

Eat Well Play Hard in Child Care Settings



Nutrition Education Curriculum Pre-K through 1st Grade

Thank you for your interest in our Eat Well Play Hard in Child Care Settings Pre-K through 1st Grade Nutrition Education Curriculum.

The curriculum was developed by the New York City Health Department. It is based on the Eat Well Play Hard in Child Care Settings Curriculum developed by the New York State Department of Health's Child and Adult Care Food Program.

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The Eat Well Play Hard in Child Care Settings Program is a U.S. Department of Agriculture Supplemental Nutrition Assistance Program Education project. It is administered through a partnership between the New York City Health Department and the New York State Department of Health.

We hope you find this curriculum informative and easy to use. We welcome your questions and comments. Please feel free to contact us at ewph@health.nyc.gov.

Funding

This curriculum was funded by the U.S. Department of Agriculture's Supplemental Nutrition Assistance Program (SNAP). SNAP provides low-income households with assistance to buy nutritious foods for a better diet. To find out more, visit fns.usda.gov/snap or call 877-472-8411.

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*Indicates recipe adapted from the NYSDOH EWPHCCS Curriculum.

About the Curriculum

Introduction

Welcome to the Eat Well Play Hard in Child Care Settings Nutrition Curriculum. The curriculum provides an introductory lesson, called Trying New Foods, and five modules for pre-K through 1st grade teachers.

Here is a brief overview of the contents:

- Each of the 5 modules contain four lessons and each lesson has 9 sections: Objectives, Supplies, Preparation, Introduction, Steps, Check for Understanding, Academic Integration, Extension Lessons, and Resources.
- The introductory lesson, Tasting New Foods, helps set the stage for the program. Students learn the rules for trying new foods and that trying new foods can be fun. Use this lesson to help students start practicing their skills of trying new foods in the classroom.
- Items provided to teachers in the toolkit will be in a *bold, italic, green* for easy identification.
- A **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart is an option for teachers to complete with the students at the beginning and end of each module.
- Family Pages (in English and Spanish) can be found at the end of Lesson 1 in each module. These are to be sent home with the children for parents and caregivers to read.
- Recipes can be found at the end of Lesson 4 in each module. These are to be sent home with the children for parents and caregivers. The bold steps of each recipe are steps that children can do when making the recipe at home.
- Lesson 4 in each module contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided in this lesson to use as it fits into your classroom curriculum. We encourage you to include as much hands-on food tastings as possible throughout all of the lessons.

Please review additional information within the introduction section prior to starting the first lesson. Included in the next few pages you will find:

1. Cooking in the Classroom Procedures
2. Nutrition Information Backgrounders

Enjoy making fun and exciting new foods with your little “chefs!”

Cooking in the Classroom

General Tasting Guidelines

1. Wash all fruits and vegetables thoroughly, regardless of whether the produce will be served whole, peeled or cooked. Explain to the students that fruits and vegetables should always be washed before they are eaten.
2. Cut foods into bite-sized pieces and put them in individual serving bowls with serving spoons. Be sure to leave some fruits and vegetables whole for the students to see, touch, and smell.
3. If serving low-fat dairy products: 1) check the expiration date for freshness; 2) keep refrigerated until use; and 3) save the packaging so the students can see the source.
4. Always have the students wash their hands with soap before touching food. Sanitize all surfaces prior to the **Fun Food Experience**.
5. Let the students serve themselves samples of the foods. Assume that every student will taste the food, even if a child usually doesn't eat fruits or vegetables. Use positive phrases to encourage tasting new foods.

Cooking Rules

- Sneeze or cough into your elbow, away from food.
- Never lick utensils and put them into community food.
- If you touch your nose, face or hair you need to wash your hands with soap again.
- Knives are for cutting food only.

Food Allergies (fda.gov)

A food allergy is the body's immune system reacting to a food . Within minutes (or in up to 2 hours), it triggers symptoms. When serving food in the classroom to students, watch for symptoms and summon medical help immediately:

- Sneezing, runny nose, coughing, difficult breathing, dizziness, wheezing
- Itchy skin or eyes, rash, hives, swelling of throat, lip, face or tongue
- Nausea, diarrhea, vomiting, gas, pain, cramps

Common Food Allergies

Peanuts
Milk
Eggs
Fish and shellfish
Tree nuts (such as pecans, almonds, cashews, walnuts)
Soybeans
Wheat

Nutrition Backgrounders

Fruits and Vegetables

- Help children learn to love vegetables! Exposing children to a variety of foods early in life helps them to like more foods. However, sometimes new foods (like vegetables) take time. Children don't always take to new foods right away. Offer a small taste first, provide as many tasting opportunities as possible and be patient! Encourage families of your students to cook together, eat together, talk together and make mealtime a family time!
- Eating foods, such as vegetables that are low in calories per cup, instead of some other high calorie food, may be useful to lower overall calorie intake.
- Eating a diet rich in fruits and vegetables as part of a healthy diet may protect against certain types of cancer, reduce the risk for type 2 diabetes and reduce the risk for stroke and other types of heart disease.
- Dark orange and green vegetables provide vitamin A, vitamin C, fiber, potassium and many other nutrients. Foods are the best source of vitamins and minerals. Supplements cannot replace healthy food choices for a balanced diet.
- People who eat more fruits and vegetables as part of a healthy diet are likely to have a reduced risk of chronic disease.
- Eating fruit provides health benefits. Fruits provide nutrients vital for health and maintenance of your body, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.
- Any fruit or vegetable or 100% juice counts as a part of the Fruit or Vegetable Group. You can count fresh, canned, frozen or dried fruits and may be served whole, cut-up, or pureed.
- Lead by example. Eat vegetables, fruits and whole grains with meals or as snacks. Let your students see that you like to munch on raw vegetables.

Low-Fat Dairy

- Low-fat and fat-free dairy products are made from 1% or skim milk. They are a healthier choice for children and adults over the age of two because they are lower in saturated fat and calories, but contain the same amount of protein, vitamins and minerals.
- Dairy foods like milk, yogurt, and cheese are great sources of calcium and vitamin D. Calcium and vitamin D helps keep bones and teeth strong and healthy.

Whole Grains

- Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Examples are bread, pasta, oatmeal, breakfast cereals, tortillas, and grits.
- Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. Refined grains only contain the endosperm.
- Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.
- To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice. It’s important to substitute the whole-grain product for the refined one, rather than adding the whole-grain product.
- Choose foods that name one of the following whole-grain ingredients *first* on the label’s ingredient list: “brown rice”, “bulgur”, “graham flour”, “oatmeal”, “whole-grain corn”, “whole oats”, “whole rye”, “whole wheat” or “wild rice.”
- A food’s color is not an indication of a whole grain. Bread can be brown because of molasses or other added ingredients.
- Read the ingredient list to see if it is a whole grain. Teach older children to read the ingredient list on cereals or snack food packages and choose those with whole grains at the top of the list.

Lean Proteins

- Protein is important for healthy growth in children. It is an important building block of bones and muscles and helps keep the immune system working properly.
- Lean protein can be found in eggs, fish, poultry and meat, beans as well as other food groups like dairy, vegetables and grains.
- There are many sources of lean protein: fish, seafood, chicken, turkey, eggs, nuts and seeds, legumes (dried beans and peas), lean beef, pork, lamb, and low-fat dairy foods (cheese, cottage cheese, yogurt and milk).
- The leanest beef cuts include round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts. The leanest pork choices include pork loin, tenderloin, center loin, and ham.
- Choose extra lean ground beef. The label should say at least “90% lean.” You may be able to find ground beef that is 93% or 95% lean. Buy the leanest you can find. Buy skinless chicken parts, or take off the skin before cooking.

Tasting New Foods

Introduction

Goal

To teach children that even their favorite foods were once new to them. To provide children with skills to respond to new foods.

Note: Use this 30-minute lesson to help students start practicing their skills of trying new foods in the classroom. The **Fun Food Experience** is optional, but highly recommended.

Key Points

- All food was once new to you.
- Eating a variety of foods is an important part of being healthy.
- As we try more foods we begin to like more foods.
- It is important to be polite about accepting and refusing foods.



Objectives



Students will be able to:

- demonstrate how to politely accept and refuse new foods
- name a new food that they'd like to try

Supplies



- *How do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague*
- Recommended **Fun Food Experience** supplies (page 10)
- Copies of *Food Mood Family Page* for each student

Preparation

1. Review the book *How do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague.
2. Recommended **Fun Food Experience** preparation (page 10)

Introduction

- Let the students know that they will be learning about manners and trying new foods today. Make a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart with the students by asking them what they know and what they want to know about manners and trying new foods.
- Tell the students that today they will be learning about and practicing manners by reading a story and trying new foods.
- Ask the students what new foods they have tried at home or school and what new foods they want to try.

*Activity adapted from the NYSDOH CACFP EWPCCS Curriculum.

Steps

1. Ask the students to name their favorite food. Explain to the students that even their favorite food was new to them at one time. Ask the students what they think manners are and ask them to give you examples of good table manners.
2. Read *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague. Review the table manners that were discussed in the story. Review additional table manners such as saying “No, thank you,” when they do not wish to try a food.
3. Discuss the following:
 - Encourage students to use their senses to touch, smell, see, hear and taste the foods before eating them.
 - If they don’t want to try a food they don’t have to, but they should use their manners and say, “No, thank you.” If they do try a food and don’t like it, they should remove the food from their mouth and put it into their napkin without making bad comments or gestures.
 - Everyone has different favorite foods, so not everyone will like all of the new foods tried in class. It is okay if they love the foods and it is okay if they don’t like them, even if their neighbor feels differently.
 - They should always try new foods because they will never know what food might be their next favorite.
4. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See page 10 for ideas.
5. Emphasize that eating a variety of foods helps keep them healthy. Ask the students what they have learned about manners and trying new foods. Complete the **KWL** chart.
6. Have students take home a *Food Mood Family Page*.
7. Review the *Food Mood Snack Time Card* during snack time.

Check for Understanding

- Name two table manners. (*saying “No, thank you”, “Please”*)
- Ask the students what new foods they might also try at home this week.

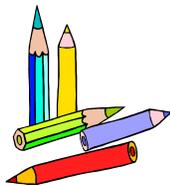
Fun Food Experience

See important information for *cooking in the classroom* on page 4.

	Basic Tasting: Crackers*	Chef Level One: Apples*	Chef Level Two: Berries
Supplies			
Samples of two different types of crackers (different shapes, textures, flavors), two types of apples (such as red and green), or two types of berries (such as strawberries and blueberries).	✓	✓	✓
Paper plate or cutting board and knife (for teacher)		✓	✓
Serving bowls and serving spoons or child-sized tongs		✓	✓
Paper plates and napkins (for each student), plastic gloves (for teacher)	✓	✓	✓
Plastic knives for cutting (for each student)			✓
Steps			
Rinse apples and cut into slices or bite-sized pieces. Leave some food whole for students to see, touch, and smell.		✓	
Rinse strawberries and blueberries.			✓
Place foods in individual serving bowls with serving spoons or child-sized tongs.	✓	✓	✓
Procedure			
Explain to students that fruits and vegetables should always be washed before they are eaten. Have the students wash their hands with soap. Remind them that they should always wash their hands before eating or cooking.	✓	✓	✓
Pass out (or have student helpers pass out) plates, napkins, and plastic knives if using.	✓	✓	✓
Pass around whole foods for the students to smell, touch, and see.		✓	✓
Let students serve themselves samples of the foods. Discuss colors, shapes, and sizes.	✓	✓	✓
Allow students to cut the strawberry with the plastic knife. Have them count the number of pieces.			✓
Taste the foods one at a time as a class. Discuss what each food tastes like. Discuss which food they like best.	✓	✓	✓

*Activity adapted from the NVSDOH CACFP EWMHCCS Curriculum.

Academic Integration



English Language and Arts

- Have the students describe how each food looks and tastes. Draw or write the words up on the board. (Pre-K–1st grade)
- Have the students make an All About Book describing table manners. (K–1st grade)
- Read with the students *Green Eggs and Ham* by Dr. Seuss or *Please Say Please* by Margery Cuyler. Write vocabulary words on the board. (Pre-K–1st grade)



Math

- Make a graph of how many students liked each food best. (Pre-K–1st grade)

Extension Lessons

- Have the students make chef's hats or paper aprons. Decorate with pictures of healthy food that they'd like to try. Have them wear the hats or aprons for the Eat Well Play Hard lessons.
- Have students draw or make a collage of their favorite foods.
- Integrate a K-3 Move-To-Improve fitness break, such as True or False. Use different fruit and/or vegetable descriptions for True or False ideas. Use "Please" and "No Thank You" for fruits and vegetables they currently like to eat.

Resources

- *Please Say Please* by Margery Cuyler (Scholastic, 2004)
- *Berenstain Bears Forget Their Manners* by Stan and Jan Berenstain (Random House for Young Readers, 1985)
- *We Like to Eat Well* by Elyse April (Hohm Press, 2007)
- *Green Eggs and Ham* by Dr. Seuss (Random House for Young Readers, 1960)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm)



10 Tips For Offering New Foods

1. Let your child help plan and prepare family meals.
2. Plan meals that contain foods your child likes along with a new food.
3. Offer a new food when your child is rested and in a good mood.
4. Make mealtime fun and relaxed.
5. Set a good example by eating all foods yourself.
6. Let your child serve their own plate.
7. Let your child decide whether or not to taste a new food.
8. Be patient. You may need to offer a new food ten times before your child decides to try it.
9. Serve foods in new ways so your child will want to try them.
10. Children do best when they feel in control of their eating.

Today at school your child was offered some new foods to taste. Offer your child healthy foods for meals and snacks. Have your child come to the table, but then let your child decide which and how much food to eat. Children are more willing to try a new food when they help make it and see others enjoying it. You may wish to try the recipe below for a healthy new main dish.

Lentil Spaghetti Sauce

Yield: 6 cups

Serves: 8 adults

Ingredients:

- 2 cups water
- 1 cup uncooked lentils
- 1 cup chopped medium onion
- 1 28-ounce can of crushed tomatoes
- 1 8-ounce can of tomato sauce
- 1 clove garlic, minced
- 1/2 teaspoon oregano, optional
- 1 4 1/2-ounce can mushrooms, optional.



Steps:

1. **Rinse the lentils in water. Drain in a strainer over a bowl, and pick out any stones.**
2. **In a saucepot add onions and rinsed lentils to water.**
3. Bring to a boil; reduce heat to low and simmer.
4. Cook until tender, about 30-45 minutes (the water will be almost gone). Stir.
5. Add remaining ingredients and simmer for 20-30 minutes.
6. Serve over cooked spaghetti.
7. **Enjoy.**

Have your child help you do the bold steps.

I Tried It!



My New Food	Tasting Stars
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Directions: Post this "I Tried It" chart on the refrigerator. Write the name of each new food your child tries in the first column of the chart. Help your child put a star sticker (or draw a star) in the second column each time he or she tries that food.

Adapted from Nibbles for Health.

PÁGINAS PARA LOS PADRES

Abrir el Apetito

10 consejos para introducir alimentos nuevos

1. Incluya a su hijo en la planificación y preparación de las comidas.
2. Planifique comidas que contengan alimentos que le gustan a su hijo junto con el nuevo alimento.
3. Preséntele a su hijo alimentos nuevos cuando éste haya descansado y esté de buen humor.
4. Haga que la hora de la comida sea divertida y relajada.
5. Dé buen ejemplo comiendo de todo.
6. Permita que su hijo se sirva su plato solo.
7. Deje que su hijo decida si quiere o no probar el nuevo alimento.
8. Tenga paciencia. Es posible que tenga que ofrecer un nuevo alimento diez veces antes de que su hijo decida probarlo.
9. Sirva los alimentos en modos novedosos para que su hijo quiera probarlos.
10. Los niños están más dispuestos a probar un alimento nuevo cuando sienten que ellos mismos controlan lo que comen.

Hoy en la escuela su hijo tuvo la oportunidad de probar nuevos alimentos. Ofrézcale a su hijo alimentos saludables en las comidas y los bocadillos. Llame a su hijo a la mesa pero deje que sea éste quien escoja lo que va a comer y qué cantidad. Los niños están más dispuestos a probar un alimento nuevo si ellos ayudaron a prepararlo y si ven que otras personas disfrutan comiéndolo. Usted puede probar la receta que sigue como nuevo plato principal.

Salsa de lentejas y espagueti

Rendimiento: 6 tazas

Porciones: 8

Ingredientes

- 2 tazas de agua
- 1 taza de lentejas crudas
- 1 cebolla mediana picada
- 1 lata de puré de tomates de 28 onzas
- 1 lata de salsa de tomates de 8 onzas
- 1 diente de ajo, machacado
- 1/2 cucharadita de orégano, opcional
- 1 lata de hongos de 4 1/2 onzas, opcional.



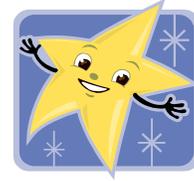
Pasos

1. **Lave las lentejas en agua. Escúrralas en un colador sobre un tazón y quite las piedrecillas.**
2. **En una cacerola, añada las cebollas y las lentejas escurridas al agua.**
3. Deje que hierva; baje el fuego al mínimo y cocine a fuego lento.
4. Cocine hasta que estén tiernas; alrededor de 30 a 45 minutos (el agua se habrá absorbido casi por completo). Revuelva.
5. Añada el resto de los ingredientes y cocine a fuego lento durante 20 a 30 minutos.
6. Sirva sobre espaguetis cocidos.
7. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

Adaptado de Just Say Yes to Fruits and Vegetables Cookbook y reimpresso con autorización.

¡Lo probé!



Mi nuevo alimento

Gana estrellas por

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Instrucciones: Pegue esta tabla de "Lo Probé" en la puerta del refrigerador. Escriba en la primera columna de la tabla los nombres de cada alimento nuevo que pruebe su hijo. Ayude a su hijo a poner una estrella adhesiva (o dibuje una estrella) en la segunda columna cada vez que pruebe ese alimento.

Adaptado de Nibbles for Health.

El USDA es un proveedor y empleador que ofrece igualdad de oportunidades. Este material fue financiado por el Programa de estampillas para alimentos del USDA. El Programa de estampillas para alimentos provee asistencia en nutrición a personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para tener una dieta mejor. Para informarse mejor, llame al 1-800-342-3009.

Flavorful Fruit

Goal

To increase knowledge and awareness of the importance of eating more fruits, especially colorful ones, every day.

Key Points

- Fruit provides pep and energy for work and play and helps children grow a healthy body.
- Fruit comes in many colors, shapes and sizes.
- Eating a variety of colorful fruit is healthy.
- Fruit tastes good.
- Plants grow from seeds.
- Plants have 6 parts: roots, stems, flowers, leaves, fruits and seeds.
- Fruits are *always* the fruit of the plant.
- Many fruits are grown in New York.

Lessons (45 minutes)

*Note: Lesson 4 contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided. Food tastings are optional, but highly recommended for all of the lessons.*

1. Eating the Alphabet from A to Z
2. Where do Fruits Grow?
3. Building a Fruit Rainbow
4. Garden Mural and Food Fun*

*Activity adapted from the NYSDOH CACFP EWPCCS Curriculum.

Lesson 1

Eating the Alphabet from A to Z

Objectives



Students will be able to:

- name three colorful fruits
- state why they should eat fruit every day
- name one new fruit they are willing to try

Supplies



Toolkit

- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- *Fruit Picture Cards*
- Copies of *Flavorful Fruit Family Page* for each student

Additional Supplies

- Recommended **Fun Food Experience** supplies (page 36)

Preparation

1. Review the book *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert.
2. Recommended **Fun Food Experience** preparation (page 36)

Introduction

- Let the class know that they'll be learning about fruit.

- Show the *Fruit Picture Cards*. Ask the class to name each fruit and discuss some they may have tried.
- Begin a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart with the students by asking them what they know and what they want to know about fruit. Note: Please complete the **L**earned portion of the **KWL** chart at the end of the module, after Lesson 4.
- Tell the students they're going to learn the names and colors of a variety of fruit (and vegetables). They will also learn the first letter in the name of each fruit (and vegetable).

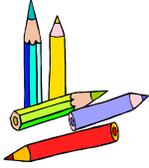
Steps

1. Read *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert to the class.
2. Point out the name, color and first letter of the fruit (and vegetables) in the book. Explain that eating many colorful fruits each day is healthy.
3. Explain that fruit provides pep and energy for work and play, helps us grow a healthy body and tastes good. Talk about the size and shape of each fruit.
4. Ask the class to name a fruit mentioned in the book that they've eaten. Ask them to describe what the fruit tasted like (sweet, sour, tangy) and which fruit would they like to try in the future.
5. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See Flavorful Fruit Module, Lesson 4, page 36.
6. Have students take home a *Flavorful Fruit Family Page*.
7. Review the *Flavorful Fruit Snack Time Card* during snack time.

Check for Understanding

- Name three colorful fruits.
- Name one reason we eat fruit every day (*tastes good, gives us pep and energy to work and play*).
- Name one fruit described today that you want to try.

Academic Integration



English Language and Arts

- Have the class name a fruit that starts with the same letter as their first name, the name of their school or the color of their shirt. (Pre-K–1st grade)
- Make a class ABC Fruit Book. (Pre-K–1st grade)
- Have the students spell the names of the fruits from the book. (1st grade)



Math

- Graph the favorite fruits discussed in the book. (Pre-K–1st grade)



Science

- Have students mix primary colors to create still-life paintings of the different fruit they have observed. (Pre-K–1st grade)

Extension Lessons

- Choose a fruit and ask the class to name an animal that starts with the same letter (for example: banana and bear) and perform the movement of the animal. Explain that eating fruit gives them energy to learn, play and move.
- Read *Blueberries for Sal* by Robert McCloskey. Discuss the difference between fresh, frozen and canned fruit. Explain that they all make a valuable contribution to the diet and they are all delicious!
- Plant fruit seeds (such as watermelon) in class. Keep a plant journal for class discussion.
- Make apple print pictures or use other fruit to make art prints.
- Go on a field trip to your local Green Cart. Have students bring a *Fruit Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of fruits at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Breakfast 2.

Resources

- *Fruits* by Robin Nelson (Lerner Publications Company, 2003)
- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media, 1995)
- *Apples* by Gail Gibbons (Holiday House, 2000)
- *I Am an Apple* by Jean Marzollo (Scholastic, 1997)
- Eat Well Play Hard in Child Care Settings Curriculum
Child and Adult Care Food Program, New York State Health Department
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 2

Where do Fruits Grow?

Objectives



Students will be able to:

- Name three different ways that fruit grows.
- State why they should eat fruit every day.
- Understand that fruits **always** come from the fruit of the plant.

Supplies



Toolkit

- *Farm Picture*
- *Types of Plant Picture Cards (vine, shrub, tree)*
- *Fruit Picture Cards*
- *Magnifying glass* (for each child)

Additional Supplies

- *Optional Seed Exploration Activity*: Fruits for seed exploration such as strawberries, melons, apples, bananas or peaches; paper plates; and sharp knife for teacher
- Recommended **Fun Food Experience** supplies (page 36)

Preparation

1. Review *Fruit Picture Cards* and *Types of Plant Picture Cards*.
2. Recommended **Fun Food Experience** supplies (page 36)

Introduction

- Let the students know that they will be learning about where fruits grow.
- Tell the students that fruit provides pep and energy for work and play and helps them grow a healthy body. Fruits are sweet and delicious and come in a lot of colors! Ask them to name some of their favorite fruits.

Steps

1. Ask the class if they know where fruits grow.
 - Describe that fruits are grown from plants in a garden or on a farm.
 - Show *Farm Picture*. Explain that plants start with a seed and need water (rain), sun and soil with nutrients to grow.
 - Explain that some fruit plants grow well in New York while others need a warmer climate such as California.
2. Explain that all fruit comes from different types of plants.
 - Hold up *Types of Plants Picture Cards* and discuss that some fruit grows on trees (apples, pears, peaches), some on bushes (blueberries, raspberries) and some on vines (grapes, melons, strawberries).
 - Discuss where fruits grow using the chart below.

Where Fruits Grow

On Bushes

Blueberries
Raspberries
Blackberries

On Trees

Apples
Pears
Limes
Lemons
Mangos
Bananas
Peaches
Cherries
Plums

On Vines

Grapes
Melons
Strawberries

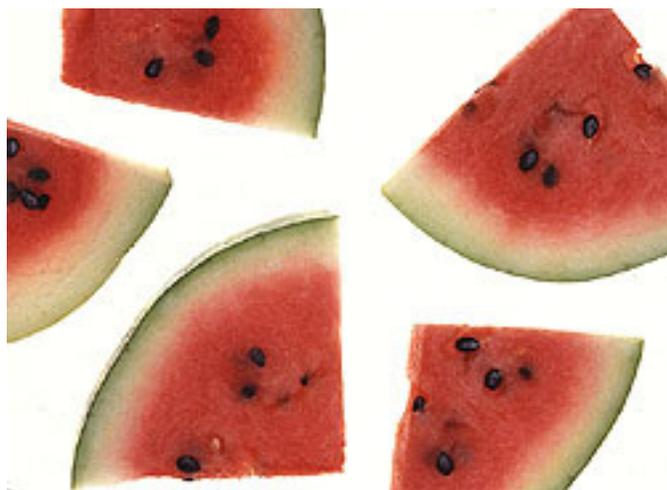
3. Show *Fruit Picture Cards*. Point out where the fruit in each picture grows (above ground, below ground, bush, tree, vine). Explain that all plants have different parts to help them grow. The fruit of the plant protects the seeds. The fruit we eat is **always** the fruit of the plant.
4. Give each student a *magnifying glass*. Pass around *Fruit Picture Cards* that depict seeds

for each of the students to examine.

