The Fresh Fruit and Vegetable Program

Nutrition Curriculum

1st Grade

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low incomes. It can help you buy nutritious foods for a better diet. To find out more, contact your local DHS office, or call the URI SNAP-Ed nutrition program at 1-877-Food-URI (1-877-366-3874). USDA is an equal opportunity provider and employer.
University of Rhode Island SNAP-Ed Nutrition Education Program

Fresh Fruit and Vegetable Nutrition Curriculum

Introduction

University of Rhode Island SNAP-Ed staff offers and supports a variety of nutrition education programs in Rhode Island schools and communities. A primary example of this cooperative arrangement with schools is this nutrition education curriculum developed by SNAP-Ed and offered in conjunction with USDA’s Fresh Fruit and Vegetable Program (FFVP). The goals of the Fresh Fruit and Vegetable Program are to:

- Increase children’s fruit and vegetable consumption.
- Expand the variety of fruits and vegetables that children are exposed to.
- Make a difference in children’s diets to impact their present and future health.
- Create healthier school environments by providing more nutritious food choices.

This program is an important catalyst for change in efforts to combat childhood obesity and to prevent the chronic diseases associated with obesity.

Each grade level (K-5) of the URI SNAP-Ed FFVP curriculum consists of 8 brief, flexible, interdisciplinary and developmentally appropriate nutrition lessons. This curriculum can be taught by classroom teachers, health teachers or school nurses. During staff development sessions led by SNAP-Ed, teachers receive binders which include lesson plans, activities, handouts, worksheets, curriculum connections and bilingual (English-Spanish) parent newsletters. For grades K-4, the curriculum includes one lesson pertaining to a nutrition-related children’s book. These books (and others) are donated to the school library and housed in the teachers’ reference section.

How to Use This Curriculum

The nutrition lessons are 10-15 minutes for grades K-2 and approximately 20-30 minutes for grades 3-5. An outline of the lessons is provided in the beginning of each binder. Materials
are flexible so teachers can combine lessons together or save parts for later. Most lessons contain activities and worksheets that students can complete individually, with a partner, or in a group. Curriculum connections to language arts, math, science and social studies are included. It is recommended that the bilingual parent letters (English/Spanish) that are provided in each lesson are sent home.

When students are receiving their USDA fruit or vegetable snack, teachers can make it a learning opportunity by utilizing these two provided resources:

1. **Fun Facts List** – This is a rhyme-based nutrition education activity for a comprehensive list of fruits and vegetables. We recommend that teachers locate the fruit or vegetable served that day on the list (pictures are provided) and read the pertinent Fun Fact rhyme to the class. The Fun Facts list can be found on our website at [web.uri.edu/snaped/ffvp/](http://web.uri.edu/snaped/ffvp/)

2. **The Color Chart** - The Color Chart teaches how different-color fruits and vegetables help different parts of the body. If the fruit or vegetable is red, for example, teachers can refer to the nutrition message for red, read it aloud, then have the students repeat the phrase. The Color Chart is located in the front of this binder.

Thank you for your interest the program and for helping your students develop lifelong healthy eating habits. If you have any questions about the curriculum, contact Paula J. Paolino, MAT, RD, LDN at (401) 277-5391 or paula_paolino@uri.edu.
University of Rhode Island SNAP-Ed Program  
Fresh Fruit and Vegetable Nutrition Curriculum  
Rhode Island Health Education Standards and Nutrition Instructional Outcomes

First Grade

The lessons in this curriculum meet the following Rhode Island Health Education Standards and Nutrition Instructional Outcomes:

**Standard 1:** Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

1.1 describe relationships between proper nutrition and individual well-being on a daily basis and throughout the life span.
   - food as fuel, sensory and functional characteristics of food, variety and moderation

1.2 identify indicators of good nutrition during childhood.
   - impact of proper nutrition on health and personal wellness

**Standard 3:** Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

3.1 identify responsible nutrition behaviors
   - importance of beginning healthy diet at a young age

