The Fresh Fruit and Vegetable Program

Nutrition Curriculum

2nd 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

2. **The Color Chart** - The Color Chart teaches how different-colored 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 in the program and for helping your students develop lifelong healthy eating habits. If you have any questions about the curriculum, contact:

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University of Rhode Island SNAP-Ed Program
Fresh Fruit and Vegetable Nutrition Curriculum
Rhode Island Health Education Standards and Nutrition Instructional Outcomes

Second 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.
   - MyPlate, major nutrients, 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
3.2 identify personal nutritional needs and nutrition habits
   - food diaries

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

Standard 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

7.4 influence and support others in making positive nutritional choices
Fresh Fruit & Vegetable Program Lesson Plans

Second Grade

Lesson 1: Get a “Sense” of Fruits and Vegetables
Lesson 2: MyPlate
Lesson 3: More My Plate: Focus on Fruits and Veggies
Lesson 4: Go Slow Whoa
Lesson 5: Four-a-Day
Lesson 6: Eat Colors, Be Healthy!
Lesson 7: How Do Fruits and Vegetables Grow?
Lesson 8: Fruit and Veggie Favorites
Lesson 1: Get a “Sense” of Fruits and Vegetables

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

Supplies/Material
- Favorite Fruit or Vegetable Guessing Game worksheet (one for each student)
- Today’s fruit or vegetable snack (save one for this lesson)
- Fruit and Vegetable Reference List for Teachers (in front of binder)
- Chart paper: Start two lists on chart paper; one for fruits and one for vegetables.
  - When the children receive their fruit or vegetable snack, state what it is and write the name of that fruit or veggie on the corresponding list. Display it in the classroom.

Lesson:
Ask→ What do you think it means to be healthy? What do you think it means to eat healthy?
Say→ To be healthy you should eat healthy and be physically active each day.
Say→ Fruits and vegetables are healthy foods that many kids and grown-ups don’t eat enough of. They contain many nutrients, which are things like vitamins and minerals, that your body needs for you to grow, play, learn and be healthy. You should eat lots of different colored fruits and vegetables every day to give your body all the nutrients it needs.
Say→ Today we are learning about using describing words for different fruits and vegetables. Fruits and vegetables come in many different shapes, colors, and sizes. They are also different in the way they taste and feel.
Ask→ What are the 5 senses? (see, hear, taste, smell, and feel)

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 the front of the binder.)

  - What does the fruit/vegetable look like?
    - orange, tiny, like a leaf, like a tree
  - What does the 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, yummy
  - What does the fruit/vegetable feel like?
    - cold, firm, fuzzy, hard, mushy, soft, sticky, wet

Activity #2: Favorite Fruit or Vegetable Guessing Game: Using the Favorite Fruit or Vegetable Guessing Game worksheet as a graphic organizer, instruct the children to write a brief description of their favorite fruit or vegetable. Let the students share their paragraphs with the class to see if the other students can guess what it is.
Lesson 2: MyPlate

Nutrition Objectives:
1. Students will be able to identify the 5 food groups on MyPlate.
2. Students will be able to name one food in each food group.

Supplies/Materials:
- Make MyPlate Your Plate handout (one for each student)
- Tasting Passport (one for each student; attach child’s photo; save these)
- MyPlate poster
- Fruit and vegetable lists (Add this week’s fruits and vegetables to the list.)
- Crayons or colored pencils

Lesson:
Say ➔ Last week we talked about how eating healthy foods helps people stay well. All the different foods we eat fall into certain groups which are important for our bodies. There are five food groups that contain different types of healthy foods. We need to make sure we eat foods from these five food groups every day. Today we are learning about MyPlate and the five food groups.
Say ➔ Let’s take a closer look at the top part of this poster. This is called MyPlate and it is used as a guide to show both grown-ups and kids how to eat healthy foods.
Ask ➔ What do you notice about MyPlate? (It has 5 different food groups on it.)
Say ➔ Let’s find out where each food group is on MyPlate and talk about some foods that are in each of those groups:

Say ➔ Green is the vegetable group. Vegetables keep you growing strong.
Ask ➔ What are some of your favorite vegetables? (carrots, spinach, corn, potatoes, etc.)
Say ➔ Red is the fruit group. Fruits help to keep you healthy.
Ask ➔ What are some of your favorite fruits? (apples, bananas, grapes, strawberries, kiwi, etc.)
Say ➔ Orange is the grains group. Grains give you energy so you can go to school and play.
Ask ➔ What are some foods in the grains group? (cereal, bread, pasta, crackers, rice, etc.)
Say ➔ Purple is the protein group. Protein helps build strong muscles. Show me your muscles.
Ask ➔ What are some foods in the protein group? (meat, fish, chicken, turkey, beans, eggs, nuts and peanut butter)
Say ➔ Blue is the dairy group. Dairy foods contain milk which is important for strong bones and teeth.
Ask ➔ What are some foods in the dairy group? (milk, cheese, and yogurt)

Ask ➔ Why is it important to eat foods from all the 5 food groups every day? (The foods in each food group help your body grow healthy and strong so you have the energy to run, jump and play.)

(continued)
**Activity#1: Make MyPlate Your Plate:** Read the nutrition messages in the circles with the class. Instruct the children to draw their favorite foods from each food group on the other side. Use the MyPlate poster to assist them if necessary.

**Activity #2: Tasting Passport**

*Say ➔* Over the next few weeks, you may receive a fruit or vegetable that you’ve never tried before or one that you don’t like. Please have a good attitude about trying a new food for the first time or trying it again. Your taste buds may have changed!

*Say ➔* When you try a new food, draw a star or a smiley face in the small box on your Tasting Passport. Then, draw a picture of the fruit or vegetable you tried in the bigger box.

- Have the students fill in a box for a fruit or vegetable they tried yesterday or today.
Lesson 3: More MyPlate: Fruits and Veggies

Nutrition Objective:
1. Students will be able to name the five food groups.
2. Students will be able to name one food in each food group.
3. Students will be able to state that half of their plate should be filled with fruits and vegetables

Supplies/Materials:
• MyPlate poster
• Five sheets of colored paper (green, red, orange, purple, and blue)
• MyPlate to My Family worksheet
• Tasting Passport (saved from Lesson 2; remind students to fill it in when they try new fruits and vegetables)
• Fruit and vegetable lists (Add this week’s fruits and vegetables to the list.)

Lesson:
Say ➔ We’ve been talking about how eating healthy foods helps people stay well and the 5 food groups that contain different types of healthy foods. Today we are learning more about the five food groups, especially the fruit and vegetable groups.

Say ➔ Let’s take another look at the poster and review the five food groups.
  • Point to the foods in each group as you discuss:

Say ➔ Green is the vegetable group.
Ask ➔ What are some of your favorite vegetables? (carrots, spinach, corn, potatoes, etc.)
Say ➔ Red is the fruit group.
Ask ➔ What are some of your favorite fruits? (apples, bananas, grapes, strawberries, kiwi, etc.)
Say ➔ Orange is the grains group.
Ask ➔ What are some foods in the grains group? (cereal, bread, pasta, crackers, rice, etc.)
Say ➔ Purple is the protein group.
Ask ➔ What are some foods in the protein group? (meat, fish, chicken, turkey, beans, eggs, nuts and peanut butter)
Say ➔ Blue is the dairy group.
Ask ➔ What are some foods in the dairy group? (milk, cheese, and yogurt)

Say ➔ Let’s review the fruit and vegetable groups again because these are very important.
Ask ➔ What food group does the red color represent? (fruit group)
Ask ➔ Why is it important to eat fruit every day? (Fruits help to keep you healthy. They contain vitamin C so they can protect you from getting a cold.)
Ask ➔ What food group does the green color represent? (vegetable group)

(continued)
Ask→ Why is it important to eat vegetables every day? *(Vegetables help keep you healthy and growing strong. They also keep food moving through your body so it helps you go to the bathroom.)*

Ask→ What meal do you eat that looks most like this plate? *(dinner)*

Ask→ How much of the plate is full if you combine the fruits and vegetables group? *(one half)*

That means that at least half of your plate should be filled with foods that come from plants.