- *Optional Seed Exploration Activity:* Use cut open real fruit to show the seeds. Place a portion of opened fruit with seeds on a plate and pass around for each of the students to touch and examine with the *magnifying glass*.
5. *Recommended Fruit Tasting:* Provide a **Fun Food Experience**. See Flavorful Fruit Module, Lesson 4, page 36.
 6. Review the *Flavorful Fruit Snack Time Card* during snack time.

Check for Understanding

- State why you should eat colorful fruit every day (*provides pep and energy for work and play, helps them grow healthy, tastes good*).
- Name three ways that fruit grows (*on a tree, bush, or vine*).
- Name on which part of the plant fruit grows (*fruit*).



Academic Integration



English Language and Arts

- Have class work in groups to make informational posters about fruits (such as the life cycle of a fruit or diagram of a fruit plant). Display the posters for future reference. (Pre-K–1st grade)
- Ask the class to describe a few fruits. Write on the board a list of all the adjectives used to describe fruits. (Pre-K–1st grade)
- Make a class All About Fruit Book in which each child draws a picture and contributes a fact about fruit (Pre-K–K) or ask the students to make an individual All About Fruit Book on their favorite fruit. (1st grade)
- Ask students to make a sentence using different fruits. (1st grade)



Math

- Count and graph the fruits that grow on trees, bushes and vines. (Pre-K–1st grade)
- Discuss that sometimes we eat the seeds and sometimes we don't eat the seeds in fruits. Ask students to name fruits that have seeds we eat (*kiwis, strawberries, bananas, blueberries*) and fruits that have seeds we don't eat (*watermelons, apples, peaches, plums*). Make a chart describing fruits that have seeds we eat and fruits that have seeds we don't eat. (Pre-K–1st grade)
- Count the number of seeds found in each fruit. (Pre-K–1st grade)
- Have students sort fruits into different categories by color, size, taste and texture. Ask students to explain the attributes in each category. (Pre-K–1st grade)



Science

- Plant the seeds from the observed fruit and keep a class or individual journal of the life cycle. (Pre-K–1st grade)
- Have the students draw a diagram of a plant and label the plant parts. (Pre-K–1st grade)



Social Studies

- Show the students where New York and California are located on a U.S. map. Place pictures of fruits from each state on the map. Discuss the different climates. Add states such as Florida and Maine. Use the information below to help you. (1st grade)

Fruits that Grow in New York

Apples
Blackberries
Blueberries
Cantaloupes
Cherries
Grapes
Peaches
Pears
Plums
Raspberries
Strawberries
Watermelons

Fruits that Grow Outside of New York

California and Florida

Oranges
Lemons
Limes
Tangerines
Grapefruits

Hawaii

Pineapples
Bananas
Mangoes
Papayas

Extension Lessons

- Use play dough to make fruit models.
- Take a class trip to a farmers' market or pick your own fruit farm.
- Go on a field trip to your local Green Cart. Have students bring a *Fruit Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of fruits at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Exhale and Explore. Discuss the various geography where different fruits grow best.

Resources

- *Fruits* by Robin Nelson (Lerner Publications Company, 2003)
- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media, 1995)
- *Apples* by Gail Gibbons (Holiday House, 2000)
- *I Am an Apple* by Jean Marzollo (Scholastic, 1997)
- *Up, Down, and Around* by Katherine Ayres (Candlewick Press, 2008)
- *Plants on My Plate* by National Geographic (Rigby Educational Publishers, 2003)
- Eat Well Play Hard in Child Care Settings Curriculum
Child and Adult Care Food Program, New York State Health Department
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 3

Building a Fruit Rainbow

Objectives



Students will be able to:

- name three colorful fruits
- state why they should eat colorful fruits every day
- name one new fruit they are willing to try

Supplies



Toolkit

- *Picture of a Rainbow*
- *Fruit Picture Cards*

Additional Supplies

- *Optional Rainbow Activity*: Fruit Cut Outs (page 32), Rainbow Outline (page 33), markers or crayons, scissors and glue
- Recommended **Fun Food Experience** supplies (page 36)

Preparation

1. Draw an outline of a rainbow with black markers on chart paper.
2. *Optional Rainbow Activity*: Photocopy Fruit Cut Outs and Rainbow Outline for each student to have a copy.
3. Recommended **Fun Food Experience** preparation (page 36).

Introduction

- Tell the class they'll be discussing all of the colors of fruits and building a fruit rainbow as a class. Ask the students to name some different fruits that they enjoy.

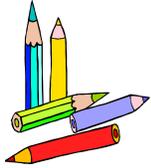
Steps

1. Explain to the class that fruits come in many different colors and that it's important to eat a variety of colors to grow a healthy body.
2. Show the students your outline of a rainbow on the chart paper.
 - Ask them to describe a rainbow: the shape of a rainbow, the colors and when we see a rainbow.
 - Explain that we can see rainbows in the sky after it rains and the sun comes out. Show a *Picture of a Rainbow* if students need help.
 - Mark the colors of the rainbow on your outline.
3. Provide a *Fruit Picture Card* and ask the students to match the fruits to each color on your rainbow. Build the rainbow together, talking about the different colors of the fruits. Remind students that it is important to try to eat different colors of fruits each day.
4. *Optional Rainbow Activity*: Provide each student with Fruit Cut Outs (page 32), a Rainbow Outline (page 33), markers or crayons, scissors and glue. Ask students to color the fruits, cut them out and glue them on to the rainbow
5. *Recommended Fruit Tasting*: Provide a **Fun Food Experience**. See Flavorful Fruit Module, Lesson 4, page 36.
6. Review the *Flavorful Fruit Snack Time Card* during snack time.

Check for Understanding

- Name a different fruit for each color of the rainbow (*red/strawberries, orange/oranges, yellow/bananas, green/apples, blue/blueberries/ purple/grapes*).
- State why you should eat colorful fruit every day (*provides pep and energy for work and play, helps students grow a healthy body, tastes good*).
- Name a fruit described today that you want to try.

Academic Integration



English Language and Arts

- Make a class Fruit Book or poster about colors. Allow students to draw or cut and glue pictures of a fruit and match it to the word. (Pre-K and K)
- Make a class ABC Book about fruit. (Pre-K and K)
- Spell the colors of the different fruits. (1st grade)



Math

- Count the colors that the students can name in the rainbow. (Pre-K–K)
- Have the students name fruits that are the same shape as a sun and rainbow. (Pre-K–K)
- Graph how many students liked each fruit best or graph by different attributes. (Pre-K–1st grade)
- Use a Venn diagram to compare and contrast various fruits by attributes. (1st grade)



Science

- Ask the students to use their five senses to explore and describe the fruits. (Pre-K–1st grade)



Art

- Make a giant mural of fruits (by having students cut pictures out of magazines or paint them) in a rainbow. Decorate the school lunchroom with the mural. (Pre-K–1st grade)

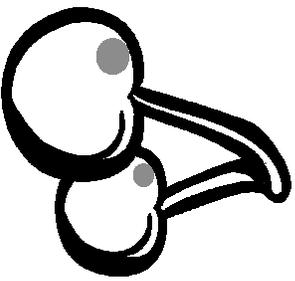
Extension Lessons

- Have the students count the different colors of fruit they have at home.
- Go on a field trip to your local Green Cart. Have students bring a *Fruit Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of fruits at the Green Cart. For more information, visit nyc.gov/greencarts.
- Set up a fruit cart as part of the Pretend Play center.
- Integrate a K-3 Move-To-Improve fitness break, such as Spot Sharing. Extend the activity by having the students share different fruits that are the same color as their spot.

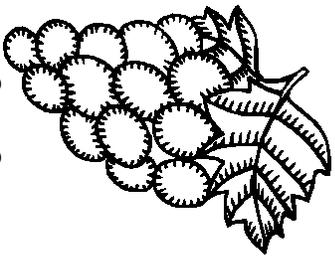
Resources

- *Growing Colors* by Bruce McMillan (HarperCollins Publishers, 1994)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm

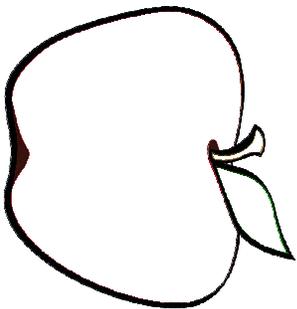




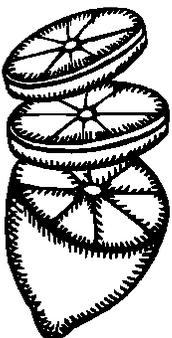
Cherries



Green Grapes



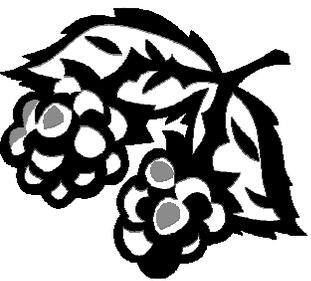
Red Apple



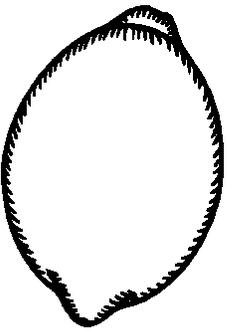
Lime



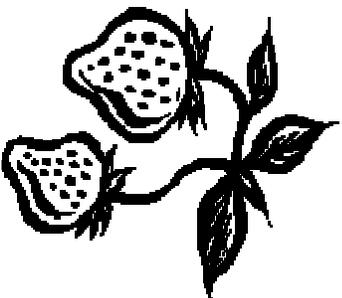
Plums



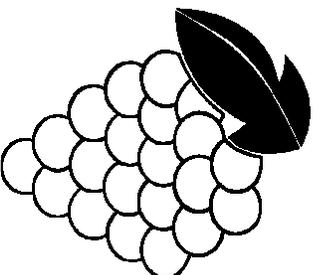
Blackberries



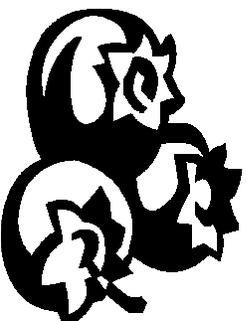
Lemon



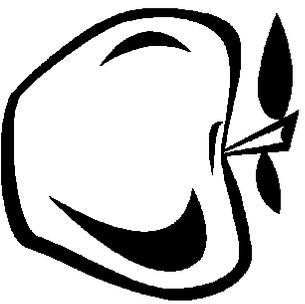
Strawberries



Purple Grapes



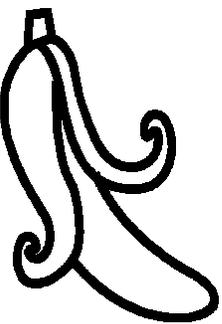
Blueberries



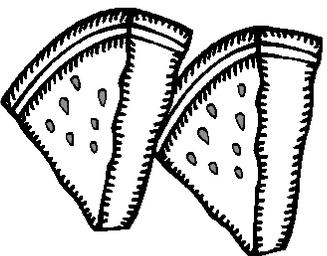
Green Apple



Oranges



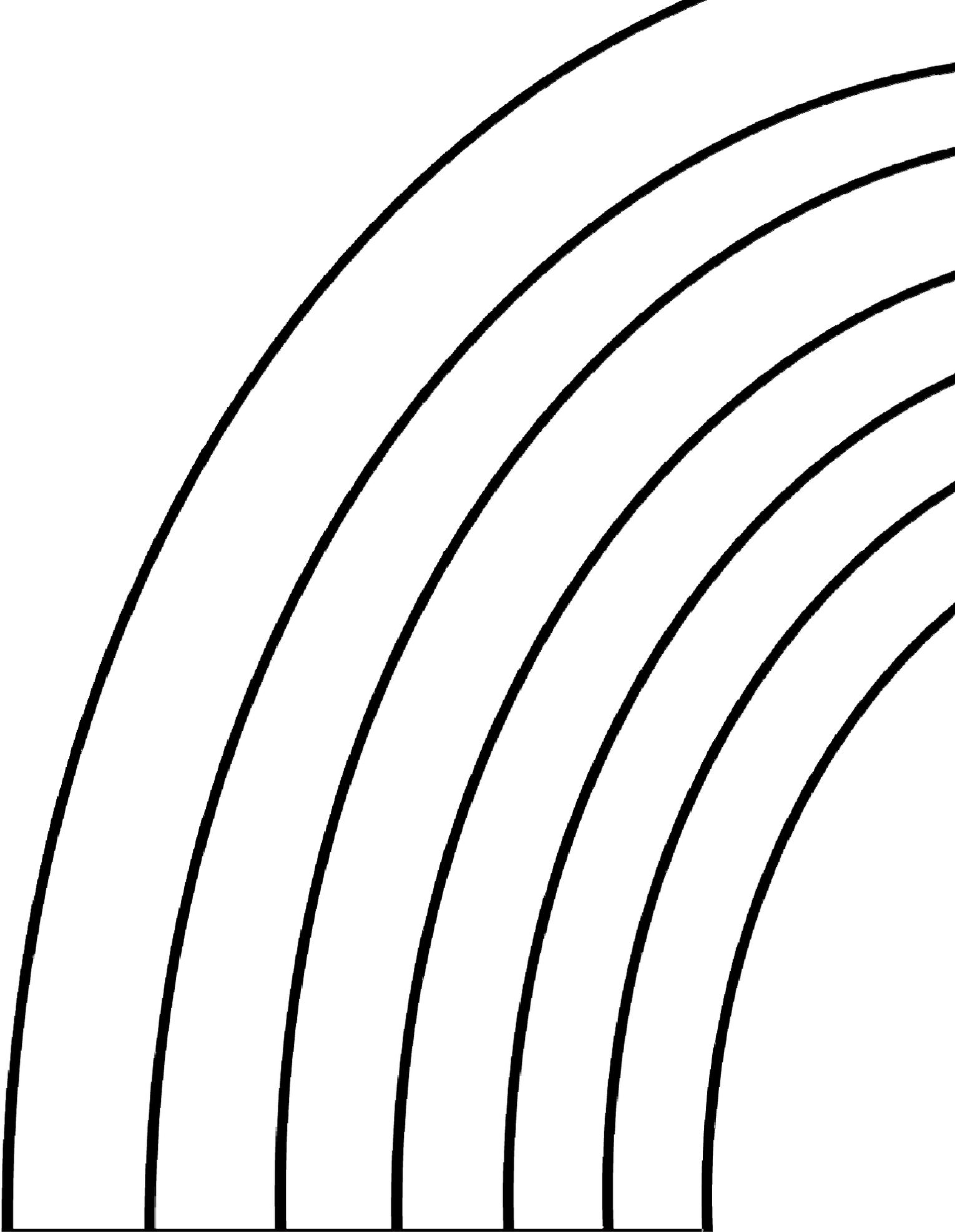
Banana



Watermelon



Peaches



Lesson 4

Garden Mural and Food Fun

Objectives



Students will be able to:

- name three ways that fruit grows
- state why they should eat colorful fruits every day
- name one fruit they'd like to try
- cut a variety of fruit
- make a fruit snack, with support from caregivers, at home

Supplies



Toolkit

- *Fruit Picture Cards*
- *Types of Plant picture Cards* (vine, shrub, tree)

Additional Supplies

- Long roll of paper or large chart paper
- Paper for drawing
- Markers or crayons
- Glue and tape
- Child scissors
- Supplies for **Fun Food Experience** (page 36)

Preparation

1. Prepare the background for your indoor garden mural. Use example on page 40 for help.
 - Draw two lines across the length of the paper, one to represent the top of the “underground” part of your garden and one to represent the horizon.

- Add a few trees and shrubs. Color various parts of the mural (brown for underground and blue for sky).
- Have students help with as much or as little of this project, depending upon the age level of your classroom.

2. Preparation for **Fun Food Experience** (page 36).

Introduction

- Let the students know that they'll be making a fruit garden mural.
- Remind the students that all fruit has seeds and all fruit is the fruit of a plant. Remind them that all fruit comes from different types of plants. Hold up *Types of Plants Picture Cards* and review that some fruit grows on trees, some on bushes and some on vines.

Steps

1. Display the *Fruit Picture Cards* and ask from what type of plant the fruit grows.
2. Explain that eating colorful fruit every day provides pep and energy for work and play, helps them grow a healthy body, and tastes good.
3. Ask students to draw and cut out their favorite fruit or a fruit that they would like to try and place their picture on the type of plant their fruit comes from on the Garden Mural.
4. Tell students that the mural will stay up in the classroom and that next month they'll be discussing vegetables and add to the mural.
5. Provide a **Fun Food Experience**. See page 36.
6. Ask the students what they have learned about fruit. Complete the **KWL** chart.
7. Review the *Flavorful Fruit Snack Time Card* during snack time.

Check for Understanding

- Name three different ways that fruit grows (*tree, bush, vine*).
- State why we should eat colorful fruits every day.
- Name one fruit that you would like to try at home with your family.

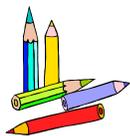
Fun Food Experience

See important information for **cooking in the classroom** on page 4.

	Basic Fruit Tasting	Chef Level One: Fruit Salad*	Chef Level Two: Fruit Kabobs*
Supplies			
Samples of fruits - If possible, choose fruits that have been discussed throughout the module. Good choices are: bananas, strawberries, grapes, and drained canned pineapple.	✓	✓	✓
Cutting board, knife, and plastic gloves (for teacher)	✓	✓	✓
Serving bowls and serving spoons or child-sized tongs	✓	✓	✓
Paper plates and napkins, plastic knives, spoons or forks (one per student)	✓	✓	✓
Ingredients and supplies for Fruit Salad (page 45)		✓	
Wooden coffee stirrers or chopsticks			✓
Copies of the Fruit Salad recipe (page 45) to send home to parents/guardians		✓	
Preparation			
Write on chart paper or a board the steps you would like the students to take.		✓	✓
Wash all fruits thoroughly. Cut fruit into bite-sized pieces and put them and any fruit that doesn't need to be cut in individual serving bowls with serving spoons or child-sized tongs. Suggested: leave soft fruit for students to cut on their own. Cut bananas into quarters so that each student has a smaller piece to cut. Leave some fruit whole for students to see, touch, and smell.	✓	✓	✓
Steps			
Explain to students that fruit should always be washed before it is eaten. Have the students wash their hands with soap. Remind them that they should always wash their hands before eating or cooking. Review cooking rules.	✓	✓	✓
Pass out (or have student helpers pass out) plates, napkins, plastic knives, and forks or spoons if using. Pass around whole fruits for the students to smell, touch, and see. Discuss colors, shapes, and sizes.	✓	✓	✓
Review all steps of the recipe. Demonstrate how to cut any fruit that the students will be cutting.		✓	✓
Let students serve themselves samples of fruits. Let them cut any easy to cut or soft fruit.	✓	✓	✓
Demonstrate making a fruit kabob by placing pieces of fruit on a wooden coffee stirrer or chopstick. Pass out stirrers or chopsticks. Ask the students to make their own fruit kabob for a snack.			✓
Taste the fruits all together. Discuss what the fruits taste like.	✓	✓	✓
Provide students with a copy of the Fruit Salad recipe to take home, page 45. Remind students to tell their families about the steps they took in class.		✓	

*Activity adapted from the NYSDOH CACFP EWP/HCCS Curriculum.

Academic Integration



English Language and Arts

- Have students write their own fruit salad recipe with pictures (Pre-K–K) or with words. (1st grade)
- Have students create a shopping list for their salad with pictures (Pre-K–K) or words. (1st grade)
- Write the names of the fruits and adjectives. (1st grade)



Math

- Count the pieces while cutting the fruit. (Pre-K–1st grade)
- Discuss the shapes made when cutting different types of fruit. (K and 1st grade can identify the 3D shapes of the fruit.)



Science

- Chart the different parts of fruits that are edible and non-edible. Have students come up with ideas for what to do with parts they can't eat, such as put in the garbage, compost or plant the seeds. (Pre-K–1st grade)

Extension Lessons

- Conduct an apple tasting by having the students try 3 different kinds of apples. Discuss the names, colors and where the apples were grown. Graph how many students liked each apple best.
- Have the class make a multicultural fruit recipe at home to bring in to share with the class or have students just bring in a recipe to share with the class.
- Start a worm bin in your classroom. Discuss composting and compost leftovers (go to lesecologycenter.org for information on composting classes and to purchase worms and worm bins).
- Go on a field trip to your local Green Cart. Have students bring a **Fruit Picture Card** and look for it at the Green Cart. Use the **Picture Cards** to make a chart of fruits at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Mealtime Movers.

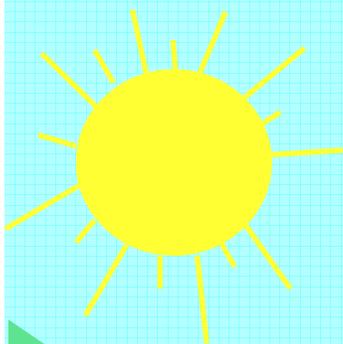
Resources

- *DK Children's Cookbook* by Katherine Ibbs, pp. 12-13, 82 (DK Publishing, 2004)
- *Emeril's There's a Chef in My Soup! Recipes for the Kid in Everyone*, by Emeril Lagasse, pp. 62-63 (HarperCollins, 2005)
- *Emeril's, There's a Chef in My World! Recipes That Take You Places* by Emeril Lagasse, pp. 40-41 (HarperCollins, 2006)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS, RD/LDN, pp. 42, 49, 59, 77, 130, 149, 150 208 (Adams Media, 2010)
- *Kids Cook 1-2-3*, Rozanne Gold, Illustrated by Sara Pinto, pp. 78 (Bloomsbury USA Children Books, 2006)
- *Mommy and Me Cookbook* by Annabel Karmel, pp. 24, 42-45 (DK Children 2005)
- *Someone's in the Kitchen with Mommy—100 Easy Recipes and Fun Craft for Parents and Kids* by Elaine Magee, MPH, RD, pp. 2, 14, 46-47, 101 (McGraw-Hill, 1997)
- *The Good Housekeeping Illustrated Children's Cookbook* by Marianne Zanzarella, photographs by Tom Eckerle, pp. 38, 40, 41, 96-97, 99, 128 (Hearst, 2002)
- *Real Food for Healthy Kids*, by Tracey Seaman and Tanya Wenman Steel, pp.74, 228, 229, 267 (William Morrow Cookbooks, 2008)

- *Williams-Sonoma The Kid's Cookbook: A great book for kids who love to cook* by Abigail Dodge, pp. 25, 42, 54, 63, 106 (Williams-Sonoma Lifestyles, 2002)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm

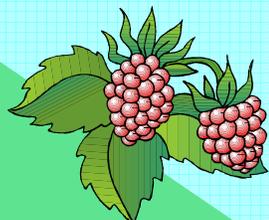


Where Do Fruits and Vegetables Grow?



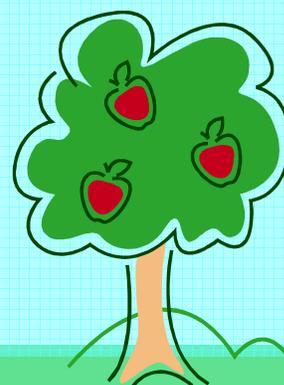
On Bushes:

- Fruits**
 Blueberries
 Raspberries
 Blackberries



On Trees:

- Fruits**
 Apples Peaches
 Pears Cherries
 Limes Plums
 Lemons Avocados
 Mangoes
 Bananas



On Vines:

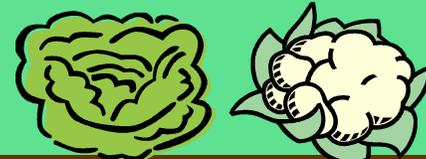
- | Fruits | Vegetables |
|---------------|-------------------|
| Grapes | Cucumbers |
| Melons | Tomatoes |
| Strawberries | Zucchini |
| | Summer Squash |



On the Ground:

- Vegetables**
- | | | |
|-------------|-------------|-------------|
| Beet Greens | Collards | Asparagus |
| Lettuce | Cauliflower | Cabbage |
| Spinach | Broccoli | Carrot Tops |
| Swiss Chard | Kale | |

- Pumpkins
 Peppers
 Eggplant
 Beans



Underground:

- | Vegetables | Parsnips | Beets |
|-------------------|----------|-------|
| Carrots | Onions | |
| Turnips | Potatoes | |

FAMILY PAGES

Flavorful Fruit

8 Ways To Enjoy Fruit

1. Peel an orange, pull it apart and dip slices in low-fat vanilla yogurt.
2. Visit an apple farm, and pick some apples to bring home and enjoy.
3. Let your child cut soft fruits like berries, peaches and bananas with a butter knife to make fruit salad.
4. Cut bananas in slices, dip in orange juice, and roll in chopped nuts.
5. Let your child place bite-size pieces of soft fruit on a popsicle stick to make a fun snack.
6. Roll an orange, cut it in half, squeeze and drink the fresh juice.
7. Spread peanut butter on an apple slice.
8. Use this recipe to make homemade applesauce.

Today at school your child learned why it is important to eat colorful fruits each day. Fruit provides vitamins and fiber and is low in fat and salt. Fresh fruits are tasty fast foods. Choose fresh, frozen or canned fruit to get the best deal for your money. You should try to eat 2 cups and your child 1 to 1 1/2 cups of fruit each day.

Homemade Applesauce

Yield: 4 cups

Serves: 8 adults

Ingredients:

5 medium apples (one and a half pounds)
1/2 teaspoon cinnamon
1/2 cup water
brown sugar (optional).