**Standard 5:** Students will demonstrate the ability to use interpersonal communication skills to enhance health.

5.2 use healthy ways to express nutritional wants, needs and feelings

5.3 choose healthy foods in a social context
Fresh Fruit & Vegetable Program Lesson Plans

First Grade

Lesson 1: I Will Never Not Ever Eat a Tomato
Lesson 2: Where do Fruits and Vegetables Grow?
Lesson 3: Red
Lesson 4: Yellow/Orange
Lesson 5: Using Your Senses
Lesson 6: Green and Blue/Purple
Lesson 7: Brown, Tan, and White
Lesson 8: Four-a-Day the Color Way
Lesson 1: I Will Never Not Ever Eat a Tomato

Nutrition Objectives:

1. Students will learn that it is important to try new fruits and vegetables.

Supplies/Materials:

- I Will Never Not Ever Eat a Tomato book by Lauren Child
- Eat Smart...Eat More Fruits and Veggies worksheet (one for each student)

Lesson:

- Today we are going to read a story about a little girl named Lola and her brother named Charlie. Lola is a very fussy eater.
- Take a picture walk through the book.

Ask ➔ What do I mean when I say that Lola is a fussy or a picky eater? (She doesn’t like a lot of foods.)

Ask ➔ What food might you eat now that you didn’t eat when you were younger?

Ask ➔ Have you ever said that you don’t like a food even though you’ve never tried it?

Ask ➔ Do you think that is a good idea?

Ask ➔ What do you think will happen in this story?

• Read the story aloud to the class.

Ask ➔ What was the problem in this story? (Lola wouldn’t eat a lot of foods.)

Ask ➔ How was the problem solved? (Charlie made up funny names for the foods.)

Ask ➔ How did Lola change in the story? (She began eating foods that she said she didn’t like.)

Ask ➔ How did Charlie get Lola to eat the foods she disliked in the story? (by calling them different names)

Ask ➔ Do you think you would eat a food you dislike if you made up a different name for it?

• During the school year you will be getting fruits and vegetables for snacks.
• Fruits and vegetables are important for your body because they help you grow and keep you healthy.
• You need a lot of different kinds of fruits and vegetables to keep you healthy.
• That’s why it’s really important for you to try new fruits and vegetables.
• Even if you didn’t like a fruit or vegetable before, I want you to try it again.
• Let’s think about the fruits and vegetables you don’t like as foods that you don’t like yet.
• Sometimes you have to try a new food a few times before you like it.
• As you grow and your body changes, you might be surprised that your “taste buds” change, too.

Activity: Eat Smart...Eat More Fruits and Veggies worksheet
Lesson 2: Where Do Fruits and Vegetables Grow?

Nutrition Objectives:
1. Students will be able to identify where two fruits and two vegetables grow.

Supplies/Materials:
- Where do Fruits & Vegetables Grow? picture cards
- Fruit and Vegetable Matching Posters (display them)
- Fruit and Vegetable Scavenger Hunt worksheet (one for each student)
- Up, Down and Around book by Katherine Ayres (optional - the lesson plan with the book in the library is different than this one)

Lesson:
Ask ➔ How many of you have ever planted anything?

Ask ➔ Do any of you have a garden?

Ask ➔ What do you grow?

Ask ➔ How do plants start off? (as a seed)

Ask ➔ How do you plant a seed? (dig a hole in soil, put seed in, cover with soil, and water it)
Ask ➔ What do you need to do to make sure your plant does not die? (water it, pull weeds, keep animals away with a fence or something if it is outside) Today we are learning about where fruits and vegetables grow.

Ask ➔ Where do fruits and vegetables come from? (plants and trees)

Ask ➔ Have you ever seen a fruit or vegetable growing in a garden or on a farm?

Ask ➔ What fruits and vegetables have you seen growing there?

Ask ➔ How or where did you see those fruits and vegetables growing? (in a tree, in the ground, etc.)
  • We are going to pretend to be farmers so we can learn about where fruit and vegetables grow.
  • Let’s look at the Fruit and Vegetable Matching posters to help us answer some questions.
  • Some vegetables grow under the ground, like potatoes. (Show children the picture of the potatoes and then have them pretend to dig up a potato.)

