The Fresh **Fruit**
and **Vegetable Program**

**Nutrition Curriculum**

3rd 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.
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 Paula J. Paolino, MAT, RD, LDN at (401) 277-5391 or paula_paolino@uri.edu.
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

1.7 explain how childhood injuries and illnesses related to food storage and preparation can be prevented or treated.
   - food chain, from farm to table

**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 6**: Students will demonstrate the ability to use goal setting and decision making skills to enhance health.

6.4 set a personal nutritional goal and track progress towards its achievement
Fresh Fruit & Vegetable Program Lesson Plans
Third Grade

Lesson 1: Food Groups - Fruit and Vegetables
Lesson 2: MyPlate
Lesson 3: Amounts and Serving Size
Lesson 4: Variety
Lesson 5: Fruit- Go Slow Whoa
Lesson 6: Vegetables- Go Slow Whoa
Lesson 7: The Plant Parts We Eat
Lesson 8: Farm to Fork
Lesson 1: Food Groups - Fruit & Vegetables

**Nutrition Objectives:**
1. Students will be able to identify the five food groups on the MyPlate poster.
2. Students will be able to state that they need 2 cups of fruits and 2 cups of vegetables every day.

**Supplies/Materials:**
- MyPlate poster with colored bands and pictures of foods.
- Put More Power on Your plate worksheet (one for each student)
- Measuring cup

**Opening:**
Today we are learning about the five food groups and fruits and vegetables. We will be focusing on the bottom portion of the poster.

Ask→ What are the 5 food groups? What food group is represented by each color?
Point to the foods in each group as you discuss:
- **Green** is the *vegetable* group which has carrots, corn, lettuce, tomatoes, and cucumbers.
- **Red** is the *fruit* group which has apples, pears, bananas, grapes and 100% orange juice.
- **Orange** is the *grains* group which includes cereal, bread, bagels, rice and pasta.
- **Purple** is the *protein* group which has meat, fish, chicken, eggs, beans, and peanut butter.
- **Blue** is the *dairy* group which includes milk, yogurt and cheese.

Ask→ What food group does the red color represent? *(fruit group)*
- You need 2 cups of fruit every day. (Show the students the measuring cup.)
- It is important to eat 2 cups of fruit every day because fruit contains **vitamin C** which helps to protect you from getting a cold. Fruit also keeps our **teeth, gums, and bones** strong and healthy.

Ask→ What are some examples of fruit? *(apples, oranges, bananas, peaches, pears, etc.)*

Ask→ What food group does the green color represent? *(vegetable group)*
- You need 2 cups of vegetables every day. (Show the students the measuring cup.)
- It is important to eat 2 cups of vegetables every day because vegetables contain **vitamins and minerals** that help keep you healthy and strong. They also contain **fiber**, which keeps food moving through your body so it helps you go to the bathroom.

Ask→ What are some examples of vegetables? *(carrots, green beans, potatoes, broccoli, etc.)*

- 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!

**Activity #1: Put More Power on Your Plate** Refer to worksheet for directions.

**Classroom Connections (Writing/Language Arts):** Write about a time you tried a new fruit or vegetable. What was it? Did you like it? Would you try it again?

**Add-on: Lots O’ Dots** - Students can follow the directions to complete the Lots O’ Dots handout.
Lesson 2: MyPlate

**Nutrition Objectives:**
1. Students will be able to identify the food groups on MyPlate.
2. Students will be able to state that half of their plate should be filled with fruits and vegetables.

**Supplies/Materials:**
- MyPlate poster with colored bands and pictures of food
- Half My Plate Pledge Form (one for the entire class)
- Make MyPlate Your Plate handout (one for each student)

**Opening:**
- Today we are learning about the five food groups and MyPlate. Instead of MyPyramid, we now use MyPlate as a guide to help us eat more healthfully.
- Refer to the MyPlate poster, drawing attention to the foods pictured in each food group at the bottom of the poster. Ask the following questions to generate a discussion:

  **Ask** What do you notice about the plate on this poster? *(There are five different colors each representing a different food group.)*
  - Let’s review the five food groups.

  **Ask** Can you name a food group and some foods that belong in that group?
  - **Green** is the *vegetable* group which includes carrots, lettuce, tomatoes, and cucumbers.
  - **Red** is the *fruit* group which contains apples, bananas, grapes, and 100% orange juice.
  - **Orange** is the *grains* group which includes cereal, bread, bagels, pasta and rice.
  - **Purple** is the *protein* group which contains meat, fish, chicken, beans, eggs and peanut butter.
  - **Blue** is the *dairy* group which includes milk, cheese, and yogurt.