Steps:

1. **Wash the apples.**
2. *Peel, core, and quarter the apples.
3. **Cut the apples into small sections (children may do this using a butter knife).**
4. **In a medium pot, combine the apples, cinnamon and water.**
5. Cover pot, and cook apples over medium heat until they come to a boil. Then simmer over low heat until the apples test tender when you stick them with a fork, about 20-30 minutes. Stir the apples a few times; adding more water if they cook dry.
6. Beat the tender cooked apples smooth with a spoon.
7. Serve applesauce warm or cold with a sprinkle of brown sugar if desired.
8. **Enjoy!**

*If you have a food mill, cook the apples without peeling them until tender and put them through the food mill.

Have your child help you do the bold steps.

I Enjoyed Fruit This Week!

Colorful Fruits are Good for Me!



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							
4							
5							

Directions: Help your child put a sticker (or draw a smiley face 😊) in a box each time a fruit is eaten. Remind your child that it is good to eat different colored fruits each day.

PÁGINAS PARA LOS PADRES

Frutas Sabrosas

8 maneras de disfrutar de la fruta

1. Pele una naranja, sepárela en gajos y sumérgalos en yogur de vainilla de bajo contenido graso.
2. Vaya a un huerto y recoja algunas manzanas para comer y disfrutar en casa.
3. Deje que su hijo corte frutas blandas, como fresas, frambuesas, moras, duraznos y bananas, con un cuchillo de untar mantequilla, para preparar una ensalada de frutas.
4. Corte las bananas en rodajas, báñelas en jugo de naranja y rebócelas en nueces picadas.
5. Deje que su hijo coloque trozos de frutas blandas del tamaño de un bocado en un palillo de paleta para hacer un bocadillo divertido.
6. Presione una naranja haciéndola rodar, pártala por la mitad, exprímala y beba el jugo fresco.
7. Esparza mantequilla de maní en una rebanada de manzana.
8. Use esta receta para hacer puré de manzanas casero.

Hoy en la escuela su hijo aprendió por qué es importante comer cada día diversas frutas de distintos colores. Las frutas proporcionan vitaminas y fibras y tienen bajo contenido de grasa y sal. Las frutas frescas son ricas comidas rápidas. Escoja frutas frescas, congeladas o en lata para aprovechar al máximo su dinero. Usted debería comer 2 ½ tazas y su hijo 1 ½ de frutas cada día.

Puré de manzanas casero

Rendimiento: 4 tazas

Porciones: 8

Ingredientes

5 manzanas medianas (dos libras y media)
1/2 cucharadita de canela
1/2 taza de agua
azúcar moreno (opcional).



Pasos

1. **Lave las manzanas.**
2. *Pele, quite el corazón y parta en cuartos las manzanas.
3. **Corte las manzanas en pequeños trozos (los niños pueden hacerlo con un cuchillo de untar mantequilla).**
4. **En una olla mediana, mezcle las manzanas, la canela y el agua.**
5. Tape la olla y cocine las manzanas a fuego medio hasta que rompa el hervor. A continuación, hierva a fuego lento hasta que las manzanas estén tiernas al pincharlas con un tenedor, entre 20 y 30 minutos. Revuelva las manzanas varias veces; añadiendo más agua si se secan.
6. Machaque con una cuchara las manzanas cocidas tiernas hasta hacer un puré.
7. Sirva el puré de manzanas frío o caliente con un poquito de azúcar por encima si se desea.
8. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

*Si tiene un procesador de alimentos, cocine las manzanas sin pelarlas hasta que estén tiernas y páselas por el procesador.

¡Disfruté de las frutas esta semana!



¡Las frutas coloridas me hacen bien!



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
1							
2							
3							
4							
5							

Instrucciones: Ayude a su hijo a poner una pegatina (o a que dibuje una carita sonriente ☺) en las casillas cada vez que consuma una fruta.

Recuerde a su hijo que es bueno comer frutas de distintos colores todos los días.

Fruit Salad

Yield: 4 cups

Serves: 8 adults

Ingredients

- 1 apple
- 1 orange
- 1 banana
- 1/4 pound seedless grapes
- 1/2 20-ounce can pineapple chunks
- 1/2 cup low-fat yogurt.

Steps

1. **Wash fresh fruits.**
2. **Peel and slice bananas and place in serving bowl. A child can do this with a butter knife.**
3. **Peel and chop oranges and place in serving bowl.**
4. Core and chop apples and **place in serving bowl.**
5. Cut grapes in half and **place in serving bowl.**
6. **Drain pineapple in strainer** (reserve juice), **and place in serving bowl. Enjoy the extra pineapple chunks later!**
7. **Pour reserved pineapple juice on apples and bananas to prevent browning.**
8. **Place yogurt in a serving bowl.**
9. **Each person should then create a salad by selecting and spooning the fruits they desired to eat into a salad bowl.**
10. **Top the fruit salad with yogurt as a salad dressing if desired.**
11. **Enjoy!**

Have your child help you do the bold steps.

Ensalada de frutas

Rendimiento: 4 tazas

Porciones: 8

Ingredientes

- 1 manzana
- 1 naranja
- 1 banana
- 1/4 libra de uvas sin semilla
- 1 lata de 20 onzas de trozos de piña
- 1/2 de taza de yogur de bajo contenido graso.

Pasos

1. **Lave las frutas frescas.**
2. **Pele las bananas, córtelas en rodajas y colóquelas en un bol para servir. Esto lo puede hacer un niño con un cuchillo de mesa.**
3. **Pele y pique las naranjas y póngalas en el bol para servir.**
4. **Quite el corazón a las manzanas, píquelas y póngalas en el bol para servir.**
5. **Corte las uvas por la mitad y colóquelas en el bol para servir.**
6. **Escurra el jugo de la piña en un colador (guárdelo), e incorpore la piña al bol para servir. ¡Coma el resto de los trozos de piña más tarde!**
7. **Sobre las bananas y las manzanas vierta el jugo de piña que separó, para evitar que se oxiden y se tornen oscuras.**
8. **Coloque el yogur en un bol para servir.**
9. **Cada persona debe entonces escoger y servirse de las frutas que desee comer y crear una ensalada en su propio bol.**
10. **Si lo desea, puede echar yogur sobre la ensalada como aderezo o decoración.**
11. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

Vary Your Veggies

Goal

To increase knowledge and awareness of the importance of eating more vegetables, especially colorful and locally grown vegetables, every day.

Key Points

- Vegetables help children grow a healthy body.
- Vegetables come in many colors, shapes and sizes.
- Eating colorful vegetables is healthy.
- The vegetables we eat come from any part of the plant.
- Many vegetables are grown in New York.
- Farmers grow vegetables and transport them from the farm to the stores where they can be purchased.

Lessons (45 minutes)

*Note: Lesson 4 contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided. Food tastings are optional, but highly recommended for all of the lessons.*

1. Vegetable Mystery Game*
2. Parts of the Plant*
3. Growing Vegetable Soup*
4. Garden Mural and Food Fun*

*Activity adapted from the NYSDOH CACFP EWP/HCCS Curriculum.

Lesson 1

Vegetable Mystery Game

Objectives



Students will be able to:

- Name three colorful vegetables
- State why they should eat colorful vegetables every day
- Name one vegetable they would like to try

Supplies



Toolkit

- *Vegetable Picture Cards*
- *Farm Picture*
- *Brown Paper Bags*
- Copies of *Vary Your Veggies Family Page* for each student

Additional Supplies

- Chart paper
- Vegetable cut outs (page 53)
- Markers or crayons
- Tape
- *Optional Real Vegetable Activity*: four or five various whole vegetables, rinsed
- Recommended **Fun Food Experience** supplies (page 67)

Preparation

1. Photocopy vegetable cut outs (page 53). Color photocopies or have students help.
2. Place *Vegetable Picture Cards* on chart paper or wall so all students can see them.

3. Cut out each vegetable cut outs and place all cut outs together into a separate *brown paper bag*.
4. *Optional Real Vegetable Activity*: If you use real vegetables, place one uncut vegetable into a separate *brown paper bag*.
5. Recommended **Fun Food Experience** preparation (page 67).

Introduction

- Let students know that for the next month they'll be learning about vegetables. Display *Vegetable Picture Cards*.
- Begin a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart by asking students what they know and what they want to know about vegetables. Note: Please complete **L**earned portion of **KWL** chart at end of module, after Lesson 4.
- Ask students to name a few vegetables they've tried and discuss with the class. Explain that they'll be playing a fun game with vegetables, called Vegetable Mystery Game.

Steps

1. Discuss *Vegetable Picture Cards* or real vegetables, if applicable. Ask students why we eat vegetables.
 - Explain that vegetables come in many different colors and that eating colorful vegetables helps make our bodies grow strong. And they taste good too.
2. Ask students where vegetables grow.
 - Explain that vegetables grow in a garden or on a farm. Show *Farm Picture*.
 - Explain that plants start with a seed and need water (rain), sun and soil with nutrients to grow. Discuss that some plants grow well in New York, while others need a warmer climate like California.
3. Explain that there's a vegetable from the chart paper in the bag.
 - Ask students to listen closely. Describe the vegetable using adjectives, such as color, shape and size (compare the size to a common object such as a football, marbles or baseball). Ask class to guess which vegetable you're describing. Remove the picture, so they can see if they were correct.
 - *Optional Real Vegetable Activity*: Pick a student to touch the vegetable inside the *bag* without looking and describe it to the class.
4. Repeat until all the vegetables are correctly identified. Review ones that weren't discussed.
5. *Recommended Vegetable Tasting*: Provide a **Fun Food Experience**. See Vary Your Veggies Module, Lesson 4 (page 67).

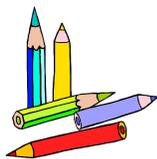
6. Have students take home a *Vary Your Veggies Family Page*.
7. Review the *Vary Your Veggies Snack Time Card* during snack time.

Check for Understanding

- Name three vegetables described today.
- State why we should eat vegetables every day (*helps our bodies grow strong and tastes good*).
- Name a vegetable described today that you'd like to try.

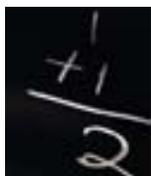


Academic Integration



English Language and Arts

- Have class create an All About Vegetable Book in which each child draws a picture and contributes a fact about vegetables (Pre-K–K) or have each student create a All About Vegetables Book about their favorite vegetable. (1st grade)
- Write on board a list of adjectives to describe vegetables.
- Ask class to make a new sentence using different vegetables with the adjectives. (1st grade)
- Make a class ABC Book about vegetables. (Pre-K and K)
- Spell out the vegetables colors. (1st grade)



Math

- Create a graph of vegetables with the name, color, shape and size of each vegetable discussed. Make a graph of how many students liked each vegetable best or by different attributes. (Pre-K–1st grade)
- Ask class to name vegetables which are the same shape as a sun or as big as their fist. (Pre-K–K)
- Use a Venn diagram to compare and contrast vegetables. (1st grade)



Art

- Make a mural of vegetables in a rainbow. Have students cut out pictures or paint vegetables. Hang in the lunchroom. (Pre-K–1st grade)



Science

- Have class use 5 senses to explore and describe vegetables. (Pre-K–1st grade)

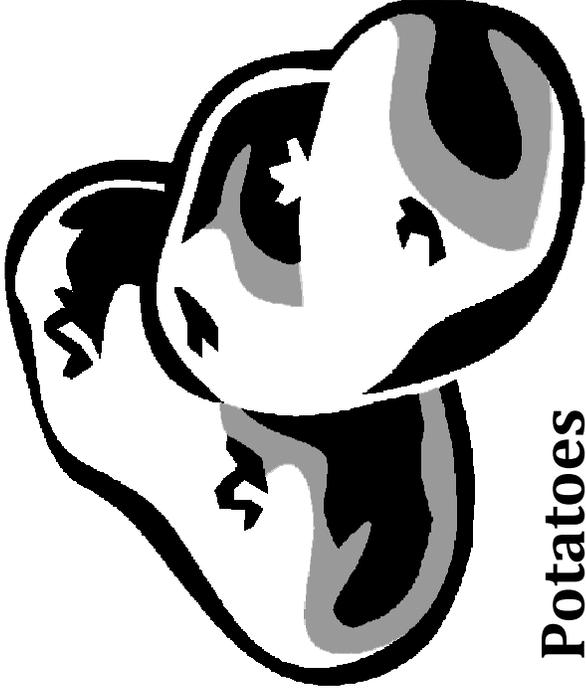
Extension Lessons

- Have class count different colors of vegetables at home.
- Go on a field trip to your local Green Cart. Have students bring a *Vegetable Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of vegetables at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Spot Sharing. Have students say different vegetables that are the same color as their spot.

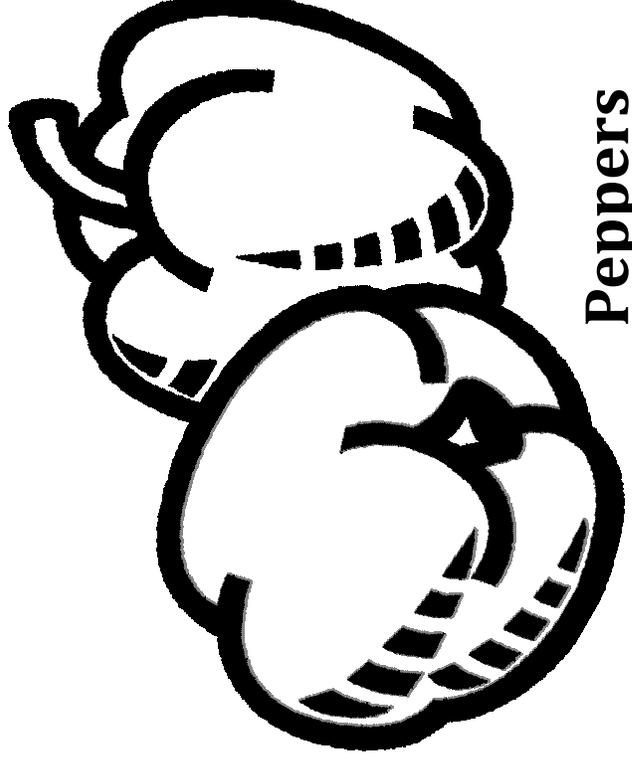
Resources

- *Growing Colors* by Bruce McMillan (HarperCollins Publishers, 1994)
- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media, 1995)
- *The Vegetables We Eat* by Gail Gibbons (Holiday House, 2007)
- *Vegetables* by Robin Nelson (Lerner Publications Company, 2003)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/

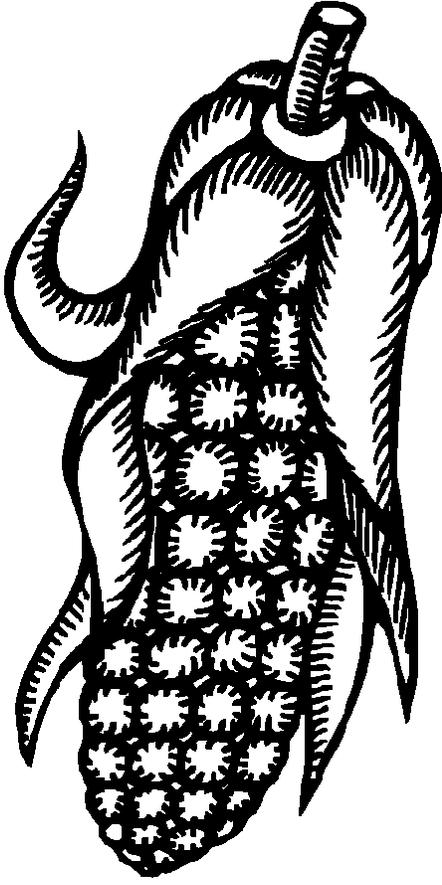




Potatoes



Peppers



Corn



Spinach

Lesson 2

Parts of the Plant

Objectives



Students will be able to:

- name the parts of a plant and understand that the vegetables we eat come from any of these parts
- state why they should eat vegetables every day
- name one vegetable they'd like to try

Supplies



Toolkit

- ***Vegetable Picture Cards*** (real vegetables are best to use whenever possible—see supplies for optional activity below)
- ***Farm Picture***
- ***Whole Plant Diagram***
- ***Parts of Plant Cards (root, stem, flower, leaf, fruit, seed)***
- ***Magnifying glass for each child***

Additional Supplies

- Markers
- Chart paper
- Recommended **Fun Food Experience** supplies (page 67)
- *Optional Seed Exploration Activity:*
 - ✓ Vegetables for seed exploration, such as eggplant, cucumber, peppers, peas, green beans, squash
 - ✓ Paper plates
 - ✓ Sharp knife

Preparation

1. Review *Vegetable Picture Cards*, *Whole Plant Diagram*, and *Parts of the Plant Cards*.
2. Recommended **Fun Food Experience** preparation (page 67).

Introduction

- Explain to students that they're going to learn about where vegetables grow and the parts of the plant.
- Show class real vegetables or *Vegetable Picture Cards*. Ask class to name them.
- Ask class why we eat vegetables. Tell the students that eating vegetables helps to make their bodies grow strong. Ask them to name some favorite vegetables.

Steps

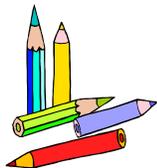
1. Ask class if they know where vegetables grow.
 - Explain that vegetables grow from plants in a garden or on a farm. Show *Farm Picture*. Review that plants start with a seed and need water (rain), sun, and soil with nutrients to grow.
 - Review that some plants grow well in New York and some need a warmer climate such as California.
2. Display *Diagram of a Plant* picture to students. Explain that vegetables we eat can come from ANY part of the plant: root (e.g. carrot), stem (e.g. celery), leaf (e.g. spinach), seed (e.g. corn), flower (e.g. broccoli) and fruit (e.g. pepper).
 - Note: Although some vegetables are the fruit of the plant, such as tomatoes, peppers, and cucumbers, they're classified as vegetables we eat due to nutrient composition. Foods classified as fruits, such as apples, plums, and strawberries, can **ONLY** come from the fruit part of a plant.
 - Show students *Parts of Plant Cards* and review how vegetables grow on the plant using the following:
 - **Root** – display carrot drawing and explain that it is a root. Roots take food and water from soil. Roots, like carrots, potatoes, turnips, beets, parsnips and radishes, grow underground.
 - **Stem** – display celery drawing and explain that it is a stem. Stems carry food and water to all parts and are the main support for the plant. Stems, like celery and asparagus, grow above ground.

- **Flower** – display broccoli drawing and explain that it is a flower. Flowers produce the seed of the plant. Flowers, like broccoli and cauliflower, grow on top of stems.
 - **Leaf** – display spinach drawing and explain that it is the leaf. Leaves (like spinach, lettuce, and kale) are flat and green.
 - **Fruit** – display pepper drawing and explain that it is the fruit. Fruits help protect the seeds. Fruits of the plant, like peppers, cucumber, tomatoes, squash and eggplant, have seeds inside. See note above on classifying vegetables and fruit we eat.
 - **Seed** – display corn drawing and explain that it is a seed. The seed is the starting point for all plants. Seeds, like corn, peas and beans, can get planted and grow another plant.
3. Give each student a *magnifying glass*. Pass around *Vegetable Picture Cards* that depict the inside of vegetables for each of the students to examine with the *magnifying glass* and find the seeds.
 - *Optional Seed Exploration Activity*: Use real vegetables and cut them open to show the seeds. Place an open vegetable portion on a plate and pass around so student can touch and examine with the *magnifying glass*.
 4. *Recommended Vegetable Tasting*: Provide a **Fun Food Experience**. See Vary Your Veggies Module, Lesson 4, page 67.
 5. Review the *Vary Your Veggies Snack Time Card* during snack time.

Check for Understanding

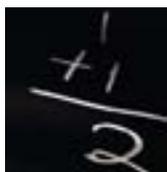
- Name a vegetable described today that you'd like to try.
- Name the parts of a plant from which a vegetable can come (*root, stem, leaf, flower, fruit, seed*).
- Describe why it's important to eat vegetables every day (*helps our bodies grow strong*).

Academic Integration



English Language and Arts

- Ask the class describe a few vegetables. Write on the board a list of all the adjectives and descriptive words for vegetables. (Pre-K–1st grade)
- Make a Class ABC Vegetable Book using different vegetables and plant parts. (Pre-K–K)
- Have class create a new sentence about vegetables using adjectives. (1st grade)



Math

- Count the seeds in each vegetable. (Pre-K–1st grade)
- Graph how many students liked each vegetable. (Pre-K–1st grade)
- Have students sort vegetables into different categories by color, size, taste and texture. Ask students to explain the attributes. (Pre-K–1st grade)
- Have students sort and graph vegetables by plant parts. Create a graph showing how many vegetables come from each part. (Pre-K–1st grade)



Science

- Have class draw a diagram of a plant and label its parts. (Pre-K–1st grade)
- Read *Plants on My Plate* (National Geographic Books). Have the class taste one of the plants discussed at snack time. (Pre-K–1st grade)
- Chart the plant parts we eat. Have students sort pictures based on what we eat and tape onto chart. (Pre-K–1st grade)

Extension Lessons

- Make a giant picture of plant parts and have the class place *Vegetable Picture Cards* on the corresponding parts.
- Pick students to describe vegetables from a *Vegetable Picture Card* using adjectives and descriptive words. Have the class guess which vegetable they're describing.
- Have students draw a picture of a vegetable they'd like to try.
- Plant vegetable seeds (such as a green beans or peppers) in class. Keep a journal to discuss with the class.
- Go on a field trip to your local Green Cart. Have students bring a *Vegetable Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of vegetables at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Exhale and Explore. Discuss the various geography where different vegetables grow best.

Resources

- *Plants on My Plate* by National Geographic (Rigby Educational Publishers, 2003)
- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media, 1995)
- *The Vegetables We Eat* by Gail Gibbons (Holiday House, 2007)
- *Corn* by Gail Gibbons (Holiday House, 2009)
- *The Pumpkin Book* by Gail Gibbons (Holiday House, 2000)
- *Vegetables* by Robin Nelson (Lerner Publications Company, 2003)
- *Up, Down, and Around* by Katherine Ayres (Candlewick Press, 2008)
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 3

Growing Vegetable Soup

Objectives



Students will be able to:

- explain that farmers grow vegetables
- state why they should eat vegetables every day
- describe where vegetables grow

Supplies



Toolkit

- *Growing Vegetable Soup* by Louis Ehlert
- *Farm Picture*

Additional Supplies

- Farm to Table pictures (page 63)
- *Optional Farm to Table Vegetable Activity*: Farm to Table Vegetable Map (page 64)
- Recommended **Fun Food Experience** supplies (page 67)

Preparation

1. Read *Growing Vegetable Soup* by Louis Ehlert.
2. *Optional Farm to Table Vegetable Activity*: Make copies for each student of Farm to Table pictures and Farm to Table Map.
3. Recommended **Fun Food Experience** preparation (page 67)

Introduction

- Explain to class that they'll be learning how vegetables grow and travel to their plate.

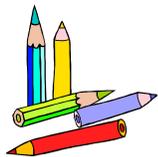
Steps

1. Ask the students if they have ever been to a farm or visited a garden. Ask them what they might see in a garden or on a farm and what might grow there. Show the **Farm Picture** if they need help.
2. Read *Growing Vegetable Soup* by Lois Ehlert to class.
3. Talk about the steps in growing and harvesting vegetables. Remind the students that vegetables can be grown in many places such as a pot on a balcony, a garden behind your house, or a large farm. Ask the students to help you map how vegetables travels from the farm to our table. Use the Farm to Table pictures to help (page 63). Help them with words to describe each step or draw pictures.
 - **The Seed and the Farm**: Discuss that vegetable plants grow on a farm or garden from a planted seed. Discuss some of the vegetables that are grown in New York (such as carrots, potatoes, asparagus, onions, kale, lettuce and turnips).
 - **Harvest**: Discuss that the farmer picks the vegetables during harvest season.
 - **The Store**: Discuss that a truck delivers them to a store or farmer's market.
 - **We eat the vegetables**: Discuss that after we purchase the vegetables from the store, we take them home and eat them to give us strong and healthy bodies.
4. *Optional Farm to Table Vegetable Activity*: Have each student glue pictures from the Farm to Table pictures (page 63) onto a Farm to Table Vegetable Map (page 64) of their own by matching the pictures to correct quadrant. *Note: This activity can also be applied to fruit.*
5. Remind class that eating colorful vegetables every day helps them to grow healthy and strong.
6. *Recommended Vegetable Tasting*: Provide a **Fun Food Experience**. See Vary Your Veggies Module, Lesson 4 (page 67)
7. Review the *Vary Your Veggies Snack Time Card* during snack time.

Check for Understanding

- Describe where vegetables grow and who grows them (*farm/garden, farmer/gardener*).
- Describe how vegetables get from a farm to your plate (*farmer plants the seeds, picks the vegetables, delivers to store or farmers' market, we purchase the vegetables to bring home and eat*).
- Why should you eat vegetables every day (*makes your body strong and tastes good*)?