Ask ➔ What other vegetables grow under the ground? (carrots, beets, radishes, turnips, sweet potatoes, red onions, green onions and garlic)
• Some vegetables sit on the ground as they grow. (Show the children the picture of the lettuce and then have them bend down and pretend to pick a head of lettuce.)

**Ask**→ Do you know any other vegetables that sit on the ground, but are not attached to a vine (explain) as they grow? *(celery, red cabbage, spinach and asparagus)*

• Some fruits and vegetables grow on a bush, like blueberries. (Show children the picture of the blueberry bush and then have them pretend to pick berries and put them in a pail.)

**Ask**→ What are some other fruits or vegetables that grow on bushes? *(strawberries, blackberries, raspberries, peppers, broccoli, cauliflower, and pineapples)*

• Some grow on a vine, like pumpkins. (Have children pretend to pick a really big pumpkin from a vine.)

**Ask**→ Do you know other fruits or vegetables that grow on a vine? *(watermelon, cantaloupe, cucumbers, green beans, grapes and tomatoes)*

• Some fruit grows on a tree, like apples. (Have children reach up and pretend to pick an apple off a tree.)

**Ask**→ What are some other fruits that grow on trees? *(peaches, pears, lemons, limes, oranges, mangoes, kiwi, cherries, avocados, plums, bananas and coconuts)*

**Ask**→ Are there any vegetables that grow on trees? *(no)*

**Ask**→ How does corn grow? *(on a stalk above the ground)*

• The message of this lesson today is that fruit and vegetables come from plants and trees that grow in different ways.

• Your body needs a lot of different foods for you to grow and be healthy. Fruits and vegetables are healthy foods that you should eat every day.

• When you eat fruits and vegetables this week I want you to think about where it came from and how it grows.

**Activity: Fruit and Vegetable Scavenger Hunt worksheet** Display the Fruit and Vegetable Matching posters. Read the directions and instruct the children to work with a partner and refer to the posters to help them find the answers.
Lesson 3: Red

**Nutrition Objectives:**
1. Students will be able to name a red fruit or vegetable.
2. Students will learn why eating red fruits and vegetables is important.

**Supplies/Materials:**
- red apple picture card
- Eat Colors, Be Healthy poster (large or mini – refer to direction sheet)
- Catch a Rainbow Every Day! (reference sheet for teacher)
- The Color Chart and sheets and Girl Jumping (reference sheets for teacher)
- 2 sheets of chart paper (for fruit and vegetable lists)
- Veggie Math worksheet (one for each student)

**Note:** If you’re using the large Eat Colors, Be Healthy poster hang it so that it can easily been seen by the children throughout the coming weeks and they can reach it. Also, begin two lists on chart paper; one for fruits and one for vegetables. When the children receive their fruit or vegetable, state what it is and write the name of that fruit or vegetable on the corresponding list. Continue to do this throughout the school year when a new fruit or vegetable is served. Display these lists, too.

**Lesson:**
Ask→ Has anyone tried a new fruit or vegetable this week?
Ask→ What fruit or vegetable did you try?
Ask→ Did you like it?
- Today we are learning about fruits and vegetables that are red.
- A cherry is red and it is a fruit. A pepper is a vegetable that can be red.

Ask→ Can anyone name another red fruit or vegetable? If you’re having trouble thinking of one, look at the red color on the rainbow. Show them the reference sheet. (apple, beet, red onion, strawberry, watermelon) Hold up the red apple picture card.
- Now that we know some red fruit and vegetables, it is time to learn why they are good to eat.
Ask→ Can everyone feel their heart beating in their chest? (Have students put their hand over their heart.) Red fruits and vegetables keep your heart strong.
- Red is the color of your heart, so it is easy to know that red fruits and vegetables help your heart.
- Red fruits and vegetables keep your ________ strong. (Put your hand on your heart.)

