

Learning Module Five: Fruits

Objectives of Module Five Lessons:

Children will be able to:

1. Name at least five examples of fruits.
2. Explain at least two health benefits of fruits.
3. List at least three examples of fruits they have tried during the past month.

Lesson 1: Fruits- On MyPlate & in My Body

Children will:

1. Review all of the food groups in MyPlate
2. State why they should eat fruit every day.
3. Identify new fruits.
4. Taste new fruits.

Lesson 2: Fruits- Reading and Language Arts

Children will:

1. Name three colorful fruits.
2. Associate fruits with their color and name.
3. Identify their favorite fruit and describe why they like it.

Lesson 3: Fruits- Science and Language Application

Children will:

1. Describe the purpose of fruit and seeds.
2. Compare and contrast fruits based on the location of their seeds.
3. Taste different fruits and seeds.

Lesson 4- Tasting Fruits

Children will:

1. Tell something they have learned about fruits.
2. Name at least two they have eaten since Module 4 began.
3. Sample a fruit recipe.

Module Five Resources:

1. www.ChooseMyPlate.gov
2. UME-FSNE. Read for Health: Lesson 3: Picky Eaters.
<https://eatsmart.umd.edu/resources/curricula/read-for-health>
3. Ehlert, Lois. *Eating the Alphabet*. Red Wagon Books. Harcourt, Inc. 1989. ISBN 0-15-201036-X.
4. Richards, Jean. *A Fruit is a Suitcase for Seeds*. Millbrook Press. Lerner Publishing Group. 2002. ISBN 987-0-7613-1622-0.
5. Growing Healthy Children: A Nutrition Education Curriculum from the New York City Child Care Center: Lesson 1: Flavorful Fruit.
6. UME-FSNE. Read for Health: Lesson 5: All Fruits Have Seeds.
<https://eatsmart.umd.edu/resources/curricula/read-for-health>
7. NFSMI. Care Connection. Learning Connection: Dividing and Sharing.
<http://www.nfsmi.org/documentlibraryfiles/PDF/20100923024304.pdf>
8. Nemours Health Prevention Services. “Healthy Story Time Guide.” Delaware. Access:
http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf

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Lesson 1: Fruits- On MyPlate & in My Body

Children will:

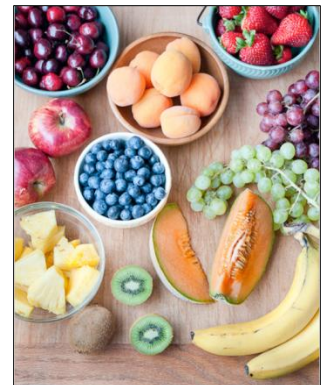
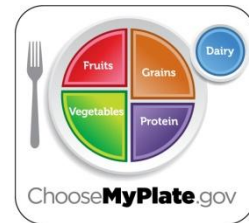
1. Review all of the food groups in MyPlate
2. State why they should eat fruit every day
3. Identify new fruits
4. Taste new fruits

Teacher:

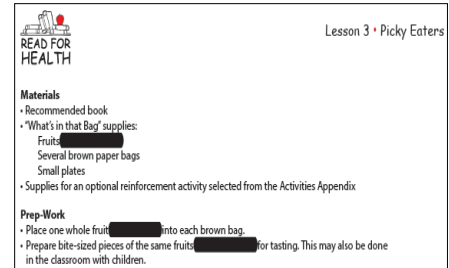
1. Display MyPlate Poster at start of lesson.
2. Explain that when we eat a meal that has foods from all five food groups, it is called a “MyPlate meal.” Practice creating a MyPlate meal with students.
 - Suggestion: use the center’s menu to illustrate meals with all of the food groups.
3. Explain that today they will be talking about fruits.
 - Ask: What fruit they have eaten this week during lunch or snack?
 - Ask: Why they should eat fruit? Supplement and/or correct their responses to cover the following points:
 - Fruits have vitamins and minerals that help us grow into healthy children and later to be healthy adults
 - Eating fruit can help prevents sickness and heal cuts
 - The nutrients and fiber in fruits can also help keep our stomachs healthy

**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.



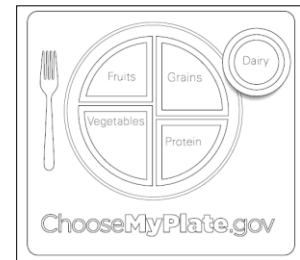
4. Follow the “What is in a bag?” activity from the University of MD Extension *Read for Health* Curriculum, page 32. Choose 3 different fruits, 1 for each bag. **Focus only on fruits** during this lesson, **not vegetables**.



