td>
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<tr>
<td><img src="image" alt="Emoticon with thumbs up" /></td>
<td><img src="image" alt="Emoticon with thinking face" /></td>
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</table>
Grapefruit
Week 3: Healthy Activities

**MATERIALS**
- Nate’s Big Hair and the Grapefruit in There by Duke Christoffersen (this book is available only on Kindle at the time of this publication)
- Paper
- Crayons or markers

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Language and Literacy, Literacy—Print and Alphabet Knowledge, P-LIT 2

**California Preschool Learning Foundations**
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Language and Literacy—Reading, 1.2 Concepts About Print
- Physical Development—Fundamental Mvmnt Skills, 3.2 Manipulative Skills

**Desired Results Developmental Profile**
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG10, 11
- Physical Development—Health: PD-HLTH1, 4, 10
- History—Social Science: HSS2, 5
- Visual and Performing Art: 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

LESSON
1) Before the lesson, lightly sketch an outline in pencil of the parts of a grapefruit tree on a piece of chart paper. Include the roots, trunk, branches, leaves, grapefruit. You will use this sketch to guide you as you talk about the parts of the grapefruit tree, and draw over the sketch with a marker.

2) Ask—where does the grapefruit grow on the tree? You will trace over each part of the tree with a marker, pointing to each part as you say it, and then labeling the part.

Start at the roots - trace over the pencil with the marker to reveal the roots. Write “roots.” Ask—do grapefruits grow on the roots? Say—no.

Trace and label the trunk, leaves, branches, and flowers in the same manner and ask if grapefruits grow from that part each time.


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 grapefruit. Display the picture of the grapefruit tree to show an example of grapefruits. Then have them cut them out (with assistance if needed) and tape them up the tree.

6) Ask—What new things did we learn about grapefruits today? Add their responses to the KWL chart you began in Week 1.

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.

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

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Cognition, Mathematics Development—Geometry, P-MATH 9
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1, P-SCI 3

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Mathematics—Geometry, 1.0
- Science—Life Science, 1.1 Properties and Characteristics of Living Things
- Science—Life Science, 2.1 Changes in Living Things
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Physical Development—Fundamental Mvmt Skills, 3.2 Manipulative Skills

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED3, 4
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG7, 9, 10
- Physical Development—Health: PD-HLTH10
- History—Social Science: HSS5
Grapefruit tree
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1
Head Start Learning Domains
P-PMP 5, P-PMP 3
California Preschool Learning
Foundations
Health—Nutrition 1.1, Physical
Development—Fundamental
Movement Skills 3.2
Desired Results Developmental
Profile
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.

Grapefruit Discovery Lab: Investigating the Rind
After conducting the Food Experience/Taste Test, place the rinds on the table for the children to exam-
mine 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

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

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”
Food Experience: Breakfast Fruit Cup

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

Ingredients:
- 4 large pink or red grapefruit
- 1/4 cup raisins
- 4 cups low-fat vanilla yogurt
- 4 medium bananas, peeled and sliced
- 2 teaspoons ground cinnamon

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.

- 3/4 cup (155g)
- 16
- 110
- 10
- 1
- 3
- 1
- 2
- 8
- 4
- 4g
- 13g
- 1g
- 5mg
- 40mg
- 23g
- 4
- 10
- 4
- 10
- 0
- 4
- 10
- 45
- 4
- 12
- 4

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<td>Calcium</td>
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<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.

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

CHEF’S NOTES
- Have children layer their own cups, see the different combinations they create.

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

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: Spinach and Grapefruit Salad

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

**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.

**Nutrition Facts**

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<td>Sugars</td>
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<td>Protein</td>
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<tr>
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<tr>
<td>Iron</td>
<td>10%</td>
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**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.

Recipe from Farm to Preschool Program, UEPI, Occidental College

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**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**

Family Newsletter, Asparagus

Educator Newsletter, Asparagus

Visit [http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx](http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx)
This month’s materials...

