The Fresh Fruit and Vegetable Program

Nutrition Curriculum

Kindergarten

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 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

Kindergarten

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

Kindergarten

Lesson 1: Where Do Vegetables Grow?

Lesson 2: Learning About Fruits & Vegetables

Lesson 3: Red

Lesson 4: Yellow/Orange

Lesson 5: Green

Lesson 6: Blue/Purple

Lesson 7: Brown, Tan and White

Lesson 8: Add Color to Your Plate!
Lesson 1: Where do Vegetables Grow?

Nutrition Objectives:
1. Students will learn that vegetables come from plants.

Supplies/Materials:
- Up, Down and Around book by Katherine Ayres
- Chart paper or whiteboard and markers
- Construction paper and crayons (for students)

Lesson:
Introduction:
- Introduce the book by showing the children the pictures.

Ask ➔ What do you think this book is about? (plants, gardens, vegetables)
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)

Read the Book: Up, Down and Around
- Read the book aloud to the class. As you read, the children can stand and raise their arms when the vegetable grows up, touch the floor when vegetables grow down, and twirl around when vegetables grow around in a vine. You might prefer to read it through once and let the children do the motions during a second reading.
- After reading, refer back to the book to discuss the following:

Ask ➔ How did they keep animals and birds away from the plants in the story? (scarecrow)
Ask ➔ Do worms and bugs help plants or hurt them? (can do either; it depends what kind of worm or bug it is)

- Let’s look at the pictures in the book again to help us answer these next questions:
  Make a chart on chart paper or whiteboard (see next page).
Ask ➔ What are the vegetables in the book that grow up? (corn, peppers, broccoli, and okra—which is a vegetable that is popular in the South)
Ask ➔ What other vegetables grow above the ground like these? (celery, lettuce and purple cabbage)
Ask ➔ How do cucumbers grow? (above the ground on a vine; show and explain what a vine is)
Ask ➔ What are the other vegetables in the book that grow like this? (pumpkins, green beans and tomatoes)
Ask ➔ Do you know any other vegetables that grow on a vine? (squash, peas)
Ask ➔ Which vegetables grow under the ground in this book? *(carrots, potatoes, beets, and onions)*

Ask ➔ Are there any other vegetables you know that grow under the ground? *(radishes, turnips)*

Ask ➔ What do you do once the vegetables are ready to eat? *(“harvest” them, pick them or pull them; wash them, cut them if necessary; take off stem and seeds if necessary; cook if necessary)*

Ask ➔ In the book, what did the man and children do with the veggies? *(made lunch)*

Ask ➔ What did they eat? *(salad, stew, corn on the cob, tomato sandwiches, beets, and pumpkin pie)*

**Vegetables in the book:**

<table>
<thead>
<tr>
<th>Up</th>
<th>Down</th>
<th>Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>corn</td>
<td>carrots</td>
<td>cucumbers</td>
</tr>
<tr>
<td>peppers</td>
<td>potatoes</td>
<td>pumpkins</td>
</tr>
<tr>
<td>broccoli</td>
<td>beets</td>
<td>green beans</td>
</tr>
<tr>
<td>okra</td>
<td>onions</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>

**Other vegetables:**

<table>
<thead>
<tr>
<th>Up</th>
<th>Down</th>
<th>Around</th>
</tr>
</thead>
<tbody>
<tr>
<td>celery</td>
<td>radishes</td>
<td>squash</td>
</tr>
<tr>
<td>lettuce</td>
<td>turnips</td>
<td>peas</td>
</tr>
<tr>
<td>cabbage</td>
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- Vegetables help to keep you growing strong. You should eat vegetables every day.
- Try to eat vegetables that are different colors.
- If you do not like a vegetable, try it again. You might need to try it many times before you like it.
- When you get your vegetable snack this week, I want you to think about how it grows. We will talk about this some more then.

**Activity #1: The Vegetable Song** *(sing to the tune of “Twinkle Twinkle Little Star”)*

*Carrots, peas, and broccoli,*

*Vegetables are good for me.*

*For my snack and in my lunch,*

*Veggie sticks are great to munch.*

*Carrots, peas, and broccoli,*

*Vegetables are good for me.*

**Activity #2: Draw a Garden**

Pretend you have a garden. Think about what vegetables you would grow. Draw a picture of your garden. Color the vegetables the colors they are in real life and show how the vegetables grow. *(Show the children some of the illustrations in the book for ideas.)*
Lesson 2: Learning About Fruits & Vegetables

**Nutrition Objectives:**
1. Students will learn that fruits and vegetables are healthy foods.
2. Students will be able to identify one of their favorite fruits or vegetables.

