

Food for Thought



Nutrition Across the Curriculum



Publishing Information

Food for Thought: Nutrition Across the Curriculum was edited by Jamie Contreras and Faye Ong, working in cooperation with Lynette Haynes, Nutrition Education Consultant, Nutrition Services Division, California Department of Education. It was illustrated and designed by Tuyet Truong in CDE Press and was published by the Department, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11906.

©2009 by the California Department of Education

Notice

The guidance in *Food for Thought: Nutrition Across the Curriculum* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)



CONTENTS



MESSAGE FROM THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

v

ACKNOWLEDGMENTS

vii

INTRODUCTION

1

Nutrition Education Curriculum

3

How to Use the Curriculum

4

Nutrition Activity Learning
Experiences

6

Materials

8

FABULOUS FALL FRUITS AND VEGETABLES

11

Pears

12

Bananas

15

Melons

18

Apples

21

Fruit Salad

25

Dried Fruit

29

Pumpkins

32

WONDERFUL WINTER FRUITS AND VEGETABLES

37

Cauliflower

38

Potatoes

42

Squash

46

Oranges

49

Carrots

52

Broccoli

56

Vegetable Soup

60

GO-GO GRAINS

65

Rice

66

Bread and Rolls

70

Pasta

74

Tortillas

78

Granola

82

Muffins

86





CONTENTS



POWER UP WITH PROTEINS	91
Yogurt	92
Peanut Butter	95
Eggs	99
Nuts	102
Cheese	105
Beans	109

SUMMARY OF SPRING SNACKING	114
Seeds	116
Smoothies	119
Salad Bar	123
Trail Mix	126
Yogurt Pops	129
Gelatin	132

CHILDREN'S BOOKS	135
SONGS AND FINGER PLAYS	139
REFERENCES AND RESOURCES	151



MESSAGE FROM THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION



In our society, the influences that shape food preferences and eating habits are multidirectional and dynamic. Food habits, likes, and dislikes are formed at an early age. Some eating habits are transient, but some form the base for a lifetime of food patterns; therefore, it is important that young children be exposed to a variety of nutritious foods.

Nutrition education in early childhood is paramount and should be part of the preschool experience. Nutrition education in preschool can overtly shape food choices and food behaviors. Young children (three- to five-year-olds) are active learners and learn by doing. This publication offers activities for children to get involved and learn about a variety of nutritious foods. It also allows teachers and children to engage in positive discussions about food and eating.

Preschool is the place to help children develop healthy, lifelong habits; I strongly believe this publication will facilitate your efforts to build healthy child care environments.

Jack O'Connell
JACK O'CONNELL
State Superintendent of Public Instruction





ACKNOWLEDGMENTS



Special appreciation is extended to all those who contributed to the wealth of ideas in *Food for Thought*:

The primary author:

April Cunningham, Food/Nutrition Coordinator, North Coast Opportunities Head Start Child Development Program

The education specialist:

Christine Petersen

The teachers:

Tami Ball, Patience Foster, Susan Henson, Holly Honer, Tonya Howe, Wilma Keeney, Ginger Myklebust, Monica Sayad, Tanjyusu Simms, Kathy Stasinski, Sharon Van Patten, Leah White, and Anna Zayac

The cooks:

Carol Casteel, Lourie Halstad, Debby Howe, Jeanne Morin, Cindy Peterson, Melody Timm, Cathy Welling, and Nancy Wiseman

The clerical and technical support:

Travon Baker, Erin Polacchi, and Paul Seaton

The illustrator and graphic designer:

Tuyet Truong

The reviewers:

Carol Chase, Lynette Haynes, and Kelley Knapp

The editors:

Jamie Contreras and Faye Ong



INTRODUCTION



In an age of fast food, prepackaged processed meals, and rising obesity rates, it is vital that we expose children to whole foods and teach them the value of good nutrition. By providing meaningful opportunities for them to experience healthful foods in a variety of ways, we foster an appreciation for nutritious food. As children are familiarized with new foods in a respectful environment, they begin to develop healthy attitudes about food that will stay with them through their lives.

This curriculum is designed to:

- Teach children healthy habits.
- Introduce children to wholesome, healthful foods.
- Familiarize them with the origins of foods and feature fresh seasonal foods.
- Provide an accepting environment for trying new foods.
- Provide teachers with a framework for implementing a nutrition curriculum.
- Incorporate math, science, and literacy concepts.
- Create fun cooking opportunities where children participate and can make choices.

- Allow children the chance to explore foods by using all their senses.

The curriculum in *Food for Thought* is structured around five units:

- Fabulous Fall Fruits and Vegetables
- Wonderful Winter Fruits and Vegetables
- Go-go Grains
- Power Up with Proteins
- Summary of Spring Snacking

Each unit has six to seven weekly lessons featuring a food or recipe of the week. The curriculum starts with simple, familiar foods and advances to more complex recipes that build upon each other. It is intended to start in the fall with two weeks of teaching “healthy habits” (hand washing, setting the table, table etiquette, and cleaning up after mealtime) and continue for 32 more weeks. You may repeat lessons during the summer months. Although the activities are planned with three- to five-year-olds in mind, they can be adapted successfully for other age groups.

Each lesson includes background information and a nutrition activity that is intended to be part of a



meal. In addition, other menu ideas can extend the curriculum further and teach mathematics, science, and literacy concepts. Questions are provided for teachers to use during activities to enhance children's learning.

For success in carrying out the lessons, it is important to:

- Read the entire lesson before beginning an activity.
- Plan and be prepared.
- Involve children as much as possible in the process and cleanup.
- Allow for choices and preferences.
- Extend the activities and concepts to other areas in the classroom.
- Use individualized recipes and provide children with their own ingredients as appropriate.

Safety and hygiene practices for leading the activities are as follows:

- Make sure children wash hands before starting the nutrition activities.
- After having the children help wash vegetables or fruits in tubs of water, place the fresh produce in a colander and rinse thoroughly under running water.



- Conduct activities in small groups that are manageable and can be well supervised.
- Make sure to have enough utensils and kitchen equipment on hand in case tools fall on the floor or go in a child's mouth.
- Provide towels for wiping up spills.
- When it is possible, let children make individual portions so they eat the foods they have prepared.
- Allow for tasting (when appropriate) at the end of the project.
- When children will be cutting round foods, adults should cut the food in half first and place the cut side down. Children will find it easier to handle. For larger foods (potatoes, pumpkins, melons), cut them in half and then into strips or manageable sizes.
- Electrical appliances should be unplugged when not in use. Place them on a table against the wall or counter so children do not trip over the cords.
- Know which children have food allergies and plan accordingly.

If we, as caregivers and educators, model a healthy relationship with food, impart to children an appreciation for nutritious food, and inspire within them a love for cooking, we have done our part to positively affect the health of the children in our care.

NUTRITION EDUCATION CURRICULUM

Fabulous Fall Fruits and Vegetables **Mid-September–October**

Pears
Bananas
Melons
Apples
Fruit Salad
Dried Fruit
Pumpkins

Power Up with Proteins **Mid-February–March**

Yogurt
Peanut Butter
Eggs
Nuts
Cheese
Beans

Wonderful Winter Fruits and Vegetables **November–Mid-December**

Cauliflower
Potatoes
Squash
Oranges
Carrots
Broccoli
Vegetable Soup

Summary of Spring Snacking **April–Mid-May**

Seeds
Smoothies
Salad Bar
Trail Mix
Yogurt Pops
Gelatin

Go-go Grains **January–Mid-February**

Rice
Bread/Rolls
Pasta
Tortillas
Granola
Muffins





HOW TO USE THE CURRICULUM



There are 32 lessons in the curriculum. Information about the particular food is provided for the persons implementing the activities. It should be read before the activity and may include nutrition facts, preparation tips, storage guidelines, or fun trivia about the featured food. Many of the facts will be interesting to pass on to the children. Each lesson features the following sections:

Nutrition Activity

A stated objective outlines the overall goal for each activity. The required materials and step-by-step instructions for the activity can be found in this section, along with a recipe if the activity requires one. Reading this section beforehand will help the teacher determine if the materials and equipment needed are on hand and if any modifications need to be made for the age of the children and the environment. Some activities have an “Extension” idea to further expand on the project in the child care setting.

Related Activities or Ideas

Listed in this section are other menu ideas that relate to the food activity featured that week. These menu ideas may or may not be prepared with the children and may be served at a meal that week. Added menu items allow more opportunities for children to be exposed to food and provide a chance

for further discussion and reflection on the activity. Exposing children to a food several times increases the likelihood that they will accept that food.

Mathematics and Science

Learning Experiences

Each lesson with its nutrition activity, allows children experiences in mathematics and science concepts. The complete list of Nutrition Activity Learning Experiences can be found on pages 6 and 7.

Questions to Support Mathematics and Science Experiences

The questions in each lesson are linked to the Learning Experiences listed for the activity. They should be read before the activity to prompt the adults to ask questions that allow children to think at a higher level and to expand their interest and discoveries. Other questions will surface as the children ask their own questions leading to further awareness and learning.

Literacy

Vocabulary Builders

These descriptive words are related to the featured food or activity and can be used with children as an opportunity to develop their vocabulary. Children will also come up with their own words, which creates possibilities for more vocabulary building.



Kinds

Various kinds or types of the featured food are listed to assist in food selection.

Books

A list of books related to the featured food is provided to further enhance the familiarity with the food. Books can be used at circle time, read in groups, or put in the library or reading area for children to explore and enhance their interest in books.

Activities to Support Literacy

Activities are provided to guide children's learning and promote their emerging literacy skills.

Some activities provide an opportunity for the children to express their preferences after tasting different types of food (e.g., apples). The children's preferences may be graphed as shown in the examples on the right.

For the first example, teachers may want to print the children's names on a sentence strip, laminate the strips of paper, and affix a piece of magnetic tape to the back of each name. The children will then be able to participate in the graphing activity by placing their own name on the graph (on a magnetic or wipe-off board) according to their preference.

Apple Tasting

Fuji	Gala	Golden Delicious	Granny Smith
Child's name	Child's name	Child's name	Child's name
Child's name			

The lessons support young children's emerging skills and development.

Some of the literacy activities include a song or finger play. Songs and finger plays are in the last section of the curriculum.



NUTRITION ACTIVITY LEARNING EXPERIENCES

Socialization

Appreciation of differences	Healthy habits
Communication	Independence
Community awareness	Respect
Confidence	Responsibility
Conversation	Self-care
Cooperation	Self-esteem
Determination	Sharing
Etiquette/manners	Taking turns
Following rules	Teamwork
Healthy choices	

Motor skills

Coring	Rolling
Cracking	Scooping
Cutting	Scrubbing
Dipping	Shaking
Kneading	Slicing
Mashing	Spreading
Mixing	Squeezing
Passing	Stirring
Peeling	Tearing
Pouring	

Science

Absorption	Investigation and tools
Browning and toasting	Juicing
Cause and effect	Leavening
Color	Melting
Cooking	Nutrition and body awareness
Dissolving	Observation skills
Drying and dehydrating	Predicting and reflecting
Evaporation	Pureeing
Exploring	Ripening and maturation
Floating	Sensory awareness
Freezing	Sprouting
Gardening and composting	Temperature
Gelatinization	

Literacy

Alphabet knowledge
Book knowledge and appreciation
Early writing

Language development:

Listening and understanding
Speaking and communicating
Phonological awareness
Print awareness and concepts
Vocabulary builders



Nutrition Activity Learning Experiences (continued)

Mathematics

Characteristics and shapes

Classification

Comparison

Counting

Directionality

Estimation

Fractions

Graphing

Matching

Measurement and tools

Numbers and operations

One-to-one correspondence

Patterning

Quantity

Representation

Sequencing

Seriation

Sizes

Sorting

Spatial sense

Time and speed

Weighing



Recommended Materials

Egg slicers
Graters
Melon ballers
Nutcrackers
Pastry brushes
Peelers, potato
Popsicle sticks
Rolling pins
Ruler
Salad spinner
Scales
Scoops (*of all sizes*)
Sifter
Small hammer
Tortilla press

Cooking Appliances and Equipment

Baking pans
Blender
Bread pan
Crock pot
Dehydrator
Electric mixer
Food mill
Hot plate
Juicers (*hand, electric, hand crank*)
Mixer
Muffin tin
Pasta maker
Pots (*for cooking*)
Refrigerator
Rice cooker
Sheet pans
Stove/oven
Timers
Toaster oven

Items for Serving

Baskets
Bowls
Chopsticks
Cups
Forks
Labels
Pitchers
Place mats
Plates
Portion cups
Serving tongs
Spoons
Trays





FABULOUS FALL FRUITS AND VEGETABLES

Pears



Fruit Salad



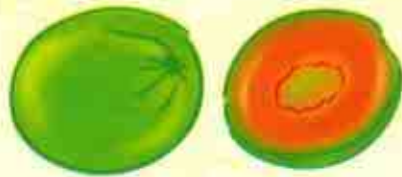
Bananas



Dried Fruit



Melons







Pumpkins



Apples



PEARS

-  Pears contain a little vitamin C, mostly concentrated in the skin. Pears are also a good source of fiber.
-  The peak harvest season for pears is August through October.
-  Purchase or pick unripe pears and allow ripening to take place at room temperature.
-  Pears are 80 percent water and, therefore, are excellent thirst quenchers.





PEARS

Nutrition Activity—Tasting Pears

Objective: Children will develop an awareness that a pear is a fruit and by using their senses will be able to compare the characteristics of pears.








Materials:

Whole Pears	Basket/Bowl
Cutting Board/Tray	Place Mats
Knife/Spreader Knife	Tongs

- 1) Bring out a variety of washed pears. Name them, explore and compare their outsides (stem, shape, color, etc.). Tell the children that pears are a fruit. Show pictures of pears grown on trees, if you can.
- 2) Cut pears into slices.
- 3) Compare characteristics of pears.
- 4) Take time to notice the differences.
- 5) Taste and explore.

Related Activities or Ideas

-  Poached pears
-  Pear juice
-  Pear sauce
-  Baked pears with granola topping
-  Fresh and canned pears (compare)



Mathematics

Learning Experiences:

- Classification (same or different)
- Comparison (shape and size)
- Characteristics

Questions to Support Mathematics Experiences:

- What makes these pears the same or different (color, size, shape)?
- What kind of pear is the biggest, tallest, or fattest?



Science

Learning Experiences:

- Exploring
- Sensory awareness

Questions to Support Science Experiences:

- How do pears feel to the touch? Do they all feel the same?
- Which kind of pear is the hardest or softest?
- Which kind of pear do you like the best?
- Which kind of pear is the sweetest?
- How are these fresh pears different from the ones we eat from a can?
- What is the texture of an overripe pear?



Literacy

Vocabulary Builders:

Bruise	Fruit	Juicy	Stem
Core	Grainy	Pear	Texture
Crisp	Half	Smooth	Whole
Crunchy	Hard	Soft	

Kinds of Pears:

Anjou	Bosc	Forelle
Asian	Comice	Red Bartlett
Bartlett		

Books:

Eating the Alphabet by Lois Ehlert (1996)

Too Many Pears! by Jackie French; illustrated by Bruce Whatley (2003)

Activity to Support Literacy

Share with children that the word *pear* rhymes with many words.

“That means they sound alike. Listen carefully to hear the words that rhyme with *pear*.”

“Let’s go to the fair and share a pear.”

“What word did you hear that sounds like *pear*?”

Continue making more pear rhymes. Put your rhymes to music.

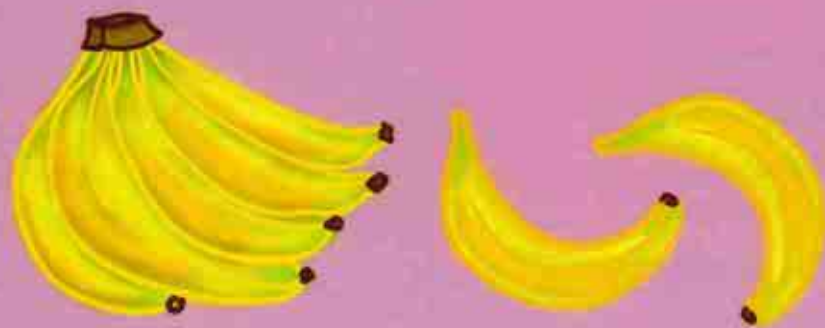
Examples of rhyming words: *care, hair, tear, wear, bear, square, fair, mare, rare, stair, and stare.*

Song: “Eat a Pear”



BANANAS

- ✂ Bananas are a great source of potassium, a mineral that is lost through sweating during play and other activities.
- ✂ Bananas are easy to digest, which is why they are one of the first fruits introduced to infants.
- ✂ To speed up the ripening process, place bananas inside a paper bag.



BANANAS

Nutrition Activity—Tasting Bananas

Objective: Children will develop an awareness that a banana is a fruit and discover three ways to eat a banana (whole, sliced, or mashed).



Materials:

Whole Bananas

Knives

Plates

Forks

Cutting Board/Tray

- 1) Purchase different kinds of bananas, if possible. Buy some that are ripe and some that are still green.
- 2) Observe the ripening process throughout the week. Put a ripe banana in the refrigerator to observe changes.
- 3) When they are ripe, explain to the children they will be peeling the bananas and may slice or mash them before eating.
- 4) Demonstrate peeling, slicing, and mashing of bananas. Then allow children to peel, slice, or mash their bananas. Let them eat and enjoy.

Note: If the bananas are large, cut them in half and give each child a half of a banana to explore.

Related Activities or Ideas

- 🍌 Frozen bananas on a stick, a banana dipped in yogurt or pureed fruit
- 🍌 Banana muffins or bread
- 🍌 Smoothies (See the “Summary of Spring Snacking” section for the recipe.)
- 🍌 Banana butter (mashed banana, peanut butter, cinnamon, and vanilla)



Mathematics

Learning Experiences:

Counting

Comparison (size and shape)

Representation

Questions to Support Mathematics Experiences:

How many sections does your banana have?

How many banana slices do you have?

Which banana is the longest or fattest?

What shape is a whole banana (crescent like the moon)?



Science

Learning Experiences:

Ripening/maturation

Sensory awareness

Comparison (taste and texture)

Questions to Support Science Experiences:

How do you know when the banana is ripe and ready to eat?

How many days did the banana take to ripen?

What does the outside of the banana feel like?

What happens if you use your fork to mash a banana?

How many more spots does the banana have today than it did yesterday?

When bananas have spots, how do they taste and feel different?

How do bananas grow?

Can you find the seeds in the banana?



Literacy

Vocabulary Builders:

Banana

Knife

Ripe/ripen

Crescent

Mash

Round

Fork

Maturation—ripeness

Shape

Fruit

Peel

Smooth

Kinds of Bananas:

Cavendish (*The yellow banana sold in the supermarkets*)

Finger bananas

Plantains

Red bananas

Books:

I Eat Fruit! by Hannah Tofts; illustrated by Rupert Horrox (2001)

I Want My Banana / Quiero mi platano by Mary Risk, Alex De Wolf, and Rosa Martin (1996)

Activity to Support Literacy

On chart paper, write out:

Ba-na-na

1 2 3

Together, clap out the syllables of the word.

“How many do you hear?” Point and count with children.

Repeat activity.

Clap and count out the syllables in each child’s name as you transition to the next activity.

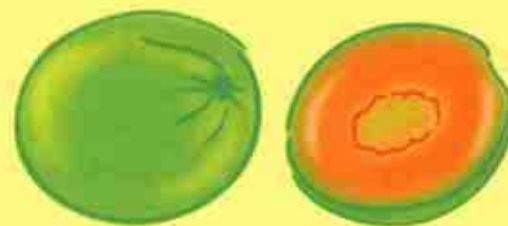
Song: “Bananas Are My Favorite Fruit”

MELONS

- Melons are a great source of vitamin C, and the orange varieties are also a good source of vitamin A.
- Melons are generally low in calories.
- Leaving a melon at room temperature will make it softer and juicier.
- Always thoroughly wash and scrub the outside of melons.
- Refrigerate leftover cut melons.

CAUTION:

If watermelons are used in the activity, remove the seeds or use the seedless variety.





MELONS



Nutrition Activity—Exploring Varieties

Objective: Children will develop an awareness that melons are fruits and will be able to describe similar and different characteristics.



Materials:

3-4 Kinds of Melons	Bowl for Seeds
Cutting Board/Tray(s)	Place Mats
Knives/Spreader Knife	Bowls
Tablespoons	Tongs

- 1) Bring out a variety of washed and scrubbed melons.
- 2) Have the children touch the outside of melons and compare the textures (encourage thumping).
- 3) Name the varieties of melons and have the children guess the color of the inside before you cut each one.
- 4) Cut the melons and let the children help scoop the seeds.
- 5) Cut into wedges for the children to eat and compare the tastes of the different melons.

Optional: Older children could also cut off the rind, cut the melon into pieces, and put them in a bowl for a melon salad (or use a melon baller).

Related Activities or Ideas

- Cantaloupe slushes (Blend cantaloupe, banana, and orange juice in blender.)
- Frozen melon pops
- Melon ball salad



Mathematics

Learning Experiences:

Characteristics/shapes
Fractions
Counting

Questions to Support Mathematics Experiences:

What shape is the melon?

What will it look like when we cut it?

How many pieces will we have after we cut it again (and again . . .)?

Which melon will have the most seeds? Which melon will have the biggest seeds?

Are all the seeds the same size?

 Science**Learning Experiences:**

Comparison
Predicting
Sensory awareness

Questions to Support Science Experiences:

How does the outside of the melon feel?
What color do you think the melon will be inside?
What will the seeds look and feel like?
What does the melon smell like?
What is different about the insides of the melon?
Which melon is your favorite?

 Literacy**Vocabulary Builders:**

Fruit	Rough	Thumping
Half	Round	Vitamin A
Melon	Seeds	Vitamin C
Rind	Smooth	Whole

Kinds of Melons:

Cantaloupe	Juan Canary	Santa Claus
Casaba	Orange honeydew	Sharlyn
Crenshaw	Red watermelon	Persian
Honeydew	Yellow watermelon	

Books:

Anansi and the Talking Melon, retold by Eric A. Kimmel; illustrated by Janet Stevens (1995)
Melons for the Passionate Grower by Amy Goldman and Victor Schrager (2002)
The Very Hungry Caterpillar by Eric Carle (1994)

Activity to Support Literacy

On large piece of paper, write the name of each melon at the top.