Ask→ Is your dinner plate at home half full of fruits and vegetables?

Ask→ Are you are going to ask the person who cooks in your house to buy and/or prepare more fruits and vegetables?

### Activity #1: Food Groups

Divide the children into five groups and assign each one a food group. Give each group the sheet of colored paper that corresponds with their food group. Each group will need a recorder and a reporter. Ask each group to make a list of all the foods they can think of that are in their assigned food group. Ask each group to share their lists with the class. Use the MyPlate poster to assist them if necessary. Ask the class to decide which foods on their lists are the healthiest.

### Activity #2: My Plate to My Family worksheet

(Refer to the handout for the directions.)

Say→ It is important for you to eat more fruits and vegetables, and it is important for your family to eat more, too. Today, you will write a letter to your family explaining why it is important for all of you to eat healthy foods and foods from each food group.

**Don’t forget!** Remind students to draw any new fruits and veggies they’ve tried in their Tasting Passports.
Lesson 4: Go Slow Whoa

Nutrition Objective:
1. Students will be able to correctly identify a “go” and “whoa” fruit and vegetable.

Materials:
- Fruit and Vegetables; Make Healthy Choices handout (one for each student)
- 3 fruit picture cards (apple, applesauce & apple pie)
- 3 veggie picture cards (baked potato, mashed potato & French fries)
- Fruit and Vegetable Math worksheet (one for each student)
- MyPlate poster
- Fruit and vegetable lists (*Add this week’s fruits and vegetables to the list.*)
- Tasting Passports (one for each student; saved from Lesson 2)
- Chart paper or whiteboard
- Red, green and yellow markers

Lesson:
Say→ Today we are learning about how to make the healthiest choices when we eat fruits and vegetables. Fruits and vegetables are healthy foods unless something is added to them like sugar, salt, oil or butter which makes them not as good for your body.
Ask→ Why is fruit important for your body? (*Fruits contain vitamin C, which helps to protect you from getting a cold.*)

Activity#1: Go Slow Whoa
- Write the words “go” in green, “slow” in yellow and “whoa” in red in a column on the board or chart paper. Display the 3 pictures of fruit.

Say→ In the fruit group, there are healthy fruits you should eat *every day*. These are called “go” fruits. Think of a traffic light. When it’s green, you go. “Go” foods are going to make your body big and strong. Remember that they will help you go and grow.

Ask→ Who can name a “go” fruit you should eat every day? (*orange, kiwi, apple, banana*)
Ask→ Why are these healthy fruits? (*They are in their natural form; the way you would get them right from a plant or a tree. Nothing has been added to the fruit like sugar.*)
Ask→ Which of these three fruits would be the “go” fruit or the healthiest fruit? (*apple*)
- Display the picture of the apple on the board or chart paper next to “go”.

Say→ There are other fruits we call “slow” which you should only eat *sometimes* because they are not as healthy as the “go” fruits. There may be sugar added to them. Think of a traffic light again. When it’s yellow, you need to slow down.

Ask→ Which of these two is the “slow” fruit? (*applesauce*) Why? (*It has sugar added to it.*)
- Display the picture of applesauce on the board or chart paper next to “slow”.

Say→ The apple pie is a “whoa” fruit which you should eat only *once in a while*.
Ask→ Why? (*Apple pie has lots something called fat which is shortening, oil or butter added to it. It also has a lot of sugar. Apple pie is not as healthy for us, even though it is made out of apples.*)
Say “Whoa” is another word for stop. Think of a traffic light again. When it is red, you need to stop. We call these not-so-healthy foods “whoa” foods because we want to stop and think before we eat them. You should only eat “whoa” foods once in a while like if you are at a party or holiday celebration because they’re not good for your body to have all the time.

- Display the picture of the apple pie on the board or chart paper next to “whoa”.