April: Asparagus

<table>
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<tr>
<th>Books</th>
<th>Week 3: <em>We Eat Food That’s Fresh!</em> By Angela Russ-Ayon</th>
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<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
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<td>♦ Picture of asparagus with labeled plant parts</td>
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<tr>
<td></td>
<td>♦ Large paper or poster board with a larger letter “a” (or more if in small groups)</td>
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<tr>
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<td>♦ Fresh Fruit and Photo Cards*</td>
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<tr>
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<td>♦ Paper and purple, green and white crayons, paints, chalk or markers</td>
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<td>♦ Large paper or poster board</td>
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<td></td>
<td>♦ Food Experience Ingredients</td>
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Asparagus

Week 1: A is for Asparagus

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

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Language and Literacy, Literacy—Print and Alphabet Knowledge, P-LIT 2, P-LIT 3
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1, P-SCI 3

California Preschool Learning Foundations
- Health—Nutrition, 1.1 Nutrition Knowledge
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Language and Literacy—Reading, 1.2 Concepts About Print
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
- Sciences—Life Science, 2.1 Changes in Living Things

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Language and Literacy Development: LLD1, 2, 3, 4, 7, 10
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG11
- Physical Development—PD-HLTH10
- History-Social Science: HSS5

LESSON

1) Set up a K-W-L chart to organize the information about asparagus. Draw a table with three columns. Write “Know” as the heading for the left column, “Want to Know” for the middle column and, “Learned” for the right column. Explain they will use the chart to keep track of what they’re learning about asparagus.

2) Show the class the Fresh Fruit and Vegetable Photo Card for asparagus. Ask the following questions about asparagus. As the children share their ideas, write it under “K” or “know” on the K-W-L chart.

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?

3) Tell the class—we are going to learn more about asparagus this month.

Ask—what questions do you have asparagus? What do we want to know? Write or draw their questions under the “Want to Know?” column of the chart this month.

4) 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.

5) Ask—what is the first letter in asparagus? “A” is for asparagus. Say—everyone stand up and make a letter “A” with your body—stand up, spread legs apart, and clasp hands above head to make an “A” shape. As a class you can also count the number of “A”s in asparagus.

6) 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. Display the cards in the room with a large letter “A,” on a pocket chart, sticky wall, or chart paper.

7) Model writing fruit and vegetable words that begin with the letter "A" and have the children write the words or draw pictures. 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 them in the classroom.

8) Ask—what have we learned today about asparagus. Record their answers under the “L” column of the K-W-L chart.
Asparagus

Image adapted from:
Stinky and Stringy: Stem & Bulb Vegetables, Meredith Sayles Hughes, 1999.
Week 2: Eating a Rainbow of Fruits & Veggies

LEARNING STANDARDS

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Health—Nutrition, 2.1 Nutrition Choices
- Physical Development—Fundamental Movement Skills, 3.2 Manipulative Skills

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1
- Language and Literacy Development: LLD1, 2, 3, 4
- English Language Development: ELD1, 2
- Cognition—Math & Science: COG11
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

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

LESSON

1) Use the K-W-L chart from the previous lesson to review what was learned about asparagus. 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 Fresh Fruit and Vegetable Photo Card of purple/blue, green, and white fruits and vegetables, one card 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 the purple, green or white fruit or vegetable that is on their card. Help them 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.

8) Ask—what new things did we learn about asparagus today? Add their responses to the K-W-L chart.

*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
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
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy, Language and Communication—Communicating and Speaking, P-LC 5
- Language and Literacy, Literacy—Print and Alphabet Knowledge, P-LIT 2

CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Language and Literacy—Reading, 1.2 Concepts About Print

DESIRED RESULTS DEVELOPMENTAL PROFILE
- Approaches to Learning—Self-Regulation: ATL-REG1
- Social and Emotional Development: SED1
- Language and Literacy Development: LLD1, 2, 3, 4, 5, 6, 7
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG8, 9, 10
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

LESSON

1) Use the K-W-L chart from the previous lesson to review what was learned about asparagus.

2) Read the book We Eat Food That’s Fresh!
   (Optional: play the accompanying CD while you point to the pictures and turn the pages).

3) Ask the class—how are the different ways foods in the book are prepared? Some example include: fresh, cooked, boiled, peeled, juiced, etc.

4) 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.

5) 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!

6) 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.

7) 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.

8) Next, explain that we will taste asparagus today, and that whenever we eat, we first need to wash our hands.