Next have the children "predict" what color they think the inside of each melon will be. Write down their predictions. After the nutrition activity, discover and document the melon's actual color inside.

Song: "Sing a Song of Fruit"



APPLES

- It takes about five pounds of fresh apples to make one pound of dried apples.
- To get the full benefit of the fiber in an apple, eat the apple unpeeled.
- Raw apples are 20 to 25 percent air—that is why they float.
- Apple juice has very little vitamin C naturally. It is often added.





Nutrition Activity—Tasting Apples and Making Applesauce

Objective: Children will develop an awareness that an apple is a fruit and identify which kind of apple is their favorite.



Materials:

- Ingredients for Applesauce and Recipe
- Paper Place Mats or Plate for Each Child
- Apple Peelers (*A hand crank that mounts on a table works the best.*)
- 3-4 Kinds of Apples
- Towels
- Colander
- Trays/Cutting Board
- Spreader Knife
- Tubs for Water
- Stockpot

- 1) Bring out a variety of washed apples, a knife, and a cutting board.
- 2) Cut apples into small pieces and give each child a variety (at least three kinds).
- 3) Taste and describe characteristics, identifying favorites. (*Refer to the "Activity to Support Literacy."*)
- 4) Set up a table with additional apples, a tub of water, towels, and apple peelers. Have the

children wash, peel, and slice apples and place them in a colander. Wash under cold running water and place apple slices in the stockpot.

- 5) Make applesauce. (*See the recipe below.*)

Related Activities or Ideas

- Apple coleslaw
- Baked apples with toppings
- Apple juice
- Dried apple slices
- Apple muffins
- Apple slices with peanut butter

Applesauce

(Makes 30 one-quarter cup servings)

- 4 ¼ lb. Apples
- ¾ tsp. Cinnamon
- 1 cup Apple Juice

Wash, peel, and core apples (hand crank peelers work best), or leave the apple skin on for more fiber. Cut apples into pieces and put in stockpot. Add juice, place on a stove, and bring to a boil. Reduce to a simmer. Cover and cook for 30 to 40 minutes, stirring often. Add a small amount of water, if necessary, to prevent burning. Turn off the heat and let stand for 15 more minutes. Stir in cinnamon. Serve warm or chilled.

Note: May also be cooked in a microwave. Cook on medium until apples are soft.





Mathematics

Learning Experiences:

- Counting
- Characteristics/shapes
- Graphing

Questions to Support Mathematics Experiences:

- How many apples of each color do we have?
- What does the red, yellow, or green apple taste like?
- Which apples are sweet? Which are tart? (Tart is when a food tastes both sweet and sour.)
- What kind of apple is your favorite?
- What other fruits are the same size or shape as an apple?



Science

Learning Experiences:

- Floating
- Sensory awareness
- Cooking (washing, peeling, coring, and cooking)

Questions to Support Science Experiences:

- What do you notice about the apples when we put them in the tub of water?
- Why do we need to wash and not just rub an apple clean with a paper towel?

What does the apple peel taste like?

Do you like your apple with or without the peel?

What can we do with the cores?

What will we do to the apples to make them into applesauce?

How will the apples change when we cook them (color, texture)?

How long will it take to turn the apples into applesauce?

What does the applesauce smell like?



Literacy

Vocabulary Builders:

Apple	Graphing	Seeds	Sweet
Core	Juicy	Skin	Tart
Crisp	Peel/peeled	Smooth	Waxy
Fruit	Peeler	Star	

Kinds of Apples:

Empire	Gravenstein	Red Delicious
Fuji	Idared	Rome Beauty
Gala	Jonathan	Winesap
Golden Delicious	McIntosh	
Granny Smith	Newtown Pippin	



Books:

Apples by Gail Gibbons (2000)

Apple Farmer Annie by Monica Wellington (2001)

How Do Apples Grow? by Betsy Maestro (1993)

Rain Makes Applesauce by Julian Scheer and Marvin Bileck (1964)

Activity to Support Literacy

After sampling a variety of apples, children may choose their favorite apple. On chart paper, write the varieties of the apples at the top. Using the children's name cards, have them tape their name under their favorite variety. Add the names in each column and write the totals so children can see which apple was liked by the most children.

Fuji	Gala	Golden Delicious	Granny Smith
Child's name	Child's name	Child's name	Child's name
Child's name			

Song: "Apples and Bananas"

Finger Play: "Way up High in the Apple Tree"



FRUIT SALAD



It is important to eat a variety of different colored fruits (eat from the rainbow) because different colors represent different nutrients.



Eating the skins of some fruits adds fiber to your diet.





FRUIT SALAD



Nutrition Activity—Making Fruit Salad

Objective: Children will be able to name four fruits and describe their characteristics.



Materials:

4 Kinds of Fruits of Different Colors (*Use at least one of the fruits from the previous lessons.*)

Trays/Cutting Boards (*for each child*)

Knives/Spreader Knives

Spoons (*for scooping seeds*)

Bowl (*for seeds and skins*)

Small Bowls (*for children to put their salad in*)

Labels/Tape (*with children's names*)

Plastic Wrap


- 1) Provide a variety of uncut fruits (*see the list on the right and on the next page*).
- 2) Name each of the fruits. Pass them around for children to smell and feel.
- 3) Wash and cut the fruits into manageable pieces and distribute to the children. Give each child a tray or cutting board, knife, and bowl. Allow children to cut fruit into bite-size pieces for their bowl. Have children name the fruit in their bowl.


4) Put each child's name on a bowl.

5) Cover and serve at mealtime.

Extension: Put out a tray with small containers (film canisters work well) of various fruit scents inside. Poke holes in the lids and have children guess the smell.

Related Activities or Ideas

 Gelatin with fruit

 Smoothies (*See page 120 for recipe.*)

Fruit Salad

Choose a variety of fruits of different colors as each color group offers unique nutritional benefits.

Blue/Purple

Blackberries

Blueberries

Plums

Purple grapes*

Raisins

Green

Green apples

Green grapes*

Green pears

Honeydew

Kiwi

Red

Cherries

Cranberries

Pomegranates†

Red apples

Red grapes*

Red pears

Strawberries

Watermelon

*Cut grapes to prevent choking.

†**CAUTION:** Seeds may be a choking hazard for young children.

White

Bananas

White nectarines

White peaches

Yellow/Orange

Apricots

Cantaloupe

Mangoes

Nectarines

Oranges

Peaches

Pears

Pineapple

Yellow apples



Mathematics

Learning Experiences:

Comparison (size and shape)

Counting

Spatial Sense

Questions to Support Mathematics Experiences:

Which fruit is the smallest or biggest?

What are the shapes of the various fruits?

How many fruits have seeds?

Which fruit has the most seeds?

How many different pieces of fruit slices or chunks do we have?

How many pieces did you get out of each piece of fruit?

Will it all fit in the bowl?



Science

Learning Experiences:

Color

Exploring (new fruits)

Gardening

Sensory awareness (all five senses)

Questions to Support Science Experiences:

How many colors of fruit do you see?

Which colors will you put in your bowl?

What does each fruit smell like before and after cutting?

Which fruits taste or smell sweet or sour?

Which fruits feel hard, soft, or crunchy?

Which fruits do you think grow on trees or bushes or in the ground and so forth?

Do you think we could grow these fruits?

Which part of the plant do we not eat? What do you think we should do with them?



Literacy

Vocabulary Builders:

Farmers market

Fruit

Fruit trees

Garden

Rainbow

Rind

Stem

Sweet

Vines

Vitamins



Kinds of Fruits:

Apples	Kiwi	Peaches
Bananas	Mangoes	Pears
Berries	Melons	Pineapple
Citrus fruits	Papaya	Plums
Grapes/raisins		

Books:

All Our Fruits and Vegetables by Pat McKissack, Michelle Dorenkamp, and Janice Hamilton (1995)

Oliver's Fruit Salad by Vivian French and Alison Bartlett (1998)

Activity to Support Literacy

Show a variety of whole fruits for fruit salad at circle time. Draw a rainbow in pencil on the chart paper. Write names of fruits (in different colors) on the rainbow, spelling and reciting letters as you print them. Come up with additional fruits to put in your rainbow. Talk about the importance of eating fruits that are different colors.

Songs: "Juicy Fruit"

"Choose Some Fruit"

Finger Play: "Fruit Fun"



DRIED FRUIT

- ☺ Drying fruit changes the water content in the fruit from about 80 percent to 15–25 percent.
- ☺ Most commercially dried fruit has a sulfite preservative to retain color.
- ☺ Golden raisins are treated to not turn brown.
- ☺ Dried fruit is concentrated and, as a result, is higher in calories than fresh fruit.
- ☺ To easily cut dried fruit, spray a pair of kitchen shears with cooking spray.





DRIED FRUIT



Nutrition Activity—Dehydrating Fruit

Objective: Children will be able to name fruits before and after drying.



Materials:

A Variety of Fruits: Apples, Apricots, Bananas, Coconut, Grapes, Mangoes, Pears, etc.

Apple Peeler

(A hand crank that mounts on a table)

Cutting Board/Tray Dehydrator






Knives/Spreader Knife Scale

- 1) Bring out washed fresh fruit appropriate for drying.
- 2) Name the different fruits and what they will be called after drying (e.g., grapes/raisins).
- 3) Cut, peel, and core fruit as appropriate, and place on trays. Have children put the trays in a dehydrator and explain the drying process to them. Observe the process periodically and note changes.
- 4) Taste the dried fruit when ready.
- 5) Have the children match the dried fruits with the fresh counterparts.

CAUTION: Chewy, hard dried fruit may be a choking hazard for young children.

Optional: Soak dried fruit in hot water for 20 minutes to reconstitute and compare the tastes between before and after.

Related Activities or Ideas

-  Use grapes of different colors.
-  Make trail mix with a variety of dried fruit.
-  Serve dried fruit as topping on oatmeal or hot cereal.
-  Add dried fruit to muffins or bars.
-  Serve fresh and dried fruits side by side at mealtime (e.g., dried apples and fresh apples).



Mathematics

Learning Experiences:

Characteristics

Time

Weighing

Questions to Support Mathematics Experiences:

How long do you think it will take for the fruit to be dried?

Which fruit do you think will be ready to eat first, second, and so forth?

How will the size and shape of the fruit change?

Do you think the fruit still weighs the same as before we dried it?



Science

Learning Experiences:

Drying/dehydrating (rehydrating)

Observation skills

Investigation

Questions to Support Science Experiences:

How and why did the fruit change?

Which fruit changed in appearance the most?

Why did some fruit change color?

Where did all the liquid or juice go?

What can we do with the fruit now that it is dried?

What does it feel like when you chew the dried fruit?

Does a fruit taste different when it is dried than when it is fresh?



Literacy

Vocabulary Builders:

Chewy

Plump

Shrink

Dehydrator

Prunes

Shriveled

Dried

Raisins

Sticky

Fruit

Rehydrate

Kinds of Fruits for Drying:

Apples

Figs

Peaches

Apricots

Grapes

Pears

Bananas

Mangoes

Pineapples

Dates

Melons

Plums

Books:

First Day in Grapes by L. King Perez and Robert Casilla (2002)

How Do You Raise a Raisin? by Pam Muñoz Ryan and Craig McFarland Brown (2003)

Activity to Support Literacy

Make up a story about going on a hiking trip, using many descriptive words for language development. Ask each child what fruits and vegetables they would put in their bag to eat on the trip.





List their answers.

Put some fresh fruit in a paper grocery bag and have the children lift it. Then show a bag of dried fruit in a self-seal sandwich bag and pass around to show the difference in weight.

Talk about the various fruits and how they changed after they dried.

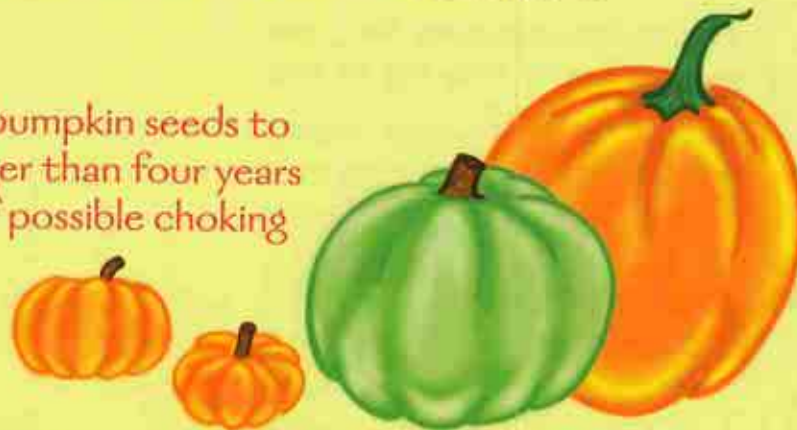
Song: "Raisins Are Grand"

PUMPKINS

-  Today most pumpkins are grown for jack-o'-lanterns and are not very good for cooking.
-  Sweeter varieties, such as Sugar Pie, have better texture and more flavor.
-  Pumpkins are eaten in Japan for good fortune.
-  Pumpkins are an excellent source of vitamin A.

CAUTION:

Do not serve pumpkin seeds to children younger than four years old because of possible choking hazard.





PUMPKINS

Nutrition Activity—Exploring and Cooking with Pumpkins

Objective: Children will develop an awareness that a pumpkin is a fruit and be able to use a variety of measuring tools.



Materials:

Pumpkins

Recipe for Cooking Pumpkin (*See recipe on the right.*)

Ingredients and Recipe for Pumpkin Soup (*See next page.*)

Scale and Tools for Measuring (*string, measuring tape, etc.*)

Knives/Spreader Knife (*pumpkin knives, if available*)

Tubs of Water

Towels

Cutting Board/Tray

Bowls for Seeds

1 Large Stockpot




Spoons

- 1) Have pumpkins available in the classroom for a few days to compare, explore, weigh, and measure.
- 2) When the children are done exploring, let them wash and scrub the outside of the pumpkins and towel dry.

- 3) Cut pumpkin in half and let the children scrape out seeds and membrane. Cut into manageable pieces and have children cut into smaller pieces.
- 4) Cook pumpkins (*See the recipe below*).
- 5) When the pumpkins are cool enough to handle, remove the skin and puree the pumpkin pieces. Freeze extra for future use. Make pumpkin soup (or another pumpkin recipe).

Optional: Wash and toast the seeds.

Related Activities or Ideas

-  Pumpkin bread or muffins
-  Pumpkin soup (serve in pumpkins)
-  Pumpkin stew

Cooking Pumpkin

4-5 lb. Pumpkin

Cut pumpkin in half, pull out the seeds, and scrape out the strings. Cut the pumpkin into several pieces and place them in the baking pan. Pour boiling water 1 inch deep into pan. Cover pan with foil. Bake in 375° oven for 50-60 minutes or until soft. Drain any remaining water. Let it cool slightly. Peel off the

(continued on next page)

(continued)

skin. Put the pumpkin meat through the food mill or food processor. Use it in recipes requiring pumpkin puree (e.g., pumpkin bread, muffins, pie, or soup).

Note: Four to five pounds of pumpkin yields about 4 cups of pureed pumpkin.

Pumpkin Soup

(Makes 24 one-half cup servings; provides one-quarter cup of vegetables)

3 T. Butter	½ tsp. Salt
1 cup Chopped Onion	2 tsp. Honey
6 cups Pureed Pumpkin	½ tsp. Oregano
1 (49 oz.) can Chicken Broth	⅛–¼ tsp. Cayenne
1 cup Milk (1% fat)	Pepper

Pumpkin Seeds for Garnish

In a medium stockpot, sauté butter and onion until slightly browned. Add pumpkin and gradually stir in the chicken broth, then the milk, salt, honey, oregano, and pepper. Slowly bring to a boil over medium heat, stirring occasionally. Reduce heat and simmer for 5 minutes.

Serve warm and top each bowl with pumpkin seeds.

Note: For a heartier soup, add 2 cups of diced cooked chicken.



Mathematics

Learning Experiences:

Measurement and tools

Seriation (from smallest to largest)

Weighing

Questions to Support Mathematics Experiences:

How big around is your pumpkin (circumference)?

Which pumpkin is the biggest around?

How heavy or big is your pumpkin?

What is the number or weight on the scale?



Science

Learning Experiences:

Gardening/composting

Pureeing

Cooking

Questions to Support Science Experiences:

Where and how do pumpkins grow?

What will happen if we plant the seeds?

Why does one pumpkin grow bigger than another?

What will happen to the pumpkin when we cook it?

What should we do with the pumpkin after we cook it?

Which pumpkin do you think will have the most seeds?

What do you think the pumpkin seeds will taste like?

What parts of the pumpkin can we eat?

What will happen to the pumpkin if we don't cook it?
How long will it last?

What will happen if we cut the pumpkin and leave it out?



Literacy

Vocabulary Builders:

Aroma	Heavier	Scale
Big	Heaviest	Slimy
Bigger	Heavy	Smooth
Biggest	Measuring	Squash
Bumpy	Pumpkin	Vegetable
Circumference	Recipe	
Garden	Rough	

Kinds of Pumpkins:

Cinderella	Lumina (<i>white outside</i>)
Jack Be Little (<i>miniature</i>)	Orange Smoothie
Jack-o'-Lantern	Sugar Pie (<i>a.k.a. New England Pie</i>)

Books:

It's Pumpkin Time by Zoe Hall and Shari Halpern (1999)

Our Pumpkin by Renee Keeler; illustrated by Michael Jarrett (1995)

Pumpkin Pumpkin by Jeanne Titherington (1990)

Activity to Support Literacy

Visit a pumpkin patch or create your own by purchasing pumpkins and putting them out in the yard. Let each child choose his own pumpkin. Have the children draw a picture of their pumpkin and tell their story. Write their story and compile pages into a book.

Send a pumpkin recipe home to parents.

Song: "I'm a Little Pumpkin"





WONDERFUL WINTER FRUITS AND VEGETABLES

Cauliflower



Carrots



Potatoes



Broccoli



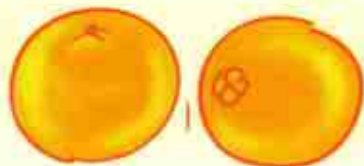
Squash







Vegetable Soup



Oranges



CAULIFLOWER

-  Cauliflower is a flower.
-  Frozen cauliflower generally has less vitamin C than fresh cauliflower.
-  When cauliflower is cooked too long, it loses a lot of its vitamins.
-  The leaves of the cauliflower plant shield it from the sun, so it remains snowy white.





CAULIFLOWER



Nutrition Activity—Preparing Breaded Cauliflower

Objective: Children will develop an awareness that cauliflower is a vegetable, and they will taste raw and cooked cauliflower and express their preferences.






Materials:

Ingredients for Breaded Cauliflower and Recipe

Cauliflower	Large Self-seal Bags
Colander	Spreader Knife
Cutting Board/Trays	Steamer
Greased Baking Sheet	Towels
8" x 10" Baking Pan or Bowl	

- 1) Bring out a whole cauliflower and allow children to explore it. (If it is available, use a purple cauliflower.)
- 2) Have the children wash the cauliflower, cut or break it into pieces, and put them in a colander.
- 3) Compare shapes and textures of various pieces and offer children small portions to taste.
- 4) Bring out the ingredients for breaded baked cauliflower and have the children follow the recipe.

Related Activities or Ideas

-  Cauliflower or vegetable soup
-  Frittata with cauliflower (and carrots)
-  Raw veggies with dip (*See the broccoli section.*)

Breaded Baked Cauliflower

(Makes 35 one-quarter cup servings)

2 cups Dried Bread Crumbs

½ cup Finely Grated Cheddar Cheese

½ cup Finely Grated Parmesan Cheese

2 Heads of Cauliflower (*about 2 to 2 ½ lbs. each*)

¼ cup Oil

¼ cup Water

Combine bread crumbs and cheeses in an 8" x 10" pan. Mix well.

Break cauliflower into florets. In a steamer cook cauliflower until crisp-tender. Allow to cool slightly, at least 5 minutes.

Pour oil and water in a large self-seal bag and mix well. Add cauliflower (a few batches at a time) and mix to coat. Transfer to pan with breading. Stir to coat.

(continued on next page)

(continued)

Place cauliflower florets on greased baking sheet. Bake about 15 minutes in 400° oven, shaking the pan about halfway through cooking time.

Serve warm.



Mathematics

Learning Experiences:

Estimation (size and shape)

Measurement

Weighing

Questions to Support Mathematics Experiences:

How many cauliflower florets will we get from the whole head?

How small can you make your pieces? Can you make your pieces fit in the portion cup?

How much does the whole head of cauliflower weigh?

How much does it weigh after we cut it into pieces?



Science

Learning Experiences:

Sensory awareness

Cooking

Predicting



Questions to Support Science Experiences:

Will the cauliflower have the same size and taste after it is cooked?

Does cauliflower smell different when it is raw than when it is cooked?

How does the texture change when it is cooked?

Why does breading stick to cauliflower?

Will the breading stick to the cauliflower when it is cooked?

Do you like cauliflower raw or cooked?



Literacy

Vocabulary Builders:

Breading	Florets	Recipe
Cauliflower	Head	Syllable
Clusters	Mushy	Texture
Cooked	Odor	Vegetable
Crisp	Raw	

Kinds of Cauliflower:

Broccoflower	Romanesco
Green	White
Purple	

Books:

I Will Never NOT EVER Eat a Tomato by Lauren Child (2000)

The Trouble with Cauliflower by Jane Sutton and Jim Harris (1994)

Activity to Support Literacy

Clap and count the syllables in the word cau li flow er (four)!

Who has four syllables in their name? Clap and count the syllables in each child's name.

Make a veggie cheer!

Cauliflower, cauliflower, you are a vegetable, but also a flower.

Cauliflower, cauliflower, eating you gives my body power! Rah! Rah! Rah!







Shish Koom Bah!