- *Suggestions:* orange, peach, plum, apple, kiwi, banana, grapes (in season and ripe fruits are most likely to have an aroma that will work well for the activity).
- Prompt students to use the descriptive words they learned back in Lesson 2. You can refer to the “Let’s Get Descriptive” list of words to help students decide how best to describe the fruits. Consider using these prompts: “Is it...”

- | | | |
|----------------|-----------------|---------------------|
| → hard or soft | → round or long | → curvy or straight |
| → big or small | → wet or dry | → smooth or rough |

5. Complete the tasting that is a part of the “What is in the bag?” activity using fruits chosen for the “What is in a bag?” activity. Have the children taste the fruits that they touched, smelled and identified in the bags. Remember, use **only fruits** during this lesson.
6. **Optional:** Distribute a copy of the *MyPlate* coloring page to each child. Ask the children to color the Fruits group section of *MyPlate* red. They can also use the upper left corner of the page to draw and color one of the fruits used in today’s lesson.



Supplies Needed:

1. My Plate poster
2. 3 different types of whole fruit
3. Pre-washed and pre-cut, bite-sized pieces of at least one of the fruits used in the “What’s in that Bag” activity
4. Brown Paper Bags (1 for each different fruit)
5. Markers
6. Small plates for each child
7. Napkins for each child
8. Crayons for children to color the *MyPlate* handout (*optional activity*)

Resources:

1. www.ChooseMyPlate.gov
2. UME-FSNE. Read for Health: Lesson 3: Picky Eaters.
<https://eatsmart.umd.edu/resources/curricula/read-for-health>

Materials

- Recommended book
- “What’s in that Bag” supplies:
 - Fruits [REDACTED]
 - Several brown paper bags
 - Small plates
- Supplies for an optional reinforcement activity selected from the Activities Appendix

Prep-Work

- Place one whole fruit [REDACTED] into each brown bag.
- Prepare bite-sized pieces of the same fruits [REDACTED] for tasting. This may also be done in the classroom with children.

Ingredients

1 or more different kinds of fruits [REDACTED]
Brown paper bags (1 for each different type of fruit [REDACTED])
Marker