Say Now let’s talk about vegetables.

Ask Why are vegetables important for your body? (Vegetables contain lots of important vitamins and minerals that keep us healthy and strong. They keep food moving through your body so it helps you go to the bathroom.)

- Write the word “go” in green, “slow” in yellow and “whoa” in red in a column on the board or chart paper. Display the 3 pictures of vegetables.

Say In the vegetable group, there are healthy veggies we should eat every day. These are called “go” vegetables.

Ask What are some examples of “go” vegetables that we should we eat every day? (green beans, broccoli, carrots, corn, celery, cucumbers, zucchini, tomatoes, peppers)

Ask Why are these healthy veggies? (They are in their natural form; the way you would get them right from a plant. Nothing has been added to the vegetables like salt and fat such as butter or oil.)

Ask Which of these three vegetables would be the “go” or the healthiest vegetable? (baked potato).

- Display the picture of the baked potato on the board or chart paper next to “go”.

Say We call some vegetables “slow” because we should only eat them sometimes.

Ask Which of these two is the “slow” vegetable? (mashed potato)

Why? (When you prepare mashed potatoes, you add some butter, milk and salt to the potatoes.)

- Display the picture of mashed potatoes on the board or chart paper next to “slow”.

Say The French fries are a “whoa” vegetable which you should eat only once in a while.

Ask Why? (French fries are fried in lots of oil and salt is added. The French fries are not as healthy for us, even though they are made out of potatoes. You should only eat “whoa” foods once in a while like on a special occasion.)

- Display the picture of the French fries on the board or chart paper next to “whoa”.

Ask How can you remember “go”, “slow”, and “whoa”? (It is like the colors of a traffic light.)

- Distribute Fruit and Vegetables: Make Healthy Choices handout.
- Continue to ask questions re: go, slow and whoa fruits by looking at the pictures on the handout.

Activity #2: Fruit and Vegetable Math worksheet: (Refer to the worksheet for the directions.)
Lesson 5: Four-a-Day

Nutrition Objective:
1. Students will learn how to choose a variety of different colored fruit and vegetables.
2. Students will be able to correctly state the number of fruits and vegetables they should eat each day.

Supplies/Materials:
- Four-a-Day The Color Way worksheet (one for each student)
- Five Fruit and Vegetable picture cards (carrots, broccoli, potato, apple, blueberries)
- Color Chart and Sheets (in front of binder; reference sheets for teacher)
- Catch a Rainbow Every Day! (reference sheet for teacher)
- Fruit and Vegetable lists (Add this week’s fruits and vegetables to the list.)
- Tasting passports (one for each student; saved from Lesson 2; remind students about it)

Lesson:
Say ➔ Today we are learning how many fruits and vegetables you should eat each day and talking about all the different colors that fruits and vegetables can be.
Ask ➔ How often should we eat fruit and vegetables? (every day)
Ask ➔ Let’s review the MyPlate poster.
  • Point to the different food groups and read them together.
Ask ➔ How much of your plate should be filled with fruits and vegetables? (half of it)
Say ➔ Now let’s talk about how many fruits and vegetables you should eat each day.
Ask ➔ How many fruits do you think kids your age need to eat every day to have a healthy body? (at least 2)
Ask ➔ How many vegetables do you think kids your age need to eat every day? (at least 2)
Say ➔ You need at least TWO fruits plus TWO veggies every day. That means you should eat at least FOUR fruits and vegetables every day to be healthy.
  • Show them what four fruits and veggies look like using the picture cards provided.

Ask ➔ What does “at least” mean? Can you have more than 4 fruits and veggies? (yes)
Ask ➔ Why is it important to eat at least 4 fruits and vegetables every day? (Our bodies get important things called nutrients, like vitamins and minerals, from lots of different fruits and vegetables. Even though you can’t see them, they are helping you to grow, think and play.)
  • Display the five picture cards.

Say ➔ Let’s take another look at these five picture cards.
Ask ➔ What do you notice about the fruits and vegetables on these cards? (The fruits and vegetables are all different colors.)