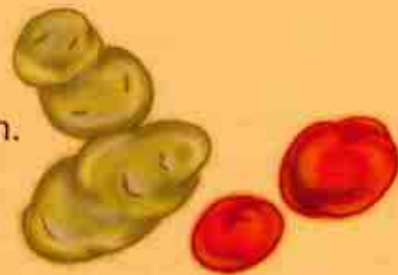
Songs: "Cauliflower Chant"

"Cauliflower"



POTATOES

-  Potatoes are high in fiber. Leave them unpeeled and eat them skin and all.
-  Green and sprouted potatoes may contain a poisonous substance, so the green and sprouted areas must be removed.
-  Peeled potatoes discolor when exposed to air; cover with cold water if you are not cooking them right away.
-  Potatoes should be stored in a cool dark place, not in the refrigerator.
-  A baked potato cooks in about four to five minutes in the microwave oven.
-  A sweet potato cooks in about six minutes in the microwave oven.



POTATOES



Nutrition Activity—Scrubbing and Cooking Potatoes

Objective: Children will develop an awareness that potatoes are a vegetable and grow underground.



Materials:

Ingredients for Oven “Fried” Potatoes and Recipe

Baking Pan	Scrub Brushes
Cutting Board/Tray	Towels
Digging Implements	Tub(s) of Dirt
Knives/Spreader Knives	Tubs of Water
Large Bowl	Variety of Potatoes

- 1) Bury different kinds of potatoes in a large tub (or water table) full of dirt.
- 2) Have the children “dig” for potatoes and allow them to explore. Sort by size, shape, color, or variety. Tell children that potatoes are vegetables that grow in the dirt.
- 3) Wash, scrub, and place potatoes in a large bowl.
- 4) Let the children cut them into small pieces for cooking.*

***Note:** To make it easier for children, first cut potatoes in half or in wedges.

Extension: Leave the potatoes out and watch them sprout. Plant them if possible.

Related Activities or Ideas

-  Baked potato bar
-  Baked sweet potatoes
-  Potato salad
-  Stuffed baked potatoes
-  Scalloped potatoes
-  Potato soup

Oven “Fried” Potatoes

(Makes 48 one-quarter cup servings)

5 lb. Potatoes (unpeeled)	2 tsp. Paprika
3 T. Canola Oil	1 tsp. Garlic
1 tsp. Salt	¼ tsp. Pepper

Scrub potatoes and cut crosswise into slices about ½" thick. Put potatoes in large bowl and toss with oil and spices. Spread potatoes on a baking sheet that has been sprayed with cooking spray. Cook in a 450° oven for 20 minutes. Loosen and turn potatoes and roast 10 to 15 minutes longer or until golden brown.

Optional: Let children cut into wedges or pieces (about 1 inch thick) before tossing in oil.



Mathematics

Learning Experiences:

Sorting

Characteristics

Counting

Questions to Support Mathematics Experiences:

Which potato is the biggest or smallest?

How many "eyes" does your potato have?

Who has potatoes that are the same color?

Which shape should we cut them into?

How many pieces do you get out of your potato?



Science

Learning Experiences:

Gardening

Observation skills

Cooking

Questions to Support Science Experiences:

Why do you think one potato is bigger than the other?

What other vegetables grow underground?

What is your favorite way to eat potatoes?

Why are there sprouts on the potatoes?

How long will it take to cook the cut potatoes?

Would it take the same time to cook the whole potato?

What will happen when we cut potatoes and leave them out on the table?



Literacy

Vocabulary Builders:

Carbohydrate	Potato	Starch
Eyes	Scrub	Texture
Fiber	Slices	Thick
Hard	Soft	Thin
Mashed	Sprout	Vegetable

Kinds of Potatoes:

Fingerling	Red	White
Purple	Russet	Yukon Gold

Books:

The Enormous Potato by Aubrey Davis and Dusan Petricic (1998)

Jamie O'Rourke and the Big Potato by Tomie dePaola (1997)

Activity to Support Literacy

Write the words to the finger play "Ten Little Potatoes" on chart paper.

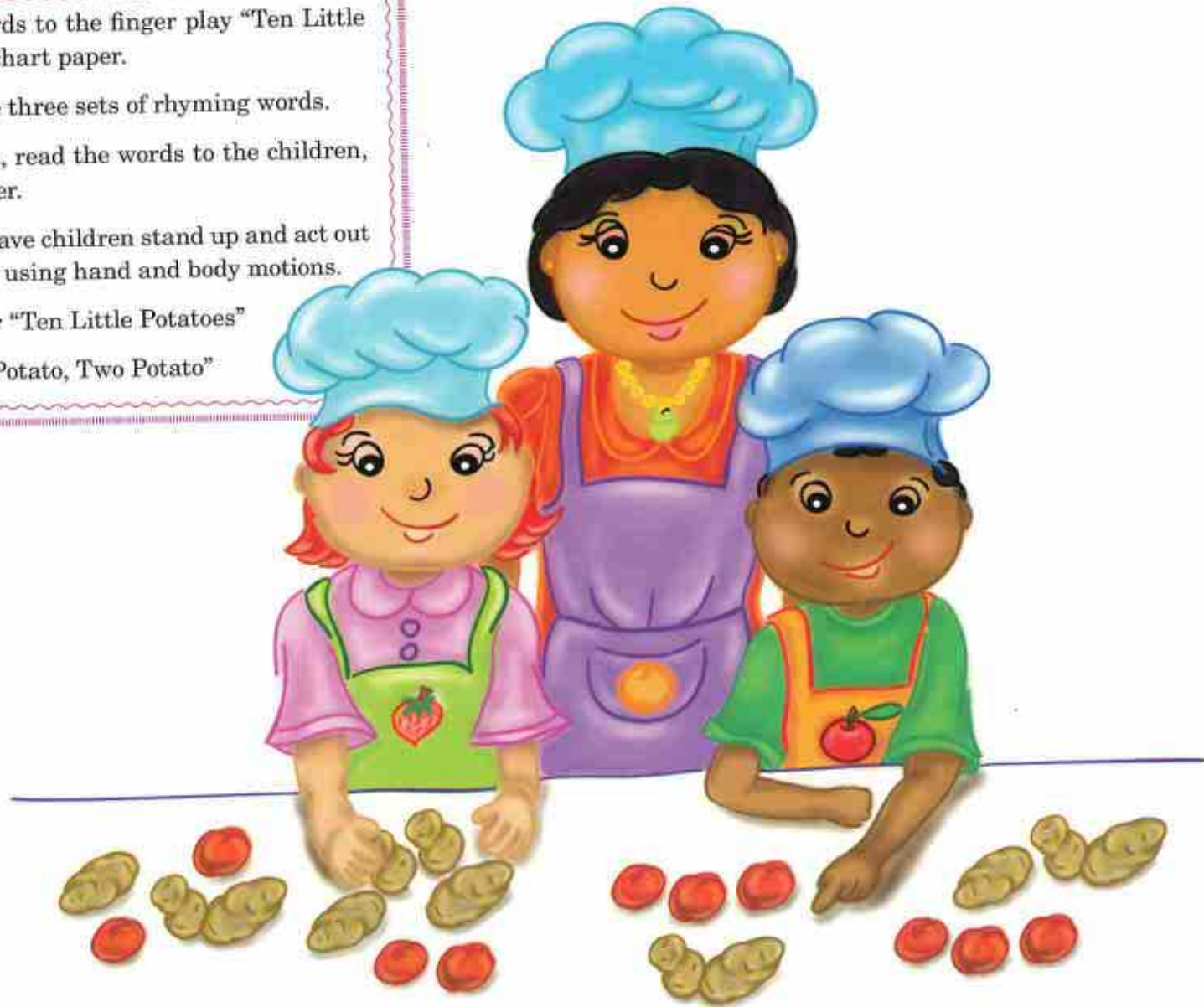
Underline the three sets of rhyming words.

At circle time, read the words to the children, using a pointer.




Repeat and have children stand up and act out the rhyme by using hand and body motions.

Finger Play: "Ten Little Potatoes"

Song: "One Potato, Two Potato"



SQUASH

-  Squash can be stored for about three months in a cool dry place (not in the refrigerator).
-  Deep color is a sign of a good quality squash.
-  To cut squash, use a heavy knife. Or put the whole squash in a hot oven for about 5 minutes to soften. Allow the squash to cool slightly, then cut.





SQUASH



Nutrition Activity—Exploring and Tasting Squash

Objective: Children will be able to name different kinds of squashes.



Materials:



- 2 to 3 Kinds of Squashes
- Spoons
- Baked Squash Recipe (*See on the right.*)
- Tubs of Water
- Bowls for Seeds
- Towels
- Colander
- Knife
- Self-seal Plastic Bags
- Cutting Board/Trays
- Baking Pan

- 1) Have whole squashes available in the classroom for exploring. Use deep tubs of water to allow children to see if squashes sink or float.
- 2) At small group time, bring out different kinds of squashes. Discuss the names and characteristics of the squashes.
- 3) Have children guess what color the seeds will be inside. Wash and cut open each squash and note the color inside.
- 4) Give the children a piece of squash and have them scoop out the seeds.

- 5) Cook the squashes and let the children taste them. (*See the Baked Squash recipe below.*)

Extension: Wash squash seeds in a colander and set out to dry. When they are dry, put the seeds in self-seal bags and label with the name of the squash. Provide whole squashes for children to match with the seeds.

Related Activities or Ideas

-  Spaghetti squash with tomato sauce
-  Butternut squash soup

Baked Squash

(Makes 30 one-quarter cup servings when the squashes are served together)

- 3 ¼ lb. Acorn Squash** **Black Pepper**
- 3 lb. Butternut Squash** **Salt**

Cut open the squashes and remove seeds. Cut into quarters. Place in baking pan with cut side down. Add hot boiling water to ½ inch. Cover squash with foil. Bake in 375° oven for 30 to 60 minutes or until tender. Scoop out squashes from the skins. Season with salt and pepper to taste and serve.



Mathematics

Learning Experiences:

Characteristics Comparison Matching

Questions to Support Mathematics Experiences:

- What colors are the squashes?
- Which squashes are the fattest? The longest? The smoothest?
- What else is shaped like a squash?
- What does the squash look like inside?
- Which squash has the biggest and most seeds?
- How are the squash seeds the same or different?



Science

Learning Experiences:

Floating (and sinking) Cooking
Predicting and reflecting

Questions to Support Science Experiences:

- Do you think a squash will sink or float and why?
- Does a heavy squash sink or float?
- What other things sink or float?
- Why does the large squash have so many or so few seeds?
- How does the outside (and inside) of a squash feel different after it is cooked?
- How is the squash different now that it is cooked?



Literacy

Vocabulary Builders:

Colander	Hollow	Thump
Dark	Membrane	Winter squash
Float	Sink	

Kinds of Winter Squashes:

Acorn	Carnaval	Hubbard
Butternut	Delicata	Spaghetti

Books:

- Carlos and the Squash Plant / Carlos y la planta de calabaza* by Jan Romero Stevens and Jeanne Arnold (1995)
- Do Not Squash the Squash* by Kelly Doudna (2002)
- The Little Squash Seed* by Gayla Dowdy Seale (2003)
- Mrs. McNosh and the Great Big Squash* by Sarah Weeks (2000)

Activity to Support Literacy

Sing the Squish Squash song to recall the squash activity, emphasizing the "S" sound. Come up with other words with the "S" and "Sh" sounds.

Song: "Squish Squash"

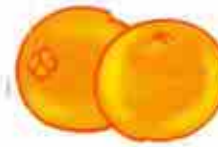
ORANGES

- Orange juice is high in vitamin C. Eating a whole orange provides vitamin C and fiber.
- Oranges should always be picked ripe.
- Oranges at room temperature yield more juice.
- Two to four medium oranges will yield a cup of juice.





ORANGES



Nutrition Activity—Making Orange Juice

Objective: Children will develop an awareness that an orange is a fruit and that a variety of tools can be used to make fresh squeezed orange juice.



Materials:

Bowl of Oranges (*cut in half*) Pitcher
Measuring Cups Cups
Variety of Juicers
(*hand, electric, and hand crank*)

- 1) Set up a table with a variety of juicers.
- 2) Bring out the bowl of orange halves.
- 3) Allow the children the opportunity to explore different ways of making orange juice. Let them taste samples. Remove any seeds before tasting the juice.
- 4) Use measuring cups to compare the amounts of juice obtained from different juicers.
- 5) Serve the juice at mealtime.

Optional: Have other citrus fruits available for tasting and juicing.

Extension: Collect empty orange juice containers for imaginative play in the house area.

Related Activities or Ideas

- Serve fresh orange juice along with frozen concentrate and compare the tastes.
- Serve whole Satsuma mandarins (easy to peel tangerines).
- Have children peel a whole orange (at small group time) and break into sections. Put the sections in a self-seal bag, label with the child's name, and serve at mealtime.
- Orange-banana crush (orange and pineapple juice mixed with banana in blender)



Mathematics

Learning Experiences:

Estimation

Measurement and tools

Quantity

Time and speed

Questions to Support Mathematics Experiences:

How much juice did you get from an orange half?

How many oranges will it take to make a cup or pitcher of juice?

Which kind of juicer is the easiest or the hardest to use to make juice?

Which kind of tool (juicer) made orange juice the fastest?



Science

Learning Experiences:

Sensory awareness

Juicing

Nutrition and body awareness

Questions to Support Science Experiences:

What does the orange feel like?

Are all the oranges the same color?

How do they smell?

Is your orange the same color on the inside as it is on the outside?

Can you describe what is different about the orange after we squeeze it?

Why do we not juice the peel of the orange?

Why is orange juice good for our bodies?

Which citrus fruit do you like the best?



Literacy

Vocabulary Builders:

Citrus fruit

Quarter cup

Tangerines

Half cup

Sections

Three-quarters cup

Orange Skin Vitamin C

Peel Sour Whole

Pulp Sweet

Kinds of Oranges and Tangerines:

Blood Orange Minneola Tangelo

Clementine Navel Temple

Hamlin Satsuma Valencia

Books:

Each Orange Had Eight Slices by Paul Giganti (1999)

Oranges for Orange Juice by Rozanne Lanczak Williams; illustrated by Craig Brown (1996)

Activity to Support Literacy

On chart paper, spell out *orange*, using an orange marker.




As you write it on paper, emphasize the beginning letter "O."

Ask the children: What shape is the orange? What shape is the letter "O"? Does anyone have the letter "O" in their name? (Have the children's name cards available for viewing.)

Ask children what else they know about oranges and write their answers.

Song: "An Orange Is an Orange"

CARROTS

-  Carrots contain more natural sugar than any other vegetable, except beets.
-  Storing carrots in moisture-retaining plastic packaging preserves their freshness.
-  Unwrapped carrots in the produce section lose their freshness and sweetness.





CARROTS

Nutrition Activity—Exploring and Eating Carrots

Objective: Children will develop an awareness that a carrot is a vegetable and that carrots are of different lengths.



Materials:

Carrots	Large Bowl
Colander	Scrubbers
Cutting Board/Trays	Tubs of Water
Knives/Spreader Knife	
Rulers or Other Measuring Tools	
Paper and Pens (<i>for charting lengths of carrots</i>)	





- 1) Bring out whole carrots (with green tops if possible). Tell the children that carrots are vegetables that grow under the dirt.
- 2) Give each child a carrot and provide a tool for measuring it. Discuss the differences in the carrots' lengths and record them on paper.
- 3) Allow children to try putting carrots in order by size (smallest to largest). Measure the carrots.
- 4) Let children scrub carrots in tubs of water. Then rinse.

5. Cut carrots lengthwise and then allow children to cut into sticks. Place carrots in a bowl.
- 6) Serve carrots raw or slightly steam and serve at mealtime.

CAUTION: Raw carrots may be a choking hazard for young children.

Extension: Have packets of seeds for carrots and other vegetables available. Make a chart display of the seeds and a picture of the vegetable. Compare the sizes of the seeds to the sizes of the vegetables.

Related Activities or Ideas

-  Carrot bread or muffins
-  Carrot-orange juice
-  Carrot soup
-  Shredded carrots in salad



Mathematics

Learning Experiences:

Measurement and tools
Counting
Seriation

Questions to Support Mathematics Experiences:

- How long is your carrot?
- How many sticks can you get out of your carrot?
- Which stick is the skinniest, fattest, longest, or shortest?
- Is the carrot smaller or bigger than your finger?
- How should we cut this carrot to get circles?
- What other shapes can we get by cutting this carrot?



Learning Experiences:

- Predicting and reflecting
- Gardening
- Sprouting

Questions to Support Science Experiences:

- What do you think carrot seeds look like?
- How do carrots grow? (Remember when we dug up potatoes?)
- Why does your carrot crunch when you eat it?
- How do you think one carrot grew longer than the other?
- What will happen if we cut the top off the carrot and put the top in water?



Vocabulary Builders:

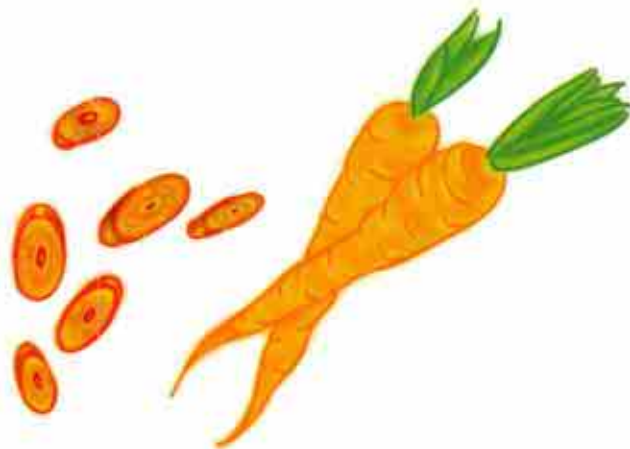
Carrot	Raw	Stick
Crisp	Root	Sweet
Crunchy	Scrub	Thick
Garden	Shortest	Thin
Longest	Skinny	Vegetable

Kinds of Carrots:

Baby Carrots	Nantes
Carrots	Red Cored Chanteray
Danvers	Thumbelina (small round)

Books:

- Carrot Seed* by Ruth Krauss; pictures by Crockett Johnson (1993)
- The Enormous Carrot* by Vladimir Vagin (1998)
- Lunch* by Denise Fleming (1998)



Activity to Support Literacy

On chart paper, draw three large horizontal carrots (to make a "K-W-L" chart).

In the first carrot:

Write the letter "K" (know). Ask the children what they know about carrots. Record their answers in the carrot.

In the second carrot:

Write the letter "W" (what). Ask the children what they want to know about carrots. Record their answers in the carrot.

In the third carrot:





Write the letter "L" (learn). Ask the children, what did they learn about carrots? Record their answers in the carrot.

Songs: "Growing Veggies"

"Carrot Chant"



BROCCOLI

-  The Latin word for *broccoli* means branch or arm.
-  Broccoli that is yellow is past its prime.
-  The leaves are edible and very nutritious.
-  Broccoli is very high in vitamins A and C. It should be cooked quickly to preserve these nutrients.





BROCCOLI



Nutrition Activity—Eating Raw Broccoli With Dip

Objective: Children will develop an awareness that broccoli is a vegetable and can be broken into many florets.



Materials:






Bowl	Spoon or Whisk
Broccoli	Towels
Colander	Tubs of Water
Cutting Board/Trays	Knives/Spreader Knives

Ingredients for Dip
Small Portion Cups (*for serving dip*)

- 1) Bring out whole broccoli and allow the children the opportunity to explore. Tell the children that broccoli is a vegetable.
- 2) Have them wash the broccoli in tubs of water. Have the children estimate (guess) how many florets come from one bunch of broccoli. Cut or break the broccoli into branches and put them into the colander. Count the florets. Wash the florets in the colander again under cold running water.
- 3) Compare the broccoli's shapes and textures and offer children small portions to taste.

- 4) Have children help make the vegetable ("veggie") dip.
- 5) For mealtime, steam, blanch, or microwave some of the broccoli and serve some raw with the dip; discuss their preferences.

Related Activities or Ideas

-  Sesame broccoli
-  Broccoli soup
-  Frittata with broccoli
-  Broccoli/other vegetable stir fry
-  Pizza topped with broccoli

Veggie Dip

(Makes approximately one quart or 21 one-and-one-half ounce servings)

2 cups Plain Yogurt (low-fat)	1 tsp. Sugar
1 cup Mayonnaise (low-fat)	½ tsp. Salt
1 tsp. Garlic Powder	1 tsp. Onion Powder
½ cup Instant Nonfat Dry Milk	
1 T. Parsley (preferably fresh)	
¼ tsp. Black or White Pepper	

(continued on next page)

(continued)

Combine all ingredients. Blend well. Cover. Refrigerate until ready to serve. For best results, refrigerate overnight to develop flavor. Serve with raw vegetables or tossed green salads.



Mathematics

Learning Experiences:

Counting

Estimation

Representation

Questions to Support Mathematics Experiences:

How many branches does the stalk have?

How many florets will you get out of your stalk of broccoli?

How many florets did you get?

What does a bunch of broccoli look like (tree branches)?



Science

Learning Experiences:

Cause and effect

Sensory awareness

Nutrition and body awareness

Questions to Support Science Experiences:

How did the broccoli change when we cooked it?

Do you like your broccoli cooked or raw?

Do you like broccoli plain or with dip?

How does the top of the broccoli feel?

Why do you think broccoli is so good for our bodies?

Can we eat all the parts of the broccoli?



Literacy

Vocabulary Builders:

Broccoli	Dip	Raw
Bunch	Edible	Soft
Colander	Florets	Stalk
Cooked	Hard	Vegetable
Crown	Inedible	

Kinds of Broccoli:

Green

Purple

Books:

I Eat Vegetables! by Hannah Tofts (2001)

I Will Never NOT EVER Eat a Tomato by Lauren Child (2000)

Activity to Support Literacy

Write the word *broccoli* on chart paper. On 3" x 5" cards, write the letters **b-r-o-c-c-o-l-i**—one letter per card, making sure there are enough letters to spell out the word several times.