**Activity #1: Eat Colors Be Healthy poster** Explain that you’ll be using this poster during the next several lessons to show how different color fruits and vegetables help your body. Tell the students that the girl in the poster will have five fruits or vegetables attached to her body that are all different colors. Have one student attach the red apple card over the girl’s heart on the Eat Colors, Be Healthy poster while the class says, “Red fruits and vegetables keep your heart strong.”

**Activity #2: Veggie Math worksheet**
Lesson 4: Yellow/Orange

**Nutrition Objectives:**
1. Students will be able to name a yellow or orange fruit or vegetable.
2. Students will learn why eating yellow or orange fruits and vegetables is important.

**Supplies/Materials:**
- carrots picture card
- Catch a Rainbow Every Day! (reference sheet for teacher)
- The Color Charts and sheets and Girl Jumping (reference sheets for teacher)
- Eat Colors, Be Healthy poster (large or mini – refer to direction sheet)
- Fruit Riddles worksheet (one for each student)
- Fruit and Vegetable lists (*Remember to add this week’s fruit and vegetable to the list.*)

**Lesson:**
Ask ➔ Has anyone eaten a red fruit or vegetable this week?

Ask ➔ What fruit or vegetable did you eat?
- Today we are learning about fruits and vegetables that are **yellow and orange**.
- A pineapple is **yellow** and it is a **fruit**.

Ask ➔ Can anyone name another yellow fruit or vegetable? If you’re having trouble thinking of one, remember to look at the yellow and orange colors on the rainbow. (*corn, lemon, summer squash*)
- *[NOTE: Even though a banana has a yellow peel, it is **not** considered a yellow fruit. It is a white fruit, because we only eat the white inside part.]*
- A sweet potato is **orange** and it is a **vegetable**.

Ask ➔ Can anyone name another orange fruit or vegetable? (*peach, mango, carrot*) Hold up carrots picture card.
- Now that we know some yellow and orange fruit and vegetables, it is time to learn **why** they are good to eat.
- Yellow and orange fruits and vegetables keep your eyes healthy.
- Yellow and orange fruits and vegetables are good for your ______ . (Point to your eyes.)
- Red fruits and vegetables keep your ______ strong. (Put your hand over your heart.)

**Activity #1: Eat Colors, Be Healthy poster**
Have one student attach the carrots card over the girl’s eye while the class says, “Yellow and orange fruits and vegetables keep your eyes healthy.”

**Activity #2: Fruit Riddles worksheet**
Lesson 5: Using Your Senses

Nutrition Objective:
1. Students will be able to describe two characteristics of their fruit or vegetable snack by using their senses.

Supplies/Materials:
- Today’s fruit or vegetable snack
- Fruit and Vegetable Reference List for Teachers (in front of binder)
- Fruit and Vegetable Matching posters
- Chart paper or board

Lesson:
- Today we are learning more about using describing words for different fruits and vegetables.

Ask ➔ What are the 5 senses? Write them on chart paper or the board. (see, hear, taste, smell, and feel)
  - Let’s talk about what senses you use when you eat an apple.

Ask ➔ What does an apple look like? (round, red, green or yellow)
Ask ➔ What does an apple sound like when you take a bite? (crunchy)
Ask ➔ What does an apple taste like? (sweet, juicy, tart)
Ask ➔ What does an apple smell like? (sweet)
Ask ➔ What does an apple feel like? (smooth, firm, hard)
  - We can talk about fruits and vegetables in different ways. Let’s talk about our snack today.

Activity #1: Have students explore today’s fruit or vegetable snack. Answer the following questions as a group. Write responses on chart paper or the board. (See Fruit and Vegetable Reference list in front of binder for adjectives.)

- What does your fruit/vegetable look like?
  orange, tiny, like a leaf, like a tree
- What does your fruit or vegetable snack sound like when you eat it?
  crunchy, squishy, loud, quiet
- What does it taste like?
  sweet, sour, sweet, juicy, yummy, bitter
- What does it smell like?
  sweet, fruity, fresh
- What does your fruit/vegetable feel like?
  cold, firm, fuzzy, hard, mushy, soft, sticky, wet

Activity #2: Fruit and Vegetable Matching Posters Display the posters so that the children will be able to reach them. Pass out the pictures of fruits and vegetables. Call on volunteers to come up to match the picture they have with the one on the poster. Ask the children to say one describing word about the fruit or vegetable when they place it on the poster.
Lesson 6: Green and Blue/Purple

**Nutrition Objectives:**
1. Students will be able to name a green and blue or purple fruit or vegetable.
2. Students will learn why eating green and blue or purple fruits and vegetables is important.

