

Learning Module Three: Vegetables

Objectives of Module Three Lessons:

Children will be able to:

1. List at least two health benefits of vegetables.
2. Name at least two examples from each of the following vegetable sub groups:
 - a. Dark Green,
 - b. Red/Orange,
 - c. Beans and Peas.
3. List at least three vegetables they have tried during the module.

Lesson 1: Vegetables- On MyPlate & in My Body

Children will:

1. Review all of the food groups in MyPlate.
2. Discover which foods are included in the vegetables group.
3. Recall the importance of eating vegetables.



Lesson 2: Vegetables- Reading & Language Arts Application

Children will:

1. Identify fruits and vegetables
2. Discover that fruits and vegetables are grown on a farm. One place to buy fresh produce is at a farmers' market.
3. Work together to create a class ABC's of Vegetables book.

Lesson 3: Vegetables- Math & Science Application

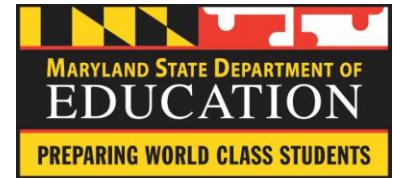
Children will:

1. Discuss where vegetables come from and how they grow
2. Practice sorting vegetables
3. Practice following instructions and food preparation skills by creating a healthy salad.

Lesson 4: Vegetables- Tasting Activity

Children will:

1. Name three colorful vegetables.
2. Say why they should eat vegetables every day.
3. Name at least two vegetables they have eaten since Module 3 began.
4. Sample raw vegetables.



Module Three Resources:

1. Florida Department of Health. *It's Fun to Eat Fruits and Veggies*.
<http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/documents/lesson-plans/lesson9.pdf>
2. Nemours Foundation Health & Prevention Services. Healthy Story Time Guide. Session One: Fruits and Vegetables.
http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf
3. University of Maryland Food Supplement Nutrition Education (UME-FSNE). Read for Health. Lesson 1: Fruits & Vegetables. <https://eatsmart.umd.edu/resources/curricula/read-for-health>
4. NYC Department of Health and Mental Hygiene. *Growing Healthy Children: A Nutrition Education Curriculum for New York City Child Care Centers*. 2013.
5. NYC Department of Health and Mental Hygiene. *Eat Well Play Hard in Child Care Settings. Nutrition Education Curriculum- Pre-K through 1st Grade*.

Songs to Sing about Vegetables:

Picked a Green Bean Sung to the tune of: Clementine

Picked a green bean, picked a green bean, that was growing in the sun,

Then I washed it, and I ate it, and I picked another one.

Pulled a carrot, pulled a carrot, that was growing in the sun,

Then I washed it, and I ate it, and I pulled another one.

Repeat with other vegetables, changing the action word (picked, pulled, etc.) as needed.

The Vegetable Song Sung 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.

Oh, Do You Eat Your Vegetables? Sung to the tune of: "Muffin Man"

Oh do you eat your vegetables, vegetables, Vegetables?

Oh, do you eat your vegetables-each and every day?

Oh, yes we eat our vegetables, vegetables, vegetables!

Oh yes we eat our vegetables-each and every day!

If able: continue the song, using each child's name. Substitute the child's name and her vegetable choice, and have everyone sing the new words. For example: Oh Janet eats green beans, green beans, green beans, Oh Janet eats green beans-each and every day!

The Good Food Song Sung to the tune of: "Old MacDonald Had a Farm"

Vegetables are good for me, E- I- E- I- O

And so I eat them happily, E- I- E- I- O

With a carrot, carrot here, and a carrot, carrot there

Here a carrot, there a carrot, everywhere a carrot, carrot.

Vegetables are good for me, E- I- E- I- O

**Use your own creativity to add other vegetables*

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 - a. Dark Green,
 - b. Red/Orange,
 - c. Beans and Peas.
3. List at least three vegetables they have tried during the module.

Lesson 1: Vegetables- On MyPlate and In My Body

Children will:

1. Review all of the food groups in MyPlate.
2. Discover which foods are included in the vegetables group.
3. Recall the importance of eating vegetables.

Teacher:

1. Display MyPlate Poster at start of lesson.
2. (5 minutes) Teacher will prompt children to identify all of the groups on MyPlate, and ask for 1-2 examples from each group.
3. Explain that today we will focus on the Vegetables section of MyPlate.
4. Ask: “Are all vegetables the same color?”
 - correct answer: no
5. Ask: “What are some of the colors of vegetables you like?”
 - Write answers on a board or poster.
 - Make sure at least these colors are mentioned:
 - i. red and/or orange,
 - ii. green
 - iii. other acceptable answers: brown, yellow, purple, white

Preparation 3 - 7 days Before Teaching:

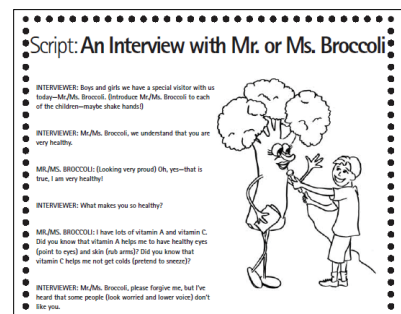
1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.



6. Tell: “One of the reasons vegetables come in different colors is that they have different vitamins and minerals.”
- Most red and orange vegetables have lots of Vitamin A, potassium, and fiber.
 - Ask: Does anyone know parts of our body need Vitamin A?
 - i. Answer: eyes and skin
 - ii. Examples: carrots, sweet potatoes, tomatoes, red and orange peppers, squash
 - Most of the darkest green vegetables have lots of iron, potassium, fiber, and Vitamins A & C
 - i. Examples: spinach, broccoli, romaine lettuce, kale, collard greens

7. Ask students to get ready for a special interview with someone famous.

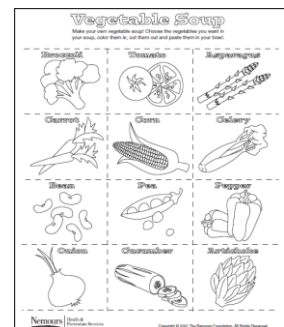
8. 2 Adults will perform an “Interview with Mr./Ms. Broccoli” as a skit. One should wear something green to play the part of Mr./Ms. Broccoli.



