



## 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 (Curriculum Connection/Math)

- 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.