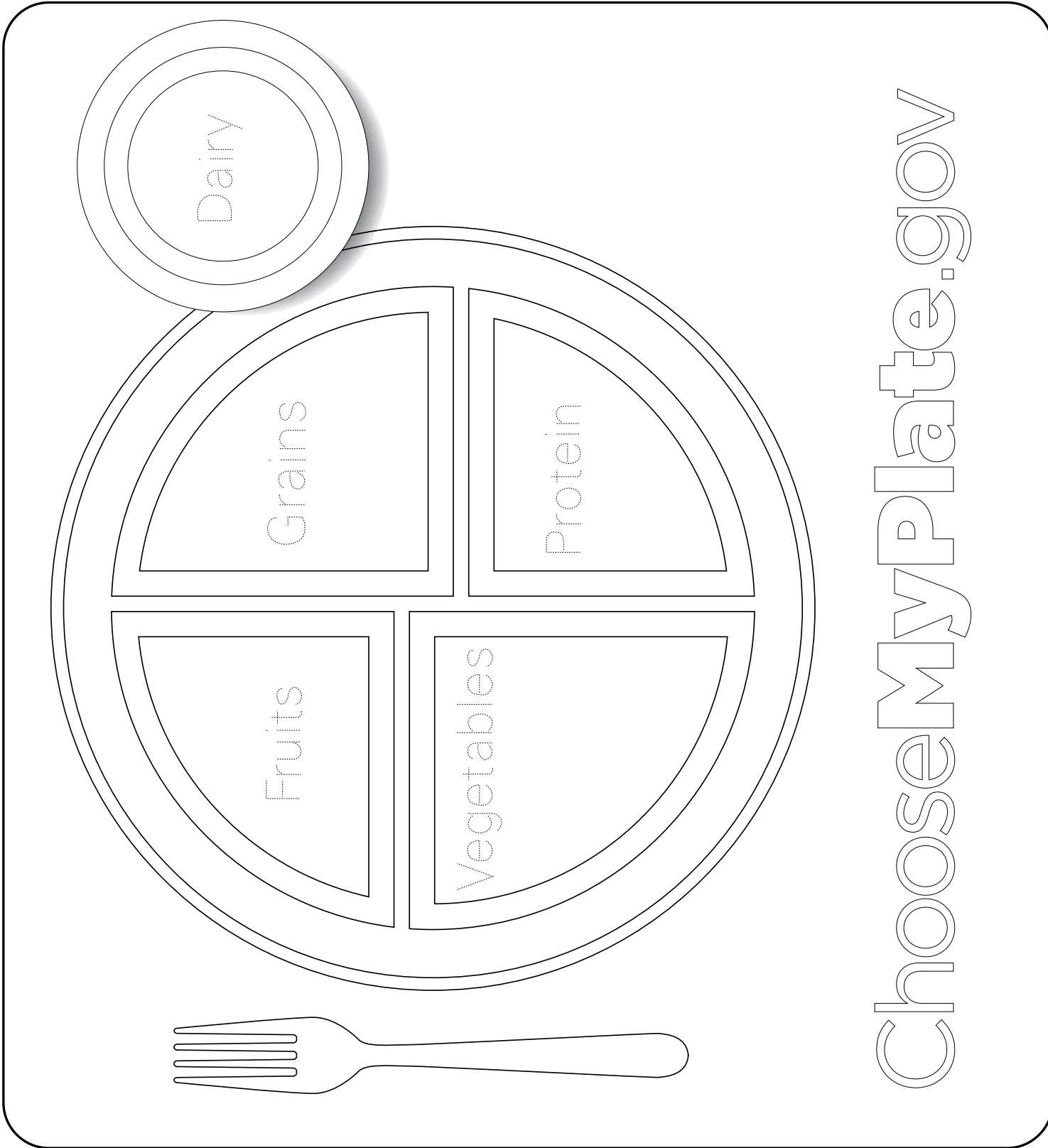
Directions

1. Label each bag with a number.
2. Place one whole piece of each fruit [REDACTED] into its own bag.
3. Working one by one, have children place their hands into the bag(s) to touch the fruit [REDACTED]
4. Keeping the bag opening small, have each child smell the contents of the bag(s).
5. Ask them to guess which fruit [REDACTED] is in the bag.
6. Taste these fruits [REDACTED]

Note: Have older children practice writing a hypothesis with this activity.

Estimated Time:

- * Completing pre-work: 45 minutes
- * Completing lesson: 45 minutes
- * Completing reinforcement activity: 30 minutes



ChooseMyPlate.gov

Learning Module Five:

Fruits

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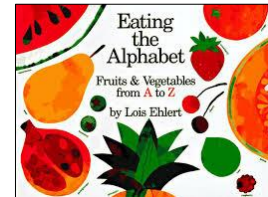
Lesson 2: Fruits- Reading & Language Arts

Children will:

1. Name three colorful fruits.
2. Associate fruits with their color and name.
3. Identify their favorite fruit and describe why they like it.

Teacher:

1. Begin the lesson by asking children to name different fruits. List their responses on a blackboard, whiteboard or flip chart.
2. Read *Eating the Alphabet* by Lois Ehlert. While reading the book or after reading the book do the following:
 - a) Point out the name, color, and first letter of fruit(s) in the book
 - b) Explain that eating 2-3 colorful fruits each day is healthy
 - c) Ask children to name a fruit from the book they have eaten, and ask them to describe to the class what it tastes like
 - d) Finally, ask the children what fruits they would like to try in the future.
 - e) **Optional:** If time allows, or as a follow-up activity: list the colors on a posterboard or flip chart, and go back through the pages of the book to have children tell you which color each of the fruits and vegetables are. You can revisit the poster periodically to reinforce colors and fruits.



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.

3. After the book and discussion, go to “Session Two: Eating Different Colored Fruits & Veggies” from Nemours Healthy Story Time.



a. Lead the “Session Two Action Story: Colors of the Rainbow”



b. Follow steps 9-11 for the “Make Your Plate a Rainbow of Colors” activity.



c. After activity, have children share their favorite fruit from the rainbow and describe why they like it.