(continued)
Say→ These are some of the different colors fruits and vegetables can be. Fruits and vegetables can be **red, orange, yellow, green, blue, purple, brown, white and tan**.

Ask→ Who can think of a (red) fruit or vegetable? (Refer to the Catch a Rainbow sheet or the Color Sheets.) Continue to ask this question naming all the other colors.

- **Red:** Tomato, watermelon, strawberries, red apple, red pepper, red grapes
- **Yellow/Orange:** Corn, peach, pineapple, carrot, mango, orange, sweet potato
- **Green:** Spinach, broccoli, green beans, cucumber, kiwi, asparagus, green grapes
- **Blue/purple:** Blueberries, eggplant, purple grapes, raisins, plums
- **Brown/White/Tan:** Potatoes, banana, onion, cauliflower, mushroom, pears

Say→ When we name white fruits and vegetables, we mean that they are white on the inside, like a banana or a potato; or white inside and out like a mushroom.

Say→ You need to eat 2 fruits and 2 vegetables each day and they should be different colors.

Ask→ Which two fruits and two vegetables would you choose to get four different colors?

Say→ We need different colored fruits and vegetables every day to keep our bodies growing strong and healthy. So it’s important to eat as many colors as you can every day. We’ll be talking some more about the colors and how they help different parts of your body next time.

**Activity#1: Four-a-Day the Color Way worksheet**

Hand out the Four-a-Day the Color Way coloring sheet and have the students color a fruit or vegetable in each box. Remind students to color the fruits and vegetables realistic colors and that they need at least 2 fruits and 2 veggies every day.

**Activity #2: Fruit and Vegetable Math** (Refer to the worksheet for the directions.)

*Don’t forget!* Remind students to draw any new fruits and veggies they’ve tried in their Tasting passports.
Lesson 6: Eat Colors, Be Healthy

Nutrition Objectives:
1. Students will state how different color fruits and vegetables help their bodies.

Supplies/Materials:
- “Vegetables” word puzzle worksheet (one for each student)
- Mystery Picture worksheet (one for each student)
- A Variety of Fruits and Veggies Each Day handout (girl jumping; one for each student)
- The Color Chart and sheets (reference sheets for teacher; located in front of binder)
- Fruit and Vegetable lists (Add this week’s fruits and vegetables to the list.)
- Tasting Passport (one for each student; saved from Lesson 2; remind students about it)

Lesson:
Say  We’ve already learned about all the different colors fruit and vegetables can be, so today we’ll be learning how each color fruit and vegetable helps your body stay healthy and strong.

Activity #1: A Variety of Fruits and Veggies Each Day handout (girl jumping)
- Distribute the handout.
- Refer to the Color Sheets for more examples of fruits and vegetables in each color group.
- Refer to the handout and read aloud ways that each different color helps the body function.
  Brown, Tan and White: Keeps your muscles strong.
  Red: Keeps your heart strong.
  Green: Helps move food through your body for a healthy stomach.
  Purple/Blue: Helps your brain learn and remember.
  Yellow/Orange: Keeps your eyes healthy and skin glowing.

Ask  What color fruits and vegetables help you heart? (red)
Ask  What are some examples of red fruits and veggies? (tomatoes, radishes, apples, strawberries)
Ask  What color fruits and vegetables helps your brain learn and remember? (purple and blue)
Ask  What are some examples of purple and blue fruits and vegetables? (blueberries, grapes, raisins)
Ask  What color fruits and vegetables helps your stomach? (green)
Ask  What are some examples of green fruits and vegetables? (lettuce, broccoli, pears, grapes, kiwi)
Ask  What color fruits and vegetables are good for your eyes and skin? (yellow and orange)
Ask  What are some examples of yellow and orange fruits and veggies? (corn, oranges, peppers)
Ask  What color fruits and vegetables help to keep your muscles strong? (white)
Ask  What are some examples of white fruits and veggies? (potatoes, bananas, pears, mushrooms)
Say➔ Remember that examples of white fruits and vegetables are those that are white on the inside like a banana, pear, or potato, or those that are white inside and out like mushrooms.
Say➔ To help us remember how the different color fruits and vegetables help our bodies we’re going to learn a poem:

**Eating My Colors**

*Fruits and veggies put a smile on my face,* (Put your fingers next to your smile.)
*So try some with me, how about a taste?*

*Red fruits and vegetables are good to eat,*
They *help me grow and help my heart beat!* (Put your hand over your heart.)