**Supplies/Materials:**
- *I Love Fruits and Veggies!* book by Cindy Weingart
- Fruit and Veggie Taster Club poster or 8½” x 11” sheet (for teacher)
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- Chart paper and markers (for teacher to start Fruit and Vegetable Lists- see Activity #1)

**Lesson:**
- Today we are going to learn about fruits and vegetables.
- Fruits and vegetables help keep you healthy.

Ask ➔ Think about the book I read last time, *Up, Down and Around*, and what you learned about how different vegetables grow.

Ask ➔ What are some ways vegetables grow? *(up-above the ground, down-below the ground, or around-on a vine)*
- Vegetables are important for your health because they keep you growing strong.
- Fruit helps to keep you healthy, too.

Ask ➔ What are some of your favorite fruits?
- I’m going to read you a book about fruits and vegetables. As I read, look for your favorite fruits and vegetables and pay attention to all the different colors they are.
- You should eat a lot of different color fruits and vegetables every day.

Read the book: *I Love Fruits and Veggies!*

Ask ➔ What fruits and vegetables did you see and what color were they? [Refer to the book.]
- Let’s look at the rainbow. These are all the different colors fruits and vegetables can be. Let’s name some other fruits and vegetables and say what colors they are. (Refer to Catch a Rainbow Every Day poster or reference sheet.)
- During the next several lessons, you’re going to be learning about how these different color fruits and vegetables help different parts of your body.
- Let’s talk some more about fruits.

Ask ➔ Where do fruits come from? *(from plants like vegetables, but many fruits grow on trees.)*
Ask ➔ What are some fruits that grow on trees? *(bananas, apples, pears, oranges, peaches, mangoes, plums)*
Ask ➔ Do you know any fruits that grow above the ground on plants or bushes? *(strawberries, blueberries, raspberries, blackberries)*
Ask ➔ What fruits grow above the ground attached to a vine? *(grapes, watermelon, cantaloupe)*
Ask ➔ Do any fruits grow under the ground? *(no)*
• **Remember:** Fruit helps keep you healthy, and vegetables keep you growing strong, so you should eat them every day. Don’t forget to eat as many colors as you can every day!

**Activity #1: Fruit and Vegetable Lists**
Begin 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 vegetable on the corresponding list. Keep them on display and continue to do this throughout the school year when a new fruit or vegetable is served.

**Activity #2: Fruit and Veggie Taster’s Club**
Tell the students that they are part of the Fruit and Veggie Taster’s Club, and that their job is to try as many fruit or vegetable snacks as they can. Remind them that if they don’t like a fruit or vegetable it’s important to try it again.

Fill in each student’s name on the poster or 8½ x 11” sheet provided. Write in today’s snack under “Week 1”, and check off or put a sticker next to the name of each student who tries the fruit or vegetable of the day. When you complete the chart, reward the children who ate the most fruits and vegetables with a certificate.
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:**

- Fruit and Veggie Matching worksheet (one for each student)
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½" x 11 “ sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- Fruit and Vegetable Lists (Remember to add this week’s fruit and vegetable to the list.)

**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 poster or reference sheet.] (*apple, beet, red onion, strawberry, watermelon, pepper, tomato, radishes*)

- Now that we know some red fruits and vegetables, it is time to learn **why** they are good to eat.

Ask → Can you feel your heart beating in your chest? (Have students put their hand over their hearts.) Red fruits and vegetables help 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 are good for your ______? 
- We’ll be learning a poem over the next few weeks. It will help you learn and remember why colorful fruits and vegetables are important for your body. We’ll be adding to the poem every time we talk about another color. Let’s recite the poem together:

   *Red fruits and vegetables are good to eat,*
   *They help you grow and help your heart beat!*

Ask → Red fruits and vegetables are good to ______? They help you grow and help your heart ______?

**Activity: Fruit and Veggie Matching 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:
- My Favorite Salad worksheet (one for each student)
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½” x 11 “ sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- 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 fruit 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, peppers)
  - [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→ What are some other orange vegetables or fruits? (peach, mango, carrot, orange, pepper)
  - 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 fruit and vegetables keep your eyes healthy and your skin glowing.
  - Yellow and orange is good for your _______. (point to eyes)
  - Yellow and orange is also good for your _______.(rub your skin)

Let’s recite the Fruit and Vegetable poem from the beginning:

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

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

Ask→ Fruits and vegetables orange and ________? Keep your eyes healthy and your skin all a-glow?

Activity: My Favorite Salad worksheet
Instruct the children to use realistic colors and shapes as they draw their favorite fruits and vegetables in the salad bowl on the worksheet.
Lesson 5: Green

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

Supplies/Materials:
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½” x 11” sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- 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.
- Lettuce 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 a green fruit.]