9. Ask: what is your favorite way to eat broccoli? (suggest: raw, in soup, cooked with other vegetables, in Chinese food, with cheese, etc.).

- Teacher(s) can feel free to share the ways that they like to eat broccoli.

10. Gather children in an area where they can color. Explain that they will get a paper that has pictures of different vegetables and fruits. Distribute handout: “Vegetable Soup.” Teacher should hold paper up and point to each item on the page, and ask children to identify each, and say the name together.



- There are some lesser known vegetables on these pages (endive, jicama, kohlrabi, leek, artichoke). It is ok to just mention those, but spend more time on the others.

11. Once all vegetables are identified, allow children to color the pictures. Allow 5-15 minutes of coloring time, as appropriate.

12. Instruct children to put a sticker next to the fruits and vegetables they have eaten at school this month. Teacher may need to prompt them, based on the menu in the classroom.

13. Send the coloring pages home to let parents know what the children have tried.

14. *Optional*: Bring in washed broccoli florets (raw or steamed but still crisp) to taste.

Supplies Needed:

1. MyPlate poster
2. 2 copies of the Interview with Mr./Ms. Broccoli (page 127 from the Florida Department of health “It’s Fun to Eat Fruits and Veggies”) for the adults involved.
3. Green shirt, robe, apron, etc. for the person playing Mr./Ms. Broccoli to wear during skit.
4. Copies of coloring page for students “Vegetable Soup,” from Nemours (print 2-sided)
 - a. Send this home with the parent letter
5. Small stickers for the “Vegetable Soup” coloring activity page to identify which vegetables they have eaten this week.
6. Copies of the parent letter for each student to take home. Teacher or center Director should sign the bottom of letter before making copies.
7. Copies of parent handout for each child to take home “Parent Pages: Vary Your Veggies”



Parent Connection:

- Send home “Parent Pages: Vary Your Veggies,” pg 27 (English), &/or pg 29 (Spanish)
- Send home coloring sheet which indicates which vegetables the children have eaten at the center this month.

Resources:

1. Florida Department of Health. *It’s Fun to Eat Fruits and Veggies*. [http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/ documents/lesson-plans/lesson9.pdf](http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/documents/lesson-plans/lesson9.pdf)
2. Nemours Foundation. Vegetable Soup Coloring Sheet. <http://www.nemours.org/content/dam/nemours/wwwv2/filebox/service/healthy-living/growuphealthy/fivetwoone/coloringsheet.pdf>
3. New York State Department of Health. CACFP Parent Pages: Vary Your Veggies. http://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/docs/parent_vv.pdf

Script: An Interview with Mr. or Ms. Broccoli

INTERVIEWER: Boys and girls we have a special visitor with us today—Mr./Ms. Broccoli. (Introduce Mr./Ms. Broccoli to each of the children—maybe shake hands!)

INTERVIEWER: Mr./Ms. Broccoli, we understand that you are very healthy.

MR./MS. BROCCOLI: (Looking very proud) Oh, yes—that is true, I am very healthy!

INTERVIEWER: What makes you so healthy?

MR./MS. BROCCOLI: I have lots of vitamin A and vitamin C. Did you know that vitamin A helps me to have healthy eyes (point to eyes) and skin (rub arms)? Did you know that vitamin C helps me not get colds (pretend to sneeze)?

INTERVIEWER: Mr./Ms. Broccoli, please forgive me, but I've heard that some people (look worried and lower voice) don't like you.

MR./MS. BROCCOLI: (Dab eyes with a tissue. Sniffle and look tearful.) Yes, I know there are people who don't like me, and it really hurts my feelings. They could at least give broccoli a little try every now and then until they do like me.

INTERVIEWER: (Pat Mr./Ms. Broccoli on the back) Now, now Mr./Ms. Broccoli, it's OK! (try to cheer Mr./Ms. Broccoli up) Hey—how many wonderful ways are there to eat broccoli?

MR./MS. BROCCOLI: (Starting to feel better and cheering up) Oh, broccoli can be eaten raw with dip, or steamed with shredded cheese on top, or even cooked in a casserole with chicken. Mmmm—broccoli is very yummy!!!

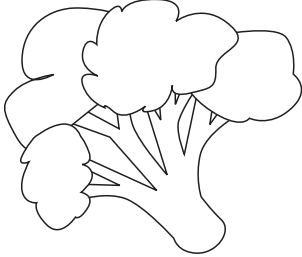
INTERVIEWER: Mr./ Ms.Broccoli, we want to thank you for visiting with us today. Let's show Mr./Ms. Broccoli how much we like him/her by clapping! How else can we show him/her we like him/her? (Encourage the children to say "by tasting and eating more broccoli!!!")



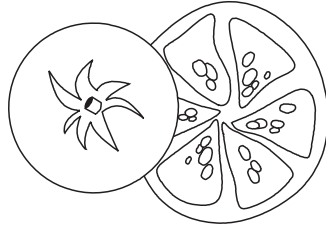
Vegetable Soup

Make your own vegetable soup! Choose the vegetables you want in your soup, color them in, cut them out and paste them in your bowl.