Academic Integration



English Language and Arts

- Make a class book sequencing how vegetables get from a farm to your plate. Have students to draw the steps (and write words if they can or you can dictate) in order, and create a class book (Pre-K–K) or have each student make their own book. (1st grade)
- Make a New York Vegetables book. Discuss the types of vegetables that grow in New York. (1st grade)



Math

- Have students sort vegetables by color, shape, texture and taste and graph results. (Pre-K–K)
- Count the steps in getting vegetables from farm to plate. (Pre-K–1st grade)
- Have students use a Venn diagram to compare and contrast different vegetables by attributes. (1st grade)



Science

- Discuss, name and spell out plant parts, such as root, seed, stem, leaf, fruit and flower. (1st grade)

Extension Lessons

- Have class use play dough to make “veggies” models.
- Take a class trip to a farmers’ market or pick your own vegetable farm. Have students to bring a *Vegetable Picture Card* and look for it at the market.
- Grow green beans in a pot on a sunny window sill or outside.
- Put together a recipe for vegetable soup. Make it in the class.
- Go on a field trip to your local Green Cart. Have students bring a *Vegetable Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of vegetables at the Green Cart. For more information, visit nyc.gov/greencarts.
- Copy different pictures of a farm, truck, store, and vegetables. Have students cut out pictures to paste in the Farm to Table Vegetable Map.
- Integrate a K-3 Move-To-Improve fitness break, such as Weather Watch. Discuss how the weather plays a major role in growing vegetables.

Resources

- *All Our Fruits and Vegetables* by Roberta L. Duyff and Patricia C. McKissack (Many Hands Media)
- *The Vegetables We Eat* by Gail Gibbons (Holiday House)
- *Corn* by Gail Gibbons (Holiday House)
- *The Pumpkin Book* by Gail Gibbons (Holiday House)
- *Up, Down, and Around* by Katherine Ayres (Candlewick Press)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm





Farm to Table Map

The Seed and the Farm

The Harvest

The Store

We eat the vegetables

Lesson 4

Garden Mural and Fun Food

Objectives



Students will be able to:

- name three vegetables and from which plant part they come
- name one vegetable they'd like to try
- state why they should eat vegetables every day
- make a vegetable snack, with support from caregivers

Supplies



Toolkit

- *Vegetable Picture Cards*
- *Parts of Plant Picture Cards* (root, stem, leaf, flower, fruit, seed)

Additional Supplies

- Garden mural from Flavorful Fruit Module or long roll of paper or large chart paper
- Paper for drawing
- Markers or crayons
- Glue and tape
- Child scissors
- Supplies for **Fun Food Experience** (page 67)

Preparation

1. If you didn't save the garden mural, prepare the background for your indoor garden mural. See page 34 for instructions and page 40 for an example of where plants grow.

2. Preparation for Fun Food Experience (page 67).

Introduction

- Explain to the class that they'll add to their garden mural or make a new one today in class.
- Remind them that all vegetables come from parts of a plant. Hold up *Parts of Plants Picture Cards* and review the six parts. Ask the class if they remember where vegetables grow. Explain that vegetables grow on a farm or in a garden.
- Ask the class what their favorite vegetables are and what new vegetables they've recently tried.

Steps

1. Hold up the *Vegetable Picture Cards* and ask the class if they know from which plant part they come.
2. Explain that eating colorful vegetables every day will help them be healthy and strong.
3. Have class draw or cut out their favorite vegetable or one they'd like to try. Ask them to place their picture on the Garden Mural where the vegetable might grow (underground, on the ground or stem). Keep the mural up in the classroom or hang it in the cafeteria.
4. Provide a Fun Food experience. See page 67.
5. Ask the class what they've learned about vegetables. Complete the **KWL** chart.
6. Use the *Vary Your Veggies Snack Time Card* during snack time.

Check for Understanding

- Name three vegetables and from which plant part they come.
- Name one vegetable you'd like to try.
- State why you eat vegetables every day.
- Raise your hand if you're excited to make vegetables at home.

Fun Food Experience

See important information for *cooking in the classroom* on page 4.

	Basic Vegetable Tasting	Chef Level One: Tossed Salad*	Chef Level Two: Vegetable Kabobs
Supplies			
Samples of vegetables. Choose vegetables that have been discussed throughout the module. Good choices are cucumbers, grape tomatoes, and baby carrots. Lettuce can be added for Tossed salad. Replace peppers for carrots for kabobs. Add low-fat salad dressing for Tossed Salad.	✓	✓	✓
Cutting board, knife, and plastic gloves (for teacher), serving bowls and serving spoons or child-sized tongs	✓	✓	✓
Ingredients and supplies for Tossed Salad (page 75)		✓	
Paper plates and napkins (one per student)	✓	✓	✓
Plastic knives (one per student)		✓	✓
Wooden coffee stirrers or chopsticks (one per student)			✓
Copies of the Tossed Salad recipe to send home to parents/ guardians, see page 75.		✓	
Preparation			
Write on chart paper or a board the steps you would like the students to take. Wash all vegetables.	✓	✓	✓
Cut vegetables into bite-sized pieces and put into individual serving bowls with serving spoons or child-sized tongs. Suggested: leave soft vegetables (cucumbers, grape tomatoes, lettuce) for students to cut or tear on their own. Peel and quarter cucumbers so that each student has a smaller piece to cut. Leave some vegetables whole for students to see, touch, and smell.	✓	✓	✓
Procedure			
Explain to students that vegetables should always be washed before they are eaten. Have the students wash their hands with soap. Review tasting rules. Hand out (or have student helpers) plates, napkins, plastic knives, and forks if using.	✓	✓	✓
Pass around whole vegetables for the students to smell, touch, and see. Discuss colors, shapes, and sizes.	✓	✓	✓
Review all steps of the recipe. Demonstrate how to cut any vegetables that the students will be cutting.	✓	✓	✓
Let students serve themselves samples of vegetables. Let them cut any vegetables they will be cutting.	✓	✓	✓
Demonstrate making a vegetable kabob by placing pieces of vegetable on a wooden coffee stirrer or chopstick. Pass out stirrers or chopsticks. Ask the students to make their own vegetable kabob for a snack.			✓
Taste the vegetables all together. Discuss what the vegetables taste like. Let students toss salad and drizzle salad dressing on vegetables if making the Tossed Salad.	✓	✓	✓
Provide students with a copy of the Tossed Salad recipe to take home (page 75).		✓	

*Activity adapted from the NYSDOH CACFP EWP/HCCS Curriculum.

Academic Integration



English Language and Arts

- Write veggie names on the board. Have class give adjectives for each. (Pre-K–1st grade)
- Have class create their own salad recipe, with vegetable pictures (Pre-K–K) or words (1st grade).
- Have them create a shopping list for their recipe with pictures (Pre-K–K) or words (1st grade).
- Create a vegetable book. Have class draw a vegetable for each letter in their name. (K–1st grade)



Math

- Have students count pieces they cut of each vegetable. (Pre-K–1st grade)
- Discuss the shapes when cutting different vegetables. (Pre-K–1st grade)
- Count vegetables in your recipe. (Pre-K–1st grade)
- Graph how many students liked each vegetable. (Pre-K–1st grade)



Social Studies

- Discuss exotic vegetables. Hold an exotic food tasting. (Pre-K–1st grade)

Extension Lessons

- Have class try four kinds of peppers (orange, yellow, red and green). Discuss names, colors and where they grow. Graph how many students liked each type.
- Ask students to bring in vegetable recipe to share with the class.
- Discuss how to compost leftovers. Start a worm bin with the class. For more information, visit lesecolgycenter.org.
- Go on a field trip to your local Green Cart. Have students bring a *Vegetable Picture Card* and look for it at the Green Cart. Use the *Picture Cards* to make a chart of vegetables at the Green Cart. For more information, visit nyc.gov/greencarts.
- Integrate a K-3 Move-To-Improve fitness break, such as Mealtime Movers.

Resources

- *Emeril's There's a Chef in My Soup! Recipes for the Kid in Everyone* by Emeril Lagasee, pp. 172, 173 (HarperCollins, 2005)
- *Emeril, There's a Chef in My World! Recipes That Take You Places* by Emeril Lagasse, pp. 60-61, 63, 83, 109, 134, 145 (HarperCollins, 2006)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS RD/LDN, pp. 22-25, 27, 29, 32, 43, 58, 61, 76, 79, 134-136, 153, 159, 164-167, 173, 191 (Adams Media, 2010)
- *DK Children's Cookbook* by Katherine Ibbs, pp. 26, 42, 52, 54, 62 (DK Publishing, 2004)
- *Kids Cook 1-2-3* by Rozanne Gold; Illustrated by Sara Pinto, pp. 66-67, 71, 75 (Bloomsbury USA Children Books, 2006)
- *Mommy and Me Cookbook* by Annabel Karmel, pp. 10, 12, 18, 20, 22 (DK Children 2005)
- *Real Food for Healthy Kids* by Tracey Seaman and Tanya Wenman Steel pp. 207, 209 (William Morrow Cookbooks, 2008)
- *Someone's in the Kitchen with Mommy* by Elaine Magee, MPH, RD, pp. 31, 34, 60 (McGraw-Hill, 1997)
- *The Good Housekeeping Illustrated Children's Cookbook* by Marianne Zanzarella, photographs by Tom Eckerle, pp. 56-57, 77, 102-103 (Hearst, 2002)

- *Williams-Sonoma The Kid's Cookbook: A great book for kids who love to cook* by Abigail Dodge, pp. 29, 38 (Williams-Sonoma Lifestyles, 2002)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



FAMILY PAGES

Vary Your Veggies

8 Ways To Vary Your Veggies

1. Visit a greenhouse that grows vegetables inside.
2. Each time you try a new vegetable, have your child draw a picture of it.
3. Help your child fill out the *I Varied My Veggies* chart.
4. Make ants on a log: Stuff celery with peanut butter and dot with raisins.
5. Make lettuce leaf roll-ups: Spoon cottage cheese or tuna salad onto a lettuce leaf. Roll up and enjoy.
6. Cut fresh vegetables into small sticks, and ask your child to pick some sticks to eat.
7. Play a fun vegetable game. Put a vegetable in a paper bag. Have your child feel the shape and guess the vegetable.
8. Save money by buying fresh and locally grown vegetables. Buy only what you will use while it is still fresh. Buy these vegetables at a local farmers market.

Today at school your child learned why it is important to eat colorful vegetables each day. Vegetables provide vitamins and fiber, and they are low in fat and salt. Choose fresh, frozen or canned vegetables to get the best deal for your money. You should try to eat 2 1/2 cups and your child 1 1/2 cups of colorful vegetables each day.

Quick and Tasty Veggie Soup

Yield: 8 cups

Serves: 8 adults

Ingredients:

7 cups low-sodium chicken broth
1 14-ounce can diced tomatoes
1 teaspoon dried basil
1/2 teaspoon onion powder
3/4 cup dry macaroni
3 cups frozen mixed vegetables
1/2 teaspoon salt
1/8 teaspoon pepper



Steps:

1. **Combine chicken broth, diced tomatoes, basil, onion powder, salt and pepper in a large pan.**
2. Bring to a simmer, and add macaroni and frozen vegetables.
3. Cook for 8 minutes, and then remove from heat.
4. Let soup sit for 5 minutes, and then serve.
5. **Enjoy!**

Have your child help you do the bold steps.



I Varied My Veggies!

1-2-3! Veggies Are Good For Me!



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							

Directions: Each time a vegetable is eaten, help your child color a box the color of the vegetable eaten. Remind your child that it is good to eat different colored vegetables each day.

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer..

PÁGINAS PARA LOS PADRES

Verduras variadas

8 maneras de variar las verduras

1. Visite un invernadero donde se planten verduras.
2. Cada vez que pruebe una verdura nueva, pida a su hijo que se la dibuje.
3. Ayude a su hijo a completar la tabla “*He comido verduras variadas*” que se incluye.
4. Haga hormigas en un tronco: Rellene el apio con mantequilla de maní y esparza uvas pasas.
5. Haga rollos de hojas de lechuga: Con una cuchara ponga requesón o ensalada de atún sobre una hoja de lechuga. Enróllela y sáboréela.
6. Corte verduras frescas en palitos y pídale a su hijo que pruebe algunos.
7. Juegue al juego de las verduras misteriosas. Coloque una verdura dentro de una bolsa de papel. Haga que su hijo palpe la forma y adivine qué verdura es.
8. Ahorre dinero comprando verduras frescas cultivadas en su zona. Compre sólo la cantidad que vaya a utilizar para que no se estropee. Compre estas verduras en el mercado agrícola local.

Hoy en la escuela su hijo aprendió por qué es importante comer cada día diversas verduras de distintos colores. Las verduras proporcionan vitaminas y fibras, y tienen bajo contenido de grasas y sal. Escoja verduras frescas, congeladas o en lata para aprovechar al máximo su dinero. Usted debería comer 2 ½ tazas y su hijo 1 ½ de verduras de distintos colores cada día.

Sopa de verduras rápida y sabrosa

Rendimiento: 8 tazas

Porciones: 8

Ingredientes

7 tazas de caldo de pollo con bajo contenido de sodio
1 lata de 14 onzas de tomates cortados en cubitos
1 cucharadita de albahaca seca
1/2 cucharadita de cebolla en polvo
3/4 taza de macarrones secos
3 tazas de verduras mixtas congeladas
1/2 cucharadita de sal
1/8 cucharadita de pimienta.



Pasos

1. **Mezcle el caldo de pollo, los tomates cortados en cubitos, la albahaca, la cebolla en polvo, la sal y la pimienta en una cacerola grande.**
2. Deje que se cocine a fuego lento y añada los macarrones y las verduras congeladas.
3. Cocine durante 8 minutos y retire del fuego.
4. Deje que la sopa repose durante 5 minutos y sírvala.
5. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

Esta receta adaptada se publica por cortesía de la Fundación Produce for Better Health y puede encontrarse en www.fruitsandveggiesmorematters.org.



¡He comido verduras variadas!

¡1-2-3! ¡Comer verduras me hace bien!



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
1							
2							
3							

Instrucciones: Cada vez que coma una verdura, ayude a su hijo a colorear una casilla del color de la verdura consumida. Recuerde a su hijo que es bueno comer cada día verduras de colores distintos.

Tossed Salad

Yield: 6 cups

Serves: 6 adults

Ingredients

- 1/2 pound romaine lettuce
- 1 small carrot or 5 radishes
- 1 stalk celery or 2 asparagus spears
- 1 small tomato
- 1/2 cucumber
- 2 ounces fresh broccoli or 2 ounces fresh cauliflower
- 1/4 cup frozen corn or peas
- 3/4 cup low-fat salad dressing.

Steps

1. **Wash vegetables thoroughly and drain.**
2. **Tear lettuce into bite-size pieces and place in bowl.**
3. **Add the peas or corn to the lettuce.**
4. Chop remaining vegetables into small pieces; **add to the bowl and mix.**
5. Serve with low-fat salad dressing and **enjoy!**

Have your child help you do the bold steps.

Ensalada mixta

Rendimiento: 6 tazas

Porciones: 6

Ingredientes

- 1/2 libra de lechuga romana
- 1 zanahoria pequeña o 5 rábanos
- 1 tallo de apio o 2 puntas de espárragos
- 1 tomate pequeño
- 1/2 pepino
- 2 onzas de brócoli fresco o 2 onzas de coliflor fresca
- 1/4 taza de maíz o guisantes congelados
- 3/4 taza de aderezo para ensalada de bajo contenido graso.

Pasos

1. **Lave las verduras meticulosamente y escúrralas.**
2. **Rompa la lechuga en pedazos del tamaño de bocados y échelos en un recipiente.**
3. **Agregue los guisantes o el maíz a la lechuga.**
4. Pique el resto de las verduras en pedazos pequeños, **agréguelos al recipiente y revuélva.**
5. **Sírvala con aderezo de bajo contenido graso y ¡buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

Dairylicious

Goal

To increase knowledge and awareness of milk and dairy products in relation to strong teeth and bones.

Key Points

- Low-fat dairy products are the **best choice** for children over two years of age and adults. *Note:* Low-fat dairy products are made from 1% or skim milk and are a healthier choice for children and adults over the age of two because they are lower in saturated fat and calories, but contain the same amount of protein, vitamins and minerals. The term ‘low-fat’ is used throughout the lessons. Please use your discretion as to whether or not this is appropriate to discuss with your students.
- Sources of low-fat dairy include milk, cottage cheese, cheese and yogurt.
- Dairy contains calcium and other nutrients, which help build strong bones and teeth.
- Low-fat milk and dairy products are great with meals and snacks.

Lessons (45 minutes)

*Note: Lesson 4 contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided. Food tastings are optional, but highly recommended for all of the lessons.*

1. Delicious Dairy Foods
2. From Cow to Carton – All About Milk
3. The Bones Inside You
4. All About Dairy and Fun Food*

*Activity adapted from the NYSDOH CACFP EWPHCCS Curriculum.

Lesson 1

Delicious Dairy Foods

Objectives



Students will be able to:

- state that low-fat dairy foods contain the mineral calcium
- understand that eating and drinking low-fat dairy foods (foods made from milk) help make our bones and teeth strong and help us grow a healthy body
- name three foods made from low-fat milk

Supplies



Toolkit

- *Low-Fat Dairy Picture Cards*

Additional Supplies

- Paper
- Crayons
- Recommended **Fun Food Experience** supplies (page 94)

Preparation

1. Review the *Low-fat Dairy Picture Cards*.
2. Recommended **Fun Food Experience** preparation (page 94).

Introduction

- Explain that dairy foods are made from milk. Discuss that they probably drink milk at every meal.

- Create a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart for dairy foods. What do the students already know about dairy foods (milk and foods made from milk) and where they come from? What about dairy foods have they already discussed in class? What would they like to know about dairy foods? Note: Please complete the Learned portion of the **KWL** chart at the end of the module, after Lesson 4.

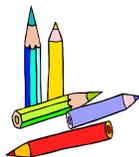
Steps

1. Display each *Low-Fat Dairy Picture Card*, starting with milk. Discuss that all the other dairy foods are made from milk. Ask them to name the food as you hold up the card.
 - Discuss the shapes, colors and names of each food.
 - Ask the class to think about other foods and beverages that come from milk, such as yogurt, cottage cheese, smoothies and cheese. Explain that they're all made from milk.
 - Explain that dairy foods contain a mineral called calcium. Low-fat dairy foods help make bones and teeth strong and help us to grow healthy and strong.
 - Discuss which low-fat dairy foods they've tried. Talk about who buys milk and other dairy foods at home.
2. Give a piece of paper to each child. Have the class to draw a low-fat dairy food they've tried or would like to try. Discuss that dairy contains calcium and will help keep bones and teeth strong and help them grow healthy and strong.
3. *Recommended Low-fat Dairy Tasting*: Provide a **Fun Food Experience**. See Dairylicious Module, Lesson 4, page 94.
4. Have students take home a *Dairylicious Family Page*.
5. Review the *Dairylicious Snack Time Card* during snack time.

Check for Understanding

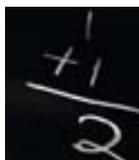
- Which mineral is in dairy foods (*calcium*)?
- Why is low-fat dairy good for us (*helps make bones and teeth strong, helps us grow healthy and strong*)?
- Name three foods made from low-fat milk (*yogurt, cheese, cottage cheese*).

Academic Integration



English Language and Arts

- Write descriptive words on board for each *Low-Fat Dairy Picture Cards*. (Pre-K –1st grade)
- Sample low-fat cottage cheese and talk about how it's made. Go over words that describe how cottage cheese is made from milk. (Pre-K –1st grade)



Math

- Graph how many students like each low-fat dairy food. (Pre-K –1st grade)
- Have class name low-fat dairy foods they want to try in the future and graph the most popular answers. (Pre-K –1st grade)



Science

- Taste three types of low-fat (1% or skim) dairy foods such as yogurt, mozzarella cheese, and cottage cheese. Describe and compare the taste, appearance, and texture of each food. (Pre-K –1st grade)
- Make yogurt cheese as a class. Yogurt cheese is made by draining the whey from yogurt. Line a colander with cheese cloth or coffee filters. Pour in some low-fat yogurt (plain or flavored with no thickeners or stabilizers). Set the colander over a bowl, cover and place in the refrigerator. Let it drain overnight. Two cups of yogurt will make one cup of yogurt cheese. Have children sample with whole-grain crackers or cut up fruits or vegetables. (Pre-K –1st grade)

Extension Lessons

- Take or bring in pictures of low-fat dairy foods that students eat for breakfast, lunch, or snack. Create a collage and discuss the characteristics of each food.
- Have class bring milk jug caps or empty cartons and make a bar chart of the types of milk. Discuss why low-fat milk is the best choice to grow healthy and strong.
- Take a class trip to your local grocery store. Bring the *Low-Fat Dairy Picture Cards* and have the class find the different low-fat dairy foods. Buy some low-fat dairy and other healthy foods, (such as fruit, vegetables or whole-grain crackers) for snack time.
- Integrate a K-3 Move-To-Improve fitness break, such as Breakfast 4. Use healthy dairy options as the examples.

Resources

- *Milk From Cow to Carton* by Aliko (Collins, 1992)
- *What's for Lunch? Milk* by Claire Llewellyn (Franklin Watts, 1998)
- Eat Well Play Hard in Child Care Settings Curriculum
Child and Adult Care Food Program, New York State Health Department
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 2

From Cow to Carton

Objectives



Students will be able to:

- state that milk comes from a cow
- name three low-fat dairy foods made from milk
- name two ways low-fat dairy helps us grow healthy

Supplies



Toolkit

- *The Milk Makers* by Gail Gibbons

Additional Supplies

- *Optional Milking a Cow Activity*: Rubber glove
- Recommended **Fun Food Experience** supplies (page 94)

Preparation

1. Review *The Milk Makers* by Gail Gibbons. See page 83 for a guide.
2. Recommended **Fun Food Experience** preparation (page 94).

Introduction

- Explain to the class that they're going to learn where milk comes from by reading a special book. Ask them if they have ever wondered from where milk comes.

Guide for reading *The Milk Makers* by Gail Gibbons

1. Read pages 1-2.
2. Key point for page 3:
 - There are five common types of dairy cows. The Holstein is the most popular because it can produce more milk than any other type of cow.
3. Key point for page 4:
 - The cow is able to make milk when she is two years old and has given birth to a calf. Her milk is the food for her baby. She makes more than her calf will ever need, so we use the extra milk.
4. Skip page 5.
5. Read page 6.
6. Key point for page 7:
 - During the cold months, a dairy cow is sheltered in a barn. She is fed hay and grains. The better the food is, the more milk she will make and the better her milk will be. (Just like the healthier your food is, the better you think, grow, and play!)
7. Key point for page 8:
 - The food eaten by a dairy cow is tough and coarse, and it is hard to digest (can you imagine eating hay?). So, the cow has a special stomach. It has four parts!
8. Skip page 9
9. Key point for page 10:
 - Some of the digested food goes into the cow's bloodstream and ends up in her udder, where the milk is made. The udder has four nipples, or teats. Milk will come out of her teats.
10. Read page 11.
11. Key point for page 12:
 - The cow can be milked by hand. To do this, the farmer grasps a teat in each of his hands and squeezes it with thumb and forefinger. The milk squirts out into a pail.
12. Key point for page 13:
 - The cow can be milked by a machine where it goes into a tank.
13. Skip pages 14-15.
14. Key point for page 16:
 - Now the milk is ready to take a trip.
15. Key point for page 17:
 - The tank truck carries the milk to the dairy.
16. Skip pages 18-21.
17. Key point for page 22:
 - At the dairy, the milk is packaged into paper cartons or plastic jugs.
18. Skip pages 23-24.
19. Read pages 25-27.

Steps

1. Review why we drink low-fat milk. *Note:* Low-fat dairy products are made from 1% or skim milk and are a healthier choice for children over the age of two and adults because they are lower in saturated fat and calories.
2. Read *The Milk Makers* by Gail Gibbons. See page 83 for a guide.
3. *Optional Milking a Cow Activity:* Fill a rubber glove with water and tie it at the top. Let the students practice milking a cow.
4. Remind the students that dairy foods contain calcium. Low-fat dairy helps make our bones and teeth strong and helps us grow healthy and strong.
5. Sing the song **Hi Ho the Dairy Oh** (listed below) with the students to the chant of “A Farmer and the Dell.” Encourage students to do movements with each verse.

Hi Ho the Dairy Oh

The farmer in the dell, The farmer in the dell, Hi ho the dairy oh, The farmer in the dell.

The cow is in the barn, The cow is in the barn, Hi ho the dairy oh, The cow is in the barn.

The cow makes milk and moos, The cow makes milk and moos, Hi ho the dairy oh,
The cow makes milk and moos.

The farmer milks the cow, The farmer milks the cow, Hi ho the dairy oh, The farmer milks
the cow [add the movement of milking a cow].

The children drink their milk, The children drinks their milk, Hi ho the dairy oh,
The children drink their milk [add the movement of drinking a glass of milk].

The bones get big and strong, The bones get big and strong, Hi ho the dairy oh, The
bones get big and strong [add the movement of flexing arm muscles].

The children grow and play, The children grow and play, Hi ho the dairy oh,
The children grow and play [add the movement of growing from a ball to a tall person
and then finish with some jumping].

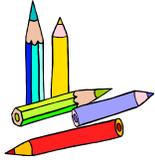
6. *Recommended Low-fat Dairy Tasting:* Provide a **Fun Food Experience**. See Dairylicious Module, Lesson 4, page 94.
7. Review the *Dairylicious Snack Time Card* during snack time.

Check for Understanding

- From which animal does milk come (*cow*)?
- Name two low-fat dairy foods made from milk (*cheese, yogurt*).
- Name two ways low-fat dairy foods helps us grow healthy and strong (*build strong bones, build strong teeth*).