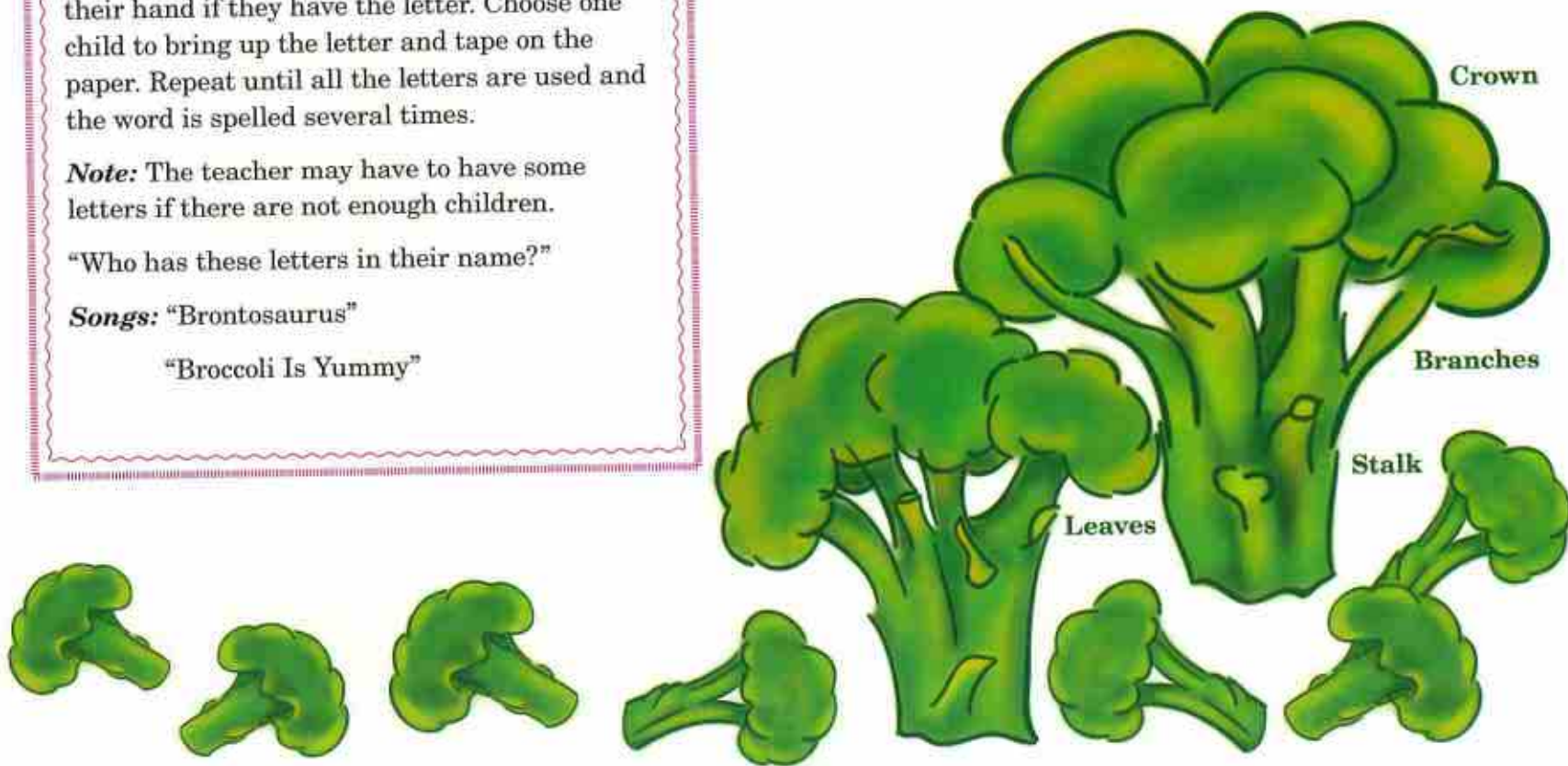
Make sure that there are enough letters for each child to have one. Let each child pick a card. Point to the word on the paper and starting with the letter "b," have children raise their hand if they have the letter. Choose one child to bring up the letter and tape on the paper. Repeat until all the letters are used and the word is spelled several times:

Note: The teacher may have to have some letters if there are not enough children.

"Who has these letters in their name?"

Songs: "Brontosaurus"

"Broccoli Is Yummy"



VEGETABLE SOUP



Vegetables are high in vitamins, minerals, and fiber and are low in calories and have little or no fat.



Some loss of nutrients in vegetables occurs when they are mashed, pureed, or overcooked.



To get the greatest nutritional benefit, eat vegetables as soon as possible after harvesting; some nutrients are lost during storage.





VEGETABLE SOUP



Nutrition Activity—Making Vegetable Soup

Objective: Children will be able to name five vegetables because of previous nutrition activities.



Materials:

Variety of Vegetables and Recipe for Vegetable Soup

Colander	Scrubbers
Cutting Board/Tray	Stockpot
Knives/Spreader Knives	Towels
Ladle	Tubs of Water

- 1) Bring out vegetables. Discuss the names of various vegetables (vegetables explored in previous cooking lessons).




Set up a table with tubs of water and scrubbers and have the children wash the vegetables.

- 2) Cut whole vegetables into manageable pieces that have a flat surface on one side so the children can cut them with the flat side on the tray.
- 3) Rinse in colander under running water. Put them in the stockpot.
- 4) Add water or broth to the pot to just cover the vegetables. Add salt or bouillon to taste (or follow the minestrone soup recipe).

- 5) Heat the pot until the liquid boils. Simmer until the vegetables are tender (about 30 minutes).
- 6) Serve at mealtime.

Extension: Go on a learning trip to a grocery store or a farmers market and allow each child to select a vegetable for the vegetable soup (invite families to join the class for lunch that day).

Related Activities or Ideas

-  Vegetable juices
-  Serve raw vegetables with cooked vegetables
-  Soup recipes

Minestrone Soup*

(Makes 25 one-eighth cup servings of beans and one-quarter cup servings of vegetables)

½ cup Water

4 ½ oz. Onions, Diced

11 oz. Fresh Carrots, Diced

¾ cup Fresh Cabbage, Minced

4 oz. Fresh Celery, Chopped

4 oz. Fresh Zucchini, Chopped

6 qt. Beef or Vegetable Broth (No MSG)

(continued on next page)

(continued)

4 oz. Tomato Paste

4 oz. Fresh Tomatoes, Chopped

½ tsp. Black Pepper

¼ tsp. Dried Oregano

¼ tsp. Dried Parsley

1 tsp. Granulated Garlic

2 lbs. Canned White Beans

1 cup Elbow Macaroni

Pour water into a large, heavy stockpot. Add onions, carrots, cabbage, celery, and zucchini (optional). Simmer for 15 minutes until vegetables are tender. Add beef broth, tomato paste, chopped tomatoes, and seasonings. Simmer uncovered for 30 minutes. Add beans and macaroni. Continue simmering for 20 minutes. Pour into serving container.

**Note: From Child Care Recipes: Food for Fun and Health*



Mathematics

Learning Experiences:

Counting

Comparison (color, size, and shape)

Quantity

Time



Questions to Support Mathematics Experiences:

How many kinds of vegetables do we have to cut up?

How many vegetables will it take to fill the pot?

How big are your pieces of vegetables?

How big of a pot will we need?

How long will it take to cook the soup?

When will the soup be ready to eat?



Science

Learning Experiences:

Cooking

Observation skills

Absorption

Questions to Support Science Experiences:

What do you think goes in vegetable soup?

What should we do to turn the pot of vegetables into soup?

Should we add anything else to the pot?

How will the texture (hard or soft) of the ingredients change?

Will the vegetables change color when they are cooked?

How different do the vegetables taste when they are cooked in the soup?



Literacy

Vocabulary Builders:

Boil	Garden	Simmer
Broth	Harvest	Slicing
Cooked	Healthy	Stockpot
Cutting	Nutritious	Vegetable soup
Dicing	Produce	Vegetables
Fresh	Raw	

Kinds of Vegetables:

Beans (<i>of all varieties</i>)	Squash (<i>winter or spring</i>)	
Broccoli	Corn	Potatoes
Carrots	Green beans	Spinach
Cauliflower	Onions	Tomatoes
Celery	Peas	

Books:

Growing Vegetable Soup by Lois Elhert (1990)

I Eat Vegetables! by Hannah Tofts (2001)

Stone Soup by Marcia Brown (1997)

Activity to Support Literacy

At circle time, present the flannelgraph story of the book *Stone Soup*.

Note: Tell or read this story several times in the week or two before the day of this activity so that the children know the story well enough to participate and act it out.

Put a large pot in the middle of the circle and let children take turns adding a vegetable (flannel or plastic) to the pot. Follow by singing the song.

Song: "The Soup Is Boiling Up"





GO-GO GRAINS

Rice



Granola



Bread and Rolls



Muffins



Pasta

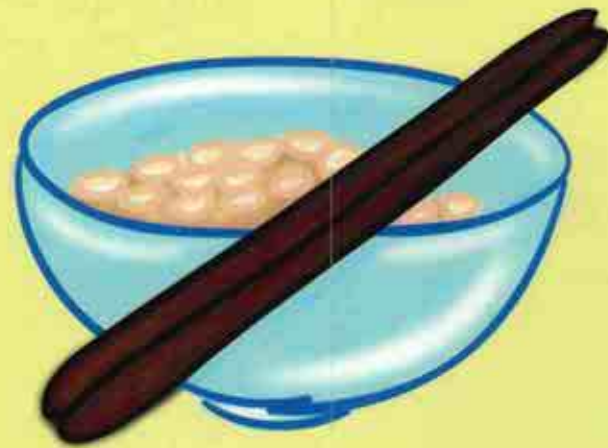


Tortillas



RICE

- ✦ Brown rice is not stripped of its husk during milling, so it is a good source of fiber.
- ✦ Wild rice is not a grain, but a grass seed.
- ✦ To thicken soup, puree a small amount of cooked rice with broth and add to soup.





RICE



Nutrition Activity—Measuring Grains and Cooking

Objective: Children will develop an awareness that rice is a grain and will be able to use various tools for measuring grains.



Materials:

Ingredients and Recipe for Cooking Grains in the Oven

Whole Grain Rice (*different kinds in containers*)

Measuring Cups and Spoons (*a variety*)

Empty Plastic Containers

Oven-Proof Pans (*for cooking rice*)

Tray or Bowl for Each Child

Scoops

Chopsticks (*Optional*)

Foil

- 1) Set up the tables with trays and bowls, measuring tools, containers, scoops, and different kinds of rice.
- 2) Allow children to explore and measure rice using the various tools and containers.

- 3) Choose two kinds of rice for eating. Name each kind and have children help measure the amount needed for cooking.
- 4) Add rice to baking pans. Draw a picture “recipe” for children to follow with the number of cups required (2 cups to 4 cups water, etc.).
- 5) Slowly pour premeasured boiling water or broth over the rice and cover with a lid or foil. Bake in the oven until the water is absorbed.
Note: Cooking times will vary depending on the type of rice. (*See the recipe on the next page.*)
- 6) Serve the cooked rice at mealtime.

Optional: Have children eat with chopsticks.

Related Activities or Ideas

- | | |
|--|--|
|  Cheesy rice bake |  Rice patties |
|  Fried rice |  Rice pudding |
|  Rice balls |  Tomato rice soup |

Cooking Grains in the Oven

Grain (1 cup dry)	Boiling liquid (cups)	Baking time (minutes)	Amount after cooking (cups)
Barley	2 ½	45	3 ⅔
Brown rice	2	55	3 ⅓
Buckwheat groats	2 ½	25	2 ⅔
Bulgur wheat	2	25	3 ⅓
Millet	2 ⅔	30	4
Quinoa	2	30	3
White rice	2	35	3 ⅔
Wild rice	2	50	3 ½

Preheat the oven to 350 degrees.

Put dry grains in an oven-proof baking pan.

Pour boiling liquid (broth or water) over the grains.

Stir and cover with a lid or foil.

Bake for the amount of time indicated.

Serve and enjoy.



Mathematics

Learning Experiences:

Measurement and tools

Quantity

Estimation

Questions to Support Mathematics Experiences:

What size is your spoon or cup?

How many grains of rice fit a teaspoon?

How many different types of rice do we have?

How can you tell they are different?

What colors are the grains of rice?

How many spoons of rice will it take to fill up the cup or container?

How many cups of rice will it take to feed the class?



Science

Learning Experiences:

Absorption

Comparison (taste and texture)

Cause and effect

Questions to Support Science Experiences:

What happens to the water when we cook the rice?

Why is there more rice after it is cooked than before?

How did the rice change after it was cooked?
 What does it feel and taste like?
 Which rice do you like best?
 How do you eat rice with chopsticks?
 What kind of rice does your family eat?
 How are short grain and long grain rices different when cooked?



Literacy

Vocabulary Builders:

Chopsticks	Map	Tablespoon (T.)
Culture	Measure	Teaspoon (tsp.)
Fiber	Measuring cups	Utensils
Globe	($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1 cup)	Whole Grain
Grain	Rice	World

Kinds of Rices:

Long Grain Brown	Wehani Rice
Long Grain White	White Basmati
Quick Brown Rice	Wild Pecan Rice
Short Grain Brown	Wild Rice

Books:

Chicken Soup with Rice by Maurice Sendak (1991)
Everybody Cooks Rice by Norah Dooley (1992)

Activity to Support Literacy

Send a letter home to parents telling them about rice week. Ask for special cultural recipes they could share.

Read *Everybody Cooks Rice* and, using a map or globe, talk about how people eat rice in different ways around the world. Talk about the different utensils for eating rice (fork, fingers, chopsticks, etc.) and the different ways of flavoring rice. Ask the children how they eat rice at home and what their favorite kind of rice is. Serve rice dishes throughout the week and send home recipes.

Song: "Rice Chant"



BREAD AND ROLLS

- ④ Whole wheat flour and wheat germ should be stored in the refrigerator or freezer to prevent them from becoming rancid or infested with bugs.
- ④ Always let bread dough rise in a warm draft-free spot.
- ④ Salt is used in bread dough to strengthen the gluten and prevent the yeast from multiplying too fast. Sugar aids the yeast in growing





BREAD AND ROLLS

Nutrition Activity—Making Bread

Objective: Children will develop an awareness that bread is made from grains and that a recipe needs to be followed to make bread.



Materials:

Ingredients and Recipe for Bread in a Bag

Heavy-Duty Self-Sealing Freezer Bag
(1 gallon size)

Baking Pan (13" x 9") Pastry Towel

Measuring Spoons Rolling Pin

Measuring Cups Sheet Pan

Loaf Pan (8 ½" x 4 ½" x 2 ¼")

- 1) Bring out a copy of the Bread in a Bag recipe, the ingredients, and the materials needed.
- 2) Show children the recipe and describe the process step by step. Ask questions to support mathematics and science learning.
- 3) Follow the recipe. The children take turns adding the ingredients, mixing them in the bag, and kneading the dough. Place the dough in a loaf pan or give each child a small ball of dough to shape into rolls.
- 4) Bake the loaf or rolls and serve with a meal.

Note: This recipe works best with no more than six children at a time for adequate participation.

Extension: Take a learning trip to a grocery store, flour mill, or bakery to purchase the flour to make the bread recipe.

Related Activities or Ideas

- Biscuits
- Bread pudding
- Pizza
- Sandwiches
- Seeded rolls
- Stuffing

Bread in a Bag

(Makes 42 one-half ounce servings of grain)

2 cups All-Purpose Enriched Flour

1 Package Rapid Rise Yeast

3 T. Sugar

3 T. Nonfat Dry Milk

1 tsp. Salt

1 cup Hot Water (125° to 130°)

3 T. Oil

¾ cup Whole Wheat Flour

¼ cup Wheat Germ

(continued on next page)

(continued)

- 1) Combine one cup of all-purpose flour, yeast, sugar, dry milk, and salt in freezer bag. Squeeze upper part of bag to force out air and seal.
- 2) Shake and work the bag to mix the ingredients.
- 3) Add hot water and oil to the dry ingredients. Reseal the bag and mix by working with fingers.
- 4) Add whole wheat flour and wheat germ. Reseal the bag and mix thoroughly.
- 5) Gradually add remaining all-purpose flour to make stiff dough that pulls away from the bag.
- 6) On a floured surface, knead dough 2 to 4 minutes until smooth and elastic. Cover dough with a moist pastry towel and let it stand for 10 minutes.
- 7) Roll dough to 12" x 7" rectangle. Roll up from narrow end. Pinch edges and ends to seal. Place in greased 8 ½" x 4 ½" x 2 ¼" loaf pan.
- 8) Place 13" x 9" baking pan on counter; fill half-way with boiling water. Place the sheet pan over the baking pan and stand the loaf pan on top of the sheet pan; let dough rise 20 minutes or until double in size.
- 9) Bake the bread in a 375° oven for 25 minutes or until baked through. For rolls, bake about 15 minutes.

Note: Adapted from *Adventures in Learning with the Food Guide Pyramid*



Mathematics

Learning Experiences:

Sequencing

Measurement and tools

Time

Questions to Support Mathematics Experiences:

What do we do first, second, and so on in the recipe?

How many ingredients are in the recipe?

Which tool do we need to measure the flour, yeast, and so forth?

What size pan do we need to put the dough in?

How long will it take before the bread is ready to eat?



Science

Learning Experiences:

Temperature

Observation skills

Predicting and reflecting

Leavening

Questions to Support Science Experiences:

What will happen if we leave one bowl of dough in a warm place and one in a cold place?

What do you see happening?

What does it smell like?

Will it rise?

How much will it rise?

Which ingredient made the dough rise (get bigger)?

How does the bread taste different if we use wheat flour and wheat germ? Why do we use wheat flour or wheat germ?

What is the sugar, salt, milk, and so forth for?

How different is the bread dough before and after it is baked?



Literacy

Vocabulary Builders:

Baking	Grain	Rise
Bread	Ingredients	Texture
Crust	Leavened	Toasted
Dough	Loaf pan	Unleavened
Flour	Recipe	Yeast

Kinds of Bread or Rolls:

Bagels	Multi-grain	Sourdough
English muffins	Pita	White
French bread	Pumpernickel	Whole grain
Italian bread	Rye	Whole wheat

Books:

Bread Around the World by Cynthia Rothman (1994)

Bread, Bread, Bread by Ann Morris; illustrated by Ken Heyman (1993)

Activity to Support Literacy

Read *The Little Red Hen*. Ask the children:

How did you help make the bread?

List their answers.

Recall the recipe with the children. Ask them:

What did we do first, second, and so on?

Or


Present the flannelgraph story of "*The Little Red Hen*."


Song: "Biscuits in the Oven"


(Replace the word *biscuits* with *muffins*.)

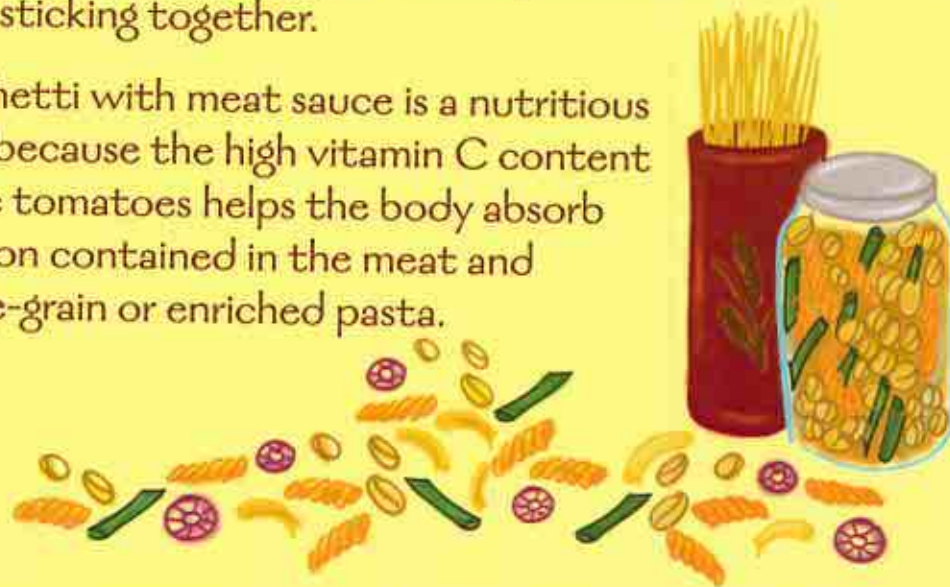


PASTA

 Pasta is most commonly made from wheat but can also be made from corn, rice, and quinoa (a type of seed ground into flour).

 Cooking pasta in plenty of water prevents it from sticking together.

 Spaghetti with meat sauce is a nutritious meal because the high vitamin C content in the tomatoes helps the body absorb the iron contained in the meat and whole-grain or enriched pasta.





Nutrition Activity—Making Pasta Salad

Objective: Children will develop an awareness that pasta comes in many shapes and sizes.



Materials:

Ingredients and Recipe for Pasta Salad

Uncooked Whole-Grain or Enriched Pasta
(bow tie, shells, elbow, etc.) on Trays

Small Bowls and Forks Place Mat
(for each child) (for each child)

Serving Spoons Tongs

- 1) Bring out trays with various shapes of pasta, place mats, and recipes. Distribute a variety of pasta to a small group of children to explore.
- 2) Name, sort, compare, and discuss characteristics of types of pasta.
- 3) Review the steps in the pasta salad recipe, naming the ingredients. Make and serve.
- 4) Another option: at lunch or snack, set up a pasta bar with bowls, spoons, and ingredients for pasta salad.
- 5) Or have children prepare an individual bowl of pasta salad (with assistance). Allow the children to choose the ingredients. If making the salad ahead of time, label the bowls with names, cover, and refrigerate until mealtime.

Related Activities or Ideas

- ☼ Assorted pasta shapes with marinara or meat sauce
- ☼ Fresh pasta (from scratch)
- ☼ Green spaghetti frittata
- ☼ Couscous ☼ Lasagna
- ☼ Macaroni and cheese ☼ Soup with noodles

Pasta Salad

(Makes 30 one-eighth cup servings of vegetable; 30 one-quarter cup servings of grain; and 30 one-half ounce servings of meat alternate)

1 ¼ lbs. Cooked Enriched Macaroni*

1 ¼ lbs. Celery, Chopped

1 lb. Cheddar Cheese, Cubed

4 (6 oz.) Cans of Olives, Sliced

8 oz. Green Onion, Chopped

24 oz. Dill Pickles, Chopped

2 cups Italian Dressing

Mix the ingredients together in a bowl. Mix in Italian dressing. Chill and serve.