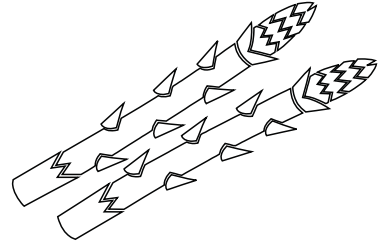
Broccoli



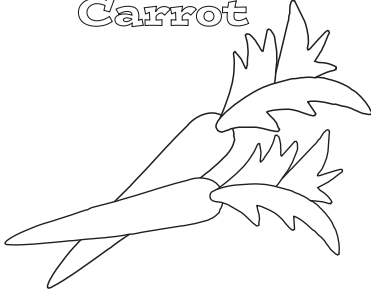
Tomato



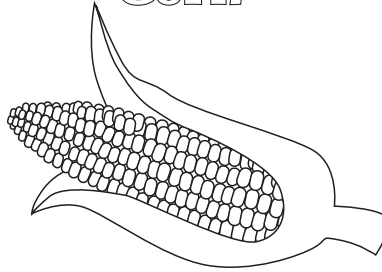
Asparagus



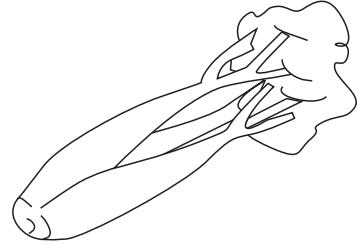
Carrot



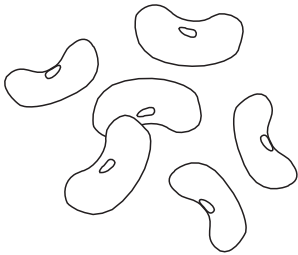
Corn



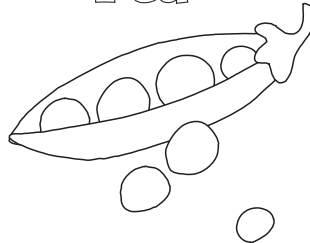
Celery



Bean



Pea



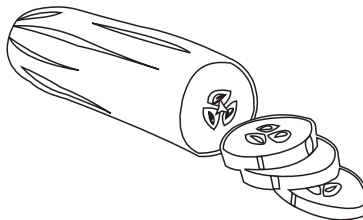
Pepper



Onion



Cucumber



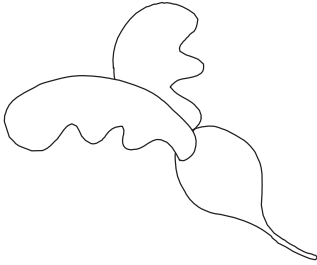
Artichoke



Vegetable Soup

Make your own vegetable soup! Choose the vegetables you want in your soup, color them in, cut them out and paste them in your bowl.

Beet



Brussel Sprout



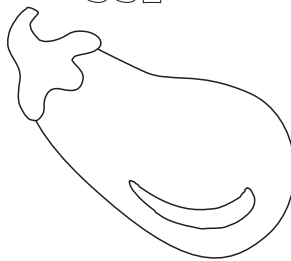
Cabbage



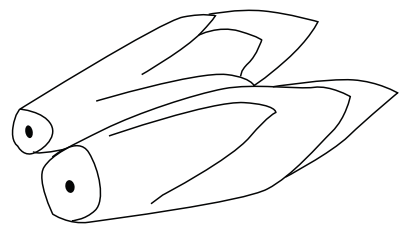
Cauliflower



Eggplant



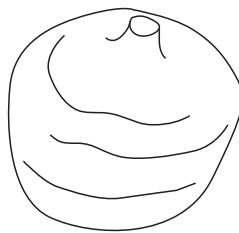
Endive



Jalapeño



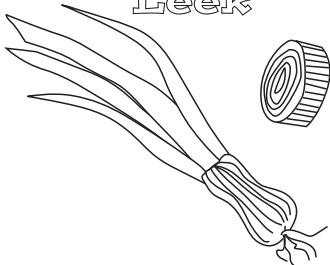
Jícama



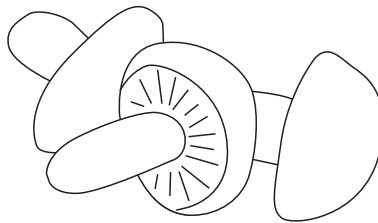
Kohlrabi



Leek



Mushroom

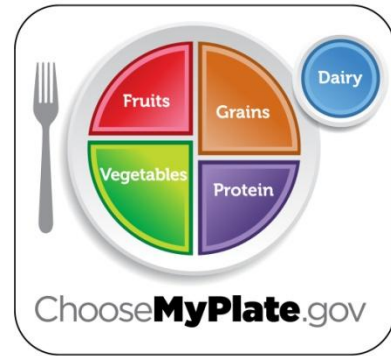


Spinach



Dear Parent,

Your child has been learning about the importance of eating fruit and vegetables every day through nutrition education lessons created through a Maryland Team Nutrition Grant, **“Building Blocks for Healthy Children.”**

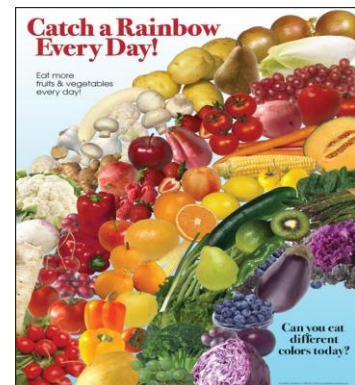


We are learning about a variety of fruits and vegetables and the children have been made aware of the different places to find them (grocery store, farmers' markets, meals and snacks at our center, etc.). Your child has also been learning about the USDA's MyPlate. Right now we are focusing on the vegetable section.

You don't need to plant your own garden to enjoy fresh vegetables and fruits through the year. When possible, let your kids be "produce pickers." Let them help pick fruits and veggies at the store. Some nights you may be able to let them help choose the vegetable you will cook for dinner. Taking part in these decisions will help children feel more interested in the choices, and some children will find excitement in choosing and eating the vegetables!

Making sure your children enjoy different types of vegetables and fruits everyday is vital to building strong bodies and encouraging healthy eating habits during childhood, and at any age. Remember, children look to you as a role model, so it's important for you to eat these healthy foods as well! Check out the coloring sheet of vegetables sent home to you today. The children can tell you which of these they have tried during our lessons and meals at the center.

Sincerely,



PARENT PAGES

Vary Your Veggies



Tips to Vary Your Veggies

1. Let your child be a “produce picker.” Help them pick veggies at the store.
2. Cook together. Teach your child to wash fresh veggies, tear lettuce leaves and snap green beans.
3. Offer colorful veggies at meals and snacks.
4. Cut fresh vegetables into small sticks, and ask your child to pick some sticks to eat.
5. Help your child fill out the *I Varied My Veggies* chart.
6. Buy vegetables that are in season. Check store specials for the best in-season buys.

Today at child care your child learned why it is important to eat colorful vegetables each day. Vegetables provide vitamins and fiber, and they are low in fat and salt. Choose fresh, frozen or canned vegetables to get the best deal for your money. They take their lead from you. Eat veggies and your children will too. Try to make half your plate vegetables and fruit.

Quick and Tasty Veggie Soup

Yield: 8 cups

Serves: 8 adults

Ingredients

7 cups low-sodium chicken broth
1 14-ounce can diced tomatoes
1 teaspoon dried basil
1/2 teaspoon onion powder
3/4 cup dry macaroni
3 cups frozen mixed vegetables
1/2 teaspoon salt
1/8 teaspoon pepper.