  - Let’s take a closer look at the fruit (red) and vegetable (green) groups.

  **Ask** How much of the plate is full if you combine the fruit and vegetable groups? *(one half)*

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

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

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

  **Ask** Have you tried one new fruit or vegetable this week?

**Activity #1: Class Pledge**
- Ask students to take the “half my plate pledge” by signing the certificate. Display it in a prominent place in the classroom. Refer to it periodically to monitor progress.

**Activity #2: Make My Plate Your Plate**
- Read the nutrition messages in the circles with the class. The children can then draw their favorite food from each food group on the plate on the other side.

**Add-on: Silly Story:** Have students work with a partner to write a silly story. Partners can read the story to each other when their story is complete.
Lesson 3: Amounts and Serving Size

Nutrition Objectives:
1. Students will be able to identify a portion of fruit or vegetables and estimate the number of cups it is equal to.

Supplies/Materials:
- Yummy Fruit and Vegetable Serving Size Sheet (one for each student)
- What Counts as one cup of Fruit? (reference sheet for teacher)
- What Counts as one cup of Vegetables? (reference sheet for teacher)
- Measuring cup
- My Fruit and Veggie Diary (one for each student)

Opening:
- Today we are practicing how to estimate what counts as a cup of fruit and vegetables.
  Ask→ How many cups of fruit you should have every day? (2 cups) Show students measuring cup.
  Ask→ How many cups of vegetables you should have every day? (2 cups) Show students measuring cup.
- You should have at least FOUR cups of fruits and vegetables every day (2 cups of each).

Activity #1: Serving Size Cards
- Distribute Yummy Fruit and Vegetable Serving Size handout.
  o Review the fruit servings sizes:
    ▪ 1 cup of fruit= size of a tennis ball= 1 small apple
    ▪ ½ cup of fruit= size of a small computer mouse= 16 grapes
    ▪ ½ cup of fruit received as a snack in school= size of a small computer mouse
      You need 4 servings this size to = 2 cups of fruit which you should eat every day.
  o Review the vegetable serving sizes:
    ▪ 1 cup of vegetables= size of a baseball= 1 cup broccoli
    ▪ ½ cup of vegetables= size of small computer mouse= 6 baby carrots
    ▪ ½ cup of vegetables received as a snack in school= size of small computer mouse

  Ask→ How many servings this size will it take to = 2 cups of veggies which you should eat every day? (4)
  Ask→ Looking at the pictures of the fruits, how can you eat 2 cups per day? (Have the apple
  (1 cup) and double the amount of grapes to make another cup; it would be 32 grapes.)
  Ask→ Looking at the pictures of the vegetables, how can you eat 2 cups per day? (Eat the broccoli (1 cup) and double the amount of baby carrots to make another cup; it would be 12 baby carrots.)
  • Take a look at today’s fruit or vegetable snack. Have students estimate the serving size of the
    snack. Compare it to the size of a tennis ball and a computer mouse.
  • Notice how these fruits and vegetables are all different colors. We’ll be talking about why that’s
    important next week.

Activity #2: Make a Fruit and Vegetable Diary
Follow the directions on the paper. Have students record how many fruits and vegetables they eat each day for one week. Did the children eat 2 cups of fruit and 2 cups of vegetables each day?

Curriculum Connections (Reading/Language Arts): Fruit and Vegetable Reading Passages –
Assign any or all of the four reading passages (Citrus Fruits, Pears, Root Vegetables and Salad Greens) and ask the students to answer the questions in complete sentences.

Add-on: Power Search: Have the students complete the Power Search word search.
Lesson 4: Variety

Nutrition Objectives:
1. Students will be able to define what “variety” means in terms of fruit and vegetable consumption.
2. Students will be able to identify two health benefits of different color fruits and vegetables.

Supplies/Materials:
- A Variety of Fruits and Vegetables worksheet (one for each student)
- Girl Jumping handout (one for each student)
- Catch a Rainbow Every Day (reference sheet for teacher)
- The Color Chart and Sheets (in front of binder; reference sheets for teacher)

Opening:
Today we are learning how to choose a variety of fruit and vegetables.