***Note:** For a pasta salad bar, decrease macaroni amount to allow for more kinds of pasta.



Mathematics

Learning Experiences:

Characteristics

Sorting

Patterning

Questions to Support Mathematics Experiences:

What shapes do you see?

How many different shapes do you see?

Which shapes will you put in your pasta salad?

Which shape is the biggest, longest, and skinniest?

What is different about each kind of pasta?

How are the different shapes made?

What kinds of patterns can you make?



Science

Learning Experiences:

Boiling/cooking

Cause and effect

Temperature

Questions to Support Science Experiences:

How do we know when the water is ready for the pasta to be added?

How will we know when the pasta is cooked?

What will happen if we cook the pasta longer than needed?

How can we cool the pasta down to make pasta salad?

Do you like pasta best when it is hot or cold?

What is your favorite way to have pasta? What do you put on it?

What will the uncooked pasta look and feel like if we let it sit overnight in a bowl of water?



Literacy

Vocabulary Builders:

Dressing

Pasta

Sort

Grain

Recipe

Wheat flour

Ingredients

Salad bar

Kinds of Pasta:

Bow tie

Lasagna

Rotelle

Cannelloni

Linguini

Rotini

Couscous

Penne

Spaghetti

Egg noodles

Ravioli

Tortellini

Elbow macaroni

Rigatoni

Ziti

Fettuccine



Books:

Cloudy with a Chance of Meatballs by Judi and Ron Barrett (1982)

Spaghetti Eddie by Ryan Sanangelo and Jackie Urbanovic (2002)

Strega Nonna by Tomie dePaola (1979)



Activity to Support Literacy

On chart paper, write the words to the song, "On Top of Spaghetti."

Draw pictures to help children learn and follow the song and remember what comes next. Through repetition and pointing, children will "read" the words. Let the children know they are "reading"!

Call on each child and ask, "What would you do so you did not lose your meatball?" List children's answers.

Song: "On Top of Spaghetti"

TORTILLAS

- ① Whole-grain corn and whole-wheat tortillas are good sources of fiber; tortillas made with all-purpose flour are not.





TORTILLAS



Nutrition Activity—Making Tortillas

Objective: Children will be able to follow a recipe to make flour tortillas.



Materials:

Ingredients and recipe for flour tortillas

Cutting Board	Measuring Cups
Electric Griddle	Measuring Spoons
Extra Bowl of Flour	Rolling Pins
Fork or Pastry Cutter	Spatula
Large Bowl and Spoon	Trays

- 1) Set up three tables that have been cleaned and sanitized for making tortillas:
Table 1: Recipe, ingredients, bowl, spoon, fork, measuring spoons and cups
Table 2: Flour, rolling pins, and trays
Table 3: Electric griddle and spatula
 (This table must be closely supervised.)
- 2) Have the children assist in measuring the ingredients and mixing up a batch of dough.
- 3) Divide into small balls and take to Table 2.
- 4) Put out a small amount of flour for each child. Let the children use rolling pins to roll out the dough into circles and place on a tray. Take to Table 3.

- 5) Place the tortillas on a heated griddle. Cook until lightly browned on each side. Keep warm and serve at mealtime.

Note: This activity is more successful with parent participation.

Related Activities or Ideas

-  Baked chips
-  Quesadillas
-  Burritos
-  Mexican lasagna
-  Enchiladas
-  Tostadas
-  Variety of tortillas (corn, wheat, spinach)

Flour Tortillas

(Makes one dozen tortillas or about one pound of dough)

- 2 cups** Enriched Flour
- ½ cup** Whole Wheat Flour
- 1 ½ tsp.** Baking Powder
- 2 pinches** Salt
- 1 cup** Warm Water
- 2 T.** Butter or Trans Fat-free Margarine, Slightly Softened
- Additional Flour for Kneading *(continued on next page)*

(continued)

Mix together flour, baking powder, and salt in a bowl. Use a fork, pastry cutter, or your hands to cut in margarine or butter. Add warm water a little at a time, mixing with a fork (you may not need all the water); mix in until dough is soft and not sticky. Knead dough for a few minutes on a floured board. Form a smooth ball and break off into 12 golf ball-size pieces. Roll out the balls of dough with a tortilla rolling pin until they are very thin. Cook on griddle about one and one-half minutes per side.

For a larger group, repeat the process to make more tortillas.



Mathematics

Learning Experiences:

Characteristics/shapes

Quantity

Sequencing

Questions to Support Mathematics Experiences:

What shape will your tortilla be?

How many tortillas can we make out of the dough?

How will we make this ball of dough into a tortilla (flat circle)?

How many tortillas can we cook on the grill at one time?



How thin can you roll your tortilla?

How big can you roll your tortilla?

How do you roll it so it stays in a round shape?



Science

Learning Experiences:

Observation skills

Browning/toasting

Temperature

Questions to Support Science Experiences:

How are tortillas different from the bread rolls?

Why does it make bubbles when it cooks?

How will the tortillas change when we put them on the griddle?

How do we make the tortillas crisper?

What will happen if we leave the tortillas on the griddle too long?

What is different about our tortillas from the kind we buy in the store?

What is your favorite way to eat tortillas?



Literacy

Vocabulary Builders:

Baking powder

Ingredients

Rolling pin

Dough

Measuring cups

Round

Flatten	Measuring spoon	Spatula
Flour	Mix	Stir
Grain	Recipe	Tortilla
Griddle	Roll	Tortilla press

Kinds of Tortillas:

Corn	Wheat	White
Flour		

Books:

Taste of the Mexican Market by Nancy Tabor (1996)

The Tortilla Factory by Gary Paulsen and Ruth Wright Paulsen (1998)

Tortillas and Lullabies by Lynn Reiser (1998)

Activity to Support Literacy

To introduce the activity to children, create a picture recipe book (enlarged for easier viewing with a large group).

First ask, "How are we going to make tortillas?"

Review recipe step by step.

Sing the song using hand motions.

Song: "Roll, Roll, Roll the Tortilla"



GRANOLA



Whole grains, nuts, and seeds (such as oats, wheat germ, and sunflower seeds) should be stored in the refrigerator to maintain freshness.



Many commercial brands of granola are high in fat and sugar (check labels).



Making granola from scratch is a great way to control the fat and sugar content.



Granola (or other healthy cereals) served with milk and fruit is a snack that is high in fiber, protein, calcium, and vitamins.



CAUTION:

DO NOT give nuts to children with a known allergy to nuts.

GRANOLA



Nutrition Activity—Making Granola

Objective: Children will work cooperatively to make granola and will be able to identify each ingredient.



Materials:

Ingredients (labeled clearly) and Recipe for Granola

Measuring Spoons or Cups for Each Child

Extra Bowl with 2 Cups of Oats




Large Metal Bowls Baking Sheet

Large Spoon

- 1) Bring out the recipe, ingredients for granola, and other materials. Show and name the ingredients. Pass an extra bowl of oats for children to feel and smell.
- 2) Have the children practice measuring oats with the utensil they have been provided.
- 3) Have each child add an ingredient to a large bowl, stirring and counting ingredients after each addition.
- 4) Spoon the mixture onto the baking sheet.
- 5) Bake in an oven and offer samples or serve at the next meal.

Note: This activity is best for groups of six to seven children so that each child will have an ingredient to add.

Related Activities or Ideas

-  Baked fruit topped with granola
-  Yogurt pops with granola at the bottom of cup
-  Muffins topped with granola

Granola

(Yields 2 $\frac{1}{4}$ lb)

$\frac{1}{4}$ cup Molasses

$\frac{1}{4}$ cup Oil

$\frac{1}{4}$ cup Honey

1 tsp Cinnamon

Mix together in a small bowl and set aside.

8 cups Rolled Old-Fashioned Oats (1 $\frac{1}{2}$ lb.)

1 $\frac{1}{2}$ cups Coconut

$\frac{1}{4}$ cup Sunflower Seeds†

$\frac{3}{4}$ cup Wheat Germ

$\frac{1}{4}$ cup Sesame Seeds

$\frac{1}{4}$ cup Chopped Nuts*

Mix together in a large bowl. Coat dry ingredients with liquid ingredients that you set aside in the small bowl. Spoon the mixture onto a baking sheet.

*Omit nuts if children are allergic to them.

†Maybe a choking hazard for young children.

(continued on next page)

(continued)

Bake in oven at 300° for 30 to 40 minutes, stirring occasionally. When done, cool and offer samples to the children or serve at mealtime.

Note: This recipe can also be cooked in a microwave. Put in a glass container and cook on medium heat for 15 to 18 minutes, stirring every 5 minutes.



Mathematics

Learning Experiences:

Measurement and tools

Fractions

Counting

Questions to Support Mathematics Experiences:

Which ingredients are the tiniest?

How many different things are we going to put in the bowl?

How many scoops of oats, wheat germ, and so forth do we need?

Which ingredient do we need the most of?

How many teaspoons (or tablespoons) does it take to fill the cup?

What size pan will we need to put the granola in the oven?



Science

Learning Experiences:

Browning/toasting

Melting

Sensory awareness

Questions to Support Science Experiences:

What will we do to make sure all the grains are covered with oil and honey?

Why do we heat the oil and honey mixture?

What will happen to the grains when we put them in the oven?

How will we know when the granola is ready to eat?

Why do we add the honey and oil?

What does the granola smell like (when it is cooking)?



Literacy

Vocabulary Builders:

Chewy

½ cup

Tablespoon

Grain

Recipe

Teaspoon

Granola

Seeds

¾ cup

Oats

Sticky

Wheat germ

¼ cup

Sweet

Kinds of Granola:

Apple cinnamon Date nut Raisin
Dried Cranberry/berry

Activity to Support Literacy

Make a recipe book that includes photographs of children making granola, the step-by-step recipe, and the children's comments.





Ask the children what other kinds of granola we could make. What could we add?

Include the children's suggestions in the recipe book and read it to them.

Song: "Making Granola"



MUFFINS

-  To lower the fat content when baking muffins, substitute one-half the oil or butter with applesauce or fruit puree.
-  Increase fiber in muffins by replacing one-half of the all-purpose flour with whole-wheat flour.
-  Adding dried fruit and nuts is an easy way to increase the nutritional value of muffins.
-  If you do not have enough batter to fill all the holes in the muffin tin, half-fill empty ones with water so muffins brown evenly.





MUFFINS



Nutrition Activity—Making Muffins

Objective: Children will develop an awareness that muffins contain many ingredients and that a recipe must be followed to make them.



Materials:

Ingredients and Recipe for Basic Muffins

Large Bowl and Spoon Scoop



Measuring Spoons and Cups Timer




Medium Bowl and Whisk

Muffin Tin (greased)

1. Bring out all the materials and ingredients. Show and name the ingredients.
2. Have each child measure and add an ingredient to the bowl, naming each ingredient, stirring it in, and counting the number of ingredients after each addition.
3. Have each child put batter into a muffin tin by using the scoop.
4. Set a timer. Bake in the oven and serve at mealtime.

Related Activities or Ideas

-  Corn muffins
-  Pumpkin cornmeal muffins

-  Fruit muffins (apple, blueberry, etc.)
-  Vegetable muffins (carrot, zucchini, etc.)
-  Bran muffins

Basic Muffins

(Yields 24 muffins)

1 ½ cups + 1 T. Enriched All-Purpose Flour

1 ½ cups + 1 T. Whole Wheat Flour

¼ cup + 2 T. Instant Nonfat Dry Milk

2 T. Baking Powder

½ cup Sugar

1 tsp. Salt

½ tsp. Cinnamon

½ cup + 2 T. Raisins*

2 Large Eggs

1 ¼ cups Pureed Fruit (banana, applesauce, pumpkin)

¼ cup + 2 T. Vegetable Oil

1 cup Water

Wheat Germ for Topping

(continued on next page)

(continued)

Stir together the flour, dry milk, baking powder, sugar, salt, and cinnamon in a large bowl. Add raisins (optional). Whisk the eggs and pureed fruit in a medium bowl. Add the wet ingredients slowly to the dry ingredients. Mix only until dry ingredients are moistened, 15 to 20 seconds, scraping down the sides of the bowl. Add oil and water slowly while mixing. **Do not overmix.** The batter will be lumpy. Scoop the batter into an oiled muffin tin, filling the cups to about two-thirds full. Sprinkle with wheat germ.

Bake in a 400° oven for 18 to 20 minutes.

* To plump raisins, cover them with very hot tap water. Soak 2 to 5 minutes. **Do not oversoak.** Drain the raisins well before adding to the recipe.



Mathematics

Learning Experiences:

Measurement and tools

Sequencing

Counting

Fractions

Questions to Support Mathematics Experiences:

How many cups of ingredients do we need?

How many muffins will we need and how many will we get from this batch?

How many times should each child get to stir?

How many times will we have to stir to coat the dry ingredients with the liquid ingredients?

How big of a spoon or scoop should we use to fill the muffin tin two-thirds full?



Science

Learning Experiences:

Leavening

Cooking

Browning/toasting

Questions to Support Science Experiences:

What did we put in the muffins to make them rise?

How did their shape change when we cooked them?

How much bigger did they get?

Why are the insides soft and the outsides crispy?

Which part of the muffin did you like best?

What other kinds of muffins could we make? What ingredients would we add?

What would happen to the muffins if we left them in the oven longer? How would they taste?



Literacy

Vocabulary Builders:

Batter	Mix	Recipe
Grain	Muffin	Rise
Lumpy	Muffin tin	Scoop
Scratch (<i>not prepackaged item</i>)		Stir

Kinds of Muffins:

Apple	Carrots	Orange
Banana	Corn	Pumpkin
Blueberry	Cranberry	Whole wheat
Almond poppy seed		Zucchini
Lemon poppy seed		

Books:

If You Give a Moose a Muffin by Laura Numeroff; illustrated by Felicia Bond (1991)

Activity to Support Literacy

On a chart paper, write the children's names in the class. Sing the muffin man song, changing the "M" in *muffin* and *man* with the first letter of each child's name. For example, for Ricky sing, "Do You Know the Ruffin Ran?" Repeat for each child.

Song: "Biscuits in the Oven"

(Replace the word *biscuits* with *muffins*.)





POWER UP WITH PROTEINS

Yogurt



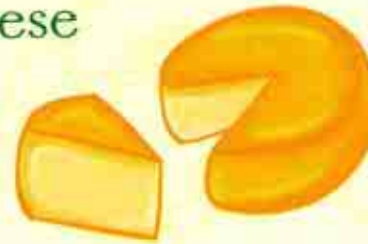
Nuts



Peanut Butter



Cheese



Eggs



Beans



YOGURT

- 🍓 Yogurt is a good source of protein. One cup of yogurt provides eight to nine grams of protein.
- 🍓 Yogurt is easy to digest. Yogurt may be better tolerated than fluid milk because it contains less lactose.
- 🍓 Low-fat or nonfat yogurt is a good substitute for sour cream in most recipes.





YOGURT



Nutrition Activity—Making Yogurt Sundaes

Objective: Children will develop an awareness that yogurt is a good source of protein and is a healthy snack.



Materials:

Ingredients for Yogurt Sundaes

A Bowl for Each Child



Appropriate Utensils

Spoons (*for serving*)

- 1) Set up a table with bowls and yogurt sundae ingredients (*see list on the right*) lined up with the appropriate serving utensils. Label ingredients with words and pictures.
- 2) At circle time explain the nutrition activity and describe the ingredients.
- 3) Allow children to move through the line, filling their bowls to create their own yogurt sundae.
- 4) Eat the sundaes at snack time and have the children name the ingredients they chose.

Related Activities or Ideas

 Homemade yogurt

-  Yogurt dip (*See the broccoli lesson in the “Wonderful Winter Fruits and Vegetables” section.*)
-  Yogurt smoothie (*See the smoothie lesson in the “Spring Snacking” section.*)

Yogurt Sundaes

Choose at least two items from each category.

Yogurt	Grains/nuts	Chopped Fruit
Berry	Bran flakes	Apples
Lemon	Finely chopped nuts*	Apricots
Orange	Granola	Bananas
Peach	Sesame seeds ¹	Berries
Plain Vanilla	Wheat germ	Peaches
		Pears

***CAUTION:** Omit peanuts if children are allergic to them. ¹ Possible choking hazard.



Mathematics

Learning Experiences:

Directionality

Sequencing

Quantity

Questions to Support Mathematics Experiences:

How many flavors of yogurt do we have?

What will you put in your bowl first (second, third)?

How many bananas, berries, and so forth did you put in your bowl?

How many berries do you think it will take to change the color of the yogurt?

What did you choose to put in your bowl?



Science

Learning Experiences:

Comparison (taste and texture)

Sensory awareness

Color

Questions to Support Science Experiences:

Do you think the different choices of yogurt will all taste the same?

What texture is your yogurt?

Which ingredients are crunchy?

What color do you think the yogurt will turn when we add fruit?

What color did the yogurt turn when you mixed in berries?

What does it taste like? Or how does it taste?

What happens to the fruit in the yogurt?

What is yogurt made from?



Literacy

Vocabulary Builders:

Calcium	Ingredients	Smooth
Crunchy	Milk	Soft
Dairy	Nuts	Yogurt
Grain	Protein	

Books:

It Looks Like Spilt Milk by Charles G. Shaw (1988)

The Milk Makers by Gail Gibbons (1987)

Activity to Support Literacy





Collect empty yogurt containers.

Put various sizes of empty containers and lids out on a table. Have the children match lids, stack them, and arrange by height. Read the brands and flavor of each yogurt. Talk about their favorite flavors.

Put the containers in the house area after they are washed.

Song: "Do You Like Your Yogurt?"

PEANUT BUTTER

-  The style (texture) of peanut butter (smooth, crunchy, chunky) does not affect the nutritional value.
-  Two cups of shelled peanuts makes about one cup of peanut butter.
-  Peanuts are actually legumes, not nuts.
-  Peanut butter should not be given to infants under one year old and should be spread thin for young children to prevent choking.

CAUTION:

DO NOT allow children with known peanut allergies to participate in this activity.



PEANUT BUTTER



Nutrition Activity—Making Peanut Butter

Objective: Children will learn that peanuts are high in protein and that it takes a lot of shelled nuts to make peanut butter.



Materials:

Ingredients and Recipe for Peanut Butter

Peanuts in the Shell (unsalted)

Blender or Food Processor Rubber Spatula

Bowls Spoons (*for tasting*)

Empty Clean Jars Trays

- 1) Set up tables with piles of unsalted peanuts in the shell.
- 2) Put out bowls and trays to separate shells and nuts. Have children crack and sort into appropriate containers.
- 3) Discuss the characteristics of peanuts (shape, size, number of nuts in the shell, etc.).
- 4) Put shelled and skinned peanuts in empty jars and ask children to estimate (guess) how many peanuts it will take to make one cup of peanut butter.
- 5) Bring out a blender or food processor and follow the recipe. Make peanut butter in small batches

and put in the jar. Provide spoons for sampling. Make sure children dip their spoons into the jar only once.

6. Serve at mealtime with bread, crackers, or apples.

Extension: Save peanut shells for tracing shapes on paper.

Related Activities or Ideas

- 🥜 Ants on a log (celery filled with peanut butter and topped with raisins)
- 🥜 Peanut butter smoothies (*See the smoothie lesson on page 121.*)
- 🥜 Peanut butter breads or muffins
- 🥜 Other nut butters

Peanut Butter

(Makes 27 one tablespoon servings)

3 cups Unsalted Peanuts, Shelled and Skinned

3-6 T. Oil Salt

Put 1 cup of peanuts in blender jar. Add 1-2 tablespoons salad oil and a pinch of salt. Blend until smooth or crunchy. Repeat.



Mathematics

Learning Experiences:

Counting

Spatial sense

Quantity

Sequencing (*following recipe . . . first, second, next, last*)

Questions to Support Mathematics Experiences:

How many peanuts are in your shell?

Do they all have the same number of peanuts?

Do you think this jar of peanuts will make a jar of peanut butter?

What is the difference in the shape of your shell?

How many more peanuts will it take to fill the jar?

How many parts are there to the peanut?



Science

Learning Experiences:

Sensory awareness

Cause and effect

Observation skills

Questions to Support Science Experiences:

Do we need to take the shells off?

Do the shells and the peanuts smell the same?

How do we get the peanut out of the shell?

Where do peanuts come from and how do they grow?

What color are peanuts and are they all the same color?

Why is there a skin on the nut?

How does the texture change as we blend or process the peanut butter?

How does the peanut butter smell?

What happens to the peanut butter after it sits for over an hour?



Literacy

Vocabulary Builders:

Blender	Peanut	Skins
Chunky	Peanut butter	Smooth
Crack	Protein	Taste
Crunchy	Salt	Unshelled
Oil	Shell	

Kinds of Peanut Butter:

Chunky	Creamy	Crunchy
--------	--------	---------

Books:

The Meat and Protein Group by Helen Frost and Gail Saunders-Smith (2000)

The Peanut Butter Kid by Gertrude Stonesifer (1995)

Activity to Support Literacy

Write the words to the song "Peanut Sat on a Railroad Track," underlining the rhyming words. Have the children take turns filling in the time the train came down the track in order to expose them to vocabulary used with time concepts. Repeat throughout the week.

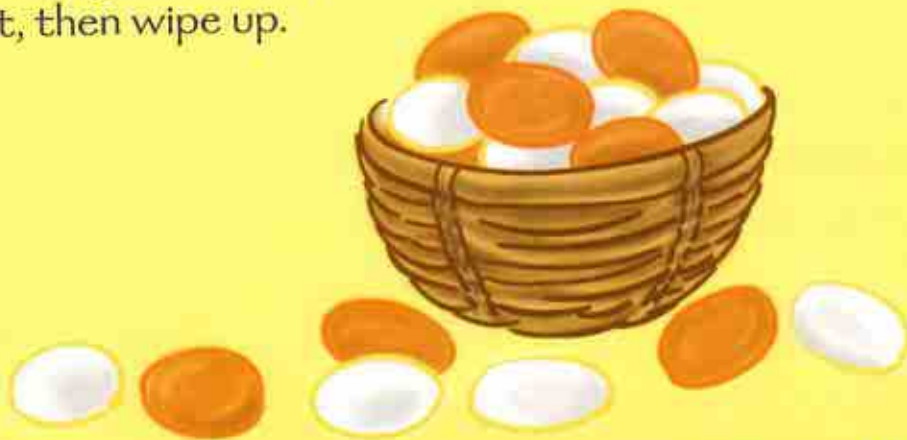
Note: This activity is a great transition to mealtime.