*Fruits and vegetables, orange and yellow,*
*Keep my eyes healthy and my skin all a-glow!* (Point to your eyes and rub your skin.)

*Tasty fruits and vegetables, green and yummy,*
*They’re delicious to eat and good for my tummy.* (Rub your stomach.)

*Purple and blue foods are super cool,*
*They help me learn and do well in school!* (Touch your head.)

*Brown, tan and white fruits and veggies— you can’t go wrong,*
*They help keep my muscles strong!* (Show your muscles.)

*Two plus two makes four each day,*
*To give me energy, so I can run and play!* (Run in place.)

- Repeat the poem having the children add each movement.

Say➔ 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 #1:** “Vegetables” Word Puzzle (Refer to the worksheet for the directions.)

**Activity #2:** Mystery Picture: Instruct the students to color the vegetable words only (using realistic colors) to reveal the mystery picture.

**Don’t forget!** Remind students to draw any new fruits and veggies they’ve tried in their Tasting passports.
Lesson 7: How Do Fruits and Vegetables Grow?

**Nutrition Objectives:**
1. Students will be able to identify how fruits and vegetables grow.

**Supplies/Materials:**
- Sylvia’s Spinach book by Katherine Pryor
- Fruit and Vegetable Scavenger Hunt worksheet (one for each student)
- Favorite Fruits word search (one for each student)
- How Do Fruits and Vegetables Grow? (reference sheet for teacher)
- Fruit and Vegetable Matching Posters
- Tasting Passports (one for each student; saved from Lesson 2; remind students about it)
- Fruit and Vegetable lists (Add this week’s fruits and vegetables to the list.)

**Lesson:**
Say→ Today we are learning about where the fruits and vegetables we eat come from. Your mom or dad might buy the food at a grocery store, but I want you to think about how it got there.
Ask→ Have you ever planted a garden? What fruits and vegetables did you plant?
Ask→ Have you ever been to a farm? What foods were being grown there?
Say→ So we know that fruits and vegetables are planted and grown.
Say→ I’m going to read this book Sylvia’s Spinach which will show you how some children grew vegetables in a garden at school, ate them and brought them home to their families. The main character in this book, Sylvia, doesn’t like spinach. What do you predict will happen after Sylvia grows spinach herself?
- Read the book.

**After the story:**
Ask→ What is the problem in the story? (Sylvia doesn’t like spinach.)
Ask→ How does Sylvia feel when her teacher gives her spinach seeds to grow? (disappointed)
Ask→ What does she do? (she tries to trade with her classmates, asks the teacher for another vegetable, eventually she plants seeds)
Ask→ How did Sylvia plant the spinach seeds? (she put seeds in a pot, covered them with a thin layer of soil, watered them and put them in the sun)
Ask→ After the seeds sprouted and grew a little bit, what did the children do? (planted them in the ground in the garden outside)
Ask→ What do you need to do to make sure your plant does not die outside? (water it, pull weeds, keep animals away with a fence)
Ask→ How is the problem in the story solved? (Sylvia learns to like spinach after growing it herself.)