Steps

1. **Combine chicken broth, diced tomatoes, basil, onion powder, salt and pepper in a large pan.**
2. Bring to a simmer, and add macaroni and frozen vegetables.
3. Cook for 8 minutes, and then remove from heat.
4. Let soup sit for 5 minutes, and then serve.
5. **Enjoy.**

Have your child help you do the bold steps.

This adapted recipe appears courtesy of Produce for Better Health Foundation and can be found at www.fruitsandveggiesmorematters.org.



I Varied My Veggies!

1-2-3! Veggies Are Good For Me!



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							

Directions: Each time a vegetable is eaten, help your child color a box the color of the vegetable eaten. Remind your child that it is good to eat different colored vegetables each day.

This material was funded by USDA's Supplemental Nutrition Assistance Program-SNAP. The SNAP program, formerly known as the Food Stamp Program (FSP) in New York, provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: 1-800-342-3009 or go to: myBenefits.ny.gov.

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PÁGINAS PARA LOS PADRES

Verduras variadas



Consejos para variar las verduras

1. Deje que su hijo sea un “recolector de frutas y verduras”. Ayúdelo a escoger verduras en la tienda.
2. Cocinen juntos. Enséñele a su hijo a lavar las verduras frescas, a separar hojas de lechuga y a abrir habichuelas verdes (vainitas).
3. Ofrezcale verduras de diferentes colores durante las comidas principales y los refrigerios.
4. Corte verduras frescas en palitos y pídale a su hijo que pruebe algunos.
5. Ayude a su hijo a completar la tabla “*He comido verduras variadas*” que se incluye.
6. Compre verduras de estación. Busque en las tiendas las ofertas de productos de estación.

Hoy en la guardería su hijo aprendió por qué es importante comer cada día diversas verduras de distintos colores. Las verduras proporcionan vitaminas y fibras, y tienen bajo contenido de grasas y sal. Escoja verduras frescas, congeladas o en lata para aprovechar al máximo su dinero. Los niños copian todo lo que usted hace. Si come verduras, sus niños también lo harán. Intente completar la mitad de sus platos de comidas con frutas y verduras.

Sopa de verduras rápida y sabrosa

Rendimiento: 8 tazas

Porciones: 8

Ingredientes

- 7 tazas de caldo de pollo con bajo contenido de sodio
- 1 lata de 14 onzas de tomates cortados en cubitos
- 1 cucharadita de albahaca seca
- 1/2 cucharadita de cebolla en polvo
- 3/4 taza de macarrones secos
- 3 tazas de verduras mixtas congeladas
- 1/2 cucharadita de sal
- 1/8 cucharadita de pimienta.



Pasos

1. **Mezcle el caldo de pollo, los tomates cortados en cubitos, la albahaca, la cebolla en polvo, la sal y la pimienta en una cacerola grande.**
2. Deje que se cocine a fuego lento y añada los macarrones y las verduras congeladas.
3. Cocine durante 8 minutos y retire del fuego.
4. Deje que la sopa repose durante 5 minutos y sívala.
5. **¡Buen provecho!**

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negra.

Esta receta adaptada se publica por cortesía de la Fundación Produce for Better Health y puede encontrarse en www.fruitsandveggiesmorematters.org.



¡He comido verduras variadas!
¡1-2-3! ¡Comer verduras me hace bien



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
1							
2							
3							

Instrucciones: Cada vez que coma una verdura, ayude a su hijo a colorear una casilla del color de la verdura consumida. Recuerde a su hijo que es bueno comer cada día verduras de colores distintos.

Este material ha sido financiado por el Departamento de Agricultura de Estados Unidos – Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés). El programa SNAP, antiguamente conocido en Nueva York como el Programa de Cupones para Alimentos, suministra asistencia de nutrición a personas de bajos ingresos para que compren alimentos nutritivos y tengan una mejor dieta. Si desea más información, marque el 1-800-342-3009, o ingrese al sitio web: myBenefits.ny.gov. El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

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Preparation 3 - 7 days Before Teaching:

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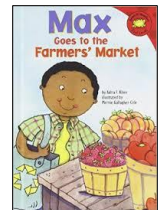
Lesson 2: Vegetables- Reading & Language Arts Application

Children will:

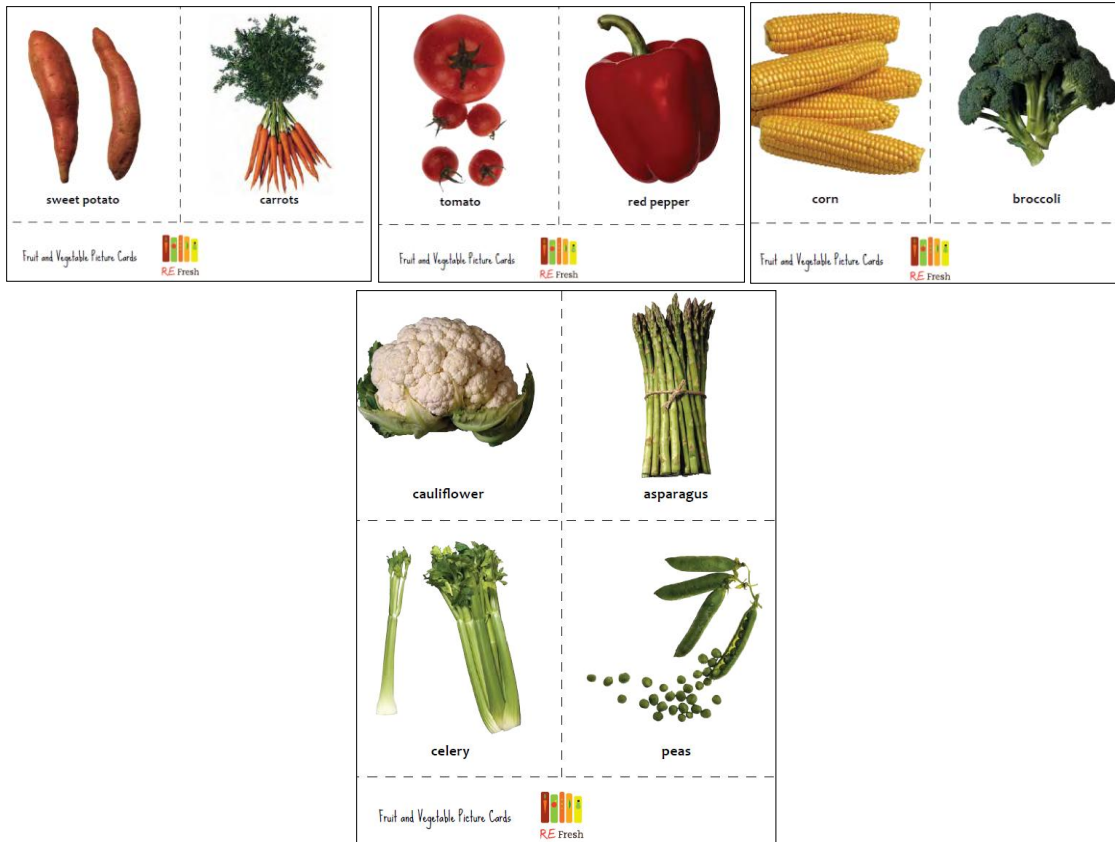
1. Identify fruits and vegetables
2. Discover that fruits and vegetables are grown on a farm. One place to buy fresh produce is at a farmers' market.
3. Work together to create a class ABC's of Vegetables book.