Song: "Peanut Sat on a Railroad Track"



EGGS

- Eggs are a high-protein food. Each egg has about 6.25 grams of protein.
- To tell if an egg is cooked hard, spin it. If it spins easily, it is cooked hard. If it wobbles, it is raw.
- To clean up a raw egg dropped on the floor, generously sprinkle with salt, then wipe up.





Nutrition Activity—Peeling and Eating Hard-cooked Eggs

Objective: Children will be able to peel a hard-cooked egg and name its parts.



Materials:

Bowl
Knives
Plate (for each child)
Raw eggs
Hard-Cooked Eggs (at least one per child)

- 1) Crack raw eggs into a bowl. Have the children look in the bowl and describe the eggs.

Caution: If any child touches the raw egg, make sure the child's hands are washed immediately.

- 2) Bring out unpeeled hard-cooked eggs to the table along with plates and knives.
- 3) Provide at least one egg per person, preferably with several extra eggs in case children want more.
- 4) Allow children to crack, peel, and cut their egg.
- 5) Name each part of the egg and discuss the differences between the yolk and the white of the egg.
- 6) Eat along with the rest of the meal.

Optional: Provide egg slicers at the table to cut eggs into slices.

Related Activities or Ideas

- Top salad with sliced hard-cooked eggs
- Frittata (Have children beat eggs)
- Deviled eggs
- Egg salad



Mathematics

Learning Experiences:

Numbers and operations
Comparison (size and shape)
Characteristics/shapes

Questions to Support Mathematics Experiences:

How many layers do you have to peel off to get to the yolk?
How many eggs are in a dozen? In a half dozen?
Are all the eggs the same size?
What shape is an egg? What else is that shape?
What shape is the yolk?
What shape is the egg when we cut it?



Science

Learning Experiences:

Cooking

Sensory awareness

Questions to Support Science Experiences:

How do you cook an egg? How does it change?

Where do eggs come from?

What other animals lay eggs besides chickens?

What other ways do we eat eggs other than hard-boiled?

What will (does) the egg look like when cooked?

What do the yolk and white taste like? Which do you like best?

Why are some eggs brown? Are they different inside?

What can we do with egg shells?



Literacy

Vocabulary Builders:

Boiled

Fried

Scrambled

Crack

Half dozen

Shells

Dozen

Membrane

White

Eggs

Peeling

Yolk

Kinds of Eggs:

Duck

Hen (brown)

Quail

Goose

Hen (white)

Books:

An Extraordinary Egg by Leo Lionni (1998)

Green Eggs and Ham by Dr. Seuss (1960)

Horton Hatches the Egg by Dr. Seuss (1940)

Activity to Support Literacy

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king's horses and all the king's men,
 Couldn't put Humpty together again.

Recite "Humpty Dumpty" at several circle times during the week of the egg nutritional activity so that children learn it well. Post the words on a chart tablet or poster board and follow along as you repeat the rhyme. Teachers can point out rhyming words or underline them on the chart. The children will enjoy repeating the rhyme when they crack their hard-cooked egg at mealtime.

Song: "Crack, Peel, and Eat (an Egg)"



NUTS

- Walnuts are a good source of vitamin E and omega-3 fatty acids.
- Even though nuts are high in fat, 90 percent of the fat is mono- or polyunsaturated. Most nuts are relatively low in artery-clogging saturated fat.
- Nutritional values of one ounce of nuts: protein, 2.5–7 grams; calories, 165–200; and fat, 13–21 grams.
- Nuts vary in fiber content from 2 to 5 grams per one-ounce serving.
- Put unshelled nuts in the freezer for an hour to make them easier to crack.
- Store shelled nuts in the refrigerator or freezer to prevent them from getting rancid.

CAUTION:

DO NOT allow children with known allergies to nuts to participate in this activity. Nuts can also be a potential choking hazard for younger children. The activity should be closely supervised in a small group. Nuts should be chopped or broken before being served.





NUTS



Nutrition Activity—Cracking and Tasting Nuts

Objective: Children will compare different types of nuts, then taste them, and express their preferences.



Materials:

Variety of Nuts in the Shell

Nutcrackers

Paper Place Mats (*for each child*)

Tray with Dividers (produce trays, egg cartons)

Tray/Cutting Board


Spreader Knife (*for teacher*)

- 1) Set up a table with a tray of assorted nuts in the shells, one of each nut out of the shell, a nutcracker, and paper place mats.
- 2) Distribute unshelled nuts to each child.
- 3) Name the nuts and discuss their characteristics. Have children try to match the nuts with their shells.
- 4) Provide divided trays for sorting nuts.
- 5) Crack shells and chop nuts before allowing children to taste them. Use caution.
- 6) Talk about the children's favorites.

Extension: Have mystery bags filled with various unshelled nuts for children to squeeze. Have a tray of matching nuts available for children to look at. Let children guess which nut they are touching in the mystery bags.

Related Activities or Ideas

 Nut bread

 Nut butters



Mathematics

Learning Experiences:

Sorting

Characteristics/shapes

Matching

Questions to Support Mathematics Experiences:

How many different kinds of nuts do we have?

How are they the same and different?

What shapes are nuts?

Which nuts match with which shells?

Are the nuts the same shapes as their shell?



Science

Learning Experiences:

Gardening

Investigation and tools

Questions to Support Science Experiences:

How do nuts grow?

What can we do with the shells?

What kinds of things do we eat with nuts in them?

How can we chop the nuts into smaller pieces? What tools could we use?

How do we get the nuts out of the shells?



Literacy

Vocabulary Builders:

Cracking	Inedible	Protein
Edible	Nutcracker	Shell
Grinding	Nuts	

Kinds of Nuts:

Almonds	Chestnuts	Peanuts
Black sesame seed	Coconut	Pecans
Black walnuts	Hazelnuts	Pistachio
Brazil nuts	Macadamia nuts	Walnuts
Cashew nuts	Pumpkin seed	
Sunflower seed	White sesame seed	
Pine nuts (pignoli, piñon nuts, Indian nuts)		

Books:

No Nuts for Me by Aaron Zevy and Susan Tebbutt (1996)

Nuts to You! by Lois Ehlert (1993)

A Reward for Josefina by Valerie Tripp, Jeane-Paul Tibbles, and Susan McAliley (1999)

Activity to Support Literacy




Fill a basket of nuts with at least three to four kinds of nuts. Pass around the basket at circle time and let the children choose a nut. Name the nut they choose. On chart paper write the names of the nuts chosen. Call out the names of the nuts and have the children come and put their nut back in the basket.

“Which nut do we have the most and fewest of?”

Song: “The Munching Mix Song”



CHEESE

-  It takes about four quarts of milk to make a pound of cheddar cheese.
-  American processed cheese has less protein and calcium than cheddar cheese and more than twice the sodium.
-  Cold cheese grates best. For easy grating, put cheese in the freezer for 15 to 30 minutes before grating.

CAUTION:

Children with a known allergy to dairy products such as milk should not participate in this activity.



CHEESE

Nutrition Activity—Cheese Tasting

Objective: Children will develop an awareness that cheese is a good source of protein, and they will taste different kinds of cheeses, learning the names of the cheeses and expressing their preferences.



Materials:

A Variety of Cheeses (at least four kinds)

“Favorite Cheese” Card for Each Child to Take Home

Plate/Paper Place Mat (*for each child*)





Knife/Labels/Pen

Tray/Platter

- 1) Cut cheeses into slices or cubes and put on a tray or platter. Write the names of the cheeses on labels and place next to the correct cheeses.
- 2) Offer each cheese to the children to taste and name. Discuss the characteristics of each kind.
- 3) Ask the children which cheese is their favorite and graph the results.
- 4) Write names of each child’s favorite cheese on a card to take home.

Extension: Leave a piece of cheese in a plastic self-seal bag in the science area and allow children to observe what happens over time. Discuss and chart their observations.

Related Activities or Ideas

-  Cheese sandwiches (*Offer a variety of different cheeses and breads and allow children to make their own sandwiches.*)
-  Cheese muffins
-  Quesadillas
-  Macaroni and cheese



Mathematics

Learning Experiences:

Characteristics

Comparison (taste and texture)

Graphing

Questions to Support Mathematics Experiences:

What is different about the various cheeses?

What colors are the different cheeses?

Which cheeses are the softest or hardest?

How many kinds of cheeses can you name?

Which cheese is your favorite?

Which cheese did the most children in the class like?

Which cheese did the fewest children like? Count and use words (most, least, less than, more than, same) to discuss preferences and graph.

Children's Cheese Tasting

Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:



Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:



Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:



Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:





Science

Learning Experiences:

Sensory awareness

Nutrition and body awareness

Questions to Support Science Experiences:

How does the cheese smell, feel, and taste?

Where does cheese come from?

Why is cheese (or other dairy products) good for us?

What are some other ways we eat cheese?

Name dishes we eat that contain shredded, melted, and other forms of cheese.

How does cheese look after a few days at room temperature?



Literacy

Vocabulary Builders:

Bones	Melted	Smell
Calcium	Protein	Taste
Cheese	Shredded	Thick
Creamy	Sliced	Thin
Dairy		

Kinds of Cheeses:





Blue cheese	Feta	Parmesan
Cheddar	Gouda	Provolone
Colby	Monterey jack	Romano
Cottage	Mozzarella	Roquefort
Cream cheese	Muenster	Swiss

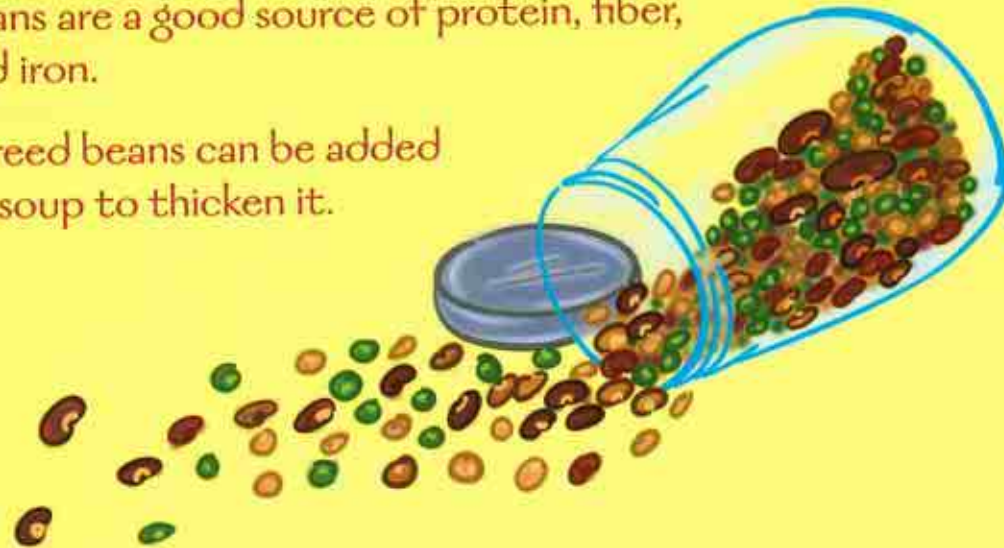
Activity to Support Literacy

Write on chart paper the names of the cheeses to be sampled. Before the tasting activity, have children graph which cheese they think (predict) they will like best. After the activity, return to the graph and make a new graph according to the children's preferences. (Compare the graphs.) Count how many children liked each kind of cheese. Which cheese was liked by the most children? The least? Ask the children, "Did you like the cheese that you thought would be your favorite?" Were their predictions correct?

Song: "The Farmer in the Dell"

BEANS

-  Store beans in a cool, dry spot.
-  Do not add salt or acidic ingredients when cooking beans. Salt or acid toughens beans and lengthens the cooking time.
-  Beans are a good source of protein, fiber, and iron.
-  Pureed beans can be added to soup to thicken it.





Nutrition Activity—Sorting Beans and Making Soup

Objective: Children will develop an awareness that beans are a good source of protein and that they come in many different sizes and colors.



Materials:

Bowl of Mixed Dry Beans

Ingredients and Recipe for Multibean Soup

Tape (for labeling the jar of beans)

Bowls/Spoons

Egg Cartons

Jar (or clear container)

Place Mats

Pitcher of Water

Stockpot

- 1) Set up each table with place mats and a bowl of mixed beans. Set aside a jar or clear plastic container, masking (or colored) tape, and a pitcher of water.
- 2) Give each child a scoop of beans on a place mat.
- 3) Sort, name, and discuss characteristics of beans. Use egg cartons to sort.
- 4) Put beans back in the bowl, then scoop some into the jar (about one-quarter full). Place tape on the jar at the level of the beans and write the date on it. Fill the jar with water and cover.

Set aside and check daily to observe and document any changes.

Note: Throw beans away after the project.

- 5) Have the children help measure out and put the beans in a pot for soup. Make bean soup (see recipe) and serve for lunch or snack. Point out different kinds of beans in the soup for children to taste.

Extension: Have empty bean cans for sorting and matching to dry beans.

Related Activities or Ideas

-  Vegetable chili
-  Baked beans
-  Cheesy bean dip
-  Bean corn salad
-  Bean dip
-  Bean and cheese burritos

Multibean Soup

(Makes 30 one and one-half ounce servings of meat alternate)

6 oz. Dry Great Northern Beans

6 oz. Dry Pink Beans

6 oz. Dry Kidney Beans

1 lb. Dry Pinto Beans

7 cups Water

(continued on next page)

(continued)

1 gal. Chicken Broth, Canned or Homemade

1 Dry Bay Leaf

¼ tsp. Dry Thyme

½ tsp. Garlic Powder

1 lb. ½" Diced Fresh Potatoes

¾ lb. Diced Fresh Carrots

1½ T. Onions, Dried

¼ tsp. Salt

12 oz. Macaroni

⅛ tsp. Black Pepper

2 cups Low-fat Milk, Hot

1 lb. Frozen Corn

- 1) Soak beans in water overnight in the refrigerator. Thoroughly drain and discard water. Rinse beans and drain thoroughly.
- 2) In a pot, combine soaked beans, chicken broth, bay leaves, thyme, and garlic powder. Bring to a boil over medium heat. Reduce heat, cover, and simmer until beans are tender, about 1 hour.
- 3) Add potatoes, carrots, and onions. Simmer covered, until tender, about 20 minutes.
- 4) Add pasta, milk, salt, and pepper. Return to a simmer and cook uncovered for 15 minutes. Add corn. Cook until the corn is heated.
- 5) Remove bay leaf. Put soup into serving containers.



Mathematics

Learning Experiences:

One-to-one correspondence

Sorting

Counting

Characteristics

Questions to Support Mathematics Experiences:

How many different kinds of beans did we find?

Why did you group these beans together? What is the same or different about them?

How many beans do you have in each group?

Which bean is the smallest or biggest?



Science

Learning Experiences:

Observation skills

Absorption

Cooking

Questions to Support Science Experiences:

How did the beans change after we soaked them?

What other changes are happening?

Why do we throw the beans out after we soak them for several days?

How different do beans look after they are cooked?



What do they smell like when they are cooking?

Which bean in the soup do you like the best?

What else could we put in the soup (next time we make it)?



Literacy

Vocabulary Builders:

Absorb	Ferment	Rotten
Bean	Legume	Simmer
Dry	Protein	Soak

Kinds of Beans:

Black	Great northern	Pinto
Black-eyed peas	Kidney	Red
Cranberry	Lentils	Soy
Fava	Lima	Split peas
Flageolets	Mung	
Garbanzo	Navy	

Books:

Amanda Bean's Amazing Dream: A Mathematical Story by Cindy Neuschwander (1998)

One Bean by Anne Rockwell; pictures by Megan Halsey (1999)



Activity to Support Literacy

Eat different kinds of beans prepared in various ways throughout the week, then graph children's favorites. Let children put their names under their favorite bean dish. See "Activity to Support Literacy" in the Introduction for instructions on how to make name strips.

Bean Soup	Bean Burritos	Bean Dip	Bean Salad
Child's name	Child's name	Child's name	Child's name
Child's name			

Song: "One Little Bean"





SUMMARY OF SPRING SNACKING

The final unit in the curriculum is intended to be a review of foods children have become familiar with in previous lessons and to incorporate some new experiences. Although these activities are ideal for the spring, they can be done at other times of the year. The mathematics and science questions can be pulled from other lessons or created based on the children's level at this time.

These lessons are good for individualizing and can be used to assess the children's growth and to recall experiences from previous nutrition activities.



SPRING SNACKING

Seeds



Trail Mix



Smoothies



Yogurt Pops






Salad Bar



Gelatin



SEEDS

-  An ounce of sesame seeds provides more iron than an ounce of beef liver.
-  Unhulled sesame seeds have the bran intact and are high in iron, calcium, and phosphorous.
-  Shelled edible seeds keep longer in the refrigerator.

CAUTION:

Small edible seeds may be a choking hazard for young children.





SEEDS



Nutrition Activity—Discovering Fruits and Seeds

Objective: Children will be able to match seeds to the whole fruits, learn that seeds will sprout when planted, and learn that some seeds are edible and others are not.



Materials:




Three Kinds of Fruits with Seeds (e.g., strawberries, apples, mangoes)

Large Spoon	Tongs
Paper Plates	Trays
Spreader Knife	

- 1) Bring out trays of washed fruits with seeds (at least three kinds), a paper plate for each child, a spreader knife, and tongs.
- 2) Cut the fruits. Discuss, examine, and compare the seeds. Put the seeds on a plate and sort and count them.
- 3) Let children taste the fruits.
- 4) Talk about the seeds we eat and the seeds we do not eat.

Extension: “Plant” beans or seeds in a baggie with a wet cotton ball or paper towel. Tape the baggies closed, set them in the classroom window, and watch the seeds grow. Transplant sprouts to a garden.

Related Activities or Ideas

-  Rolls with sesame and poppy seeds
-  Trail mix
-  Sesame chicken



Literacy

Vocabulary Builders:

Edible	Growing	Seed
Fruit	Inedible	Soil
Garden	Oxygen	Sprout
Grow/growth	Plant	Water

Kinds of Seeds:

Edible Seeds and Fruits with Edible Seeds

Flax	Sesame (white or black)
Pomegranate	Strawberry
Poppy	Sunflower
Pumpkin	

Fruits with Inedible Seeds

Apple	Melon
Avocado	Orange
Mango	Papaya

Books:

How a Seed Grows by Helen Jordan and L. Krupinski (1992)

One Child, One Seed by K. Cave and G. Wulfsohn (2003)

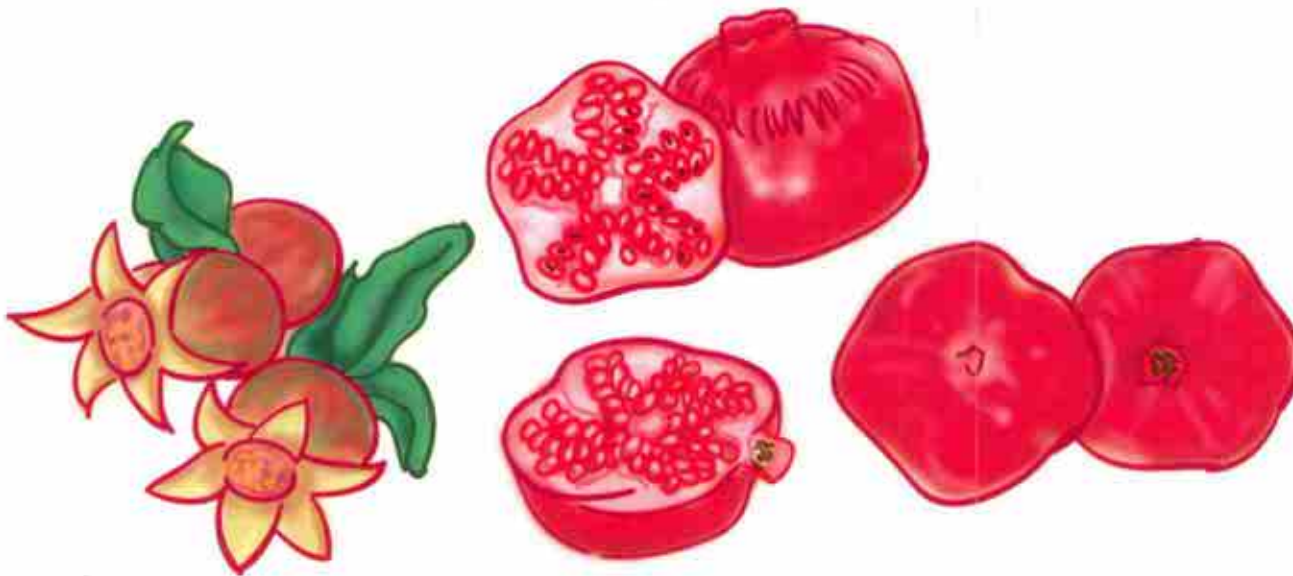
Activity to Support Literacy

Save seeds from various fruits throughout the week. Have children glue different seeds to a poster board. Have pictures or photos of fruits available for children to glue next to the matching seeds. Label the fruit pictures.



Have whole fruits available, if possible.

Extension: Have seed packets available. Plant seeds all week.

Song: "Seeds"



SMOOTHIES

-  Starting with ingredients from the refrigerator or freezer makes for a more flavorful and refreshing smoothie.
-  Smoothies are a great way to provide a nutritious snack to children.





SMOOTHIES



Nutrition Activity—Making Smoothies

Objective: Children will be able to measure ingredients and use a blender to puree fruits and yogurt to make a healthy drink.





Materials:

Ingredients and Recipe for Fruit Smoothie
(See recipe on the right.)

Blender	Measuring Cups
Drinking Cups	Measuring Spoons
Rubber Spatula	Pitchers

1. Set up a table with a blender, pitchers, and smoothie ingredients.
2. Invite the children to come to the smoothie table. Follow the recipe; measure the ingredients. Allow the children to add ingredients. Show, name, and add ingredients to the blender one at a time. Make a smoothie drink.
3. Refrigerate and serve smoothies at the next mealtime or snack time.