(continued)
Ask→ What are some of the different ways you can eat spinach? *(raw in salad, put in sandwich, eggs, lasagna, soup, dip, or in spinach pie)*

Ask→ How do green vegetables help your body? *(They help you go to the bathroom.)*

Say→ Some of the vegetables the children planted in this story grew on **top of the ground.**

Ask→ What are those vegetables? *(lettuce, spinach, tomatoes, cucumbers, peas and squash)*

Ask→ Which vegetables in the story grew attached to a **vine**? *(tomatoes, cucumbers, peas and squash)*

Ask→ Which vegetable in the story grew **under the ground**? *(radishes)*

Ask→ What other vegetables grow **under the ground**? *(carrots, potatoes, beets, turnips)*

Ask→ How do fruits grow? *(Fruits grow on many different plants: vines, bushes and trees.)*

Ask→ What are some fruits that grow on a **vine**? *(grapes, watermelon, cantaloupe)*

Ask→ What are some fruits that grow on a **bush**? *(strawberries, raspberries, blueberries, blackberries)*

Ask→ What fruits grow on **trees**? *(apples, plums, pears, peaches, bananas, mangoes)*

Say→ 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.

Say→ The message of this lesson today is that fruit and vegetables come from plants and trees that grow in different ways. When you eat fruits and vegetables this week I want you to think about where they came from and how they grow.

Say→ Also, think about being brave and trying new foods. Sometimes you have to try a food again and again before you like it. Think of other ways you can eat a food like all the ways Sylvia’s Mom and Dad prepared spinach. Finally, think about growing your own fruits and vegetables either in a garden, or in big pots on a sunny balcony or patio if you don’t have a lot of space.

**Activity #1: 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 fill in the answers.

**Activity #2: Favorite Fruits word search**

**Don’t forget!** Remind students to draw any new fruits and veggies they’ve tried in their Tasting passports.
Lesson 8: Fruit and Veggie Favorites

Nutrition Objective:
1. Students will be able to identify the class’s favorite fruit and vegetable.

Supplies/Materials:
- Pictograph template – Tally the Votes for Fruits and Veggies
- Fruit and vegetable coloring sheets* (two for each student)
  *Note: You may want the students to color all the fruits and vegetables on the coloring sheets ahead of time. They should color the fruits and vegetables realistic colors. You will need to save the coloring sheets to create the pictograph in this lesson.
- Scissors (for students)
- Tape
- Crayons
- Chart paper or board
- Fruit and Veggie Fun worksheet (one for each student)
- Fruit and Vegetable lists (Add this week’s fruits and vegetables to the list.)
- Tasting Passports (one for each student; saved from Lesson 2; remind students about it)

Lesson:
Ask ➔ Who has tried a new fruit or vegetable this week? What was it?
Say ➔ Remember, it is important to try new fruit and vegetables, because you never know which one will be your favorite!
Say ➔ Today we are going to find out what the class’s favorite fruit and vegetable is. We’ll do that by creating a pictograph, which is a graph with pictures. We’ll be using the fruits and vegetables you colored for the pictures on our graph.

Activity #1: Create a Pictograph (Refer to the pictograph template-Tally the Votes for Fruits and Veggies.)
- Instruct the students to color and cut out one favorite fruit and one favorite vegetable on the coloring sheets.
- Set up two separate graphs on the board or on chart paper; one for fruits and one for vegetables.
- Call students up to place the picture of their favorite fruit and their favorite vegetable on the pictographs.
Ask ➔ Which fruit was the class’s favorite? How many votes did it get?
Ask ➔ Which fruit came in second place? How many votes did it get?
Ask ➔ Which fruit came in third place? How many votes did it get?
Ask ➔ How many more votes did the first place fruit get compared to the second place fruit?
Ask ➔ How many more votes did the first place fruit get compared to the third place fruit?
Ask ➔ Did any fruits get the same number of votes? Which ones?
Ask ➔ What is the class’s least favorite fruit? How many votes did it get?

(continued)
• Repeat the questions for vegetables.

Ask ➔ Why is it important to try new fruits and vegetables? (*It might turn out to be my favorite.*)

**Closing:** Let’s recite the *Eating My Colors* poem to review what we’ve learned about fruits and vegetables and why it is important to eat lots of different colored fruits and vegetables every day. (Refer to Lesson 6.)

**Activity #2: Fruit and Veggie Fun worksheet** (Refer to the worksheet for the directions.)

*Don’t forget!* Remind students to draw any new fruits and veggies they’ve tried in their Tasting passports.