Academic Integration



English Language and Arts

- Make a class book with pictures (Pre-K – K) or with words about low-fat milk production from cow to market. (1st grade)
- Have class name animals and other things (barn, chicken coop) found on a dairy farm. Write the words on the board and explain that these things are nouns. Ask class to describe each noun. Ask class to make a sentence using the words. (1st grade)
- Using the skill of inference, discuss clues found in the book. What clues help us infer that the cow needs to be milked? What clues help us determine that the milk needs to be processed? (1st grade)



Math

- Count the steps it takes to get milk from farm to the table. For older students, discuss additional steps to make milk low-fat. (Pre-K–1st grade)
- Count and measure the cups in a gallon of milk. (Pre-K–1st grade)



Science

- Review how the fat is removed from the milk in the book. Have the class (or teacher) measure the amount of fat (using measuring spoons) for a cup of whole milk (2 teaspoons) and low-fat (1%) milk (1/2 teaspoon) on a paper plate using vegetable shortening or lard (both are solid at room temperature). Discuss that fats like these are unhealthy and should be eaten less. *Note:* 4 grams of fat = 1 teaspoon of shortening.

Extension Lessons

- Hold a puppet show with cow puppets about how milk is produced.
- Research where a dairy farm is located in New York. Look at a map of New York with the students and point out where the dairy farm is located. Create a class collage using pictures of animals, plants and buildings found on the farm (also you can contact the farmers and ask if they will send your class some pictures).
- Learn about cow stomach parts and more about milk production by reading the book *Milk From Cow to Carton* by Alik.
- Take a class field trip to a local dairy farm.
- Complement this lesson with a fitness break from the K-3 Move-To-Improve program. Suggested lesson, Move Like Animals.

Resources

- *Milk From Cow to Carton* by Alik (Collins, 1992)
- *No Milk* by Jennifer A. Ericsson (HarperTrophy, 1998)
- *What's for Lunch? Milk* by Claire Llewellyn (Franklin Watts, 1998)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 3

The Bones Inside You

Objectives



Students will be able to:

- understand that low-fat dairy foods (low-fat milk and foods made with milk) have calcium, which keeps our teeth and bones strong
- describe where bones are found in our body
- name three foods made from low-fat milk

Supplies

Toolkit

- *Bones* by Stephen Krensky
- *Miniature skeleton model*

Additional Supplies

- Recommended **Fun Food Experience** supplies (page 94)

Preparation

1. Review the book *Bones* by Stephen Krensky .
2. Recommended **Fun Food Experience** preparation (page 94).

Introduction

- Explain to the class that they're going to learn about bones and how low-fat milk helps keep them strong.

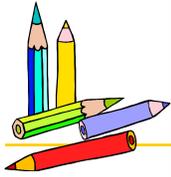
Steps

1. Read *Bones* by Stephen Krensky to the class.
2. Show the picture of the baby on page 10 of the book. Ask the class if they have grown since they were babies. Discuss that their bones grow too and need foods made from low-fat milk to be strong as they grow.
3. Explain how to find bones in their body by touching their arm, wrist, chin and shin bones.
4. Tell the class that calcium is a mineral found in low-fat milk that keep our bones and teeth strong. Have class show you their teeth.
5. Display the *miniature skeleton model*. Discuss some of the bones that can be found in the body, emphasizing those described in the book. Allow the class to have a hands-on exploration of the model. As a class, name the skeleton (such as Sammy the Skeleton) for future reference.
6. Ask them to think about the many foods and beverages they eat and drink that come from low-fat milk such as yogurt, cottage cheese, smoothies and cheese. Discuss that drinking and eating low-fat dairy helps keep their bones and teeth strong and helps them to grow healthy and strong.
7. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See Dairylicious Module, Lesson 4, page 94.
8. Review the *Dairylicious Snack Time Card* during snack time.

Check for Understanding

- What mineral is in dairy foods (*calcium*)?
- How does calcium help us (*keeps our bones and teeth strong*)?
- Point to a bone in your body.
- Name three foods made from low-fat milk (*string cheese, yogurt, ice cream*).

Academic Integration



English Language and Arts

- Have each child make a book on the theme of growth. Students can bring a baby photo to put on the cover. Have students draw pictures and describe ways they have grown since they were babies. Make the last page a photo of the child today. (Pre-K–1st grade)
- Describe how bones look and feel. Write words up on the board or on a chart. (Pre-K–1st grade)



Math

- Count the number of bones in their leg using the *skeleton model*. (Pre-K–K)
- Count the number of bones in their arm using the *skeleton model*. (Pre-K–K)
- Graph the number of bones in a human leg, arm, hand, and foot to see which body part has the most and which body part has the least number of bones. (1st grade)



Science

- Explain that calcium is a mineral found in the earth. Discuss other minerals found in the earth. Explain that minerals are in our food and are important for our body to grow and be healthy. (Pre-K–1st grade)
- Trace a student's body (or body part) on paper and have students cut paper to make bones. Have students glue the bones on the body to make a skeleton and label the parts. (Pre-K–1st grade)
- Cut out shapes of a body for each student and provide 5-6 cotton swabs (cut in half) to each student. Have each student glue the cotton swabs on the body shape to make a skeleton. (Pre-K–1st grade)
- Discuss why bones are important and why you cannot live without them. (Pre-K–1st grade)
- Discuss why teeth are important and how to take care of teeth. (Pre-K–1st grade)

Extension Lessons

- Ask each child to bring in a baby photo. Display all photographs and ask students to try to guess who the baby is in each picture. Students can take turns identifying their own photos. Talk about how they have all changed in size and what they can do now that they could not do as babies.
- Provide each student with a black piece of construction paper and many shapes of dried pasta. Have students glue pasta shapes onto the paper to make a skeleton (use macaroni for ribs, bow-tie for pelvis, penne for legs and wheels for the skull).
- Integrate a K-3 Move-To-Improve fitness break, such as Muscle Hustle. Explain that healthy bodies have strong bones and muscles to help us move.



Resources

- *How Kids Grow* by Jean Marzollo (Cartwheel Books Scholastic, 1998)
- *I'm Growing* by Alike (Collins, 1993)
- *The Skeleton Inside of You* by Philip Balestrino (Collins, 1989)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/



Lesson 4

All About Dairy and Fun Food

Objectives



Students will be able to:

- state why low-fat dairy foods are good for their bodies
- name three ways to eat low-fat dairy foods
- explain how milk gets from the farm to their tummies

Supplies



Toolkit

- *Low-fat Dairy Picture Cards*

Additional Supplies

- Farm to Table Low-Fat Dairy Cutouts - 1 copy for each student (page 97)
- Farm to Table Low-Fat Dairy Map - 1 copy for each student (page 98)
- Chart paper
- Scissors
- Glue
- Crayons or markers
- Supplies for **Fun Food Experience** (page 94)

Preparation

1. Review *Low-fat Dairy Picture Cards* and sequence of milk production.
2. Preparation for **Fun Food Experience** (page 94)

Introduction

- Explain to the class that they're going to learn how milk travels from farm to table.

Procedure

1. Hold up various *Low-Fat Dairy Picture Cards* and ask students if they can name each dairy product. Ask the students what their favorite foods made with low-fat milk are, what new foods made with low-fat milk they have recently tried, and why drinking low-fat milk is good for them (*helps them keep bones and teeth strong and grow a healthy body*). Remind them that milk contains calcium and is important to keep our bones and teeth strong.
2. Ask the students if they remember where milk comes from. On the chart paper, draw four quadrants. Ask the students to help you map how milk travels from the farm to our table. Help them with words to describe each step or draw pictures.
 - **Quadrant 1-The Cow and the Farm**: Discuss that milk comes from a cow and cows live on a farm.
 - **Quadrant 2-The Farmer**: Discuss that the farmer milks the cow. The milk is then taken to a special place, called the dairy plant, to be processed and put into cartons.
 - **Quadrant 3-The Store**: Discuss that the cartons of milk are driven to stores so they can be purchased and taken home to enjoy.
 - **Quadrant 4 - We drink the milk**: Discuss that after we purchase the milk, we take it home and drink it to give us strong bones and teeth.
3. Have each student glue pictures from the Farm to Table Dairy Cutouts (page 97) onto a Farm to Table Dairy Map (page 98) of their own by matching the pictures to correct quadrant.
4. Provide a **Fun Food Experience**. See page 94 for ideas.
5. Ask the students what they have learned over the past month about low-fat dairy. Complete the **KWL** chart.
6. Review bullets from the *Dairylicious Snack Time Card* during snack time.

Check for Understanding

- Describe the steps on how milk gets from the farm to your table.
- State two reasons why low-fat milk is good for you (*helps keep bones and teeth strong and grow a healthy body*).

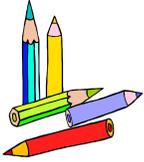
Fun Food Experience

See important information for **cooking in the classroom** on page 4.

	Basic Dairy Tasting*	Chef Level One: Cottage Cheese Dip*	Chef Level Two: Smoothies*
Supplies			
Various low-fat (1% or skim) dairy foods (such as low-fat yogurt, low-fat cottage cheese, low-fat milk)	✓		
Ingredients and supplies for low-fat Cottage Cheese Dip (page 103) (<i>Teacher Note: the recipe states that the dip needs to be mixed in a blender, however an additional option is to mix the dip using a spoon.</i>)		✓	
Ingredients and supplies for Smoothies (page 105)			✓
Serving bowls and serving spoon (for group) and paper plates and napkins (one per student)	✓	✓	
Copies of Cottage Cheese Dip recipe (page 103) or Smoothie recipe (page 105) for each student		✓	✓
Plastic gloves	✓	✓	✓
Small cups (one per student)			✓
Preparation			
Write on chart paper or a board the steps you would like the students to take.	✓	✓	✓
Assemble all ingredients. Set up a bowl and blender (for smoothies) in a location where all students can see the ingredients being placed in the blender. Review cooking rules with students.	✓	✓	✓
Steps			
Have the students wash their hands with soap. Remind them that they should always wash their hands before eating or cooking.	✓	✓	✓
Pass out (or have student helpers pass out) plates, napkins, and cups if using.	✓	✓	✓
Pass around dairy packages, spices (for cottage cheese dip), or frozen fruit (for smoothie) for the students to smell, touch, and see. Discuss colors, shapes, and sizes.	✓	✓	✓
Follow recipe steps. Have students help as much as possible.		✓	✓
Taste the dairy foods all together. Discuss what each tastes like.	✓	✓	✓
Review recipe steps. Remind students to tell their families about the steps they took in class.		✓	✓
Provide students with a copy of the Cottage Cheese Dip recipe (page 103) or Smoothie recipe (page 105) to take home.		✓	✓

*Activity adapted from the NVSDOH CACFP EWP/HOCS Curriculum.

Academic Integration



English Language and Arts

- Write ingredients on board. Have the class describe the taste of the ingredients. (Pre-K–1st grade)
- Have the class write (or draw for Pre-K–K) their own smoothie recipe with different fruits. (Pre-K–1st grade)
- Read *Berenstain Bears Visit the Dentist* by Stan and Jan Berenstain
- Sing a song about brushing teeth. (Pre-K–1st grade)



Math

- If making the smoothie, have class count pieces of fruit in the smoothie recipe. (Pre-K–1st grade)
- Graph ingredients in the recipe by food group. (Pre-K–1st grade)



Science

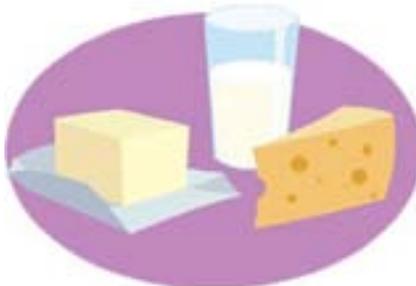
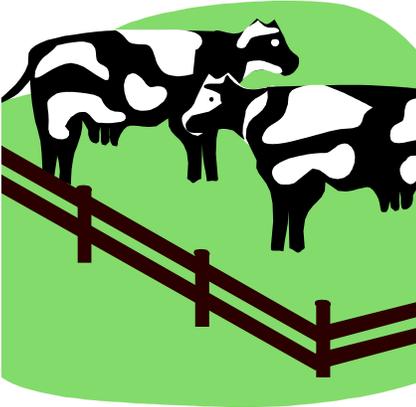
- If making a smoothie, discuss how the fruit is frozen. (Pre-K–1st grade)
- Have the class describe how color changes when foods are mixed. (Pre-K–1st grade)
- As a class, experiment making smoothies using different proportions of fruit and discuss the differences. Have class write their own recipe with the measurements. (1st grade)
- Invite a dental hygienist or dental assistant to the class to discuss brushing, flossing and visiting the dentist. (Pre-K–1st grade)

Extension Lessons

- Experiment with how heating and freezing changes foods, like the frozen fruit used in smoothies or milk used in frozen yogurt.
- Make smoothies using different fruits. Chart how many students liked each smoothie.
- Integrate a K-3 Move-To-Improve fitness break, such as Freeze and Groove. Use creative words such as: “shake” and “wiggle” as movement examples that are similar to the way the fruit and milk move in the blender.

Resources

- *DK Children's Cookbook* by Katherine Ibbs, pp. 12, 13 (DK Publishing, 2004)
- *Emeril, There's a Chef in My World! Recipes That Take You Places* by Emeril Lagasse, pp. 60-61 (HarperCollins, 2006)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS RD/LDN, pp. 34, 46, 61, 70, 78, 149, 150, 153, 156, 158, 159 (Adams Media, 2010)
- *Mommy and Me Cookbook* by Annabel Karmel, pp. 24, 42, 43 (DK Children 2005)
- *Real Food for Healthy Kids*, Tracey Seaman and Tanya Wenman Steel, pp.93, 219, 228, 229, 236 (William Morrow Cookbooks, 2008)
- *Kids Cook 1-2-3*, Rozanne Gold; Illustrated by Sara Pinto, pp. 71, 80-81 (Bloomsbury USA Children Books, 2006)
- *Someone's in the Kitchen with Mommy* by Elaine Magee, MPH, RD, pp. 49, 50, 102 (McGraw-Hill, 1997)
- *Williams-Sonoma The Kid's Cookbook: A great book for kids who love to cook* by Abigail Dodge, p. 25 (Williams-Sonoma Lifestyles, 2002)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Farm to Table Dairy Map

The Cow and the Farm

The Farmer

The Store

We drink the milk

8 Ways To Enjoy Low-Fat Dairy Products

1. Blend low-fat frozen yogurt with low-fat milk to make a tasty treat.
2. Top wheat crackers with low-fat mozzarella cheese.
3. Make **cheesy veggies** for your family.
4. Dip a few graham crackers into your glass of low-fat milk.
5. Try low-fat cottage cheese with canned fruit.
6. Mix low-fat yogurt with sliced fresh fruit to make a salad.
7. Pour low-fat milk over frozen berries for a cool snack.
8. Enjoy low-fat cheddar cheese with fresh apple slices.

Today at school your child learned about dairy products and why they are important. Milk, cheese and yogurt contain calcium and vitamin D, which children need for strong bones and teeth. Skim milk has all the goodness of whole milk without the unwanted fat. You need 3 cups and your child needs 2 cups of dairy products each day.

Cheesy Veggies

Yield: 4 cups

Serves: 8 adults

Ingredients:

4 cups chopped vegetables (such as broccoli or cauliflower)

1 tablespoon flour

1 cup low-fat milk

dash of pepper

4 ounces shredded low-fat sharp cheddar cheese (1 cup).



Steps:

1. Cook vegetables until tender and set aside.
2. **Using a fork, blend flour into low-fat milk until flour can no longer be seen and there are no lumps.**
3. Heat milk and flour mixture in a pan over medium heat, stirring constantly, until it begins to bubble.
4. Continue cooking and stirring until sauce thickens, about 1-2 minutes.
5. Reduce heat to low and add pepper and shredded cheese.
6. Stir until cheese melts.
7. Remove from heat and pour over the cooked vegetables.
8. **Enjoy!**

Have your child help you do the bold steps.



Milk Cost Comparison

The next time you go shopping, take this chart along with you and write down the milk prices.

Type of Milk	Cost of One Gallon
Whole	
2%	
1%	
Skim	

Lose the fat--keep the nutrients at no extra cost!

1% or less milk gives you all of the protein, calcium and vitamin D that 2% and whole milk provide, with less fat and calories. And 1% or less milk usually costs the same or less than 2% or whole milk.

PÁGINAS PARA LOS PADRES

Lácteos deliciosos

8 maneras de disfrutar de los productos lácteos de bajo contenido graso

1. Mezcle yogur congelado de bajo contenido graso con leche de bajo contenido graso para hacer un sabroso postre.
2. Cubra galletas de trigo con mozzarella de bajo contenido graso.
3. Haga **verduras con queso** para su familia.
4. Sumerja unas galletas graham en el vaso de leche de bajo contenido graso.
5. Pruebe el requesón con frutas en lata.
6. Mezcle yogur de bajo contenido graso con fruta fresca en rebanadas para hacer una ensalada.
7. Vierta leche de bajo contenido graso sobre fresas congeladas para hacer un bocadillo genial.
8. Disfrute de queso cheddar de bajo contenido graso con rebanadas de manzana fresca.

Hoy en la escuela su hijo aprendió qué son y por qué son importantes los productos lácteos de bajo contenido graso.

La leche, el queso y el yogur contienen calcio y vitamina D, que los niños necesitan para tener huesos y dientes fuertes. La leche descremada tiene todo lo bueno de la leche entera sin la grasa perjudicial. Usted necesita 3 tazas diarias de productos lácteos y su hijo 2.

Verduras con queso

Rendimiento: 4 tazas
Porciones: 8



Ingredientes

4 tazas de verduras picadas (como brócoli o coliflor)
1 cucharada de harina
1 taza de leche de bajo contenido graso
una pizca de pimienta
4 onzas de queso cheddar fuerte de bajo contenido graso desmenuzado (1 taza).

Pasos

1. Cocine las verduras hasta que estén tiernas y resérvelas.
2. **Con un tenedor, mezcle la harina y la leche de bajo contenido graso en un bol pequeño hasta que no pueda verse la harina y no haya grumos.**
3. Caliente la mezcla de leche y harina en una olla sobre fuego medio, revolviendo constantemente hasta que empiece a hacer burbujas.
4. Continúe cocinando y revolviendo hasta que la salsa espese, alrededor de 1 a 2 minutos.
5. Baje el fuego a mínimo y agregue la pimienta y el queso desmenuzado.
6. Revuelva hasta que se derrita el queso.
7. Retire del fuego y vierta sobre las verduras cocidas.
8. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra.



Comparación de precios de la leche

La próxima vez que vaya de compras, lleve consigo esta tabla y apunte los precios de la leche.

Tipo de leche	Costo de un galón
Entera	
2%	
1%	
Descremada	

¡Olvide la grasa y conserve los nutrientes sin costo alguno!

La leche con contenido graso del 1% o menos le aporta la misma proteína, calcio y vitamina D que la del 2% o que la leche entera, con menos grasa y menos calorías. Y la leche con un contenido graso de menos del 1% normalmente cuesta lo mismo o menos que la del 2% o que la leche entera.

Cottage Cheese Dip

Yield: 1 cup

Serves: 5 adults

Ingredients

- 1 cup low-fat cottage cheese
- 1/4 teaspoon dried dill or parsley
- 1/4 teaspoon onion powder
- 1/8 teaspoon garlic powder
- 1 pinch black pepper
- fresh vegetables of choice:
 - broccoli
 - carrots
 - celery
 - green pepper
 - green beans.

Steps

1. **Place first 5 ingredients in a blender** and mix only until smooth, about 1-2 minutes. Note: over-mixing will result in a dip that is too thin.
2. Pour the mixture into a small bowl. Cover with plastic wrap and **place into the refrigerator.**
3. While the dip is chilling, **wash the fresh vegetables.**
4. Cut the carrots, celery, green pepper and green beans into small sticks.
5. Break broccoli into florets.
6. **Dip vegetables in chilled dip and enjoy!**

Have your child help you do the bold steps.

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Salsa fría de requesón

Rendimiento: 1 taza

Porciones: 5

Ingredientes

- 1 taza de requesón de bajo contenido graso
 - 1/4 cucharadita de eneldo o perejil seco
 - 1 cucharadita de cebolla en polvo
 - 1/8 cucharadita de ajo en polvo
 - 1 pizca de pimienta negra
- verduras frescas de su elección:

- brócoli
- zanahorias
- apio
- pimientos verdes
- habichuelas verdes (chauchas).

Pasos

1. **Coloque los primeros 5 ingredientes en una licuadora** y mézclelos sólo hasta que estén uniformes, alrededor de 1 a 2 minutos. Nota: Si los mezcla en exceso, la salsa fría será demasiado líquida.
2. Vierta la mezcla en un bol pequeño. Tape el bol con papel plástico y **colóquelo en el refrigerador**.
3. Mientras la salsa fría se está enfriando, **lave las verduras frescas**.
4. Corte las zanahorias, el apio, el pimiento verde y las habichuelas verdes (chauchas) en palitos.
5. Rompa el brócoli en sus ramilletes.
6. **Sumerja las verduras en la salsa fría y ¡buena provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita cursiva.

Adaptación de la receta de salsa fría de requesón de [Healthy Cooking for Kids](#) de Michael Jacobsen, Ph.D., y Laura Hill, R.D.
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Smoothies

Yield: 24 ounces

Serves: 4 adults

Ingredients

- 1 small ripe banana
- 1 cup frozen fruit (blueberries, strawberries, etc.)
- 1 8-ounce carton low-fat yogurt (vanilla or fruited)
- 3/4 cup low-fat (1% or less) milk.

Steps

1. **Peel banana. Using cutting boards and butter knife, cut banana into 1-inch chunks. Place the banana chunks into the blender.**
2. Measure the frozen fruit and milk needed.
3. **Put the measured fruit, yogurt and milk into the blender with the bananas.**
4. Cover the blender, and blend on high speed for about 1 minute or until the mixture is smooth.
5. Pour smoothie into cups, and enjoy!

Have your child help you do the bold steps.

Batido de frutas

Rendimiento: 24 onzas

Porciones: 4

Ingredientes

- 1 banana pequeña madura
- 1 taza de frutas congeladas (arándanos, fresas, etc.)
- 1 tarro de 8 onzas de yogur de bajo contenido graso (de vainilla o con frutas)
- 3/4 taza de leche de bajo contenido graso (1% o menos).

Pasos

1. ***Pele la banana. Con un cuchillo de mesa corte la banana en pedazos de 1 pulgada. Eche los pedazos de banana en la licuadora.***
2. Mida las frutas congeladas y la leche que necesita.
3. ***Eche las frutas, el yogur y la leche en la licuadora, junto con la banana.***
4. Tape la licuadora y licue en alta velocidad por 1 minuto o hasta que la mezcla esté suave.
5. Vierta la mezcla en copas y ¡buen provecho!

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita cursiva.

Fantastic Food Groups

Goal

To increase knowledge and awareness of eating a variety of foods from all of the food groups.

Key Points

- Eating a variety of foods is an important part of being healthy.
- Foods come from different food groups (fruits, vegetables, grains, dairy and meat and beans) and each food group help children grow healthy and strong.
- Feeling hungry is the body's way of saying it's time to eat. When they feel hungry, children need to eat foods for energy, health and growth.
- Feeling full is the body's way of saying it's time to stop eating. Eating too much can lead to feeling uncomfortable and decrease the desire to play.

Lessons (45 minutes)

*Note: Lesson 4 contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided. Food tastings are optional, but highly recommended for all of the lessons.*

1. The Edible Food Pyramid
2. A Look at Pizza
3. Mapping the Body
4. ChooseMyPlate and Food Fun*

*Activity adapted from the NYSDOH CACFP EWPCCS Curriculum.

Lesson 1

The Edible Food Pyramid

Objectives



Students will be able to:

- name and identify foods from the five food groups (fruits, vegetables, grains, dairy and meat and beans)
- understand the importance of eating all five food groups every day

Supplies



Toolkit

- *The Edible Pyramid* by Loreen Leedy

Additional Supplies

- ChooseMyPlate picture (page 113)
- Recommended **Fun Food Experience** supplies (page 128)

Preparation

1. Review the book *The Edible Pyramid* by Loreen Leedy.
 - Decide in advance what pages you want to paraphrase or skip.
 - Skip information regarding recommended amounts per day, oils and sweets.
2. Recommended **Fun Food Experience** preparation (page 128).

Introduction

- Tell the class they're going to learn about different foods by reading a book about a special restaurant.

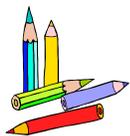
Steps

1. Begin a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart by asking students what they know and what they want to know about food groups. Note: Please complete **L**earned portion of **KWL** chart at end of module, after Lesson 4.
2. Read *The Edible Pyramid* by Loreen Leedy.
 - Focus on the five main food groups (fruits, vegetables, grains, dairy and meat and beans).
 - Emphasize the colors of the fruits and vegetables. Point out the low-fat dairy foods.
 - Ask the class what foods they've tried from each of these groups and what foods they want to try.
 - Skip serving size recommendations for each food group.
 - Discuss the difference between serving sizes for the elephant and the mouse on page 25.
 - Use pizza to explain that foods can have several food groups (cheese, tomato, and crust).
3. Show a picture of the ChooseMyPlate (page 113). Ask the class to name all the food groups and how they fit on the plate.
4. Tell the class that eating from all five food groups is important because each helps their bodies grow in a different way.
5. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See *Fantastic Food Groups Module*, page 128 for ideas.
6. Have students take home a *Fantastic Food Groups Family Page*.
7. Review the *Fantastic Food Groups Snack Time Card* during snack time.

Check for Understanding

- Name the five food groups (*fruits, vegetables, grains, dairy, meat and beans*).
- Name a food you've eaten from each food group.
- Explain why it's important to eat foods from all five food groups (*each food group helps our bodies be healthy in different ways*).