9) In small groups, have the children wash their hands.

10) 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.

11) Ask - What new things did we learn about asparagus today? Add their responses to the K-W-L chart.
Food Experience: Raw Asparagus with Parmesan Dressing*

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

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.

Nutrition Facts

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</tr>
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</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:
- 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)

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

<table>
<thead>
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<table>
<thead>
<tr>
<th>“ME GUSTA”</th>
<th>“NO ME GUSTA TODAVÍA”</th>
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<tr>
<td>![Smiley face giving thumbs up]</td>
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Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1
Head Start Learning Domains
P-PMP 5, P-SCI 1
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Life Science 1.1, Visual and Performing Arts—Music 2.2
Desired Results Developmental Profile
PD-HLTH10, VPA2

Asparagus Song (tune of “My Bonny Lies Over the Ocean”)

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

Lyrics by Sam Jones, Veggie Songs, Volume 1

WEEK 2
Head Start Learning Domains
P-PMP 5, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Life Science 2.1, Physical Development—Fundamental Movement Skills 3.1
Desired Results Developmental Profile
PD-HLTH1, PD-HLTH2

Yes and No Stretch
This exercise is meant to get your children moving.
Studies have shown that Physical Activity breaks increase child’s concentration and attention 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?

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

WEEK 3
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 1, P-SCI 3
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Life Science 1.1, Language and Literacy—Listening and Speaking 1.1, Mathematics—Measurement 1.0, Mathematics—Algebra and Functions 1.1
Desired Results Developmental Profile
COG4, COG5, COG9, COG10

Asparagus Discovery Lab: Comparing through measurement
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.
Food Experience: Asparagus-Tip Tea Sandwiches

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

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:

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

Materials Needed

- Knife
- Pot
- Food processor or blender
- Plates

Chef’s Notes

- Enjoy this delightful snack.

Recipe adapted from Diana Forley Otsuka on wondertime.org

---

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.

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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.
Food Experience: Pasta with Asparagus and Lemon

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

Directions:
1) Cook the past 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

Materials Needed
- Knife
- Bowl
- Cooking pots
- Plates

Chef's Notes
- Preferably use a string-like pasta or macaroni.

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.
SUGGESTED SCHEDULE
Week 1: Cool as a Cucumber
Week 2: From Seed to Salad
Week 3: Vegetables Count
Optional Activities

BOOKS

*Eating the Alphabet*
by Lois Ehlert

*Up, Down and Around*
by Katherine Ayres

NEWSLETTERS

Family Newsletter, Cucumbers

Educator Newsletter, Cucumbers

Visit http://harvestofthemonth.cdphealth.ca.gov/Pages/Downloads.aspx
This month’s materials...

<table>
<thead>
<tr>
<th>May: Cucumbers</th>
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<tr>
<td><strong>Books</strong></td>
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<tr>
<td><strong>Week 2:</strong> <em>Eating the Alphabet</em> by Lois Ehlert</td>
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<tr>
<td><strong>Week 3:</strong> <em>Up, Down and Around</em> by Katherine Ayres</td>
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<td><strong>Materials</strong></td>
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<td><strong>Week 1: Cool as a Cucumber</strong></td>
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<tr>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
</tr>
<tr>
<td>♦ Cucumber Seeds</td>
</tr>
<tr>
<td>♦ Soil</td>
</tr>
<tr>
<td>♦ Small pot or any container with holes on the bottom (ie: yogurt cups)</td>
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<tr>
<td>♦ Cucumber (optional)</td>
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<td><strong>Week 2: From Seed to Salad</strong></td>
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<td>♦ Food Experience Ingredients</td>
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<td>♦ Observe-Predict-Check Chart</td>
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<td><strong>Week 3: Vegetables Count</strong></td>
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<td>♦ ½ cup measuring cup</td>
</tr>
<tr>
<td>♦ Fresh Fruit and Vegetable Photo Cards</td>
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</tbody>
</table>
Cucumbers

Week 1: Cool as a Cucumber

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

LESSON

1) Create a K-W-L chart to organize the information about cucumber. Draw a table with three columns. Write “Know” as the heading for the left column, “Want to Know” for the middle column and “Learned” for the right column. Explain they will use the chart to keep track of what they’re learning about cucumber.