Teacher:

1. Ask children where vegetables are grown. Summarize by saying that they are grown on big and small farms, and gardens.
2. Read Max Goes to the Farmers' Market by Adria F. Klein.
3. Use the following questions as a discussion guide after the book:
 - a. What kinds of Foods did Max and his mom get at the farmers' market?
 - Help students identify which items are fruits, and which are vegetables.
 - Explain that all of them give our bodies nutrients to help us grow and develop.
 - b. What are the names of other vegetables?
 - c. What vegetables would you choose at the farmers' market?



4. Pass out the vegetable picture cards to each child and ask them to tell the class which they are holding, helping them if needed. If any are holding fruit cards, remind the class that we are looking only for vegetables right now, and place all the fruit cards aside.



5. Guide students in making a class ABC Book about vegetables. Use an easel and flip chart with a pre-labeled page for each of the following 8 headings:
 - a. Title: [insert name of class or teacher]’s ABC Vegetable Book
 - b. “A, B, C, D”
 - c. “E, F, G, H”
 - d. “I, J, K, L”
 - e. “M, N, O, P”
 - f. “Q, R, S, T, U”
 - g. “V, W, X, Y, Z”
 - h. Final Page: We are learning to like more veggies!
6. Ask children to help you write a book using the first letter of the vegetables on their paper. Teacher should have a picture so that he/she can demonstrate.
7. Read the title of the Class’s *ABC Vegetable Book*

8. Turn to the first page, labeled “A, B, C, D.”
 - a. Ask students to read the letters as you point them out. Allow students to lead the pace of reading the letters.
 - b. Now ask if any student has a picture of a vegetable that starts with the letter “A.” Prompt students as needed. If they are correct, ask them to bring their picture up to the page.
 - c. Attach their picture to the book’s page using glue or tape.
 - d. Proceed with the other letters on the page. Refer to the table below to cover most of the letters of the alphabet. You may not have a picture card for every letter.

A, B, C, D	E, F, G, H	I, J, K, L	M, N, O, P	Q, R, S, T, U	V, W, X, Y, Z
Asparagus, Acorn Squash	Eggplant	Kale, Kidney beans	Mushrooms	Red Peppers, Rutabaga	Yams, Yellow peppers
Broccoli, Brussel sprouts, Butternut squash, Black beans, Black-eyed peas	Green beans, Garbanzo beans	Lettuce, Lentils, Lima beans	Navy beans	Sweet potato, Spinach, Swiss Chard	Zucchini
Carrots, Corn, Cauliflower, Cabbage, Collard Greens, Cucumber, Celery			Onions, Orange Peppers	Tomato, turnip	
			Potatoes, Pinto beans		

- e. Once that page is complete, turn the page and follow the same process until the book is complete.
 - f. Later in the day or week, and periodically this month, read the book to the class.
9. Remember to send parent handouts home with children at the end of the day.

Supplies Needed:

1. Book: Max Goes to the Farmers’ Market by Adria F. Klein.
2. “Fruit and Vegetable Picture Cards.” Although the lesson focuses on vegetables, keeping a few fruits in the pile that will be sorted will help reinforce the students understanding of which foods are fruits and which are vegetables. Pre-cut the pictures so that each card has just one picture. You can make multiple copies of the same sheets for large classes.
3. Flip Chart with at least 8 pages. Pre-label headings according to directions above.

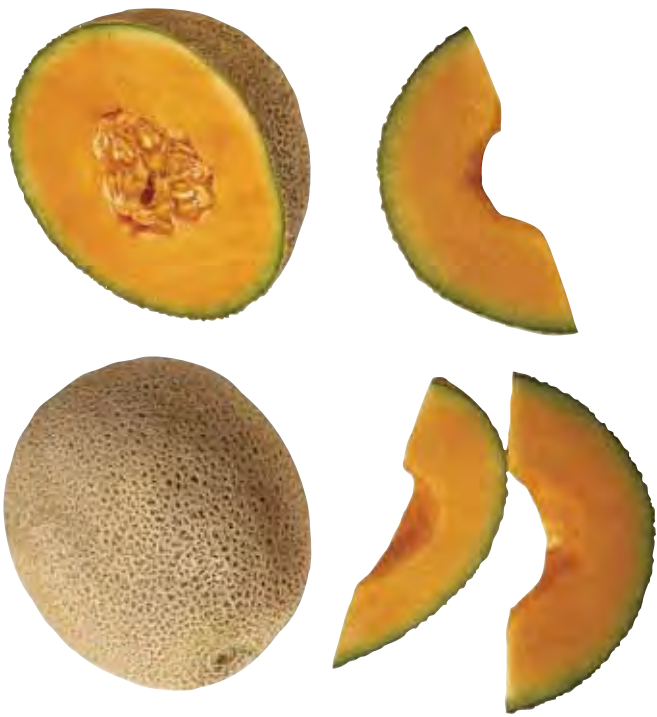


4. Easel for flip chart to rest so that teacher can “turn” the page of the book the class creates.
Alternate method: if there is enough wall space, you may use the Post-It style flip chart paper and hang each page next to each other on the wall.
5. Glue stick or tape to attach vegetable pictures to the “book” pages.
6. Copies of parent handout from Read for Health (pg 25) to send home with each child