**Supplies/Materials:**
- broccoli and blueberries picture cards
- Catch a Rainbow Every Day! (reference sheet for teacher)
- The Color Chart and sheets and Girl Jumping (reference sheets for teacher)
- Eat Colors, Be Healthy poster (large or mini – refer to direction sheet)
- A Plateful of Color worksheet (one for each student)
- Fruit and Vegetable lists (Remember to add this week’s fruit and vegetable to the list.)

**Lesson:**
Ask ➔ Has anyone eaten a yellow or orange fruit or vegetable this week?

Ask ➔ What did you eat?

Ask ➔ Has anyone tried a new fruit or vegetable this week?

Ask ➔ What did you try?
  • Today we are learning about fruits and vegetables that are green and blue or purple.

  • Spinach is green and it is a vegetable. Kiwi is green and it is a fruit.

  • [NOTE: Even though the furry outside of a kiwi is brown, the inside part we eat is green, so it is considered to be a green fruit.]

Ask ➔ Can anyone name another fruit or vegetable that is green? (peas, grapes, green beans, broccoli) Hold up broccoli picture card.

  • Now that we have named some green fruits and vegetables, it is time to learn why they are good for us.

  • Green fruits and vegetables make your tummy feel better. They move the food you eat through your body so they help you go to the bathroom. (Rub your stomach.)

  • Green fruits and vegetables help move food through your body for a healthy stomach. (Have children rub their stomach.)

  • Yellow and orange fruits and vegetables keep your _____ healthy. (Point to your eyes.)

(continued)
• Red fruits and vegetables keep your_____ strong. (Put your hand over your heart.)

• Now let’s talk about fruits and vegetables that are blue or purple.

• Blueberries are blue and they are a fruit (hold up blueberries picture card). Eggplant is a vegetable that is purple.

**Ask→** Can anyone name another blue or purple fruit or vegetable? (grapes, plum, raisins, cabbage, purple carrot)

• Now that we have named some blue and purple fruits and vegetables, it is time to learn why they are good for us.

**Ask→** Where is your brain? (Have students touch their heads.) Purple and blue fruits and vegetables help your brain. This means they can help you learn and do well in school!

• Blue and purple fruits and vegetables help your brain learn and remember. (Point to your head.)

• Green fruits and vegetables help move food through your body for a healthy _______. (Rub your stomach.)

• Yellow and orange fruits and vegetables keep your _____ healthy. (Point to your eyes).

• Red fruits and vegetables keep your _______ strong. (Place your hand over your heart.)

**Activity #1: Eat Colors, Be Healthy poster**
Have one student attach the blueberries card over the girl’s brain while the class says, “Blue and purple fruits and vegetables help your brain learn and remember.” Ask another student to attach the broccoli picture card over the girl’s stomach while the class says, “Green fruits and vegetables help move food through your body for a healthy stomach.”

**Activity #2: A Plateful of Color worksheet**
Lesson 7: Brown, Tan and White

Nutrition Objectives:
1. Students will be able to name a brown, tan or white fruit or vegetable.
2. Students will learn why eating brown, tan or white fruits and vegetables is important.

Supplies/Materials:
- potato picture card
- The Color Charts and sheets and Girl Jumping (reference sheets for teacher)
- Catch A Rainbow Every Day! (reference sheet for teacher)
- Eat Colors, Be Healthy poster (large or mini – see direction sheet)
- Focus on Fruit word search (one for each student)
- Fruit and Vegetable lists (Remember to add this week’s fruit and vegetable to the list.)