2) Show the class the cucumber Fresh Fruit and Vegetable Photo Card (or fresh cucumber if available). Ask the following questions about cucumber. As the children share their ideas, write or draw their responses under “Know” on the K-W-L chart.

3) Ask the class—do you know what vegetable this is? It’s called Cucumber. Ask—can you describe it? It’s long, round and green. Tell the class that this month’s Harvest of Month Vegetable is Cucumber. Ask—what questions do we have about cucumber? What do we want to know? (Record their ideas under “W” or “want to know” column.)

4) Ask—how do you think a cucumber grows? It grows on a vine, like a pumpkin or kiwi. 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.

5) Explain the importance of water. All living things must have water to survive. Say—without water, your body would stop working properly. 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.

6) 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. 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? Some examples are apples, kiwis, grapefruit, oranges, tomatoes, and cucumbers.

7) 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. 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. We watered the plants, now it’s time to water our bodies. Let’s drink some water!

8) What have we learned today about cucumbers? Record their answers in the “Learned” column of the K-W-L chart.

LEARNING STANDARDS

Head Start Learning Domains
-Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
-Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 1
-Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3
-Perceptual, Motor, and Physical Development—Fine Motor, P-PMP 3

California Preschool Learning Foundations
-Health—Nutrition, 1.1 Nutrition Knowledge
-Health—Nutrition, 2.1 Nutrition Choices
-Sciences—Life Science, 1.1 Properties and Characteristics of Living Things
-Sciences—Life Science, 2.1 Changes in Living Things
-Sciences—Earth Science, 2.4 Changes in the Earth

Desired Results Developmental Profile
-Approaches to Learning—Self-Regulation: ATL-REG1, 3
-Language and Literacy Development: LLD1, 2, 3, 4, 6
-English Language Development: ELD1, 2
-Cognition—Math & Science: COG1, 3, 5, 10
-Physical Development—Health: PD-HLTH10
-History-Social Science: HSS5

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.

Modified from http://kidshealth.org/kid/stay_healthy/food/water.html

©2018 Occidental College
1) Use the KWL chart from the previous lesson to review what was learned about cucumbers.

2) Then read the book *Up, Down and Around*. 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) Say—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. Write the following sentence frames on the board (see below). Read each sentence. Ask students what words could fit in the blanks. Record their cucumber observations in the blanks. Read each sentence again including their observation. Have the class repeat each sentence together.

- The color of a cucumber is ________ .
- A cucumber has ___________ inside.
- A cucumber feels ____________.

Say—what color is a cucumber? Green, let us say it in a sentence (read the sentence together and fill in the blank with “green.”) During the taste test and after the cucumber is sliced, ask the class to describe the inside using sentence frames. Record their observations.

5) Next, explain that we will taste cucumber today, and 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.

8) Ask—what new things did we learn about cucumber today? Add their responses to the KWL chart.
Lesson

1) Ask the students if they remember the food we talked about last week. Cucumber! Ask students if they remember any of the other fruits and vegetables we learned about throughout the year.

2) In the book *Eating the Alphabet*, turn to the “T” page. Have the children identify the fruits and vegetables 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) Talk about how one serving is about the size of their fist. Show them how to make a fist, and then put it into their open hand so they can see one serving size.

4) Remind students that we need at least 3 servings of vegetables a day to keep us healthy.

5) Using the rainbow of vegetables chart from earlier in the year, review the vegetables they have learned about this year, one by one, showing them one at a time in *Eating the Alphabet*: tomato, peppers, pumpkin, persimmon, kiwi, cabbage, grapefruit, asparagus, cucumber. Ask which one of these would like to eat a serving of?

6) Use the Fresh Fruit and Vegetable Photo cards as a supplement to review the fruits and vegetables they learned this year.