Academic Integration



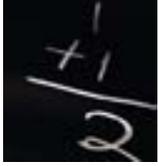
English Language and Arts

- Have class make a book about their favorite healthy foods. Ask students to draw or cut out pictures from magazines and put them in the book. (Pre-K–1st grade)
- Have class make a book about healthy breakfasts, lunch or dinner. (Pre-K–1st grade)
- Have class sort pictures of food by food group. (Pre-K–1st grade)
- Create a class restaurant menu by drawing pictures (Pre-K– K) or writing words (1st grade). Include all the food groups in the menu.
- Review a SchoolFood menu. Find the food groups on the menu and name those that are missing. (Pre-K–1st grade)



Dramatic Play

- Have students create a healthy restaurant meal with plastic foods. (Pre-K–1st grade)
- Create a store using empty boxes and empty food packages. Label prices for students to go grocery shopping for healthy foods. (Pre-K)
- Keep menus in dramatic play area for future use. (Pre-K)



Math

- Discuss the shapes and colors in the book. (Pre-K–1st grade)
- Write on a board the foods the class has tried from each food group. Make a graph depicting how many foods from each food group the class has tried. (Pre-K–1st grade)
- If making menus (see ELA) add prices and let the students count money while pretending to eat at a healthy restaurant. (K–1st grade)
- Discuss the difference between a pyramid and a triangle. Have the students construct their own pyramids using cardboard or oak tag and glue foods they have drawn or cut out from magazines onto it. (1st grade)
- Ask students to make a list of everything that they eat over the weekend. Ask them to sort and chart by food group. (1st grade)



Social Studies

- Create a Family Home Project. Ask each child to bring in a multicultural meal to share in class that includes every food group. Have a healthy multicultural tasting party. This is a great end of year celebration. (Pre-K–1st grade)
- Show pictures of foods from a variety of cultures and ask or chart how the foods would fit the food groups. (1st grade)



Science

- Grains are divided into two subgroups, whole grains and refined grains. Discuss the difference between refined and whole grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. Refined grains only contain the endosperm.



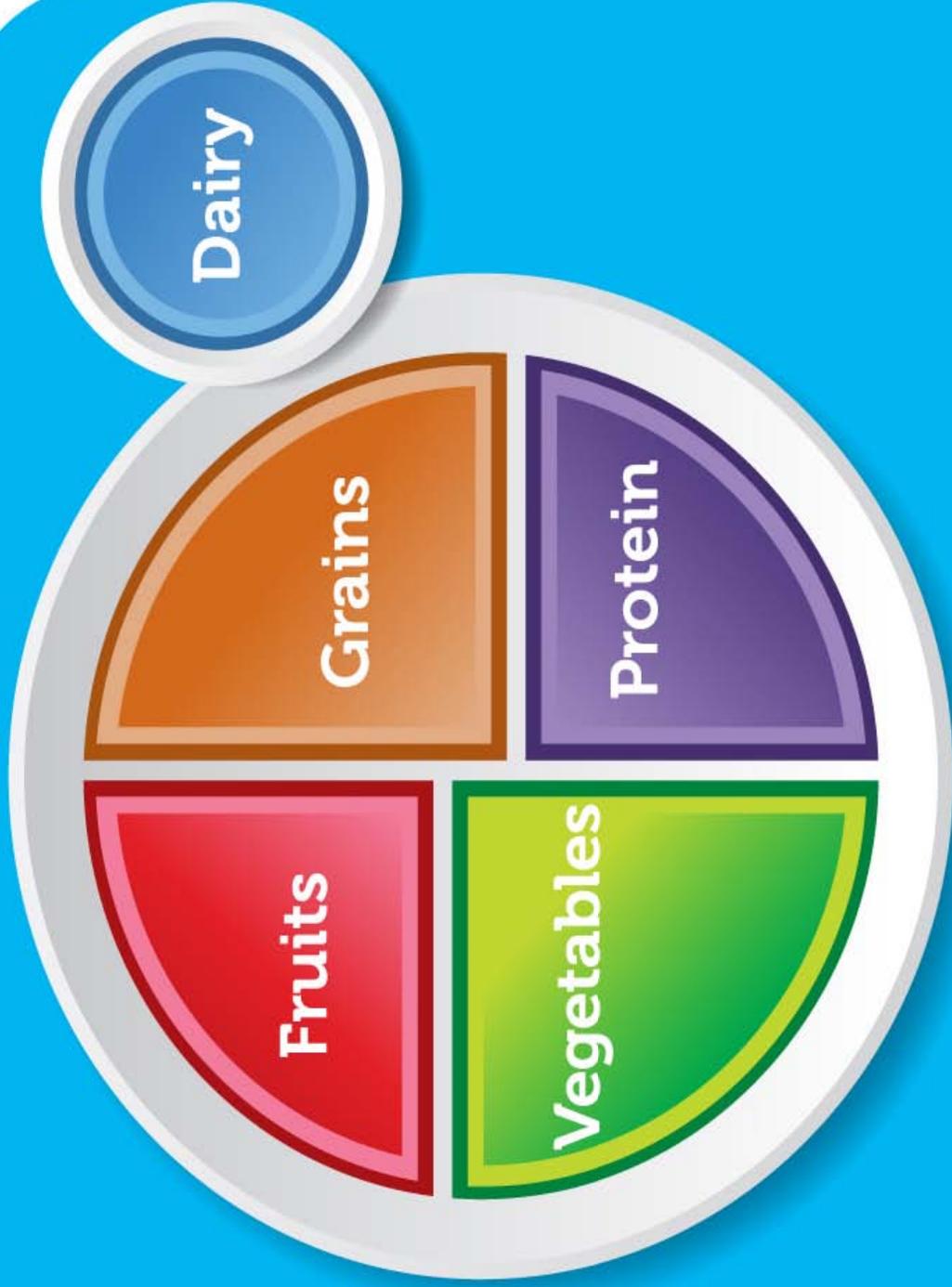
Extension Lessons

- Integrate a K-3 Move-To-Improve fitness break, such as Color Workout. Substitute color paper with the five food groups to instruct movement.

Resources

- United States Department of Agriculture Choose MyPlate: choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm





Choose **MyPlate**.gov

Lesson 2

A Look at Pizza

Objectives



Students will be able to:

- identify foods in each food group (fruits, vegetables, grains, dairy and meat and beans)
- identify foods with more than one food group
- understand that a balanced meal or snack has more than one food group

Supplies



Toolkit

- *The Edible Pyramid* by Loreen Leedy *or Picture Cards* for all five food groups:
 - ✓ Fruits
 - ✓ Vegetables
 - ✓ Whole Grains
 - ✓ Dairy
 - ✓ Meat and Beans

Additional Supplies

- Chart Paper
- Markers
- Recommended **Fun Food Experience** supplies (page 128)

Preparation

1. Create a chart with 5 columns, one for each food group (fruits, vegetables, grains, dairy and meat and beans) and place on the wall.
2. Draw a picture of a see-saw on chart paper.
3. Recommended **Fun Food Experience** preparation (page 128).

Introduction

- Explain to the class that are going to learn about balanced meals and snacks.

Steps

1. Ask the class to name the five foods groups and name a few foods in each group.
2. Explain that the type of foods we eat need to be balanced, which means not too much of any one thing. Use the see-saw to help explain balance.
 - Show the picture of the see-saw and explain how the see-saw works.
 - Ask what happens if two students sit on one side of the see-saw, but only one student sits on the other (*it won't work. One side is too heavy*).
 - Discuss how to get the see-saw to work well (*one student on each side of the see-saw; not too many students on any one side*).
3. Explain that food works the same way as the see-saw. For our bodies to work well, we need to have balance with what we eat (*not too much from any one food group*).
4. On chart paper, list what the students know about pizza. Show a picture of a pizza or draw a pizza to help the class. Ask them leading questions such as:
 - What shape is a pizza and pizza slice?
 - What does pizza taste like?
 - What ingredients are in a pizza?
 - What toppings can you put on a pizza? List as various toppings plus the tomato sauce, cheese and dough.
5. Ask the class to list each ingredient into each corresponding food group.
 - Discuss each group and write the ingredients under the appropriate food group column.
 - Use *My Edible Pyramid* by Loreen Leedy or the *Picture Cards* to help.
 - Use these questions as a guide to place ingredients:

Vegetables

- ✓ What foods are in this food group? What ingredients fit here (*tomato*)?
- ✓ What other foods from our pizza list go in the vegetable category (*onions, mushrooms, peppers, broccoli, eggplant, basil*)?
- ✓ Why are vegetables so important for us to eat (*they help us to stay healthy*)?

Fruits

- ✓ What foods are in this food group? What ingredients fit here?
- ✓ Are there any pizza toppings that are fruits (*pineapple*)?
- ✓ Why are fruits so important for us to eat (*they help us to stay healthy*)?

Whole Grains (such as bread, pasta and cereal)

- ✓ What foods are in this food group? What ingredients fit here (*dough*)?
- ✓ What is the crust made out of (*wheat—wheat is a plant that is a grain*)?
- ✓ Who can name a whole grain they ate yesterday?
- ✓ Why do we eat food from this category (*provides energy to run and play*)?

Low-fat Dairy

- ✓ What foods are in this food group? What ingredients fit here (*cheese*)?
- ✓ Why are low-fat dairy foods important (*these foods have calcium for strong teeth and bones*)?

Lean Meat and Beans (such as beans, tofu, eggs, nuts, meat, chicken and fish)

- ✓ What foods are in this food group? What ingredients fit here (*chicken, ham, hamburger and anchovies*)? Note: pepperoni and sausage have more fat and are not lean sources of protein.
- ✓ What meat and beans foods do you like to eat at home?
- ✓ Why do we eat meat and beans foods (*to help us grow and build strong muscles*)?

6. Review the see-saw example and discuss if the pizza is balanced.

- Explain that pizza can have foods from all of the food groups and helps us be healthy in different ways.
- Explain that some pizza can have too much or not enough of a food group, such as too much cheese or not enough vegetables, to be balanced.
- Tell them that making pizza at home with your family is the best way to make a balanced pizza.

7. Ask class to name meals and snacks they eat with multiple food groups. Examples might include:
 - cereal, milk and fruit;
 - turkey sandwich with lettuce and tomato on whole wheat bread;
 - spaghetti and meatballs;
 - chicken stir-fry with vegetables and rice;
 - burritos with beans, rice, and vegetables; and
 - peanut butter and apples.
8. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See Lesson 4, page 128 for ideas.
9. Review the *Fantastic Foods Groups Snack Time Card* during snack time.

Check for Understanding

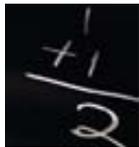
- Name the five different food groups (*fruit, vegetable, grains, dairy, meat and beans*).
- Name a food from each food group.
- Name a food with more than one food group (*pizza, spaghetti, lasagna, smoothie*).

Academic Integration



English Language and Arts

- Read *Pizza at Sally's* by Monica Wellington. Discuss the steps for making pizza. (Pre K–1st grade)
- Create a class (Pre–K and K) or an individual (1st grade) All About Book about favorite foods and the food groups.
- Have class make a book about balanced meals. (1st grade)



Math

- Ask the class to graph their favorite types of pizza. (Pre K–1st grade)
- Ask the class to list types of foods in a food group. Create a graph (picture, bar, or tally depending on age) to display results. (Pre K–1st grade)
- Ask class to draw a pizza. Discuss what happens when they cut the pizza in half and then in half again. (Pre K–1st grade)
- Have class make an 8-slice pizza pie out of paper plates. Put different toppings on slices and have them write the fractions of each topping (for example 2/8 of the pizza has broccoli as a topping). (1st grade)
- Discuss how much is too much and too little to eat using fractions on a plate. (Pre K–1st grade)



Social Studies

- Discuss the origin of pizza. Tell them that it was invented in Greece or Italy over 200 years ago and that pizza in Italian means “pie”. Locate Greece and Italy on a map. (1st grade)
- Read a book about the history of pizza. (1st grade)

Extension Lessons

- Let each child build a mini-pizza on an English muffin using whole wheat English muffins, tomato sauce, low-fat cheese and diced vegetables.
- Display a chart with the five food groups listed at the top. Show the *Fruits, Vegetables, Whole Grain, Low-fat Dairy, and Lean Meat and Beans Picture Cards*. Give one to each student. Ask students to come to the front of the room and tape their card under the correct food group on the board.
- Integrate a K-3 Move-To-Improve fitness break, such as Stretch and Roll. Students can imagine they are stretching and rolling their bodies as they would pizza dough to make the dough more flexible.

Resources

- New Jersey Supplemental Nutrition Assistance Program- *What's Cookin' in the Classroom? Garden Pizza*, http://www.njsnap-ed.org/edu_materials/curriculum.php?id=3
- *The Pizza We Made* by Joan Holub (Puffin Books, 2001)
- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department) http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 3

Mapping the Body

Objectives



Students will be able to:

- understand the importance of eating foods from all five food groups
- state why they should eat when they are hungry
- state why they should stop eating when they are full

Supplies



Toolkit

- **Picture Cards** for all five food groups:
 - ✓ Fruits
 - ✓ Vegetables
 - ✓ Whole Grains
 - ✓ Low-fat Dairy
 - ✓ Lean Meat and Beans

Additional Supplies

- Large piece of paper for tracing a child's silhouette
- Markers and/or crayons
- Tape
- *Optional Silhouette Activity*: Copies of silhouette (page 125)
- Recommended **Fun Food Experience** supplies (page 128)

Preparation

1. Display **Picture Cards** by food group for students to see and choose from them during the class.

2. Ask one of the students to lie down on the large sheet of paper. Trace around the student to make a drawing. Hang the drawing where the students can see and reach it. NOTE: this can also be done as part of the class.
3. If doing *Optional Silhouette Activity*, make copies of silhouette (page 125) for each child and cut out if desired.
4. Recommended **Fun Food Experience** preparation (page 128).

Introduction

- Tell the class that they'll be making a body map with the foods that are important for them to eat.

Steps

1. Discuss with the class that when they feel hungry, their bodies are telling them to eat foods that will give them energy and help them grow. Ask the students to tell you a time that they felt hungry. Explain that eating a variety of healthy foods helps them grow strong.
2. Ask the students to name the five food groups and some foods that fall into each food group. Point out the *Picture Cards* on the wall.
3. Ask the students to take turns choosing a *Picture Card* from the wall that they like to eat when they are hungry. Have the students name the food and then tape it on the body map. As the students attach the card and tell them how that food helps the body:
 - Fruits and Vegetables — contain vitamins, minerals and fiber which helps them see, helps their bodies heal when they are hurt, keeps them healthy, and gives them energy to work and play.
 - Whole Grains — contain vitamins, minerals and fiber which gives them energy to work and play.
 - Low-Fat Dairy (milk, cheese, yogurt) — contains calcium and vitamin D which helps build strong bones and teeth.
 - Meat and beans — contains protein, vitamins and minerals which helps them grow and build strong muscles.
4. Ask the students to describe a time that they felt too full. Ask the students how they would feel if they ate all the foods on the body map at one time.
5. Tell them that feeling full is the body's way of signaling that we should stop eating so they don't feel bad or lose their desire to play.
6. *Optional Silhouette Activity*: Pass out Silhouettes (page 125) and markers or crayons to each student. Ask them to draw their favorite foods from all the foods groups on their silhouettes.

7. *Recommended Food Tasting*: Provide a **Fun Food Experience**. See Fantastic Food Groups Module, Lesson 4, page 128.
8. Review the *Fantastic Foods Groups Snack Time Card* during snack time.

Check for Understanding

- State why it's important to eat a variety of foods (*each food helps our bodies in different ways to stay healthy and strong*).
- Explain why we should eat when we are hungry (*to help our body grow strong*).
- Explain why we should stop when we are full (*to prevent feeling uncomfortable or losing our desire to play*).

Academic Integration



English Language and Arts

- Read *Me and My Amazing Body* by Joan Sweeney. (Pre-K–1st grade)
- Make a class book (Pre-K–K) or individual books (1st grade) depicting body parts (such as bones, heart, muscles) with foods that help keep that body part healthy.
- Cut out pictures from fliers of local supermarkets. Have class glue them to a plate using the MyPlate as a guide.



Math

- Count and graph foods from each food group that are represented on the body map. (Pre-K–1st grade)



Science

- Discuss and spell parts of the body: bones, stomach, intestines, muscles, heart and brain. Discuss the function of each part. Ask students to make sentences using each parts. (1st grade)



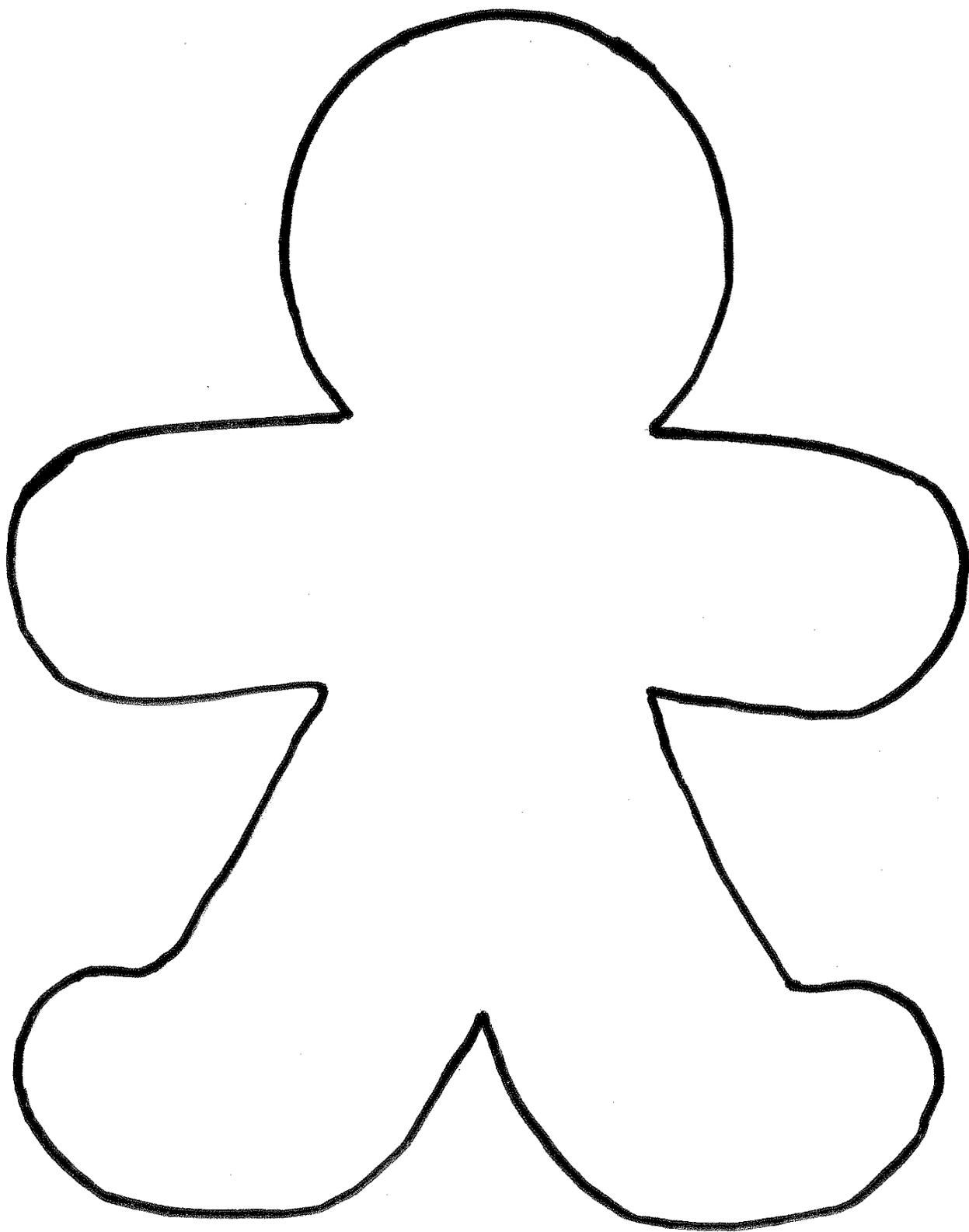
Extension Lessons

- Have class make their own body map. Ask each child to trace another child's body and then switch roles. Ask students to decorate their own body maps with foods from all five food groups that they like to eat.
- Make an All About My Body Book describing body parts and their function. Add pictures of foods that help keep those body parts healthy.
- Integrate a K-3 Move-To-Improve fitness break, such as NYC Traffic Jam. Make the connection between fueling your body when you are hungry and fueling your car when it needs gas.

Resources

- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm





Lesson 4

ChooseMyPlate and Food Fun

Objectives



Students will be able to:

- identify foods from the five basic food groups: fruits, vegetables, grains, dairy and meat and beans
- state importance of eating foods from all five food groups
- build a healthy snack using foods from two to five of the food groups

Supplies



- Ruler
- Oak tag or construction paper
- Adult and child scissors
- Crayons or markers
- Papers and magazines with pictures of food
- Glue or tape
- Blank ChooseMyPlate (page 131)
- Supplies for **Fun Food Experience** (page 128)

Preparation

1. Make copies of blank ChooseMyPlate on page 128 for each student or prepare a large blank plate. If doing a large blank plate, draw sections of each food group, using the ChooseMyPlate on page 113 as a guide. Have the students help with as much or as little of this project, depending upon the age level of the classroom.
2. Preparation for **Fun Food Experience** (page 128).

Introduction

- Tell the class they're going to make a plate with foods from all five groups. Review the five food groups and example foods in each food group.
- Remind the class it's important to eat foods from each food group every day because different foods help our bodies in different ways.

Steps

1. For individual ChooseMyPlate:
 - Each student will draw foods from each food group on the blank plate.
2. For group ChooseMyPlate:
 - Cut out pictures from magazines or draw pictures and cut them out of the five food groups.
 - Ask the class to glue pictures on appropriate part of the plate. For dairy, encourage students to put low-fat milk to the side of the plate. Keep the plate in class or decorate another part of the school.
3. Provide a **Fun Food Experience**, page 128.
4. Ask the students what they've learned about food groups. Complete the **KWL** chart.
5. Review the *Fantastic Food Groups Snack Time Cards* during snack time.

Check for Understanding

- Identify foods from the five basic food groups (*fruits, vegetables, grains, dairy and meat and beans*).
- Explain why it's important to eat food from all five groups (*eating from a variety of foods helps our bodies grow strong*).

Fun Food Experience

See important information for **cooking in the classroom** on page 4.

	Basic Food Tasting	Chef Level One: Hummus* and Vegetables	Chef Level Two: Hummus Wraps
Supplies			
Samples of food from two or more food groups. Good choices are fruit and low-fat yogurt, grape tomatoes and low-fat cheese, apples and peanut butter, or whole wheat crackers and low-fat cheese.	✓		
Ingredients and supplies for Hummus (page 137) or store bought hummus plus vegetables to dip such as baby carrots, peppers, and cucumbers		✓	
Ingredients and supplies for Hummus Wrap (page 139)			✓
Cutting board, knife, and plastic gloves (for teacher)	✓	✓	✓
Serving bowls and spoons or child-sized tongs (for class); Paper plates, napkins, plastic knives or spoons (for each student)	✓	✓	✓
Copies of the Hummus and Hummus Wrap recipe to send home to parents/guardians	✓	✓	✓
Preparation			
Write on chart paper or a board the steps you would like the students to take.	✓	✓	✓
Wash all fruits and vegetables thoroughly.	✓	✓	✓
Cut foods into bite-sized pieces and put them in individual serving bowls with serving spoons or child-sized tongs. Leave soft fruits and vegetables for students to cut on their own. Leave some foods whole for students to see, touch, and smell.	✓	✓	✓
Cut tortillas into eighths. Note: you can have students cut tortillas and discuss fractions.			✓
Procedure			
Explain to students that fruits and vegetables should always be washed before they are eaten. Have the students wash their hands with soap. Review tasting rules. Pass out (or have student helpers pass out) plates, napkins, and plastic knives and spoons if using.	✓	✓	✓
Pass around whole fruits and/or vegetables for the students to smell, touch, and see. Discuss colors, shapes, and sizes.	✓	✓	✓
Demonstrate how to cut any food that the students will be cutting.	✓	✓	✓
Review all steps of the recipe. Make Hummus (page 137). Have students help you or discuss the ingredients in the store bought hummus. Demonstrate making a Hummus Wrap (page 139) by spreading hummus on the tortilla, adding vegetables, and rolling up.		✓	✓
Let students serve themselves samples of foods. Taste the foods all together.	✓	✓	✓
Review recipe steps. Remind students to tell their families about the steps they took in class.	✓	✓	✓
Provide students with a copy of the Hummus (page 137) and Hummus Wrap recipe to take home (page 139)		✓	✓

*Activity adapted from the NYSDOH CACFP EWP/HCCS Curriculum.