Lesson:
Ask ➔ Have you tried a new fruit or vegetable this week?
Ask ➔ What did you try?
Ask ➔ Do you plan to eat it again?
Ask ➔ Have you asked the person who cooks or does the grocery shopping in your house to buy or cook more fruits and vegetables? If you haven’t, please do that soon.
- Today we are learning about fruits and vegetables that are brown, tan and white.
- When we name white fruits and vegetables, we mean that they are white on the inside, like a banana.

Ask ➔ What color is a banana on the outside? (yellow)
- Even though a banana is yellow on the outside, we call it a white fruit because the inside is white.
- Some vegetables that are brown, tan or white are potatoes, (hold up potato picture card), mushrooms, onions, and cauliflower. Cauliflower looks like broccoli but it is white.
- Now that we have named some brown, tan, and white fruits and vegetables, it is time to learn why they are good for us.

Ask ➔ What part of our body do we think of when we say the word “strong”? muscles (Have students show their biceps.)
- Brown, tan and white fruits and vegetables keep your muscles strong.
- Blue and purple fruits and vegetables help your ______ learn and remember. (Point to your head.)
- Green fruits and vegetables help move food through your body for a healthy ______. (Rub your stomach.)
- Yellow and orange fruits and vegetables keep your ______ healthy. (Point to your eyes.)
- Red fruits and vegetables keep your ______ strong. (Place your hand over your heart.)

Activity #1: Eat Colors Be Healthy poster Have one student attach the potato card to the girl’s thigh and have the class say, “Brown, tan and white keep your muscles strong.”
- You need all of these different colored fruits and vegetables to help you grow and to keep your body healthy and strong. Try to eat as many colors as you can every day!

Activity #2: Focus on Fruit word search
Lesson 8: Four-a-Day

Nutrition Objective:
1. Students will be able to state the number of fruits and vegetables they should eat each day.

Supplies/Materials:
- The Color Charts and sheets and Girl Jumping (reference sheets for teacher)
- Catch a Rainbow Every Day! (reference sheet for teacher and students)
- Four-a-Day The Color Way worksheet (one for each student)
- Fruit and Vegetable coloring sheets (two for each student)
- Fruit and Vegetable lists (Remember to add this week’s fruit and vegetable to the list.)

Lesson:
- Today we are learning how many fruits and vegetables you need to eat every day.

Ask ➔ How often should we eat fruits and vegetables? (everyday)
- We need at least TWO fruits plus TWO veggies every day. That means we should eat at least FOUR fruits and veggies every day to be healthy.
- Have students count up to four using their fingers. As they count, have them chant: “1-2-3-4, Fruit-Fruit-Veggie-Veggie”. Tell them they can count their fingers as a reminder of how many fruits and veggies they need every day.

Ask ➔ Which two fruits will you choose? Which two vegetables would you choose?
Ask ➔ What are the different colors fruits and vegetables can be? (red, yellow, orange, green, blue, purple, brown, tan or white.)

- Let’s review what we’ve learned about the colors and how different color fruits and vegetables help you grow and help your body to be healthy and strong.
- Brown, tan and white fruits and vegetables help keep your ______ strong. (Flex your biceps.)
- Blue and purple fruits and vegetables help your _____ learn and remember. (Point to your head.)
- Green fruits and vegetables help move food through your body for a healthy ______. (Rub your stomach.)
- Yellow and orange fruits and vegetables keep your ______ healthy. (Point to your eyes.)
- Red fruits and vegetables keep your ______ strong. (Place your hand over your heart.)
- You need to eat all these different colors and still eat 2 fruits and 2 vegetables each day.
- Let’s look at this worksheet to see how you can eat 2 fruits and 2 veggies in one day and eat different colors.

Activity: Four-a-Day The Color Way worksheet and Fruit and Vegetable coloring sheets
First, review the directions on the Four-a-Day the Color Way worksheet. Then, instruct the children to color the fruits and veggies on the coloring sheets realistic colors. Next, have them cut out 4 pictures and then paste the fruits or vegetables in the correct boxes. If desired, they can draw and color the fruits and veggies on the Four-a-Day worksheet instead of cutting and pasting. Show them the Catch a Rainbow Every Day sheet if necessary.