Learning Standards

Head Start Learning Domains
- Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition, P-PMP 5
- Language and Literacy—Language and Communication—Communicating and Speaking, P-LC 5
- Cognition, Scientific Reasoning—Scientific Inquiry, P-SCI 3
- Language and Literacy, Literacy—Print and Alphabet Knowledge, P-LIT 2

California Preschool Learning Foundations
- Health—Nutrition, 2.1 Nutrition Choices
- Language and Literacy—Listening and Speaking, 1.1 Language Use and Conventions
- Language and Literacy—Reading, 1.2 Concepts About Print
- Mathematics—Algebra and Functions, 1.1 Classifications and Patterning
- Sciences—Life Science, 1.1 Properties and Characteristics of Living Things

Desired Results Developmental Profile
- Approaches to Learning—Self-Regulation: ATL-REG1, 7
- Language and Literacy Development: LLD1, 2, 3, 4, 5, 6
- English Language Development: ELD1, 2, 3, 4
- Cognition—Math & Science: COG3, 4, 5
- Physical Development—Health: PD-HLTH10
- History-Social Science: HSS5

Materials
- *Eating the Alphabet* by Lois Ehlert
- ½ measuring cup
- Fresh Fruit and Vegetable Photo Cards

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: Vegetable Count
Food Experience: Sunomono (Sweet Asian Cucumber Salad)

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

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

Nutrition Facts

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</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
□ Bowl

Chef's Notes
- Shred or grate some cucumbers to add texture

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>Cucumbers</th>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
</tbody>
</table>
Extending the Learning Experience
Optional Supplemental Lessons

WEEK 1
Head Start Learning Domains
P-PMP 5, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition, 2.1, Physical Development—Fundamental Movement Skills 3.1
Desired Results Developmental Profile
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

WEEK 2
Head Start Learning Domains
P-PMP 5, P-SCI 1, P-PMP 1
California Preschool Learning Foundations
Health—Nutrition, 2.1, Physical Development—Fundamental Movement Skills 3.1, Sciences—Life Science 1.1
Desired Results Developmental Profile
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
Head Start Learning Domains
P-PMP 5, P-LC 5, P-SCI 1, P-SCI 3, P-PMP 3
California Preschool Learning Foundations
Health—Nutrition 2.1, Sciences—Life Science 1.1, Language and Literacy—Listening and Speaking 1.1, Mathematics—Measurement 1.0
Desired Results Developmental Profile
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 4
Head Start Learning Domains
P-PMP 5, P-PMP 1, P-LIT 2
California Preschool Learning Foundations
Health—Nutrition 2.1, Language and Literacy—Reading 1.2, Physical Development—Fundamental Skills 3.1
Desired Results Developmental Profile
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.

Tutti Fruiti Instant Recess http://toniyancey.com/IRResources.html
Food Experience: Citrus Cucumber Salad

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

### 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.

### Nutrition Facts

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<th>Serving Size</th>
<th>1 cup (234g)</th>
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<tbody>
<tr>
<td>Amount Per Serving</td>
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<tr>
<td>% Daily Value</td>
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</tr>
<tr>
<td></td>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td></td>
<td>Trans Fat 0g</td>
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<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>Sugars 9g</td>
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<tr>
<td></td>
<td>Protein 2g</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Vitamin C 80%</td>
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<tr>
<td></td>
<td>Calcium 6%</td>
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<tr>
<td></td>
<td>Iron 4%</td>
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</table>

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### Materials Needed
- Knife
- Bowl
- Plates

### Chef’s Notes
- Squeeze a citrus fruit to add a different flavor

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

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Amount</th>
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<td>Fruit</td>
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<tr>
<td>Vegetable</td>
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<tr>
<td>Grain/Alternative</td>
<td>1/2 cup</td>
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<tr>
<td>Meat/Alternative</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>Milk</td>
<td>1/2 cup</td>
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</table>

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**Food Experience: Cucumber-Watermelon Agua Fresca**

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

**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)

**Nutrition Facts**

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<thead>
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<table>
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<table>
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</thead>
<tbody>
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<tr>
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<tr>
<td>Vitamin A</td>
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<tr>
<td>Vitamin C</td>
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<td>0 %</td>
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<tr>
<td>Iron</td>
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<td>0 %</td>
</tr>
</tbody>
</table>

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**Directions:**

1) Combine 2 ¼ cups chopped cucumbers, 2 cups of water, 1 cup of ice cubes, ¼ 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

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For more information visit:

FarmToPreschool.org/CA