Ask ➔ What are some other fruits or vegetables that are green? (peas, grapes, green beans, broccoli, spinach)
- Now that we have named some green fruit and vegetables, it is time to learn why they are good for us.

- Green fruit and vegetables make your tummy feel better. They help move the food you eat through your body so you go to the bathroom.

- Green helps your________ feel better. (Have the children rub their stomachs.)

- Let’s continue to learn our Fruit and Vegetable Poem:

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

  Fruits and vegetables orange and yellow,
  Keep your eyes healthy and your 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.)

Ask ➔ Green fruits and vegetables are good for your________?
Lesson 6: Blue/Purple

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

**Supplies/Materials:**
- A Rainbow of Foods worksheet (one for each student)
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½” x 11 “ sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- Fruit and Vegetable lists (Remember to add this week’s fruit and vegetable to the list.)

**Lesson:**
Ask ➜ Have you eaten a green fruit or vegetable this week?
Ask ➜ What did you eat?
- Today we are learning about fruits and vegetables that are blue and purple.
- Blueberries are **blue** and they are a **fruit**. Cabbage is a **vegetable** that can be **purple**.

Ask ➜ Can anyone name another blue or purple fruit or vegetable? (*grapes, plum, raisins, eggplant, purple carrot*)
- Now that we have named some blue and purple fruit 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 learn and remember. So they can help you do well in school!
- Blue and purple fruits and vegetables help you do well in ______ because they are good for your _________. (Point to your head.)

Let’s recite our poem about fruits and vegetables:
*Red fruits and vegetables are good to eat,*  
*They help you grow and help your heart beat!* (Put your hand over your heart.)

*Fruits and vegetables orange and yellow,*  
*Keep your eyes healthy and your 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 your tummy.* (Rub your stomach.)

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

Ask ➜ Blue and purple fruits and vegetables are good for your ___________ so they help you do well in ___________!

**Activity: A Rainbow of Foods 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:
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½” x 11 “ sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- 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 or 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 thought a banana is yellow on the outside, we call it a white fruit because the inside is white and that’s the part we eat.
Ask ➔ What are some other brown, tan or white vegetables? (potatoes, onions, mushrooms and cauliflower)
- Now that we have named some brown, tan or white fruit 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”? (Have students show their muscles.)
Ask ➔ Brown, tan or white fruits and vegetables help keep your muscles _______ and body safe from germs.

- Let’s finish our poem about fruits and vegetables:

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

  Fruits and vegetables orange and yellow,
  Keep your eyes healthy and your 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 your tummy. (Rub your stomach.)
Purple and blue foods are super cool,
They help you think and do well in school! (Touch your head.)

White fruits and vegetables- you can't go wrong,
They keep your body safe and strong! (Show your muscles.)
Lesson 8: Add Color to Your Plate!

**Nutrition Objectives:**
1. Students will learn why it is important to choose a variety of different color fruits and vegetables.

**Supplies/Materials:**
- Colorful fruits and vegetables template
- 12” X 18” construction paper
- Fruits and Vegetables Coloring Sheet
- A Variety of Fruits and Veggies Each Day (Girl Jumping; reference sheet for teacher)
- Fruit and Veggie Taster’s Club poster or 8½” x 11 “ sheet
- Catch a Rainbow Every Day! (poster or reference sheet for teacher)
- 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?
- Today we are talking a little bit more about all the different color fruits and vegetables and how they keep us healthy.
- Your body needs many different color fruits and vegetables to help you grow and to keep you healthy.
- Fruits and vegetables can be red, orange, yellow, green, blue, purple, brown, tan and white.

Ask ➔ Which color keeps your heart strong? (RED! Eating red fruit and vegetables like apples is good for your heart.)
Ask ➔ Which color is good for your eyes? (ORANGE and YELLOW! Eating orange and yellow foods like carrots keeps your eyes healthy.)
Ask ➔ Which color makes your tummy feel better? (GREEN! Eating green fruit and vegetables like broccoli helps you go to the bathroom and helps your tummy feel better.)
Ask ➔ Which color helps you do well in school? (BLUE and PURPLE! Eating blue and purple foods like blueberries is good for your brain.)
Ask ➔ Which color keeps your muscles strong and body safe against germs? (BROWN, TAN and WHITE! Eating white fruit and vegetables like bananas keeps your muscles strong and body safe against germs.)
- You need all of these different color 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!
- Let’s recite our Fruit and Vegetable Poem again. (Refer to Lesson 7.)

**Ending Activity: Sorting Colorful Fruits and Vegetables**
Use the template to create a similar chart on 12”X 18” construction paper. Instruct students to color the fruits and vegetables on the coloring sheet realistic colors. Next, have them cut out the pictures. Finally, they need to sort them and glue them on the correct side of the chart: colorful fruits or colorful vegetables.