Related Activities or Ideas

-  Strawberry milkshake
-  Different kinds of smoothies

List and compare smoothie ingredients. Taste the ingredients and let the children express their preferences.

- 1) Pineapple juice/strawberries
- 2) Peach
- 3) Berry
- 4) Vanilla/peanut butter

Fruit Smoothie

Strawberry Pineapple

(Makes one-half cup servings of fruit)

	25 servings	50 servings
Yogurt (vanilla)	1 quart	2 quarts
100% Pineapple Juice, Pasteurized	8 cups	4 quarts
Bananas	1 ½ lb. (about 6)	3 lb. (about 10–12)
Strawberries (fresh or frozen)	1 ¾ lb. (3 cups)	3 ½ lb. (6 cups)

More Smoothies

Peachy Keen Smoothie

	25 servings	50 servings
Yogurt (peach)	1 quart	2 quarts
Orange Juice	6 ½ cups	13 cups
Bananas	1 ½ lb. (about 6)	3 lb. (about 10–12)
Peaches (canned with juice)	½ of #10 can	1 of #10 can

Very Berry Smoothie

	25 servings	50 servings
Yogurt (plain)	1 quart	2 quarts
Cranberry, Berry, or Grape Juice (100% Juice)	7 cups	14 cups
Bananas	1 lb. (about 4)	2 lb. (about 8)
Blueberries or Mixed Berries (frozen)	2 lb. (6 cups)	4 lb. (12 cups)

Nutty Buddy

	25 servings	50 servings
Yogurt (vanilla)	1 quart	2 quarts
Milk	3 cups	6 cups
Bananas	1 ½ lb. (about 2)	1 lb. (about 4)
Peanut Butter	½ cup & 2 T.	1 ¼ cup
Ice Cubes	12	24



LITERACY

Vocabulary Builders:

Blend/blender	Ingredients	Smooth/smoothie
Chilly	Puree	Sour
Creamy	Refreshing	Sweet
Grind		

Smoothie Ingredients:

Fruit	Juice	Yogurt
Ice	Milk	

Book:

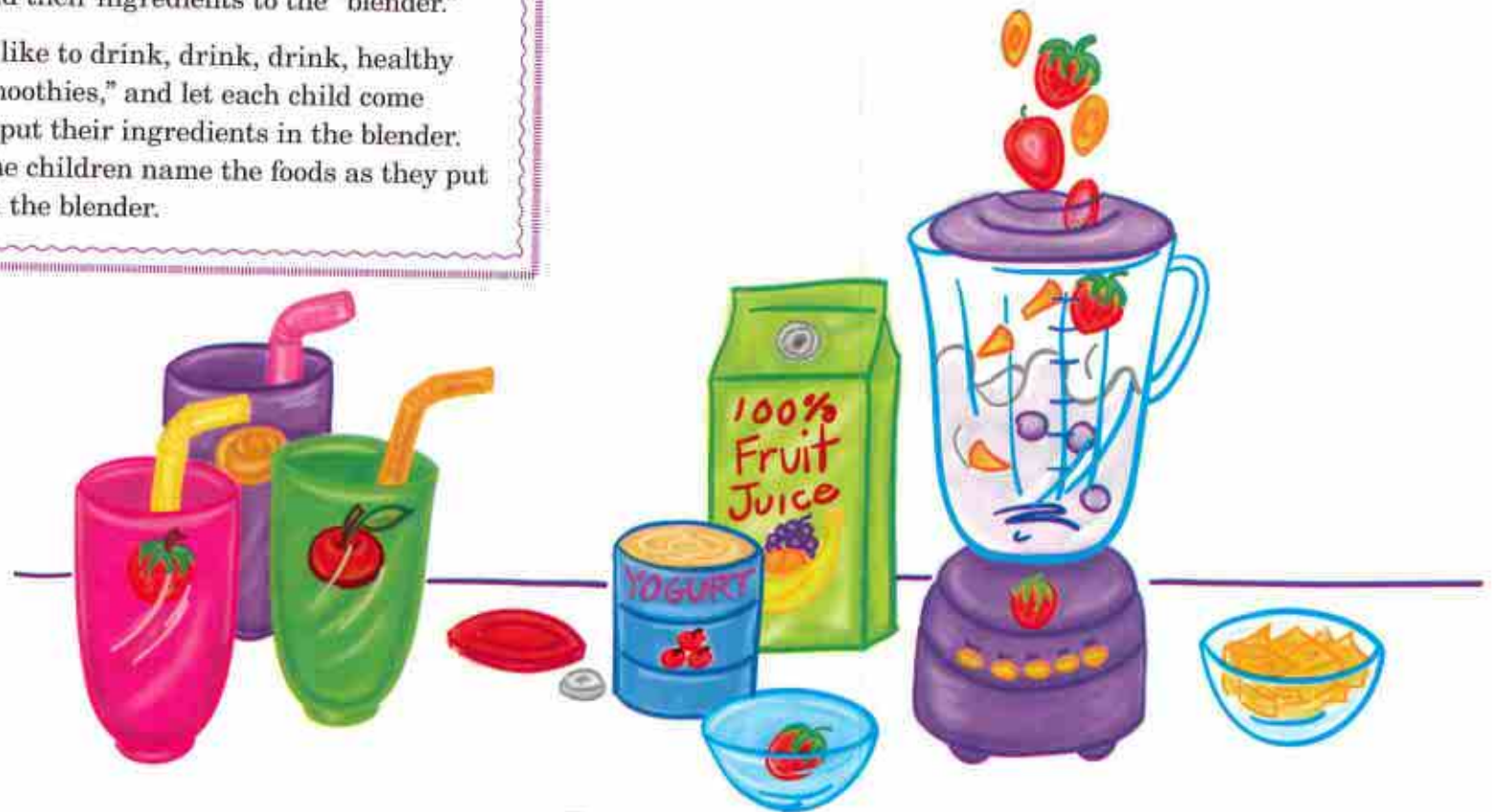
Oliver's Milkshake by Vivian French (2000)



Activity to Support Literacy

Create a large picture of a blender on chart paper. On the inside of the blender pitcher, apply adhesive strips of fabric having tiny hooks. Copy, cut, and laminate (*optional*) pictures of fruits. Apply a small piece of the adhesive fabric on the back of each one. During group time, pass around a bag of laminated pictures. Let each child pick a picture of an ingredient from the bag and then add their ingredients to the “blender.”

Sing “I like to drink, drink, drink, healthy fruit smoothies,” and let each child come up and put their ingredients in the blender. Have the children name the foods as they put them in the blender.



SALAD BAR



Vegetables are high in vitamins, minerals, and fiber; are low in calories; and have little or no fat.



To get the greatest nutritional benefit, harvest and eat vegetables immediately because nutrients are lost during storage





SALAD BAR



Nutrition Activity—Creating Your Own Salad

Objective: Children will be able to use tools to help prepare a salad bar, classify proteins and vegetables, and create their own colorful healthful salad.






Materials:

Prewashed Ingredients for Salad Bar
 Cutting Boards/Trays Salad Spinner
 Knives/Spreader Knives Small Bowls
 Large Tub(s) of Water Tongs
 Salad Dressing Towels

- 1) Set up a table where children can prepare (cut, chop, or slice) salad ingredients, as appropriate.
- 2) Set up a salad bar with appropriate utensils. Classify items as proteins or vegetables.
- 3) Send children to the salad table a few at a time, allowing them to fill their bowl and return to the lunch table. Provide small cups of dressing.
- 4) Have children name their choices of ingredients and describe how their salads are the same or different.

Related Activities or Ideas

-  Pasta salad bar
-  Fruit salad bar
-  Taco (salad) bar

Salad Bar

(Offer at least four vegetables and two sources of protein.)

Vegetables

Avocados
 Bell peppers
 Broccoli
 Cabbage
 Carrots
 Celery
 Cucumbers
 Jicama
 Lettuce
 Olives
 Tomatoes

Protein Foods

Beans
 Cheese
 Hard-cooked eggs
 Slivered almonds
 Sunflower seeds



CAUTION: Seeds and raw hard vegetables may be choking hazards for young children.



Literacy

Vocabulary Builders:

Black	Leaf	Vegetable
Bunch (of lettuce)	Orange	White
Crisp	Protein	Yellow
Crunchy	Red	
Green	Variety	

Books:

Come Into My Garden by Cynthia Rothman (1994)

The Surprise Garden by Zoe Hall (1999)

Activity to Support Literacy

On chart paper, write the names of ingredients used in the salad bar and classify them as proteins or vegetables.

After eating the salads, graph what children put in their salads.

“What ingredient did most children put in their salad?”

“Who put the most items in their salad?”

Song: “Munch, Munch, Munch”

Our Salads					
	Vegetables			Protein	
	Broccoli	Carrots	Lettuce	Cheese	Eggs
Tyler		X	X	X	
Lucy	X	X	X	X	X
Sadie	X		X	X	



TRAIL MIX

- Trail mix is a popular snack with hikers because it contains lots of nutrients and is easy to carry and eat.

CAUTION:

Conduct this trail mix activity with older children (four years of age and older). Hard foods (such as nuts) and sticky foods (such as raisins and dried fruit) can be potential choking hazards for children younger than four years of age.

DO NOT allow children with known allergies to nuts to add them to their trail mix.





TRAIL MIX

Nutrition Activity—Making Trail Mix

Objective: Children will be able to classify ingredients as grains, dehydrated fruits, nuts, or seeds and will be able to count the items as they make their own trail mix.



Materials:

Ingredients for Trail Mix

Measuring Cups or Spoons Scoops

Self-seal Sandwich Bags

Markers for Labeling

- 1) Set up a table with bowls of trail mix ingredients and the other materials.
- 2) Write the children's names on the self-seal sandwich bags.
- 3) Show and name the ingredients, allowing children to have small samples. Pass the bowls around and have children scoop and name ingredients of their choice into their bag.
- 4) Count how many ingredients the children put in their trail mix.
- 5) Seal bags and serve at mealtime or bring on a field trip.

Related Activities or Ideas

- ◆ Dehydrate fruit for trail mix. (Refer to Dried Fruits Lesson)
- ◆ Sort and taste nuts in the shell.

Trail Mix

Choose at least one item from each group.

Dried Fruits*	Grains	Nuts/Seeds*
Apples	Bran flakes	Almonds
Apricots	Cheerios	Peanuts
Cranberries	Chex	Pumpkin seeds
Dried fruit medley	Granola	Sunflower seeds
Pineapple		Walnuts
Prunes		
Raisins		

***CAUTION:** Seeds, nuts and dried fruit may be choking hazards for young children. Chop finely.



Literacy

Vocabulary Builders:

Color	Energy	Snack
Crunchy	Mix	Sticky
Dehydrated	Shape	Sweet
Dried	Size	

Books:

I Went Walking by Sue Williams (1996)

We're Going on a Bear Hunt by Helen Oxenbury and Michael Rosen (1997)



Activity to Support Literacy

At circle time, act out the song, "A Hiking We Will Go," to the tune of "Hi-Ho the Dairy-O."

Graph the ingredients that the children chose for their trail mix. Count up the totals for each ingredient (e.g., two children chose to put raisins in their trail mix). Discuss the graph with the children.




Extension: Set up a camping corner in the classroom: tent, child's lantern, picnic basket, "fire"—red, orange, and yellow tissue paper.

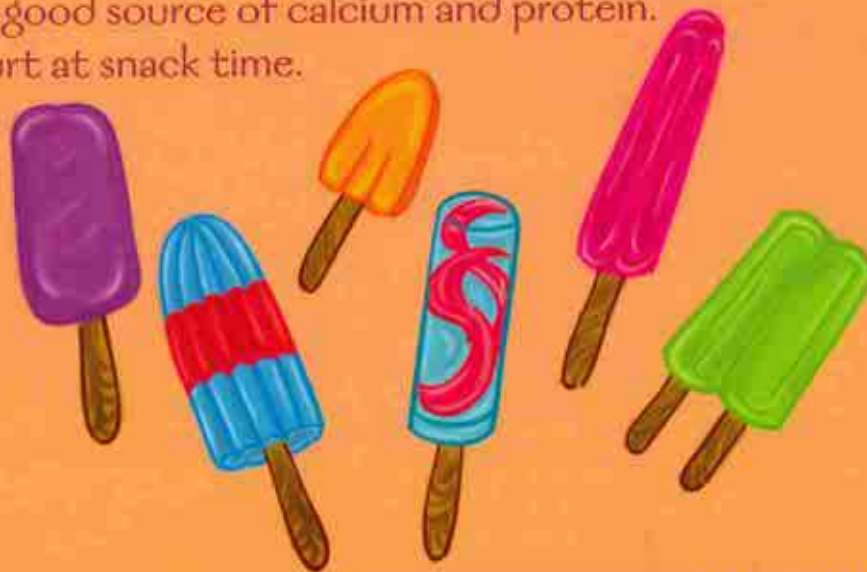
Song: "Raisins Are Grand"

Trail Mix

	Bananas	Oat rounds	Granola	Raisins	Sunflower seeds	Walnuts
Tyler		X		X	X	
Sarah	X		X	X		X
Totals	1	1	1	2	1	1

YOGURT POPS

-  Pureeing and freezing fruits is a simple way to help children "eat" their five fruits a day.
-  Freeze chunks of pineapple or melon or grapes cut in half for a crunchy cool summer treat.
-  Yogurt is a good source of calcium and protein. Serve yogurt at snack time.





YOGURT POPS

Nutrition Activity—Making Yogurt Pops

Objective: Children will follow the sequence of steps in a recipe to make yogurt pops, observing the time it takes to freeze juice and yogurt and make popsicles.



Materials:

Ingredients and Recipe for Yogurt Pops

4 oz. Cups Popsicle Sticks





Mixing Bowl Spoon

Pitcher or Measuring Cup Trays

Foil (*Place foil over a cup and then poke a popsicle stick through the foil into the yogurt. The foil keeps the stick upright.*)

- 1) Set up a table with the ingredients, trays, and popsicle sticks.
- 2) Follow the recipe for yogurt pops.
- 3) Put the pops in the freezer and record the time. The following day have the children check and see how long it took to freeze the pops.

Related Activities or Ideas

-  Banana-peach pops
-  Banana sherbet
-  Cherry vanilla frozen pops
-  Watermelon popsicles

Yogurt Pops

(Makes 30 three-eighth cup popsicles; provides two ounces of a meat alternate)

32 oz. Flavored Low-Fat Yogurt
(peach, vanilla, or lemon)

32 oz. Plain Nonfat Yogurt

24 oz. 100% Orange Juice Concentrate

30 4 oz. Plastic Cups

Mix all the ingredients together in mixing bowl and stir. Pour a small amount into a pitcher or measuring cup. Pour into cups and divide evenly, filling to about halfway.

Place a popsicle stick in the center of each cup, set on a tray, and freeze overnight.



Literacy

Vocabulary Builders:

Calcium	Ice	Refreshing
Chilly	Pops/popsicle	Yogurt
Freeze/frozen	Recipe	

Activity to Support Literacy

Draw a picture recipe. Introduce and review. Have children dictate the steps of the recipe after the activity, reviewing the order and using such vocabulary words as *next*, *then*, *after*, and *last*. The teacher could prompt this review at circle time and print the children's words on a chart tablet, poster board, or wipe-off board. This "recipe" could be copied onto smaller paper and duplicated for the children to take home to share with their families.



GELATIN



Serving gelatin containing fruits or vegetables can be a fun way for children to enjoy eating them.





GELATIN



Nutrition Activity—Making Gelatin

Objective: Children will follow the sequence of steps in a recipe, observing the changes as gelatin dissolves and how over time the liquid becomes gelatin.




Materials:


Ingredients and Recipe for Fruit Juice Gelatin

5 oz Plastic Cups	Plastic Spoons
Measuring Cup	Spoon
Measuring Cups	Trays
Mixing Bowl	

- 1) Set up table with ingredients, trays, and plastic spoons.
- 2) Follow the recipe.
- 3) Put in refrigerator and serve the following day.

Related Activities or Ideas

 Layered fruit gelatin

 Orange fluff

Fruit Juice Gelatin

(Makes 30 servings of three-eighths cup or three ounces fruit)

10 pkgs. Unflavored Gelatin

5 cups 100% Fruit Juice, Pasteurized

10 cups Hot 100% Fruit Juice, Pasteurized

1 ½ lb. Fresh or Frozen Strawberries

30 5 oz. Plastic Cups

Mix gelatin with 5 cups of fruit juice (such as raspberry, cherry, or unsweetened grape) in bowl. Stir until dissolved. Let stand one minute. Add 10 cups of hot fruit juice and stir. Let cool 5 minutes. Divide strawberries among 30 cups. Pour 4 ounces of gelatin and juice mixture into each cup. Set on tray, put in a spoon (optional), and refrigerate overnight.



Literacy

Vocabulary Builders:

Chill	Gelatin	Mix
Dissolve	Jiggle	Stir
Gel	Juice	Wiggle

Activity to Support Literacy

Make a list (with children) of different kinds of juice.

Then make a list of fruits. Have each child create their favorite gelatin combination. Write down each child's combination and send home with the children along with the recipe.

Note: Do not use fresh pineapple, kiwi, or papaya. They prevent the gelatin from setting.





CHILDREN'S BOOKS



- Barrett, Judi, and Ron Barrett. *Cloudy with a Chance of Meatballs*. New York: Aladdin, 1982.
- Brown, Marcia. *Stone Soup*. New York: Aladdin, 1997.
- Carle, Eric. *The Very Hungry Caterpillar*. New York: Philomel Books, 1994.
- Cave, K. *One Child, One Seed: A South African Counting Book*. New York: Henry Holt and Co., 2003.
- Child, Lauren. *I Will Never NOT EVER Eat a Tomato*. Cambridge, Mass.: Candlewick Press, 2000.
- Davis, Aubrey, and Dusan Petricic. *The Enormous Potato*. Buffalo, N.Y.: Kids Can Press, 1998.
- dePaola, Tomie. *Jamie O'Rourke and the Big Potato*. New York: Putnam Publishing Group, 1997.
- dePaola, Tomie. *Strega Nona*. New York: Aladdin, 1979.
- Dooley, Norah. *Everybody Cooks Rice*. Minneapolis, Minn.: Carolrhoda Books, 1992.
- Doudna, Kelly. *Do Not Squash the Squash*. Edina, Minn.: ABDO, 2002.
- Dr. Seuss. *Green Eggs and Ham*. New York: Random House Books for Young Readers, 1960.
- Dr. Seuss. *Horton Hatches the Egg*. New York: Random House Books for Young Readers, 1940.

- Ehlert, Lois. *Eating the Alphabet: Fruit and Vegetables from A-Z*. San Diego: Harcourt Brace, 1996.
- Ehlert, Lois. *Growing Vegetable Soup*. Orlando, Fla.: Voyager Books, 1990.
- Ehlert, Lois. *Nuts to You!* Orlando, Fla.: Harcourt Children's Books, 1993.
- Fleming, Denise. *Lunch*. New York: Henry Holt & Co., 1998.
- French, Jackie. *Too Many Pears!* Illustrated by Bruce Whatley. New York: Star Bright Books, 2003.
- French, Vivian. *Oliver's Milkshake*. Illustrated by Alison Bartlett. New York: Orchard Books, 2000.
- French, Vivian, and Alison Bartlett. *Oliver's Fruit Salad*. New York: Orchard Books, 1998.
- Frost, Helen, and Gail Saunders-Smith. *The Meat and Protein Group*. Mankato, Minn.: Pebble Books, 2000.
- Gibbons, Gail. *Apples*. New York: Holiday House, 2000.
- Gibbons, Gail. *The Milk Makers*. New York: Aladdin Books, 1987.
- Giganti, Paul. *Each Orange Had Eight Slices*. New York: Greenwillow Books, 1999.

Goldman, Amy, and Victor Schrager. *Melons for the Passionate Grower*. New York: Artisan Publishers, 2002.

Hall, Zoe, and Shari Halpern. *It's Pumpkin Time*. New York: Scholastic, 1999.

Hall, Zoe, and Shari Halpern. *The Surprise Garden*. New York: Blue Sky Press, 1999.

Jordan, Helen. *How a Seed Grows*. New York: HarperCollins, 1992.

Keeler, Renee. *Our Pumpkin: A Learn to Read Math Series*. Illustrated by Michael Jarrett. Huntington Beach, Calif.: Creative Teaching Press, 1995.

Kimmel, Eric A. *Anansi and the Talking Melon*. Illustrated by Janet Stevens. New York: Holiday House, 1995.

Krauss, Ruth. *Carrot Seed*. Illustrated by Crockett Johnson. New York: HarperCollins Publishers, 1993.

Lionni, Leo. *An Extraordinary Egg*. New York: Knopf, 1998.

Maestro, Betsy. *How Do Apples Grow?* New York: HarperCollins, 1993.

McKissack, Pat; Michelle Dorenkamp; and Janice Hamilton. *All Our Fruits and Vegetables*. New York: Many Hands Media, 1995.

Morris, Ann. *Bread, Bread, Bread*. New York: HarperCollins, 1993.

Neuschwander, Cindy; Liza Woodruff; and Marilyn Burns. *Amanda Bean's Amazing Dream: A Mathematical Story*. New York: Scholastic, 1998.

Numeroff, Laura. *If You Give a Moose a Muffin*. Illustrated by Felicia Bond. New York: HarperCollins, 1991.

Oxenbury, Helen, and Michael Rosen. *We're Going on a Bear Hunt*. Little Simon, 1997.

Paulsen, Gary. *The Tortilla Factory*. Illustrated by Ruth Wright Paulsen. San Diego, Calif.: Harcourt Brace, 1998.

Perez, L. King, and Robert Casilla. *First Day in Grapes*. New York: Lee & Low Books, 2002.

Reiser, Lynn. *Tortillas and Lullabies/Tortillas y canciones*. New York: Greenwillow Books, 1998.

Risk, Mary; Alex De Wolf; and Rosa Martin. *I Want My Banana/Quiero mi platano*. Hauppauge, N.Y.: Barron's Educational Series, 1996.