Ask→ Does anyone know what variety means?
  - Variety means different colors, shapes, and sizes.
  - Usually when you vary the color, you get different shapes and sizes, too.
  - You need to eat a variety of colorful fruits and vegetables every day to get all the vitamins and minerals your body needs to grow and to stay strong and healthy. Different color fruits and vegetables will give you a variety of vitamins and minerals.

Ask→ Now that you know variety is different shapes, colors, and sizes, can you name three fruit and vegetables you think show a good variety? (sample answer: apple, green beans and corn)

Activity#1: A Variety of Fruits and Veggies Each Day…so You Can Play handout (girl jumping)
- Distribute the handout.
- Refer to the Catch a Rainbow sheet 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 and your body safe from germs.
  - 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 help you learn and do well in school? (purple and blue)
Ask→ What are some examples of purple and blue fruits and vegetables? (blueberries, grapes, raisins)
Ask→ What color fruits and vegetables help 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? (brown, tan and white)
Ask→ What are some examples of brown, tan and white fruits and veggies? (potatoes, bananas, pears, mushrooms)

Note: 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.

Activity #2: A Variety of Fruits and Vegetables: Instruct the students to complete the worksheet and share their responses with the class.
Lesson 5: Fruit- Go Slow Whoa

**Nutrition Objective:**
1. Students will be able to identify a “go” fruit, a “slow” fruit, and a “whoa” fruit.

**Supplies/Materials:**
- My Plate poster with colored bands and pictures of foods
- 3 fruit pictures (apple, applesauce, apple pie)
- Fruit & Vegetables: Make Healthy Choices (one for each student; save for Lesson 6)
- Chart paper or whiteboard
- Red, green and yellow markers

**Opening:**
- Today we are learning about the fruit group and how to make the healthiest choices when we eat fruit.

Ask ➔ What color is the fruit group? (red) Point to the red band on the poster.

Ask ➔ Why is fruit important for your body? (Fruits contain vitamin C, which helps to protect you from getting a cold. Fruit also keeps our teeth, gums and bones strong and healthy. In addition, fruit contains fiber which keeps food moving through your body so it helps you go to the bathroom.)

Ask ➔ How many cups of fruit do you need every day? (2 cups)

**Activity#1: Go Slow Whoa**
- 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 fruit.
- In the fruit group, there are healthy fruits we should eat every day. These are called “go” fruits.

Ask ➔ Who can name a “go” fruit we 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 or fat such as butter.)

Ask ➔ Which of these three fruits would be the “go” fruit or the healthiest fruit? (the apple)
- Display the picture of the apple on the board or chart paper next to “go”.

- There are other fruits we call “slow” because we should only eat them sometimes.

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”.

- The apple pie is a “whoa” fruit which you should eat only once in a while.

Ask ➔ Why? (Apple pie has lots of fat and sugar added to it. It is not as healthy for us, even though it is made out of apples. We should only eat “whoa” foods once in a while.)
- Display the picture of the apple pie on the board or chart paper next to “whoa”.

Ask ➔ How can you remember “go”, “slow”, and “whoa”? (It’s like the colors of a stoplight).
- Distribute Fruit and Vegetables: Make Healthy Choices handout. Ask the children to save it for Lesson 6.
- Continue to ask questions re: go, slow and whoa fruits by looking at the pictures.

**Classroom Connections: (Language Arts): Fruit Fun Talk** - Have the students work with a partner to complete Fruit Fun Talk. Review the answers with the class.
Lesson 6: Vegetables- Go Slow Whoa

Nutrition Objective:
1. Students will be able to name a “go” vegetable, a “slow” vegetable, and a “whoa” vegetable.

Supplies/Materials:
- My Plate poster with colored bands and pictures of foods
- 3 vegetable pictures (baked potato, mashed potato and French fries)
- Fruits & Vegetables: Make Healthy Choices handout (saved from Lesson 5)
- Chart paper or whiteboard
- Red, yellow and green markers

Opening:
- Today we are learning about the vegetable group and how to make the healthiest choices when we eat vegetables.

Ask ➔ What color is the vegetable group? (green) Point to the green band on the poster.

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

Ask ➔ How many cups of vegetables do you need to eat every day? (2 cups)

Activity #1: Go Slow Whoa
- 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.
- 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 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”.

- 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”.

- 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. We should only eat “whoa” foods once in a while.)
- 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’s like the colors of a stoplight.)
- Ask the students take out the Fruit and Vegetables: Make Healthy Choices handout and discuss.