Academic Integration



English Language and Arts

- Write adjectives given by the class to describe the taste of the foods up on the board (Pre-K–1st grade) and have older students (1st grade) write a descriptive poem about a favorite food.
- Have class create a shopping list of ingredients by drawing pictures (Pre-K–K) or writing the words. (1st grade)



Math

- Discuss whole, cut and rolled tortilla shapes. (Pre-K–1st grade)
- Count ingredients in the wrap and hummus. (Pre-K–1st grade)
- Make a bar, tally, or pictograph of favorite class ingredients in the wrap. (Pre-K–1st grade)



Social Studies

- Discuss the origin of wraps. Locate the country of origin on a globe. (Pre-K–1st grade)



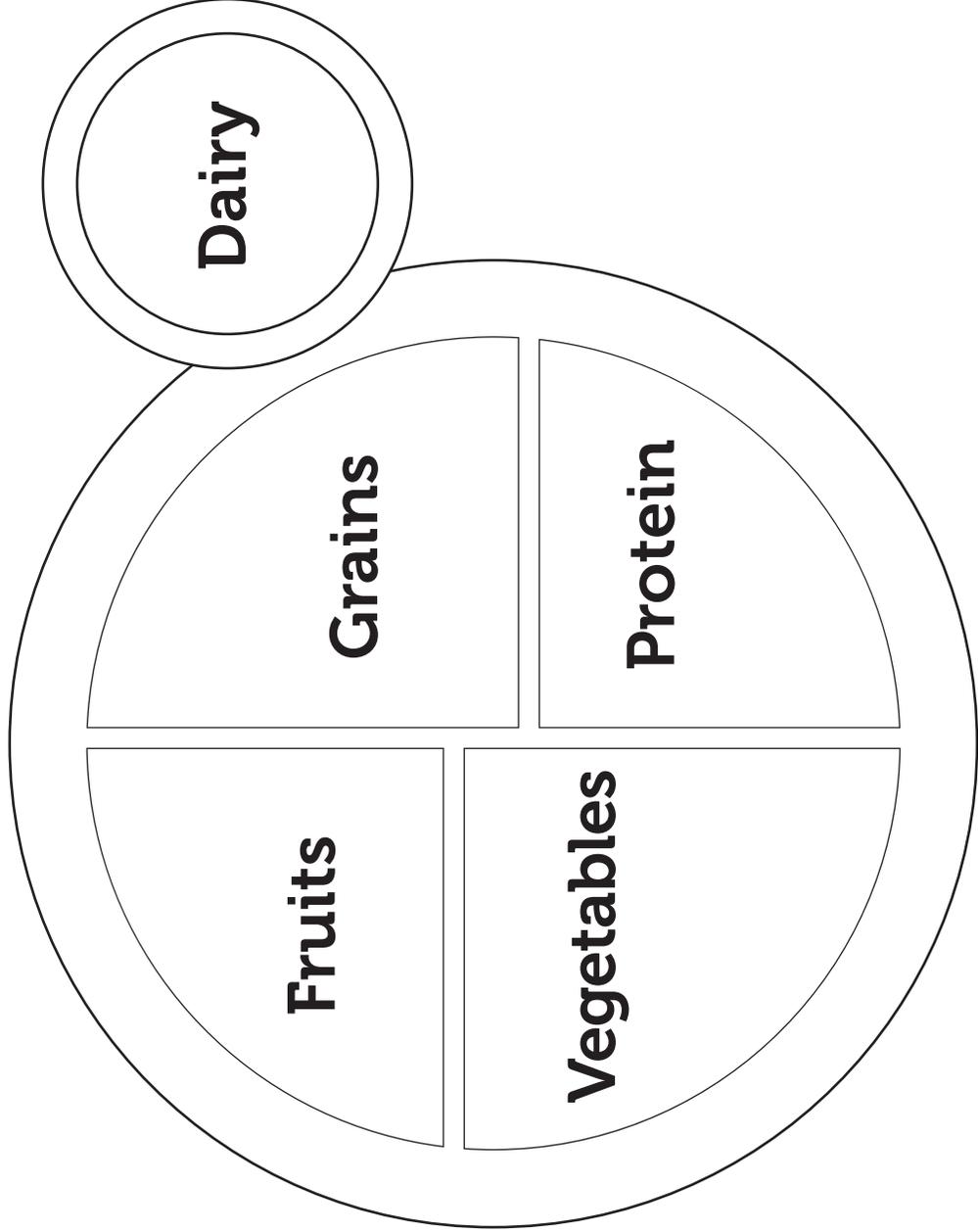
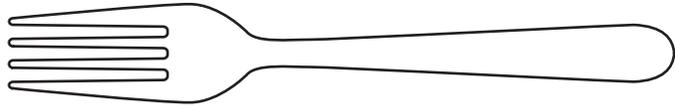
Extension Lessons

- Make a fruit wrap with canned peaches or cooked apples with cinnamon. Use low-fat cream cheese or low-fat cottage cheese instead of hummus dip.
- Integrate a K-3 Move-To-Improve fitness break, such as Farmers' Market. Students can name healthy ingredients to purchase at a farmers' market to include in their wrap.

Resources

- *DK Children's Cookbook* by Katherine Ibbs, pp. 16, 17, 42, 52 (DK Publishing, 2004)
- *Emeril's There's a Chef in My Soup! Recipes for the Kid in Everyone* by Emeril Lagasse, pp. 90-91, 98, 99 (HarperCollins, 2005)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS RD/LDN, pp. 42, 51, 72, 96, 156 (Adams Media, 2010)
- *Emeril, There's a Chef in My World! Recipes That Take You Places* by Emeril Lagasse, pp. 60, 61, 83, 132 (HarperCollins, 2006)
- *Someone's in the Kitchen with Mommy* by Elaine Magee, MPH, RD, pp. 26, 52 (McGraw-Hill, 1997)
- *Williams-Sonoma The Kid's Cookbook: A great book for kids who love to cook* by Abigail Dodge, pp. 38, 72 (Williams-Sonoma Lifestyles, 2003)
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm





ChooseMyPlate.gov

8 Ways To Encourage Good Eating Habits

1. Plan a quiet activity for your child before mealtime such as drawing a picture.
2. Teach your child to help you cook. Helping makes your child feel good.
3. Offer your child healthy foods for meals and snacks.
4. Let your child decide what to eat.
5. Serve foods in new ways so your child will want to try them. Make fun shaped foods, and give foods funny sounding names.
6. Make mealtimes happy times.
7. Let your child serve their own plate. They are better at taking the right amount of food.
8. Let your child to decide how much to eat.

Today at school your child learned that it is important to eat a variety of foods. Offer foods from all five food groups (vegetables, fruits, grains, dairy, and protein foods every day). Focus on colorful vegetables and fruits, whole grains, low-fat dairy, and lean proteins such as fish, chicken breast, and beans.

Cheese Stuffed Potatoes

Yield: 8 potato halves

Serves: 8 adults

Ingredients:

- 4 baking potatoes
- 1 cup low-fat cottage cheese
- 2 tablespoons low-fat (1% or less) milk
- 2 tablespoons minced onion (optional)
- 4 ounces shredded low-fat cheddar cheese
- 1/4 teaspoon paprika.



Steps:

1. **Scrub potatoes** and remove any blemishes.
2. *Bake potatoes in oven preheated to 400 degrees until tender (about 30 to 40 minutes).
3. Slice each potato in half, lengthwise. Scoop out the pulp with a spoon, leaving 1/4-inch thick shells.
4. **Blend cheese, milk and onion with spoon.** Add potato pulp and mix until light and fluffy.
5. **Fill potato halves with mixture. Sprinkle with shredded cheese and paprika.**
6. Return to oven to reheat for 10 minutes.
7. **Enjoy!**

*Microwave Method: Pierce potatoes with a fork and place in microwave. Cover potatoes with waxed paper and heat on high until tender, about 5 to 10 minutes.

Have your child help you do the bold steps.

Adapted from [Recipes and Tips for Healthy, Thrifty Meals](#).

How many times has your child asked, “Can I help?”



Helping with family meals makes your child feel needed. Children can do many tasks. Working together gives you more time with your child. Talk with your child, and hear what he or she has to share. It is good for your child to learn how to help you. So, even if you can work faster alone, ask your child to help you.

Ways Your Child Can Help

1. **Pick** flowers for the table.
2. **Create** paper place mats.
3. **Put** pets in another room if they need attention at mealtime.
4. **Help** clear table before setting it.
5. **Wash** his or her hands.
6. **Help** with table setting.
7. **Help** with simple kitchen jobs:
 - Tear lettuce for salads.
 - Mix a tossed salad.
 - Snap green beans.
 - Dip fresh berries into water to wash them.
 - Scrub fresh vegetables.
 - Roll a lemon.
 - Squeeze juice from the lemon.
 - Shake a bottle of salad dressing.
 - Spread soft margarine on bread or toast.
 - Stir batter with a spoon.
 - Cut a banana into pieces with a butter knife.
 - Peel hard cooked eggs.
 - Wrap potatoes in foil for baking.
 - Put bread or rolls into a basket.
8. **Bring** items to the table (bread, rolls, crackers).
9. **Pour** milk or water from a small pitcher, perhaps with help.
10. **Turn off** the TV, so the family may talk at mealtimes.
11. **Bring** his or her dishes to the sink after eating.
12. **Place** items in the trash.



Try This: Does it seem impossible to fit family meals into your busy schedule? Go step by step. Try to enjoy at least one family meal together this week. See what works, and plan from there.

Adapted from [Nibbles for Health](#).

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

PÁGINAS PARA LOS PADRES

Fantásticos grupos de alimentos

8 maneras de estimular buenos hábitos alimenticios

1. Planifique una actividad tranquila para su hijo antes de las comidas, como dibujar.
2. Enséñele a su hijo a que lo ayude a cocinar. Al ayudar, su hijo se siente bien.
3. Ofrezcale a su hijo alimentos saludables en las comidas y los bocadillos.
4. Permita que su hijo decida qué comer.
5. Sirva los alimentos en modos novedosos para que su hijo quiera probarlos. Haga alimentos con formas divertidas, y déle a los alimentos nombres graciosos.
6. Haga que la hora de la comida sea un momento feliz.
7. Permita que su hijo se sirva su plato solo. Los niños saben escoger la cantidad adecuada de comida.
8. Permita que su hijo decida cuánto va a comer.

Hoy en la escuela su hijo aprendió que es importante consumir una variedad de alimentos. Ofrezcale alimentos de cada uno de los cinco grupos (verduras, fruta, cereales, lácteos -los alimentos derivados de la leche- y proteínas) todos los días. Concéntrese en las verduras y frutas de colores, los granos integrales, los lácteos bajos en grasa y las proteínas magras (con poca grasa), como el pescado, la pechuga de pollo y las legumbres.

Papas rellenas de queso

Rendimiento: 8 mitades de papa

Porciones: 8

Ingredientes

- 4 papas de asar
- 1 taza de requesón de bajo contenido graso
- 2 cucharadas de leche de bajo contenido graso (1% o menos)
- 2 cucharadas de cebolla picada (opcional)
- 4 onzas de queso cheddar de bajo contenido graso desmenuzado
- 1/4 cucharadita de páprika.



Pasos

1. **Restriegue las papas** y quite cualquier imperfección.
2. *Ase las papas en un horno precalentado a 400 grados hasta que estén tiernas (entre 30 y 40 minutos aproximadamente).
3. Parta cada papa por la mitad a lo largo. Vacíe la pulpa de la papa con una cuchara dejando las pieles a 1/4 de pulgada de grosor.
4. **Mezcle el queso, la leche y la cebolla con una cuchara.** Añada la pulpa de la papa y mézclela hasta que esté ligera y esponjosa.
5. **Llene las mitades de papa con la mezcla. Salpique con queso rallado y páprika.**
6. Vuelva a ponerlas en el horno para recalentarlas durante 10 minutos.
7. **¡Buen provecho!**

*Pinche las papas con un tenedor y póngalas en el microondas. Cubra las papas con papel encerado y caliente a temperatura alta entre 5 y 10 minutos.

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

Adaptado de [Recipes and Tips for Healthy, Thrifty Meals](#).

¿Cuántas veces le ha preguntado su hijo, “Puedo ayudar”?



Ayudar a preparar las comidas de la familia hace que su hijo se sienta importante. Los niños pueden hacer muchas tareas. Trabajar juntos hace que usted pase más tiempo con su hijo. Hable con su hijo, y escuche lo que tiene para contarle. Es bueno para su hijo aprender cómo ayudar. Por lo tanto, aunque usted pueda ir más deprisa sólo, pídale a su hijo que le ayude.

Maneras en que su hijo puede ayudar

1. **Cortar** flores para la mesa.
2. **Crear** mantelillos individuales de papel.
3. **Llevar** a los animales domésticos a otra habitación si exigen atención durante las comidas.
4. **Ayudar** a limpiar la mesa antes de ponerla.
5. **Lavarse** las manos.
6. **Ayudar** a poner la mesa.
7. **Ayudar** con tareas simples en la cocina:
 - Partir la lechuga para la ensalada.
 - Mezclar la ensalada.
 - Partir las judías verdes.
 - Poner los frutos rojos en agua para lavarlos.
 - Frotar las verduras frescas.
 - Presionar un limón haciéndolo rodar.
 - Exprimir el jugo de un limón.
 - Agitar una botella de aderezo para ensalada.
 - Untar margarina blanda sobre pan o tostadas.
 - Mezclar masa con una cuchara.
 - Cortar una banana en trozos con un cuchillo de untar mantequilla.
 - Pelar huevos duros.
 - Envolver papas de asar en papel aluminio.
 - Colocar el pan o los bollos en una cesta.
8. **Llevar** artículos a la mesa (pan, bollos, galletas).
9. **Verter** leche o agua de una jarra pequeña, tal vez con ayuda.
10. **Apagar** la televisión para que la familia pueda conversar durante las comidas.
11. **Llevar** su plato y utensilios al fregadero después de comer.
12. **Arrojar** los desperdicios en la basura.



Intente esto: ¿Le parece imposible encajar las comidas familiares en su ajetreada jornada? Vaya paso a paso. Intente disfrutar de al menos una comida en familia esta semana. Compruebe lo que da buenos resultados y planifique conforme a eso.

Adaptado de [Nibbles for Health](#).

El USDA es un proveedor y empleador que ofrece igualdad de oportunidades. Este material fue financiado por el Programa de estampillas para alimentos del USDA. El Programa de estampillas para alimentos provee asistencia en nutrición a personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para tener una dieta mejor. Para informarse mejor, llame al 1-800-342-3009.

Hummus Dip

Yield: 2 cups

Serves: 16 children

Ingredients

- 1 (15-ounce) can chickpeas (known as garbanzo beans), drained and rinsed
- 1/2 to 1 clove of garlic
- 1/4 cup plain low fat yogurt
- 1 tablespoon lemon juice
- 1 teaspoon olive or canola oil
- 1/4 teaspoon salt
- 1/4 teaspoon paprika
- 1/8 teaspoon ground black pepper

Steps

1. **Peel garlic clove.**
2. **Add all ingredients to a blender or food processor.**
3. Blend ingredients until smooth.
4. Serve with fresh cut vegetables and **enjoy!**

Have your child help you do the bold steps.

Hummus (Puré de garbanzos)

Rendimiento: 2 tazas

Porción: para 16 niños

Ingredientes

- 1 lata de garbanzos (15 onzas) (también conocidos como habichuela garbanzo), escurridos y enjuagados
- De ½ a 1 diente de ajo
- ¼ taza de yogur natural bajo en grasa
- 1 cucharada de jugo de limón
- 1 cucharadita de aceite de oliva o de canola
- ¼ cucharadita de sal
- ¼ cucharadita de pimentón dulce
- ¼ cucharadita de pimienta negra molida

Pasos

1. **Pelar el diente de ajo.**
2. Añada todos los ingredientes en una licuadora o procesador de alimentos.
3. Mezcle los ingredientes hasta que queden lisos.
4. Sirvalo con verduras frescas recortadas
5. Disfrútele!

Pídale a su niño que le ayude con los pasos escritos en negrita.

El programa de Asistencia Suplementaria de Nutrición (o *Supplemental Nutrition Assistance Program*, SNAP en inglés) proporciona ayuda nutricional a personas con bajos ingresos. Le puede ayudar a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-342-3009. Este material fue financiado por el SNAP del Departamento de Agricultura de los Estados Unidos (USDA). De acuerdo a la ley federal y la política del USDA, se prohíbe a esta institución el discriminar por motivos de raza, color, origen nacional, sexo, edad, religión, creencias políticas o discapacidad. Para presentar una queja por discriminación, escriba al USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 o llame al (800) 795-3272 (voz) o al (202) 720-6382 (TTY). El USDA es un proveedor y empleador con igualdad de oportunidades.



Hummus Wraps

Yield: 16 small snack wraps

Serves: 16 children

Ingredients

- 4 whole wheat tortillas
- 1 cup hummus (see hummus recipe)
- 1/2 head romaine lettuce
- 2 medium cucumbers
- 10 ounces low fat cheese

Steps

1. Grate cheese into bowl and set aside in refrigerator.
2. Cut tortillas into 4 triangles.
- 3. Wash lettuce and cucumber.**
4. Peel skin off cucumber and slice cucumber into thin rounds.
- 5. Break lettuce up into 3 inch pieces.**
6. Spread 1 Tablespoon of humus onto a tortilla triangle.
- 7. Add a few slices of cucumber, one piece of lettuce and 1 Tablespoon of grated cheese.**
- 8. Starting with the small end, roll the wrap into a tube, keeping ingredients inside.**
9. Enjoy!

Have your child help you do the bold steps.

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D. C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Wraps de Hummus

Porción: 1 bocadillo pequeño

Rendimiento: 16 wraps

Ingredientes

- 4 tortillas de harina integral
- 1 taza de hummus (consulte la receta de hummus)
- 1/2 cabeza de lechuga romana
- 2 pepinos medianos
- 10 onzas de queso bajo en grasa

Pasos

1. Ralle el queso en un tazón y guárdelo en la nevera.
2. Corte las tortillas en 4 triángulos.
3. **Lave la lechuga y el pepino.**
4. Pele el pepino y córtelo en rodajas finas.
5. **Corte la lechuga en pedazos de 3 pulgadas.**
6. Unte 1 cucharada de hummus en uno de los triángulos de tortillas.
7. **Añada unas rodajas de pepino, un pedazo de lechuga y 1 cucharada de queso rallado.**
8. **Comenzando por el extremo pequeño, enrrolle el *wrap* en forma de un tubo, manteniendo los ingredientes en el interior.**
9. **Disfrútele!**

Pídale a su niño que le ayude con los pasos escritos en negrita.

El programa de Asistencia Suplementaria de Nutrición (o *Supplemental Nutrition Assistance Program*, SNAP en inglés) proporciona ayuda nutricional a personas con bajos ingresos. Le puede ayudar a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-342-3009. Este material fue financiado por el SNAP del Departamento de Agricultura de los Estados Unidos (USDA). De acuerdo a la ley federal y la política del USDA, se prohíbe a esta institución el discriminar por motivos de raza, color, origen nacional, sexo, edad, religión, creencias políticas o discapacidad. Para presentar una queja por discriminación, escriba al USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 o llame al (800) 795-3272 (voz) o al (202) 720-6382 (TTY). El USDA es un proveedor y empleador con igualdad de oportunidades.

Smart Snacking

Goal

To increase knowledge and awareness of the importance of eating nutritious snacks.

Key Points

- As we try more foods, we begin to like more foods.
- There are many healthy snacks that taste very good.
- Healthy snacks help children’s bodies grow strong and give them energy to play.
- We can put foods into two categories:
 - Everyday Foods — for eating every day
 - Sometimes Foods — for eating once in a while
- Healthy snacks come from a combination of Everyday Foods.
- Eating a variety of foods is an important part of being healthy.

Lessons (45 minutes)

*Note: Lesson 4 contains a recommended **Fun Food Experience**. Three tasting options (Basic Food Tasting, Chef Level 1, and Chef Level 2) are provided. Food tastings are optional, but highly recommended for all of the lessons.*

1. Trying New Foods
2. Healthy Snack Art Work
3. Making Our Own Snacks
4. Snack Hunt and Fun Food*

*Activity adapted from the NYSDOH CACFP EWPHCCS Curriculum.

Lesson 1

Trying New Foods

Objectives



Students will be able to:

- understand that as they try new foods, they'll begin to like more foods
- name one new healthy snack that they'll try
- state one reason why it's important to eat healthy snacks

Supplies



Toolkit

- *Healthy Snack Picture Cards*
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

Additional Supplies

- Recommended **Fun Food Experience** supplies (page 160)

Preparation

1. Review *I Will Never Not Ever Eat a Tomato* by Lauren Child.
2. Recommended **Fun Food Experience** preparation (page 160).

Introduction

- Tell class they'll be learning about healthy smart snacks. Ask them what is a healthy snack and discuss some they may have tried.

- Make a **KWL** (what you already **K**now, what you **W**ant to learn, what you **L**earned) chart with the students by asking them what they know and what they want to know about ‘smart’ snacks. Note: Please complete the **L**earned portion of the **KWL** chart at the end of the module, after Lesson 4.
- Tell the class they’ll be learning about the importance of trying new foods and snacks by reading a story.

Steps

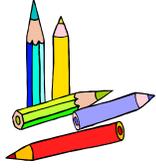
1. Hold *Healthy Snack Picture Cards* up and ask the students if they have ever tried the snacks on the card. Tell them that these foods are examples of healthy ‘smart’ snacks. Discuss the following:
 - Ask how they feel about trying new snacks (*such as excited, scared, nervous, happy, etc.*). Ask about their favorite ‘smart’ snacks.
 - Review that their favorite snack was once a new food to them. Tell them it’s important to try new foods because they never know which new food will be their next favorite. Explain that the more they try new foods the easier it will be.
 - Ask what makes healthy ‘smart’ snacks (*fruits, vegetables, low-fat dairy foods, whole grains, and lean proteins in their least processed form*) and why we should eat ‘smart’ snacks (*helps make their body grow strong and gives them energy to play*).
 - Describe a ‘smart’ snack and have the class help. Explain that ‘smart’ snacks are not a meal but “something small” eaten between meals so we don’t get too hungry. Smart snacks can be any combination of foods from the Fantastic Food Groups.
2. Read *I Will Never Not Ever Eat a Tomato* by Lauren Child. Discuss the following:
 - Ask what foods Lola did not like at the beginning of the story, what foods she ended up trying, what foods she ended up liking.
 - Ask why Lola changed her mind. Stress the importance of trying new foods, having fun while eating and eating a variety of foods.
 - Remind class that though some of the snacks they have been talking about in class may be new to them, it is important to try them because those snacks might be their next favorite!
3. *Optional Snack Tasting*: Provide a **Fun Food Experience**. See Smart Snacking Module, Lesson 4, page 160.
4. Have students take home a *Smart Snacking Family Page*.
5. Review the *Smart Snacking Snack Time Card* during snack time.

Check for Understanding

- What happens when you begin to try new foods (*you begin to like more foods*)?
- State one reason why it's important to eat smart snacks (*to help our bodies grow strong*)?
- Name one new smart snack you'll try.



Academic Integration



English Language and Arts

- Have class create fun names for foods named in the book or on the *Picture Cards*. (Pre-K–1st grade)
- Have class draw a picture and write (1st grade) or dictate (Pre-K–K) their favorite smart snack and why it's healthy.
- Have the class make an All About Book describing their favorite snacks. (K–1st grade)



Math

- Sort and chart the foods by food group that Lola ate in the book. (Pre-K–1st grade)
- List the smart snacks the students like and graph class favorites. (Pre-K–1st grade)



Extension Lessons

- Create a smart snacks chart to track snacks the class eats for the week. Discuss what types of foods the students are eating.
- Have students make chef's hats. Decorate with pictures of healthy foods that they'd like to try.
- Integrate a K-3 Move-To-Improve fitness break, such as Classroom Conga. Every time the students step out to the side they can name a healthy snack they would like to try (every 4th beat).

Resources

- *We Like to Eat Well* by Elyse April (Hohm Press, 2007)
- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 2

Healthy Snack Artwork

Objectives



Students will be able to:

- state why it's important to eat smart snacks
- identify Everyday Foods and Sometimes Foods
- name one new smart snack that they'll try

Supplies



Toolkit

- *Healthy Snack Picture Cards*
- *Fruit Picture Cards*
- *Vegetable Picture Cards*

Additional Supplies

- Markers or crayons
- Chart paper
- Everyday Foods Handout (page 152)
- Recommended **Fun Food Experience** supplies (page 160)
- *Optional Collage Activity*: Glue, Pictures of Everyday Smart Snacks from magazines or newspapers (see list for examples)

Everyday Smart Snacks

Fruits and vegetables
 Low-fat milk or yogurt
 Whole grain bread with peanut butter
 Whole grain bread with lean turkey
 Nuts or seeds
 Low-fat cheese and whole grain crackers
 Lite, low-salt or homemade popcorn
 Whole grain cereal

Sometimes Snacks

Chips
 Cookies
 Ice cream
 Muffin
 Cake
 French fries
 Juice drinks

Preparation

1. Write on the board or chart paper Everyday Foods and Sometimes Foods.
2. Choose cards that would make smart snack options from the *Vegetable Picture Cards* and *Fruit Picture Cards*.
3. Make copies of Everyday Foods Handout for each student (page 152).
4. *Optional Collage Activity*: Cut out pictures from a magazine of Everyday Smart Snacks such as fruits, vegetables, whole-grain crackers, low-fat milk and low-fat yogurt.
5. Recommended **Fun Food Experience** preparation (page 160).

Introduction

- Tell the class they'll be learning about smart snacks by making a collage.
- Remind them that smart snacks are healthy foods from the Fantastic Food Groups that are not meals. They're something small for between meals when hungry.

Steps

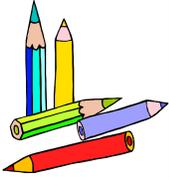
1. Ask the class to describe a smart snack. Explain that smart snacks are Everyday Foods eaten between meals so we don't get too hungry. Everyday Foods are healthy foods that will make their bodies grow strong. Everyday Foods can be any combination of foods from the five food groups.
2. Ask the class why we eat smart snacks. Explain that eating smart snacks makes their bodies grow strong and gives them energy to play.
3. Show the *Healthy Snack Cards* and chosen *Vegetable* and *Fruit Picture Cards* and ask students to identify what's in the picture. Review food groups, shapes and colors.
4. Tape each *Healthy Snack Card* up under Everyday Foods on the board or chart paper.
5. Explain that Sometimes Foods are foods to eat once in a while, but may have too much fat or sugar to be good for us to eat every day. Have the class name some "Sometimes Foods". Provide examples if they need help. Write foods up on the board or on a chart paper.
6. Give each child an Everyday Foods handout (page 152) and some crayons or markers. Ask the students to draw some Everyday Foods in the appropriate areas of the handout.
7. *Optional Collage Activity*: Provide or ask students to bring pictures of Everyday Foods. Using glue and the pictures, have the class make collages of Everyday Foods. Display the drawings and collages on the wall.