Rockwell, Anne. *One Bean*. Illustrated by Megan Halsey. New York: Walker and Company, 1999.

Rothman, Cynthia. *Bread Around the World*. Northborough, Mass.: Newbridge Educational Publishing, 1994.

Rothman, Cynthia. *Come into My Garden*. Illustrated by Jane Conteh-Morgan. Northborough, Mass.: Newbridge Educational Publishing, 1994.

Ryan, Pam Muñoz, and Craig McFarland Brown. *How Do You Raise a Raisin?* Watertown, Mass.: Charlesbridge Publishing, 2003.

Sanangelo, Ryan. *Spaghetti Eddie*. Illustrated by Jackie Urbanovic. Honesdale, Pa.: Boyds Mills Press, 2002.

Scheer, Julian, and Marvin Bileck. *Rain Makes Applesauce*. New York: Holiday House, 1964.

Seale, Gayla Dowdy. *The Little Squash Seed*. Johnson City, Tenn.: Overmountain Press, 2003.

Sendak, Maurice. *Chicken Soup with Rice*. New York: HarperCollins, 1991.

Shaw, Charles. *It Looked Like Spilt Milk*. New York: HarperCollins, 1988.

Stevens, Jan Romero, and Jeanne Arnold. *Carlos and the Squash Plant/Carlos y la planta de calabaza*. Flagstaff, Ariz.: Northland Pub., 1995.

Stonesifer, Gertrude, and Denny Rogers. *The Peanut Butter Kid*. Mahomet, Ill.: Mayhaven Publishing, 1995.

Sutton, Jane, and Jim Harris. *The Trouble with Cauliflower*. New York: Dial Books, 1994.

Tabor, Nancy Maria Grande. *El gusto del mercado mexicano/A Taste of the Mexican Market*. Watertown, Mass.: Charlesbridge Publishing, 1996.

Titherington, Jeanne. *Pumpkin Pumpkin*. New York: Greenwillow Books, 1990.

Tofts, Hannah. *I Eat Fruit!* Illustrated by Rupert Horrox. Chicago: Independent Publishers, Zero to Ten, 2001.

Tofts, Hannah. *I Eat Vegetables!* Chicago: Independent Publishers, Zero to Ten, 2001.

Tripp, Valerie; Jean-Paul Tibbles; and Susan McAliley. *A Reward for Josefina*. Middleton, Wis.: Pleasant Co. Publications, 1999.

Vagin, Vladimir Vasilevich. *The Enormous Carrot*. New York: Scholastic, 1998.

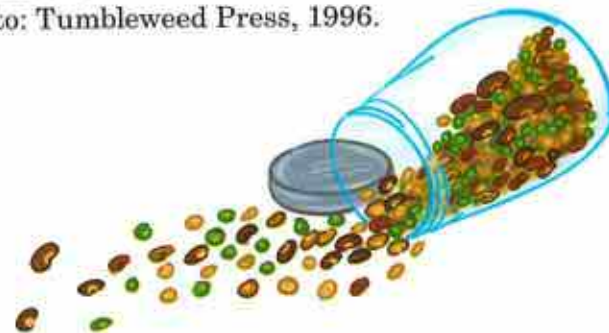
Weeks, Sarah. *Mrs. McNosh and the Great Big Squash*. New York: HarperFestival/Laura Geringer Book, 2000.

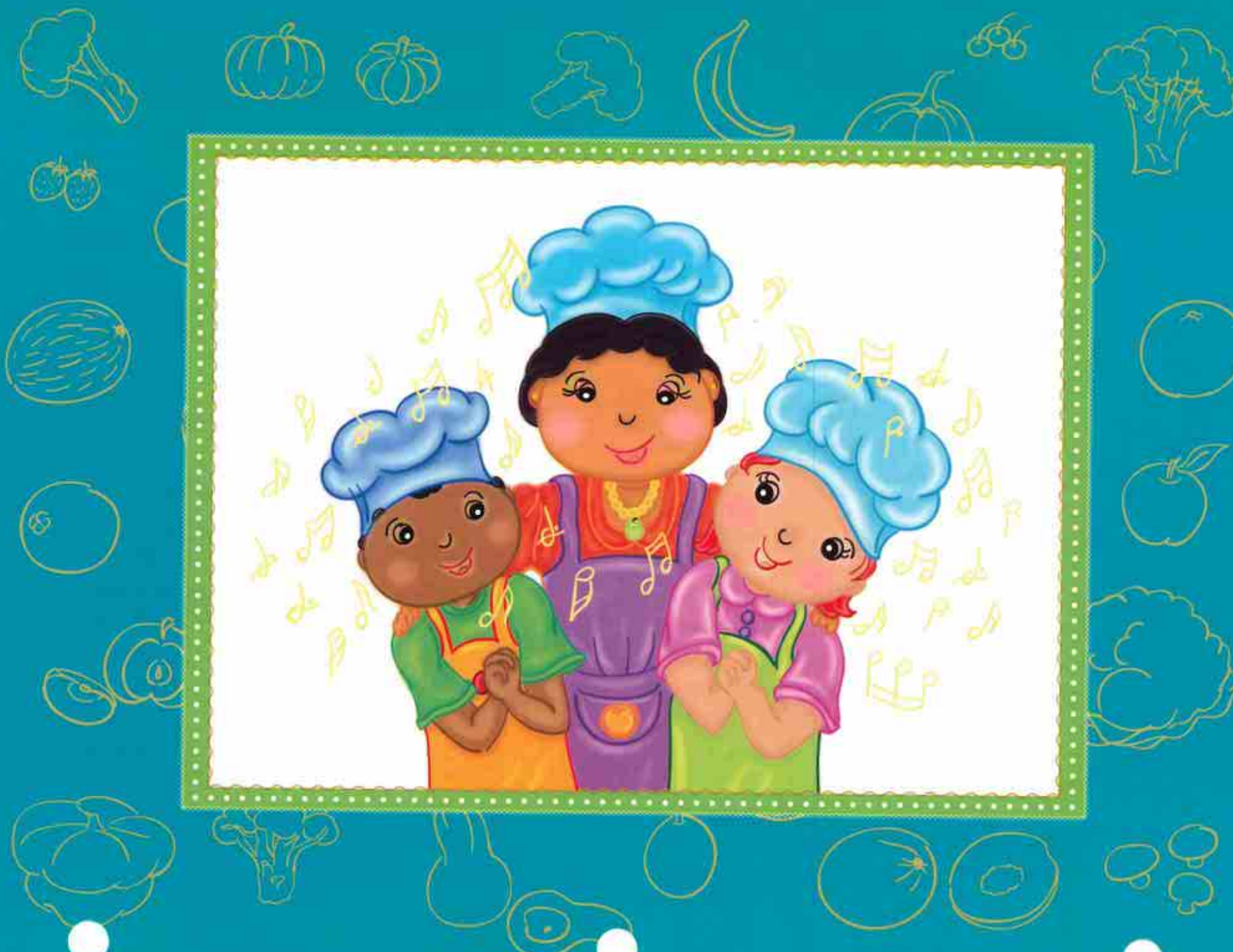
Wellington, Monica. *Apple Farmer Annie*. New York: Dutton Children's Books, 2001.

Williams, Rozanne Lanczak. *Oranges for Orange Juice*. Illustrated by Craig Brown. Minneapolis: Sagebrush Bound, 1996.

Williams, Sue. *I Went Walking*. San Diego, Calif.: Harcourt Brace, 1996.

Zevy, Aaron, and Susan Tebbutt. *No Nuts for Me*. Toronto: Tumbleweed Press, 1996.





SONGS AND FINGER PLAYS

Healthy Habits

Bubbly

Bubbly, bubbly, bubbly clean,
Inside . . . outside . . . in between.
Rinse them, rinse them, wipe them dry,
Tell those germs to say good-bye!



Wash, Wash

(Tune: "Row, Row, Row Your Boat")

Wash, wash, wash your hands,
(pretend washing hands)
Wash before you eat.
Happily, Happily, Happily, Happily,
Washed hands are so neat!



Wash Your Hands

(Tune: "Jingle Bells")

Wash your hands,
Soap your hands,
Rub them to and fro.
Rinse your hands, Dry your hands,
Then you're all set to go!



Cleaning the Table

(Tune: "The Farmer in the Dell")

We're cleaning up the table,
We're cleaning up the table,
We're putting all the dishes away,
We're cleaning up the table.



Washing Dishes

(Tune: "My Bonnie Lies Over the Ocean")

We put the water in the dishpan.
We put some dish soap too.
We wiggle out hands in the water,
And the bubbles come tumbling through.
Soap suds, soap suds.
You feel good and clean dishes, too-oo-oo.
Soap suds, soap suds.
You feel good and clean dishes, too.





Pears

Eat a Pear

(Tune: "Twinkle, Twinkle, Little Star")

How I'd like to eat a pear,
Eat it here or eat it there.
I would even climb a tree,
Then I'd have it just for me.
How I'd like to eat a pear,
Eat it here or eat it there.



Bananas

Bananas Are My Favorite Fruit

Bananas are my favorite fruit. *(Make fists.)*
I eat them every day. *(Hold up one finger.)*
I always take one with me, *(Act as if putting one in pocket.)*
When I go out to play. *(Wave good-bye.)*
Bananas give me energy, *(Make a muscle.)*
To jump around and run. *(Move arms as if running.)*
Bananas are my favorite fruit. *(Rub stomach.)*
To me they're so much fun! *(Point to self and smile.)*



Melons

Sing a Song of Fruit

(You can vary the kinds of fruits in the song.)

(Tune: "Ten Little Indians")

One little, two little, three little melon balls;
Four little, five little, six little banana slices;
Seven little, eight little, nine little apple chunks;
Ten little blueberries.



Apples

Apples and Bananas

I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to oot, oot, oot oo-ples and boo-noo-noos.
I like to oot, oot, oot oo-ples and boo-noo-noos.



 **Way Up High in the Apple Tree**
(Finger Play)

Way up high in the apple tree, *(Hold arms up high.)*
Two little apples smiled at me. *(Look at two hands up high.)*
I shook the tree as hard as I could, *(Shake arms.)*
Down came the apples *(Arms fall.)*
Mmm, mmm, mmm, mmm, were they good! *(Rub stomach.)*



Fruit Salad

Choose Some Fruit

(Tune: "Row, Row, Row Your Boat")

Choose, choose, choose some fruits,
And eat them every day.
They give you vitamin A and C,
And help you work and play.



Juicy Fruit

(Tune: "Are You Sleeping?")

What is green?
What is red?
What is big?
What is round?
What has lots of seeds?
What is fun to eat?
Juicy, juicy treat.



 **Fruit Fun**

Chorus: Kemo, Kimo, Kewe
With a hi hi ho and hi hi he

An APPLE is a fruit that is fun to eat.
(Chorus)

An ORANGE is a fruit that is fun to eat.
(Chorus)

A BANANA is a fruit that is fun to eat.
(Chorus)

A KIWI is a fruit that is fun to eat.
(Chorus)



Dried Fruit

Raisins Are Grand

(Tune: "This Old Man")

I like raisins,
They sure are grand.
I have five raisins in my hand,
I have 1-2-3-4-5 raisins right now,
They'll disappear; let me show you how.

I have some raisins as before,
There were 5 and now there's 4.
I have 1-2-3-4 raisins right here,
I'll make another disappear.

(Repeat, Repeat, Repeat)





Pumpkin

I'm a Little Pumpkin

(Tune: "I'm a Little Teapot")

I'm a little pumpkin,
 Orange and round. (*Hold arms out in a circle.*)
 Here is my stem, (*Place fist on head.*)
 There is the ground. (*Point down.*)
 When I get all carved up, (*"Cut" palm with hand.*)
 Don't you shout! (*Shake head and wave finger.*)
 Just open me up, (*"Open" top of head with hand.*)
 And scoop me out! (*"Scoop out" stomach.*)



Cauliflower

Cauliflower Chant

Cauliflower, Cauliflower,
 Please pass me the cauliflower.
 Build my muscles, build my tower,
 Please pass me the cauliflower.

Cauliflower (song)

I'm a flower pick me and eat me.
 I'm a flower pick me and eat me.
 I'm a flower pick me and eat me.
 So I can make you strong.



Cauliflower

(Tune: "Are You Sleeping?")

Cau-li-flower, Cau-li-flower
 I eat you, I eat you.
 You make me grow big and strong.
 You make me grow big and strong.
 I like you, I like you.



Ten little potatoes,
 I dug deep down, (*making motion as if you are digging a hole*)
 And see what I found,
 Ten little potatoes (*hold up ten fingers*).
 Hiding underground,
 Shook off the dirt, (*make shaking motion with fists*)
 Put them in a sack, (*pretend to sling sack over back*)
 Ten little potatoes (*hold up ten fingers*).
 Carried on my back,
 Chop them, cook them, (*making chopping motion*)
 And right before my eyes,
 Ten little potatoes (*hold up ten fingers*)
 Turned into oven fries.

One Potato, Two Potato

One potato, two potato, three potato, Four!
Five potato, six potato, seven potato, More!



Squish squash, wash the squash
Squish squash, dry the squash
Squish squash, cut the squash
Squish squash, scoop the squash
Squish squash, cook the squash
Squish squash, mash the squash
Squish squash, eat the squash
So so good!



(Tune: "Three Blind Mice")

An orange is an orange.
An orange is an orange.
It is not blue.
It is not red.
It is not purple nor pink nor gray.

An orange is simply not colored that way.

An orange is an orange.



(Tune: "Happiness Runs in a Circular Motion")

We plant our seeds,
In the ground below.
With water and sun,
They sprout and grow.
Carrots and squash,
Potatoes and peas,
Yummy green beans,
Pass the broccoli please.

Carrot Chant

Carrot, carrot—you are my favorite!
Rabbits go munch, munch, munch.
I go crunch, crunch, crunch!





Broccoli

Brontosaurus

My name is brontosaurus.

I'm a very funny guy, HA! HA!

I like to eat my trees (broccoli) and look up in the sky.



Broccoli Is Yummy

(Tune: "Are You Sleeping?")

I like broccoli, I like broccoli.

How 'bout you, how 'bout you?

Broccoli is yummy, yummy in the tummy,

Good for me, good for you!



Vegetable Soup

The Soup Is Boiling Up

(Tune: "The Farmer in the Dell")

The soup is boiling up.

The soup is boiling up.

Stirring slowly around we go,

The soup is boiling up.

First we add the broth.

First we add the broth.

Stirring slowly around we go,

The soup is boiling up.

Next we add some carrots.

Next we add some carrots.

Stirring slowly around we go,

The soup is boiling up.

(Continue with similar verses, adding whatever vegetables the children want.)



Rice

Rice Chant

Rice, rice, brown, wild, and white,

Try it in the morning, noon or night.

Short grain, long grain, minute rice too,

I like rice, How about you?





Bread

Biscuits in the Oven

(Also Muffins in the Oven)

Biscuits in the oven, gonna watch 'em rise.
 Biscuits in the oven, gonna watch 'em rise.
 Biscuits in the oven, gonna watch 'em rise.
 Right before my very eyes.

When they get ready, gonna jump and shout.
 When they get ready, gonna jump and shout.
 When they get ready, gonna jump and shout.
 Roll my eyes and bug them out. Hey hey!

Gonna clap my hands and stomp my feet.
 Clap my hands and stomp my feet.
 Clap my hands and stomp my feet.
 Right before the very next beat.



Pasta

On Top of Spaghetti

(Tune: "On Top of Ole Smokey")

On top of spaghetti, all covered with cheese,
 I lost my poor meatball, when somebody sneezed.
 It rolled off the table, and onto the floor,

And then my poor meatball, rolled out of the door.
 It rolled in the garden, and under a bush,
 And then my poor meatball, was nothing but mush.



Tortillas

Roll, Roll, Roll the Tortilla

(Tune: "Row, Row, Row Your Boat")

Roll, roll, roll the tortilla,
 Roll it flat and round.
 Grill it, grill it, grill it, till it's golden brown.



Granola

Making Granola

(Tune: "Yes Ma'm")

Repeat the verbs and use hand motions to act out.

Are you going to mix the granola? Yes Ma'm!
 Are you going to measure the oats? Yes Ma'm!
 Are you going to sprinkle the seeds? Yes Ma'm!
 Are you going to drizzle the molasses? Yes Ma'm!
 Are you going to stir the granola? Yes Ma'm!
 Are you going to pour in on the pan? Yes Ma'm!
 Are you going to bake it in the oven? Yes Ma'm!
 Are you going to eat it up? Yes Ma'm!
 MMM GOOD!



Yogurt

Do You Like Your Yogurt?

(Tune: "Do Your Ears Hang Low?")

Do you like your yogurt?

Do you like it in a bowl?

Do you like to eat it fast?

Do you like to eat it slow?

Do you like it topped with fruits?

Do you like it topped with nuts?

Do you like your yogurt?



Yes I like my yogurt

And I like it in a bowl.

And I like to eat it fast

And I like to eat it slow.

And I like it topped with fruits

And I like it topped with nuts.

Yes I like my yogurt!



Please pass me the yogurt, the yogurt, the yogurt.

Please pass me the yogurt so I can get healthy.

It has calcium and protein and vitamins for my body.

Please pass me the yogurt so I can get healthy.



Peanut Butter

Peanut Sat on a Railroad Track

Oh, a peanut sat on a railroad track,

Its heart was all a flutter.

The choo choo train came down the track,

Toot! Toot! Peanut butter!

Oh, a peanut sat on a railroad track,

Its heart was all a-flutter.

Along came the train at __ o'clock,

Uh oh! Peanut butter!



The Munching Mix Song

(Tune: "The Farmer in the Dell")

Chorus:

I love to munch (*smile and rub stomach with hand*),

I love to munch,

Munching, munching, munching, munching,

I love to munch.

What's to munch, you say?



(*Stop singing song and ask children for the name of a nut.*)

(*continued on next page*)

The walnut goes crunch (*make crunch sound*),
The walnut goes crunch,
Munching, munching, munching, munching,
The walnut goes crunch.
(Repeat with different nuts.)





Eggs
Crack, Peel, and Eat (an Egg)
(Tune: "Row, Row, Row Your Boat")

Crack, crack, crack the egg,
Crack it if you can.
Cracking, cracking, cracking the egg,
I can, can, can.

Peeling, peeling, peeling the egg,
Peeling it if you can.
Peeling, peeling, peeling the egg,
I can, can, can.

Eat, eat, eat the egg,
Eat it if you can.
Eating, eating, eating the egg,
I can, can, can.

 (Substitute children's names for the word "I.") 



Cheese
The Farmer in the Dell
(Tune: "The Farmer in the Dell")

The farmer in the dell, the farmer in the dell,
Hi-ho the dairy-o, the farmer in the dell.
The farmer takes a wife (husband, spouse, friend),
the Farmer takes a wife,
Hi-ho the dairy-o, the farmer takes a wife.

The wife/husband takes a child.
The child takes a nurse (traditional version or
change to "teacher").
The teacher takes a dog.
The dog takes a cat.
The cat takes a rat.
The rat takes the cheese.
The cheese stands alone.

Note: One child is the "farmer" and chooses another child to be the "wife" or "husband." That child then chooses another child to join them as the "child" and so on. The child who is the "cheese" may state which kind of cheese he or she is after the tasting activity has been done!





(Tune: "Ten Little Indians")

One little, two little, three little bean beans,
 Four little, five little, six little bean beans,
 Seven little, eight little, nine little bean beans,
 Ten little beans in a bowl, bowl, bowl.



(Tune: "Twinkle, Twinkle Little Star")

Dig a hole deep in the ground.
 Spread some tiny seeds around.
 Pat them down, so they will keep.
 They are lying fast asleep.
 Rain will help the seeds to grow.
 Sunshine keeps them warm I know.



Lunch, lunch, lunch;

It's fun to try new foods.

Eat different kinds each day for growth and good moods.

Munch, munch, munch;

Lettuce, tomatoes, cucumbers.

It is good to eat.

Crispy, crunchy vegetables:

Simply can't be beat.

Munch, munch, munch;

Broccoli, cauliflower, jicama.

They are healthy too.

Crispy, crunchy vegetables:

They are so good for you.





Trail Mix

Raisins Are Grand

(Tune: "This Old Man")

I like raisins,
They sure are grand.
I have five raisins in my hand.
I have 1-2-3-4-5 raisins now,
They'll disappear, let me show you how.

I have some raisins as before,
There were 5 and now there's 4.
I have 1-2-3-4 raisins right here,
I'll make another one disappear.

(Repeat, repeat, repeat.)





REFERENCES AND RESOURCES

Adventures in Learning with the Food Guide Pyramid. East Lansing, Mich.: Association for Child Development, 1994.

Berman, Christine, and Jacki Fromer. *Meals Without Squeals: Child Care Feeding Guide and Cookbook.* Palo Alto, Calif.: Bull Publishing, 1997.

Berman, Christine, and Jacki Fromer. *Teaching Children About Food: A Teaching and Activities Guide.* Palo Alto, Calif.: Bull Publishing, 1991.

Center for Improving the Readiness of Children for Learning and Education (CIRCLE). *National Head Start S.T.E.P. Trainer's Manual.* Washington, D.C.: U.S. Department of Health and Human Services, 2002.

Child Care Recipes: Food for Fun and Health. Team Nutrition USDA.

Indenbaum, Valerie, and Marcia Shapiro. *The Everything Book: For Teachers of Young Children.* Livonia, Mich.: Partner Press, 1985.

Kids Cook Farm-Fresh Food. Sacramento: California Department of Education, 2002.

Kimball, Christopher. *The Cook's Bible: The Best American Home Cooking.* Boston: Little Brown & Company, 1996.

MacDonald, Sharon. *Everyday Discoveries: Amazingly Easy Science and Math, Using Stuff You Already Have.* Beltsville, Md.: Gryphon House, 2004.

The Mailbox: The Idea Magazine for Teachers.

Margen, Sheldon. *The Wellness Encyclopedia of Food and Nutrition: How to Buy, Store and Prepare Every Variety of Fresh Food.* Wellness Letter. Berkeley: University of California, 1992.

Nyberg, Judy. *Charts for Children: Print Awareness Activities for Young Children.* Reading, Mass.: Good Year Books, 1995.