Parent Handout:

1. Parent Pages, “Flavorful Fruit” from CACFP New York State Department of Health



Supplies Needed:

1. *Eating the Alphabet* by Lois Ehlert
2. Copies for each child of the 3 “Make Your Plate a Rainbow of Colors” pages
3. Copies of parent handouts, provided in both English and Spanish
4. Scissors
5. Glue or glue sticks



Resources:

1. Ehlert, Lois. *Eating the Alphabet*. Red Wagon Books. Harcourt, Inc. 1989. ISBN 0-15-201036-X.
2. Growing Healthy Children: A Nutrition Education Curriculum from the New York City Child Care Center: Lesson 1: Flavorful Fruit.
3. Nemours Health Prevention Services. “Healthy Story Time Guide.” Delaware. Access: http://web.wnlsd.ca/student_health/Five%20Two%20One%20Campaign/storyhrguide.pdf

Session Two: Eating Different Colored Fruits and Vegetables

Book(s)

[Redacted]

Activity Worksheet(s)

Make your plate a rainbow of colors!
(three pages)

Action Story

Colors of the Rainbow

Supplies

Crayons
Colored pencils or markers
Scissors
Glue

Instructions

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

4. Introduce the action story:

Colors of the Rainbow. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space. Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.



7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet: *Make Your Plate a Rainbow of Colors!*

11. Introduce the activity, referring to the characters in the action story, Lamar and José, to help illustrate how to find fruits and vegetables of different colors. The children will create a rainbow of colors on their plate, using different colored fruits and vegetables that you read about in *Happy Healthy Monsters Eat Your Colors*. They will choose which fruits and vegetables they want to try, color them in, cut them out, and paste them on their plate to make a rainbow of colors!



Session Two Action Story: Colors of the Rainbow

On a warm, fall day Lamar and José were **RUNNING** around **KICKING** the soccer ball in the yard. Lamar's mom was just about to **SKIP** out the door to the farmer's market and asked the boys if they wanted to come along. They **NODDED THEIR HEADS, PICKED-UP** their water bottles and followed her to the car. Lamar and José **HOPPED** into the car and Lamar's mom drove away. When they arrived at the farmer's market, they **JUMPED OUT** to see all of the wonderful fruits and vegetables. They **JUMPED UP AND DOWN FIVE TIMES** and **CLAPPED THEIR HANDS ABOVE THEIR HEADS FIVE TIMES!** Lamar and José helped to find all of the items on the shopping list. First they **RAN** down the aisle to find some red apples. They **SQUATTED** down to get the apples and put them in the basket José was **CARRYING**. Next, they needed to look for some golden peaches. They did **FIVE TOE RAISES** to see what row the peaches were on. Once they found them, they **RAN** over to get the best-looking peaches. Now there were only a couple more items to be found. Lamar and José **MARCHED** up and down the aisles until they found the crisp, green spinach they were going to use for a salad. After they placed the spinach in their basket, they **HOPPED** over to the next aisle. Lamar's mom was **SQUATTING** down looking at some very juicy blueberries. They looked so good! Now they were ready to buy their tasty fruits and vegetables and head home. As they **WALKED** to the register, José spotted his favorite fruit, purple grapes! He did **FIVE TOE TOUCHES** in excitement and as asked if they could buy them. Lamar's mom **NODDED** her head and as he **PICKED UP** some grapes and put them into their basket. As they were driving home, Lamar and José noticed the delicious fruits and vegetables they had just bought made a rainbow! They were so happy, they **STRETCHED** their arms into the air and **CLAPPED THEIR HANDS!** For dinner that night, Lamar's mom wanted to cook some sweet corn. José and Lamar **SKIPPED** over to the basket, did **FIVE SHOULDER SHRUGS** and **CARRIED** the basket to Lamar's mom. They were so excited to help Lamar's mom, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES.**



Make your plate a rainbow of colors!

Pick two fruits and vegetables of each color. Cut them out and then paste in the correct color section on your plate to make your plate a rainbow of colors.

RED



apple



strawberry



watermelon

ORANGE



orange



peach



yam
(sweet potato)

YELLOW



banana



corn



grapefruit



Make your plate a rainbow of colors!

Pick two fruits and vegetables of each color. Cut them out and then paste in a rainbow on your plate!