Resources:

1. Klein, Adria F. *Max Goes to the Farmers' Market*.
2. University of Maryland Food Supplement Nutrition Education (UME-FSNE). Read for Health. Lesson 1: Fruits & Vegetables. <https://eatsmart.umd.edu/resources/curricula/read-for-health>



cantaloupe



squash



sweet potato



carrots



apricots



tomato



tomato



red pepper





red pepper



red onion



spinach



spinach





kale



kale



collard greens



pineapple





banana



peach



mango



lettuce





purple grapes



blackberries



blueberries



plums



raisins



broccoli



corn



broccoli



cauliflower



asparagus



celery



peas



apple



potatoes



pear



orange



strawberry



watermelon



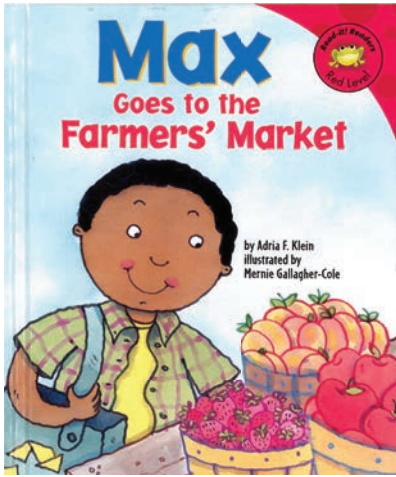
pumpkin



cucumber



READ FOR HEALTH



A Visit to the Farmers' Market

Your child took a "trip" to the farmers' market this week when we read "Max Goes to the Farmers' Market". In this book, Max and his Mom find all sorts of colorful fruits and vegetables to bring home to eat.

What's So Great About Fruits and Vegetables?

- Fresh fruits and vegetables have lots of vitamins, minerals, and fiber... things your child needs to grow and be healthy!
- Eating lots of different colored fruits and vegetables is a great way to provide your child with a variety of vitamins and minerals.
- The fruits and vegetables at farmers' markets are typically picked that day. That's why they taste so good.

Did You Know...

- There are over 100 farmers' markets in Maryland.
- Many farmers' markets now accept vouchers and EBT cards to purchase fresh produce.
- Visit this website to find a market near you:
<http://apps.ams.usda.gov/FarmersMarkets/Default.aspx>
- There are 13 kinds of apples grown in Maryland. The look, shape, flavors, and textures vary with each type. Trying different varieties of the same fruit or vegetable can help you and your children discover your favorites!
- Maryland schools now include more locally grown fruits and vegetables into the school meal. Visit the Farm to School website for more information:
www.mda.state.md.us/mdfarmtoschool/index.php



Take Action!

Try these activities with your child. See how many you can check off this week!



- Visit a local farmers' market this week. Encourage your children (and yourself) to choose one new fruit or vegetable to try.
- Involve your children in washing and preparing their fruit and vegetable choices. Children involved in kitchen activities often are willing to try new foods.
- Your children learn from watching you. Eat fruits and veggies and your kids will too!
- Find a book on farmers' markets at your local library to read with your child.

Learning Module Three: Vegetables

Objectives of Module Three Lessons:

Children will be able to:

1. List at least two health benefits of vegetables.
2. Name at least two examples from each of the following vegetable sub groups:
 - a. Dark Green
 - b. Red/Orange
 - c. Beans and Peas
3. List at least three vegetables they have tried during the module.

Preparation 3 - 7 days Before Teaching:

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.

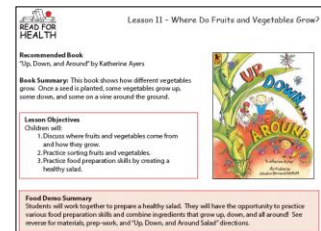
Lesson 3: Vegetables- Math & Science Application

Children will:

1. Discuss where vegetables come from and how they grow
2. Practice sorting vegetables
3. Practice following instructions and food preparation skills by creating a healthy salad.

Teacher:

1. Follow “Lesson 11: Where Do Fruits and Vegetables Grow?” from Read for Health (pages 67-69)
 - a. Read Aloud: Up, Down, and Around by Katherine Ayers.
 - While reading, teacher may prompt children to “act out” the way the plant grows when talking about the vegetables growth pattern (ex. stand on tippy toes, stretch arms to sky, squat down, or stretch arms wide)
 - b. Modify the “Up, Down, and Around Salad” activity on pg 69 as follows to simplify and save time:
 - Instead of having children peel, cut, &/or grate ingredients, do this ahead of time.
 - Ingredients should be kept in sealed baggies or clear plastic containers so that children can help assemble the salad together.
 - If possible, keep a separate set of ingredients for each table of children so that they can assemble a salad for each table.



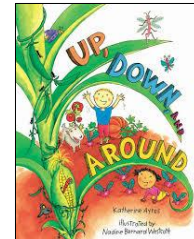
c. Send Read for Health parent sheet home labeled page 71.

2. After children have tried the salad, ask some of them to describe the salad using their five senses and descriptive vocabulary.



Supplies Needed:

1. Book- Up, Down, and Around by Katherine Ayers
2. Ingredients for “Up, Down, and Around Salad” already washed, peeled, chopped, grated, etc., kept in sealed baggies or clear plastic containers.
3. Large bowl for mixing
 - If possible, have one bowl for each table of children so that each table can make their own salad.
4. Paper plates or bowls, forks, napkins
5. Copies of parent handout from Read for Health labeled pg 71 for each child to take home.



Resources:

1. University of Maryland Food Supplement Nutrition Education (UME-FSNE). Read for Health. Lesson 11: Where Do Fruits and Vegetables Grow?
<https://eatsmart.umd.edu/resources/curricula/read-for-health>
2. Ayers, Katherine. Up, Down, and Around.