Classroom Connection: (Language Arts) Fruit and Veggie Rhymes - Have the students complete the worksheet. Review the answers with the class.
Lesson 7: The Plant Parts We Eat

**Nutrition Objective:**
1. Students will be able to identify three different parts of a vegetable plant we eat.

**Supplies/ Materials:**
- Tops and Bottoms by Janet Stevens
- The Plants We Eat Teacher’s Guide

**Opening:**
- Today I will be reading a book about fruits and vegetables. As I read, be on the lookout for how vegetables are grouped by the different parts of the plant that we eat.

**Activity#1:**
- Read aloud Tops and Bottoms by Janet Stevens. Discuss the following questions referring back to the text and The Plants We Eat Teacher’s Guide.

**Ask→** Can anyone name the vegetables we eat when we eat the top or the leaves of the plant? (lettuce, spinach, cabbage)

**Ask→** There are other vegetables we eat the tops of but they are considered to be flowers. Can you name one? Hint: flower is part of the name of one of these vegetables. (broccoli, cauliflower)

**Ask→** We eat the bottom or the root of the plant when we eat these vegetables. What are they? (carrots, radishes, potatoes, beets, onions, turnips)

**Ask→** What vegetables are you eating when you eat the middle and the seeds of the plant? (corn, peas, lima beans)

**Ask→** If you eat these vegetables you are still eating the middle of the plant, but you are eating the stem of the plant. What are they? (celery, asparagus, and broccoli which is also classified as a flower)

**Ask→** We eat the fruit of the plant when we eat these fruits and vegetables. Think of fruits and vegetables that grow on vines or on trees. What are they? (bananas, strawberries, blueberries, pears, grapes, tomatoes, cucumbers)

**Classroom Connections (English/Language Arts): Santa Cruz Farms**
Read the letter about Santa Cruz Farms together and instruct the students to answer the questions in complete sentences.

**Add-on:** Using The Plants We Eat List as a teacher’s guide, bring in different fruits and vegetables. Have the students identify which plant parts they represent.
Lesson 8: Farm to Fork

**Nutrition Objective:**

1. Students will be able to state how fruits and vegetables get from the farm to their plate.

**Supplies/Materials:**

- Food System cards

**Opening:**

**Ask** Did you eat 2 cups of fruit and 2 cups of vegetables yesterday?

**Ask** Have you tried one new fruit or vegetable this week?

- Today we are learning about food systems. A food system is all the different steps that a food has to go through beginning from when it is planted to when you finally eat it.

**Ask** Where do fruits and vegetables come from? *(Fruits and vegetables come from plants or trees. They are grown on farms and in gardens.)*

**Ask** Has anyone here been to a farm?

**Ask** What kinds of fruits and vegetables did you see being grown on the farm?

**Ask** Have you ever grown anything in a garden?

**Ask** What types of fruits and vegetables have you grown in a garden?

**Activity: Telling the Apple Story**

- Food System cards are included with this lesson.
  - Ask for 8 student volunteers. Hand out one Food System card to each student. Tell them that they are going to tell the story of how an apple grows and becomes a food product.
  - Have the students work together to decide who has the first step in the food system, and so forth until the whole story is in place.
  
  **Answer:** Growing → Harvesting → Storing → Transporting → Selling → Preparing → Consuming → Disposing

**Ask** Who has ever been apple picking?

**Ask** When you pick your own apples, which steps of the food system are you doing yourself? *(harvesting, storing, and transporting)*

- Let’s talk about transporting which means delivering the apples from where they are grown to where they will be sold. Think about what happens to the environment.

**Ask** What happens when we ship apples thousands of miles around the world? *(uses up lots of gasoline, creates pollution, apples get mushy and don’t taste as good)*

- Let’s talk about the final step: disposing which means throwing your trash away.

**Ask** Why is it better for the environment if you eat fresh fruits and vegetables rather than processed or packaged foods? *(All the trash you create will break down and become part of the soil. You won’t have to throw away a lot of packaging like paper or plastic.)*

**Classroom Connections (Social Studies):** On a world map, show all of the different countries that ship apples to the United States (examples—New Zealand, Chile, China, Argentina, Australia). Remind the children that we grow lots of apples right here in the United States, including here in Rhode Island.

**Classroom Connections (Math): Fruit Fractions** - Have the students complete the worksheet.