8. *Recommended Snack Tasting*: Provide a **Fun Food Experience**. See Smart Snacking Module, Lesson 4, page 160.
9. Review the *Smart Snacking Snack Time Card* during snack time.

Check for Understanding

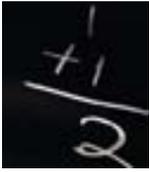
- Name one reason why it's important to eat healthy snacks (*helps our body grow strong*).
- Name a healthy snack you'd like to try.

Academic Integration



English Language and Arts

- Make a class book about Everyday Foods. (Pre-K–1st grade)
- Have students present Everyday Foods pictures to the class and describe the foods. (Pre-K–1st grade)



Math

- Count Everyday Foods and Sometimes Foods on the board. (Pre-K–1st grade)
- Graph favorite Everyday Foods and Sometimes Foods. (Pre-K–1st grade)
- Sort Everyday Foods by food groups. (Pre-K–1st grade)
- Sort and chart Everyday Foods by food groups they contain. (Pre-K–1st grade)



Social Studies

- Hold a multicultural snack day and ask the students to bring in an Everyday Food from their culture. (Pre-K–1st grade)

Extension Lessons

- Ask class to find two Everyday Foods and two Sometimes Foods at home.
- Integrate a K-3 Move-To-Improve fitness break, such as Pop and Stop. Use Everyday Foods as the Go foods and Sometimes Foods as the Slow foods.

Resources

- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



My "Everyday" Foods

Lesson 3

Making Our Own Snacks

Objectives



Students will be able to:

- know and state why it's important to eat healthy snacks
- name one new smart snack they'll try
- choose a smart snack that includes two different food groups

Supplies



Toolkit

- *Vegetable Picture Cards*
- *Fruit Picture Cards*
- *Dairy Picture Cards*
- *Whole Grain Picture Cards*
- *Lean Meat and Beans Picture Cards*

Additional Supplies

- Markers or crayons
- Picture of plate or actual paper plate for each student
- Recommended **Fun Food Experience** supplies (page 160)

Preparation

1. Review *Picture Cards* for Everyday Foods discussion.
2. Recommended **Fun Food Experience** preparation (page 160).

Introduction

- Tell the class they'll be creating snack combinations using pictures of "Everyday Foods" from the five food groups.

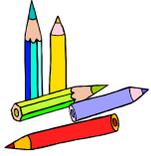
Steps

1. Show a few of each type of the *Picture Cards*. Review food group, color and shape. Discuss that smart snacks make their bodies grow strong, gives them energy to play, and tastes good.
2. Place each group of *Picture Cards* on a separate table or on the wall.
3. Tell the class they're making a smart snack by choosing two foods from different food groups that go together to make a delicious healthy snack.
4. Have class volunteers choose two cards to make a healthy snack and present their snack to the class. Write each smart snack combination up on the board.
5. Repeat the activity above making healthy snacks using the *Picture Cards* in small groups. Example combinations might be:
 - glass of low fat milk and whole grain crackers
 - low-fat yogurt and fruit
 - almonds and apples
 - low-fat cheese and carrot sticks
6. Pass out paper plates or picture of paper plates and crayons to each child. Ask students to draw a healthy snack that they would like to try.
7. *Recommended Snack Tasting*: Provide a **Fun Food Experience**. See Smart Snacking Module, Lesson 4, page 160.
8. Review the *Smart Snacking Snack Time Card* during snack time.

Check for Understanding

- Explain why it's important to eat healthy snacks (*helps our bodies grow strong*).
- Name one new healthy snack to try.

Academic Integration



English Language and Arts

- Write or draw a shopping list of ingredients needed to make an Everyday Snack at home. (Pre-K–1st grade)
- Create a class snack menu (Pre-K–K). Add to the menu by drawing pictures and listing healthy snack names. (K–1st grade)



Math

- Compare snacks by taste, color and size in a bar or picture graph. (Pre-K–1st grade)
- List on a calendar when to eat Everyday Snacks (*everyday*) and Sometimes Snacks (*1-2 times per week*). (Pre-K–1st grade)



Extension Lessons

- Take an imaginary everyday snack hunt in the neighborhood. Create a story board using cardboard or poster board, felt, and pictures of healthy snacks found on the hunt from bodegas, supermarkets, farmers' market, or in their house. Discuss how the foods help the students to grow strong and healthy.
- Integrate a K-3 Move-To-Improve fitness break, such as Beanbag Buddies. Students can share a healthy snack idea as they pass and toss a beanbag to a partner.

Resources

- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
(Child and Adult Care Food Program, New York State Health Department)
http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Lesson 4

Healthy Snack Mural and Fun Food

Objectives



Students will be able to:

- state one reason why it's important to eat healthy snacks
- explain why healthy snacks are good to eat
- describe a healthy snack they'd like to try

Supplies



Toolkit

- *Vegetable Picture Cards*
- *Fruit Picture Cards*
- *Dairy Picture Cards*
- *Whole Grain Picture Cards*
- *Lean Meat and Beans Picture Cards*

Additional Supplies

- Long roll of paper or large chart paper
- Paper for drawing
- Markers or crayons
- Supplies for **Fun Food Experience**, see page 160

Preparation

1. Prepare the background for the healthy snack mural:
 - Draw places in the neighborhood to find healthy snacks. Include the following: corner convenience stores (such as the local bodega), local supermarket, school cafeteria and farmers' market.
 - Have the class help you with as much or as little of this project as you like, depending upon the age level of your classroom.
2. Review *Picture Cards* and select those that would be good healthy snacks for the mural.
3. Preparation for **Fun Food Experience** (see page 160).

Introduction

- Let the class know they'll make a healthy snack mural showing places to find healthy snacks.

Steps

1. Display *Picture Cards* and ask the class to describe the colors, shapes and taste of the healthy snacks and the corresponding food groups.
2. Remind them that eating healthy snacks every day provides pep and energy and helps them grow strong, healthy bodies.
3. Ask volunteers to place a picture on the mural where they might find the food. Help them think about foods they see in these places that are healthy snacks.
4. Provide a **Fun Food Experience**. See page 160.
5. Ask the students what they've learned about healthy snacks. Complete the **KWL** chart.
6. Review the *Smart Snacking Snack Time Card* during snack time.

Check for Understanding

- Why is it important to eat healthy snacks (*helps you grow strong, gives you energy to play, and tastes good*)?
- Rub your tummy if you think healthy snacks make your body strong.
- What's one new healthy snack you've tried?
- Raise your hand if you're excited to make a healthy snack at home .

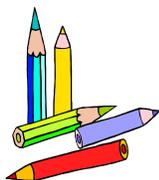
Fun Food Experience

See important information for *cooking in the classroom* on page 4.

	Basic Food Tasting	Chef Level One: Sweet Potato Dip	Chef Level Two: Banana Sundaes*
Supplies			
Samples of "Everyday Smart Snacks" (page 147)	✓		
Cutting board, knife, and plastic gloves (for teacher)	✓	✓	✓
Serving bowls and serving spoons or child-sized tongs (for the class)	✓	✓	✓
Paper plates and napkins (one per student)	✓	✓	✓
Ingredients and supplies for Sweet Potato Dip, see page 167 and apples slices for dipping		✓	
Ingredients and supplies for Banana Sundae, see page 169			✓
Bowls, plastic knives, and spoons (one per student)			✓
Copies of the Sweet Potato Dip recipe (page 167) or Banana Sundae recipe (page 169) to send home to parents/guardians		✓	✓
Preparation			
Write on chart paper or a board the steps you would like the students to take. Wash all fruits and vegetables. Cut foods to be tasted into bite-sized pieces and put them in individual serving bowls with serving spoons or child-sized tongs. Leave soft foods for students to cut on their own. Leave some fruits and vegetables whole for students to see, touch, and smell.	✓	✓	✓
Make Sweet Potato Dip in the classroom with the students (suggested) the day before or bring in prepared. Refrigerate until use. Or, refrigerate all ingredients for the Dip. It is best served cold.		✓	
Procedure			
Explain to students that fruits and vegetables should always be washed before they are eaten. Have the students wash their hands with soap. Remind them that they should always wash their hands before eating or cooking. Review tasting rules.	✓	✓	✓
Pass out (or have student helpers pass out) plates, napkins, plastic knives, bowls, and spoons, if using.	✓	✓	✓
Pass around whole fruits and vegetables for the students to smell, touch, and see. Pass around dairy packages and any other ingredients you plan to use. Discuss colors, shapes, and sizes.	✓	✓	✓
Review all steps of the recipe. Demonstrate how to cut any foods that the students will be cutting. Let students serve themselves samples of fruits. Let them cut any soft foods.	✓	✓	✓
Prepare the Sweet Potato Dip if you did not the day before.		✓	
Let each student prepare their own Banana Sundae.			✓
Taste the foods all together. Discuss what the foods taste like.	✓	✓	✓
Provide students with a copy of the Sweet Potato Dip recipe (page 167) and/or the Banana Sundae recipe (page 169) to take home.		✓	✓

*Activity adapted from the NYSDOH CACFP EWP/HCOS Curriculum.

Academic Integration



English Language and Arts

- Make a class recipe book with descriptions of the sundae. (Pre-K–1st grade)
- Discuss sundae characteristics (crunchy, soft, hard, chewy) and other foods that have these characteristics. (Pre-K–1st grade)
- Have the students write why the sundae is a healthy snack on banana shaped paper. (1st grade)



Math

- Have the class count slices made when they cut the banana and spoonfuls of cereal and yogurt they used to make the sundae. Write this in a recipe to take home or chart this for the whole class to see. (Pre-K–1st grade)



Science

- Discuss what happens to cereal when it sits in yogurt or milk and becomes soft. (Pre-K–1st grade)



Social Studies

- Discuss how and where bananas grow. Look at a map of the world. Point to the places where bananas grow and describe the climate needed for banana trees. (Pre-K–1st grade)

Extension Lessons

- Make fruit sundaes using different fruit. Compare the taste.
- Make individual snack books with snacks from the student's family's country of origin. Create a cookbook and share with other classes.
- As a culminating activity, ask families to share healthy food from their country.
- As a culminating activity, create a class cookbook of all of the recipes made over the course of the year.
- Integrate a K-3 Move-To-Improve fitness break, such as *Sentence Stretch*. Show students how creating a sentence is similar to following a recipe and making something delicious to eat!

Resources

- *DK Children's Cookbook* by Katherine Ibbs, pp. 16, 17 (DK Publishing, 2004)
- *Everything Cooking for Kids Cookbook* by Ronni Litz Julien, MS RD/LDN, pp. 48, 174, 184, 208 (Adams Media, 2010)
- *Kids Cook 1-2-3*, Rozanne Gold; Illustrated by Sara Pinto, pp. 56, 57, 75 (Bloomsbury USA Children Books, 2006)
- *Mommy and Me Cookbook* by Annabel Karmel, pp. 22, 24, 44, 45 (DK Children 2005)
- *Someone's in the Kitchen with Mommy* by Elaine Magee, MPH, RD, pp. 3, 15, 20, 21, 31, 32, 102 (McGraw-Hill, 1997)
- *Williams-Sonoma The Kid's Cookbook: A great book for kids who love to cook* by Abigail Dodge, p. 54 (Williams-Sonoma Lifestyles, 2003)
- United States Department of Agriculture ChooseMyPlate, choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum (Child and Adult Care Food Program, New York State Health Department) http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



FAMILY PAGES

Smart Snacking

10 Tummy-Filling Snacks That Cost 25 Cents or Less

1. 1/2 English muffin cheese pizza
2. 10 thin wheat crackers with peanut butter
3. 1/2 egg salad sandwich and 1/2 cup water
4. 1/2 cup low-fat (1% or less) milk and 1/2 banana
5. 1/2 tuna salad sandwich and 1/2 cup water
6. 1/2 toasted English muffin with peanut butter
7. 1/2 cup toasted oat cereal with 1/2 cup low-fat (1% or less) milk
8. 1/4 cup crunchy cereal mix with 1/2 cup low-fat (1% or less) milk
9. 1/4 cup low-fat cottage cheese with 1/4 cup fruit cocktail
10. 1/4 cup vanilla low-fat yogurt and 1/4 cup apple slices

Today at school your child learned why it is important to eat healthy snacks. Small children cannot eat much at one time so they get hungry between meals. Give your child good snacks to help them grow and be healthy. Let them decide how much to eat. Save money by making your own snack mix using the easy recipe below.

Snack Mix

Yield: 4 cups

Serves: 8 adults

Ingredients:

- 1 cup toasted oat cereal
- 1 cup wheat square cereal
- 1 cup reduced-fat cheese crackers
- 1 cup fun-shaped mini pretzels.



Steps:

1. **Pour cereals, crackers and pretzels into a medium bowl.**
2. **Stir.**
3. **Enjoy!**

Note: You may put this snack into small plastic bags to carry when traveling.

Have your child help you do the bold steps.

Tips and Shopping List



Ways To Save Money When Shopping

- ✓ Look at grocery ads to see what is on sale.
- ✓ Plan your meals and snacks around weekly specials.
- ✓ Make a shopping list and stick to it!
- ✓ Don't shop when you are hungry.
- ✓ Buy fresh fruit and vegetables in season.
- ✓ Buy whole fruit and vegetables, and cut or shred them yourself.
- ✓ When fresh cost too much, buy frozen or canned fruit and vegetables.
- ✓ Buy frozen juice and mix with water instead of bottled juice.
- ✓ Buy store brand rather than name brand items.
- ✓ Buy the item with the lowest unit price.

Use this handy list to jot down what you need to buy.

Shopping List

Breads, Cereals, and Crackers	Fruits/Juice	Vegetables	Milk, Cheese, Yogurt, and Eggs
Pasta, Rice, and Noodles	Canned Beans, Fish, and Peanut Butter	Chicken, Turkey, and Fish	Beef and Pork
Baking Supplies	Paper Products	Other	Other

PÁGINAS PARA LOS PADRES

Bocadillos sensatos

10 bocadillos que llenan de bajo costo

1. 1/2 pizza de queso hecha con un panecillo inglés
2. 10 galletas de trigo integral con mantequilla de maní
3. 1/2 sándwich de ensalada de huevo y 1/2 taza de agua
4. 1/2 taza de leche de bajo contenido graso (1% o menos) y 1/2 banana
5. 1/2 sándwich de ensalada de atún y 1/2 taza de agua
6. 1/2 panecillo inglés tostado con mantequilla de maní
7. 1/2 taza de avena tostada con 1/2 taza de leche de bajo contenido graso (1% o menos)
8. 1/4 taza de cereales crujientes mezclados con 1/2 taza de leche de bajo contenido graso (1% o menos)
9. 1/4 taza de requesón con 1/4 taza de cóctel de frutas
10. 1/4 taza de yogur de vainilla de bajo contenido graso y 1/4 taza de manzana en trozos

Hoy en la escuela su hijo aprendió por qué es importante comer bocadillos sanos. Los niños pequeños no pueden comer mucho por vez, así que tienen hambre entre las comidas. Déle a su hijo bocadillos buenos que lo ayuden a crecer y a ser sano. Permítale decidir cuánto comer. Ahorre dinero preparando su propia mezcla de bocadillos con la sencilla receta siguiente.

Mezcla de bocadillos

Rendimiento: 4 tazas

Porciones: 8

Ingredientes

- 1 taza de cereal de avena tostada
- 1 taza de cereal de trigo en cuadraditos
- 1 taza de galletas de queso con contenido graso reducido
- 1 taza de mini pretzels con formas divertidas



Pasos

1. **Vierta los cereales, las galletas y los pretzels en un bol mediano.**
2. **Revuelva.**
3. **¡Buen provecho!**

Nota: Usted puede colocar este bocadillo en bolsas de plástico para llevar.

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.

¡Consejos y lista de compras!



Maneras de ahorrar dinero cuando va de compras

- ✓ Mire los avisos del almacén para ver qué productos están de oferta.
- ✓ Planifique sus comidas y bocadillos con los especiales de la semana.
- ✓ ¡Haga una lista de compras y sigala!
- ✓ No compre con hambre.
- ✓ Compre frutas y verduras frescas de temporada.
- ✓ Compre frutas y verduras enteras, y córtelas o desmenúcelas usted mismo.
- ✓ Cuando los productos frescos son muy caros, compre frutas y verduras congeladas o en lata.
- ✓ Compre jugos congelados y mézclelos con agua, en lugar de jugos en botella.
- ✓ Compre productos de la marca de la tienda, en lugar de productos de marcas comerciales.
- ✓ Compre el artículo con el precio más bajo.

Use esta práctica lista para apuntar lo que debe comprar.

Lista de compras

Panes, cereales y galletas <hr/> <hr/> <hr/> <hr/>	Frutas/Jugos <hr/> <hr/> <hr/> <hr/>	Verduras <hr/> <hr/> <hr/> <hr/>	Leche, queso, yogur y huevos <hr/> <hr/> <hr/> <hr/>
Pasta, arroz y tallarines <hr/> <hr/> <hr/> <hr/>	Frijoles, pescado y mantequilla de maní en lata <hr/> <hr/> <hr/> <hr/>	Pollo, pavo y pescado <hr/> <hr/> <hr/> <hr/>	Carne de res y de cerdo <hr/> <hr/> <hr/> <hr/>
Productos para hornear <hr/> <hr/> <hr/> <hr/>	Productos de papel <hr/> <hr/> <hr/> <hr/>	Otros <hr/> <hr/> <hr/> <hr/>	Otros <hr/> <hr/> <hr/> <hr/>



Sweet Potato Dip

Yield: 16 1/4 cup servings

Serves: 16 children

Ingredients

- 32 ounces vanilla yogurt
- 15 ounce can sweet potato puree
- 1 tablespoon pumpkin pie spice
- 1 tablespoon orange juice concentrate (optional)
- 2 tablespoons brown sugar

Steps

1. **Mix all ingredients in a large bowl.**
2. Refrigerate for at least 3 hours.
3. Serve with apple wedges (1/2 cup apples is the serving size for preschool children)
4. **Enjoy!**

Have children help you do the bold steps.

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Salsa de Camote

Porción: 16 1/4 tazas

Rendimiento: 16 porciones

Ingredientes

- 32 onzas de yogur de vainilla
- Lata de de puré de mote de 15 onzas
- 1 cucharada de especias para pastel de calabaza
- 1 cucharada de concentrado de jugo de naranja (opcional)
- 2 cucharadas de azúcar morena

Pasos

1. **Mezcle todos los ingredientes en un tazón grande.**
2. Refrigere por lo menos durante 3 horas.
3. Sirva con ½ trozos de manzanas por porción
4. Disfrute.

Pídale a su niño que le ayude con los pasos escritos en negrita.

El programa de Asistencia Suplementaria de Nutrición (o *Supplemental Nutrition Assistance Program*, SNAP en inglés) proporciona ayuda nutricional a personas con bajos ingresos. Le puede ayudar a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-342-3009. Este material fue financiado por el SNAP del Departamento de Agricultura de los Estados Unidos (USDA). De acuerdo a la ley federal y la política del USDA, se prohíbe a esta institución el discriminar por motivos de raza, color, origen nacional, sexo, edad, religión, creencias políticas o discapacidad. Para presentar una queja por discriminación, escriba al USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 o llame al (800) 795-3272 (voz) o al (202) 720-6382 (TTY). El USDA es un proveedor y empleador con igualdad de oportunidades.



Banana Sundae

Yield: 3 sundaes

Serves: 3 children

Ingredients

- 1 banana
- 1 cup vanilla low fat yogurt
- 1 cup whole grain cereal

Steps

- 1. Wash bananas.** Cut banana into 3 pieces.
- 2. Peel banana, cut into slices with a plastic knife and place into a cup or bowl.**
- 3. Place cereal in a Ziploc bag and crush using a rolling pin or hands.**
- 4. Spoon 1/3 cup of the yogurt and 1/3 cup cereal over the banana.**
- 5. Enjoy!**

Note: You can use other fruit instead of banana including strawberries, peaches, nectarines, or blueberries.

Have your child help you do the bold steps.

The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-342-3009. This material was funded by USDA's SNAP. FNS/USDA reserves a royalty-free non-exclusive license to reproduce, publish, use or authorize others to use all videos or literature including copyrighted items resulting from this project. In accordance with Federal law and USDA policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D. C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Sundae de Banana

Rendimiento: 3 sundaes

Ingredientes

- 1 banana (o cualquier otra fruta fresca como fresas, duraznos, o arándano azul)
- 1 taza de yogur de vainilla bajo en grasa
- 1 taza de cereal integral

Pasos

1. **Lave las bananas.** Corte la banana en 3 pedazos.
2. **Pele los pedazos de banana, córtelos en rodajas utilizando un cuchillo de plástico y colóquelos en una taza o recipiente.**
3. **Coloque el cereal en una bolsa de plástico resellable y machúquelo utilizando un rodillo o sus manos.**
4. **Rocie 1/3 de taza del yogur sobre las bananas.**
5. **Rocie 1/3 del cereal machucado sobre las bananas.**
6. **Disfrútele!**

Pídale a su niño que le ayude con los pasos escritos en negrita.

El programa de Asistencia Suplementaria de Nutrición (o *Supplemental Nutrition Assistance Program*, SNAP en inglés) proporciona ayuda nutricional a personas con bajos ingresos. Le puede ayudar a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-342-3009. Este material fue financiado por el SNAP del Departamento de Agricultura de los Estados Unidos (USDA). De acuerdo a la ley federal y la política del USDA, se prohíbe a esta institución el discriminar por motivos de raza, color, origen nacional, sexo, edad, religión, creencias políticas o discapacidad. Para presentar una queja por discriminación, escriba al USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 o llame al (800) 795-3272 (voz) o al (202) 720-6382 (TTY). El USDA es un proveedor y empleador con igualdad de oportunidades.

Verification Forms

Eat Well Play Hard Public Schools Nutrition Program Verification Form – **Flavorful Fruit**

Please complete this form each month for EWPB Nutrition Lessons that you conduct.

<p>LESSON 1: EATING THE ALPHABET FROM A-Z</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DID YOU DISTRIBUTE THE FAMILY PAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 2: WHERE DO FRUITS GROW?</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 3: BUILDING A FRUIT RAINBOW</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 4: GARDEN MURAL</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>
<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson: 1. _____</p>

Name (Print) _____ **Title** _____ **date** _____
School Name: _____ **School #** _____ **Classroom:** _____
Signature _____

Eat Well Play Hard Public Schools Nutrition Program Verification Form – **Vary Your Veggies**

Please complete this form each month for EWPH Nutrition Lessons that you conduct.

<p>LESSON 1: VEGETABLE MYSTERY GAME</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DID YOU DISTRIBUTE THE FAMILY PAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 2: PARTS OF THE PLANT</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 3: GROWING VEGETABLE SOUP</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 4: GARDEN MURAL</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>
<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>

Name (Print) _____

Signature _____

Title _____

date _____

School Name: _____

School # _____

Classroom: _____

Eat Well Play Hard Public Schools Nutrition Program Verification Form – Dairyicious Lesson

Please complete this form each month for EWPH Nutrition Lessons that you conduct.

<p>LESSON 1: DELICIOUS DAIRY FOODS</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DID YOU DISTRIBUTE THE FAMILY PAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 2: FROM CARTON TO COW</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 3: THE BONES INSIDE YOU</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 4: ALL ABOUT DAIRY</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>
<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson:</p> <p>1. _____</p>

Name (Print) _____ Title _____ date _____
 School Name: _____ School # _____ Signature _____ Classroom: _____

Eat Well Play Hard Public Schools Nutrition Program Verification Form – **Fantastic Food Groups**

Please complete this form each month for EWPH Nutrition Lessons that you conduct.

<p>LESSON 1: THE EDIBLE FOOD PYRAMID</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DID YOU DISTRIBUTE THE FAMILY PAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 2: A LOOK AT PIZZA</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 3: MAPPING THE BODY</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 4: CHOOSEMYPLATE</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>
<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPH NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPH Lesson: 1. _____</p>

Name (Print) _____

Signature _____

Title _____

date _____

School Name: _____

School # _____

Classroom: _____

Eat Well Play Hard Public Schools Nutrition Program Verification Form – **Smart Snacking**

Please complete this form each month for EWPB Nutrition Lessons that you conduct.

<p>LESSON 1: TRYING NEW FOODS</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DID YOU DISTRIBUTE THE FAMILY PAGES? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 2: HEALTHY SNACK ARTWORK</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 3: MAKING OUR OWN SNACKS</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>	<p>LESSON 4: SNACK HUNT</p> <p>INSTRUCTOR: _____</p> <p>DATE OF ACTIVITY: _____</p> <p>NUMBER OF MINUTES: _____</p> <p>WAS FOOD INCLUDED IN THE LESSON? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><u>ADDITIONAL ACTIVITIES/COMMENTS:</u></p>
<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson:</p> <p>1. _____</p>	<p>PLEASE LIST WHO WAS ABSENT ON THE DAY YOU DID THE EWPB NUTRITION LESSON:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Please list all staff in addition to you that assisted with the EWPB Lesson:</p> <p>1. _____</p>

Name (Print) _____ Title _____ date _____
 School Name: _____ School # _____ Classroom: _____

Signature