Recommended Book

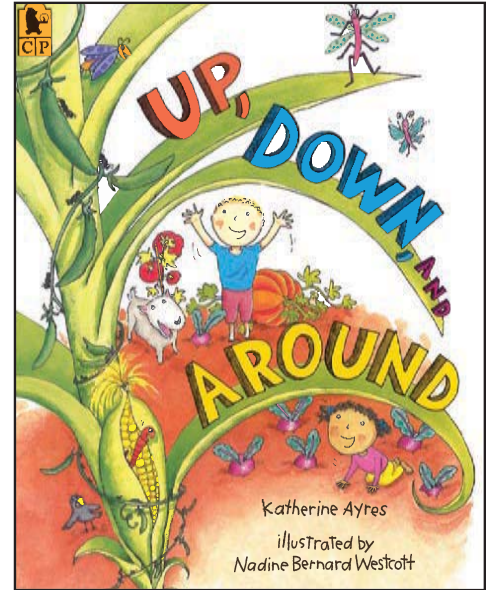
"Up, Down, and Around" by Katherine Ayres

Book Summary: This book shows how different vegetables grow. Once a seed is planted, some vegetables grow up, some down, and some on a vine around the ground.

Lesson Objectives

Children will:

1. Discuss where fruits and vegetables come from and how they grow.
2. Practice sorting fruits and vegetables.
3. Practice food preparation skills by creating a healthy salad.



Food Demo Summary

Students will work together to prepare a healthy salad. They will have the opportunity to practice various food preparation skills and combine ingredients that grow up, down, and all around! See reverse for materials, prep-work, and "Up, Down, and Around Salad" directions.

Lesson Format

1. Discuss how fruits and vegetables grow from the ground. Ask children to discuss where fruits and vegetables grow once a seed is planted in the ground.
2. Read book aloud to children. Optional interactive activity: When story references vegetables that grow up, have children jump up, when down, have them squat down, and all around, have them spin around.
3. When reading is finished discuss the following questions or key points:
 - a. The book shows the characters planting seeds in the ground. Name some places where fruits and vegetables are grown. Farms, gardens, and containers are all good examples.
 - b. Optional: Discuss the 5 basic needs for a plant to grow. Some of the things a plant needs to grow are the same things we need to grow healthy and strong. Can you name some of these needs?
 - i. Sun, soil (nutrients), water, air, and space are all needed for a plant to grow healthy.
 - c. Recall some examples from the book of fruits and vegetables that grow up, down, and around. For older audiences, identify which part of the plant is growing up, down, and around.
 - d. What would you grow if you had your own garden?

4. Make "Up, Down, and Around Salad" following the directions on the back of this page.
5. As children are preparing their vegetable, ask them to discuss where it grows, whether they have tried it before, and other vegetables it reminds them of.
6. As children taste their salad, review that the vegetable ingredients can be sorted based on the direction they grow. What are other ways to sort these vegetables?
7. Create a chart or diagram to show different ways fruits and vegetables can be sorted.

Materials

- Recommended Book
- "Up, Down and Around Salad" supplies:
 - Select vegetables
 - Low-fat dressing
- Peeler(s)
- Grater
- Plastic knives
- Large mixing bowl
- Mixing Spoon
- Paper plates
- Forks
- Napkins
- Supplies for an optional reinforcement activity selected from the Activities Appendix

Estimated Time:

* Completing pre-work: 45 minutes

* Completing lesson: 60 minutes

* Completing reinforcement activity: 30 minutes

Prep-Work

Wash all vegetables. Create a work station for each selected vegetable where children will be able to prepare salad ingredients. Equip each station with necessary supplies. "Up" and "Around" stations will need cutting boards and plastic knives, and "Down" stations will need paper plates, peelers and graters* or plastic knives.

*This utensil will require direct adult supervision.

Up, Down, and Around Salad

Makes 20 sample-size portions.

Ingredients

Low-fat dressing

Choose at least two ingredients from each category below.

“Ups”

Leaf Lettuce Head

Broccoli Crown

2 Bell Peppers

“Downs”

Carrot Bunch

Radish Bunch

Jicama

“Arounds”

2 Cucumbers

2 Tomatoes

12oz. bag Green Beans

Directions

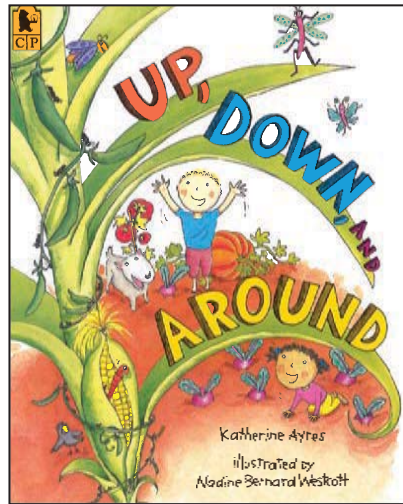
1. Explain the task for each station.
2. Divide children into groups and assign each group to a station.
3. Have students complete assigned task, guide as necessary.
4. As children are preparing their vegetable, ask them to discuss where it grows, whether they have tried it before, and other vegetables it reminds them of.
5. Once complete, ask each group to add their vegetable to the large salad bowl.
6. Add low-fat dressing, enough to lightly coat the salad contents. Enjoy!



READ FOR HEALTH

Where Do Fruits and Veggies Grow?

Your child learned that fruits and vegetables are all unique in how they grow. In the book "Up, Down, and Around" we discovered that some grow above ground, some below, and others on a vine all around the ground!



Did You Know...Growing Your Own Fruits and Vegetables is Worthwhile and A lot of Fun!

You can use your EBT card to purchase fruit and vegetable plants and seeds.

Seeds and vegetable plants are low in cost and will provide your family with vegetables for many meals.

What Can Children Do? In addition to growing healthy foods to eat, gardening with your child can be a lot of fun too!

Preschoolers. At this age, children will plant seeds, water and pull weeds. Most of all, they love to explore!

Elementary Schoolers. Children can now read seed packets and help plan planting. They can make plant markers and label what is about to grow!

Let them help pick what is planted. All children can taste the fruits and vegetables that are grown.

How to Get Started?

You don't need to be a farmer to grow your own produce. There are many ways to grow fruits or vegetables at home.

If you don't have space for an in-ground garden, try a container garden. Recycled containers work great. Remember to poke holes in the bottom for water to drain! Try using one of the items from the list below.

- Yogurt containers
- Strawberry containers
- Reusable grocery bags
- Buckets

Start with one plant. Beans, greens, cucumbers, tomatoes, and radishes are easy to grow.

Tips on how to get started can be found at the websites:

www.growit.umd.edu

www.hgic.umd.edu

www.kidsgardening.org

Take Action!

How many of the following tips can you and your family check off this week?

- Choose a vegetable that your family would like to grow at home. Start to plan your planting.
- Find out if your child's school has a garden. See how you and your child can get involved in an existing garden or starting a new garden.
- Allow your child to help select and prepare a vegetable this week. Discuss whether it grows up, down or around the ground.



Learning Module Three: Vegetables

Objectives of Module Three:

Children will be able to:

1. Explain at least two health benefits of vegetables.
2. Name at least two examples from each of the following vegetable sub groups:
 - a. Dark Green,
 - b. Red/Orange,
 - c. Beans and Peas.
3. List at least three vegetables they have tried during the module.

Lesson 4: Vegetables- Tasting Activity

Children will:

1. Name three colorful vegetables.
2. Say why they should eat vegetables every day.
3. Name at least two vegetables they have eaten since Module 3 began.
4. Sample raw vegetables.

Teacher:

1. Display the books you have read as a class during Module 3: Vegetables.
2. Ask class to share something they have learned about vegetables.
 - a. Allow at least three children to share.
3. Ask class: "how are vegetables healthy for our bodies?" Summarize and/or add to their responses to cover the following main points:
 - a. To provide vitamins and minerals
 - b. To help keep our body healthy, especially our skin, eyes, blood, teeth, bones, and muscles
 - c. To reduce the chance of getting sick with a cold
4. Summarize benefits by restating that vegetables help you grow a strong and healthy body.
5. Ask students to name the vegetables they eat at home.

Preparation 3 - 7 days Before Teaching:

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.

6. Read “Session One Action Story: Picking Fruits and Vegetables from the Garden” from Nemours Healthy Story Time

- a. Instruct children to act out the action words as they listen to the story.
- b. Have children allow enough space between each other so there is room to stretch arms fully.
- c. Remind children that when they hear the word “run,” they will run in place.
- d. Read slowly enough to allow children to recognize the action words and perform the activity for at least a few seconds.
- e. Repeat the story if time allows.



7. Tell children that vegetables grow at a farm, and are delivered to markets as fresh, canned, frozen, or dried vegetables.
8. Ask children to remember that vegetables come in many **colors**, and eating many different colors of vegetables is healthy.
9. Tell children that vegetables may be eaten cooked or uncooked (raw).
10. Ask students to name their favorite **cooked** vegetable. Then ask students to name their favorite **raw** vegetable.
11. Tell class that they are going to work on a “Happy Face” project with vegetables today.
12. Gather children at the table. Each table should have a bowl of each of these “face” parts:
 - a. **Eyes:** grape tomatoes cut into halves, or rounds of cucumber or zucchini
 - b. **Nose:** grape tomatoes cut into halves, or a broccoli floret
 - c. **Mouth:** slice of red, orange, or yellow bell pepper, or string bean
 - d. **Eyebrows:** peas or slices of green pepper cut in half.
13. Set a plain paper plate in front of each child
14. Pass around the bowls, allowing students to pick 2 of each vegetable and put on their plate. It is fine if students decide they want additional items later.
15. Guide the students in making their own “Happy Face:” (allow students to decide which vegetables to use so that there will be some variation)
 - a. 2 of the vegetables as the eyes
 - b. 1 vegetable for a nose
 - c. Now use the rest of the vegetables to make a mouth, and eyebrows (if there are enough extra vegetables, they can make ears and hair too)
16. If able, take a picture of each student next to their plate to display so that parents can see this activity.
17. Encourage children to eat some or all of the vegetables on their plate. Only use a dip or ranch dressing if they refuse to eat them without. It is good for children to taste the vegetables alone to get used to their flavor and texture.
 - a. You may want to sing one of the vegetable songs used earlier in the Module.

Supplies Needed:

1. Story from Nemours Healthy Story Time: “Session One Action Story: Picking Fruits and Vegetables from the Garden”
2. Paper plates for each student and adult
3. Pre-washed and cut vegetables:
 - a. **Eyes:** grape tomatoes cut into halves, or rounds of cucumber or zucchini
 - b. **Nose:** grape tomatoes cut into halves, or a broccoli floret (frozen broccoli florets – thawed- would be great)
 - c. **Mouth:** slice of red, orange, or yellow bell pepper, or string bean
 - d. **Eyebrows:** peas (frozen peas- thawed- would be great) or sliced green peppers cut in half.
4. Camera (if available)

Resources:

1. Nemours Health Prevention Services. “Healthy Story Time Guide.” Delaware. Access: http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf



Session One Action Story: Picking Fruits and Vegetables from the Garden

John and Linda were **TAKING A WALK (HIGH KNEE RAISES)** one spring afternoon, when they decided to plant a garden for their mother for Mother's Day. When their mother heard the good news, she **JUMPED UP AND DOWN** and **CLAPPED HER HANDS**.

John **RAN** down to the store to buy the seeds, while Linda **HOPPED** over to the tool shed to get a shovel and a rake. Linda **RAKED** an area and then **DUG** five holes. John **MARCHED** home from the store and did **FIVE TOE TOUCHES** to put the seeds in the holes. Linda **RAKED** the dirt back to cover the seeds. John did **FIVE SHOULDER SHRUGS** while carrying a bucket of water for the newly planted seeds.

John and Linda's mother **RAN** out to see what her children had done. She did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** with excitement over her newly planted garden!

Every morning, John and Linda **RAN** out to their garden to help their seeds grow healthy and tall. They **SQUATTED** down to pull weeds and did **SHOULDER SHRUGS** while **CARRYING WATER** for their plants. After many weeks, their garden was full of bright and healthy fruits and vegetables! John **HOPPED** out to the garden with a large basket to collect the fruits and vegetables that had grown. Linda **STOOD ON HER TOES** to reach the fruits on the trees and John **SQUATTED** down to pick the vegetables. They **CARRIED THEIR BASKETS** inside and enjoyed their fruits and vegetables for dinner!

At the end of the summer, John and Linda's mother **WALKED** out to their garden and thanked them for the wonderful gift of fruits and vegetables. John and Linda **STRETCHED** their arms to the sky and **CLAPPED THEIR HANDS** for a job well done!