GREEN



spinach



broccoli



kiwi fruit

BLUE



blueberries

PURPLE



grapes



egg plant



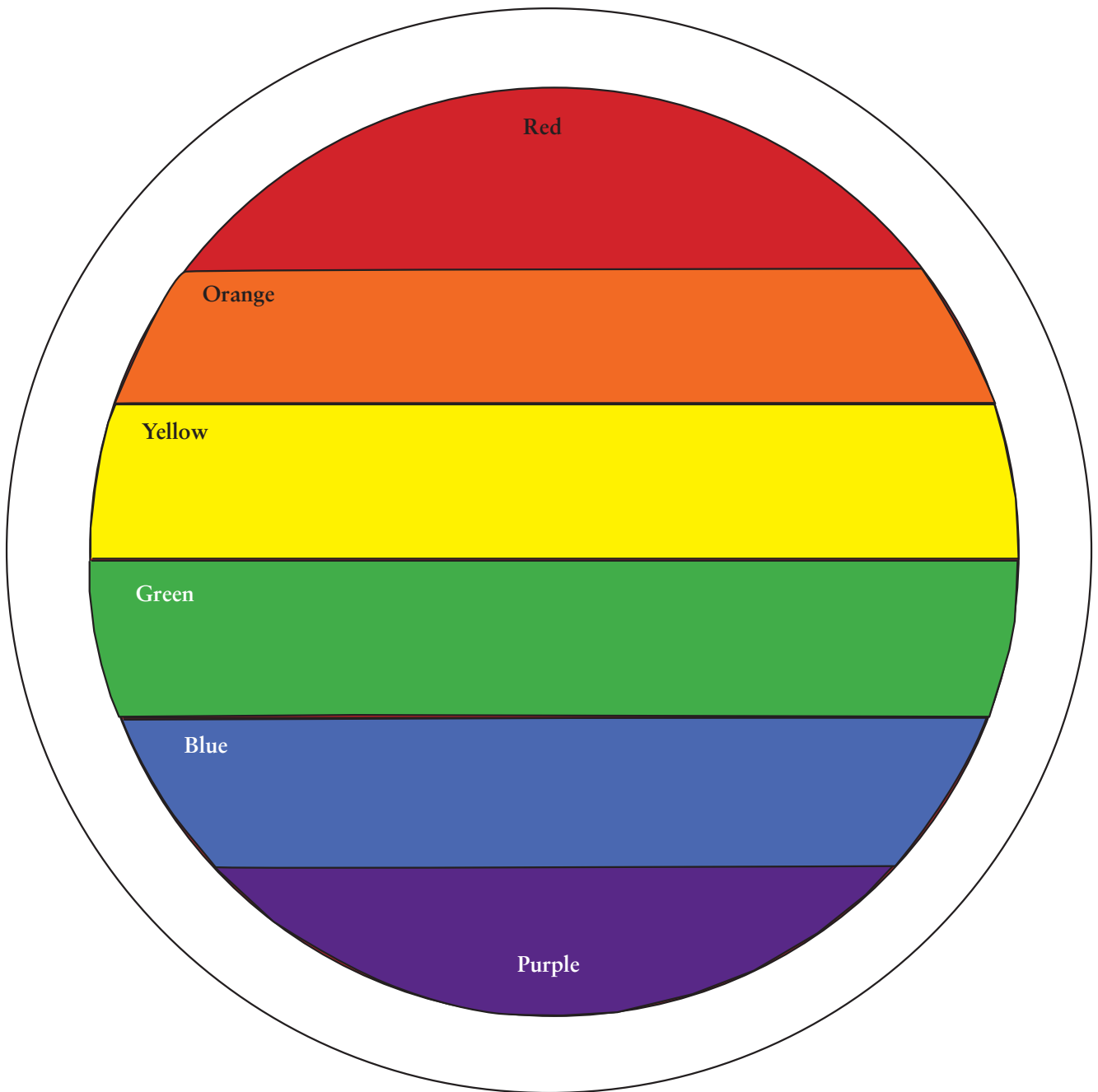
plum



Make your plate a rainbow of colors!

Paste the fruits and vegetables in a rainbow on your plate.

Remember to eat all different colors of fruits and vegetables.



PARENT PAGES

Flavorful Fruit



Tips to Enjoy More Fruit

1. Offer colorful fruit at meals and snacks.
2. Take it with you. Put apples, oranges or bananas in a bag for quick snacks.
3. Cook together. Teach your child to peel, mash and slice bananas.
4. Peel an orange, pull it apart, and dip slices in low-fat vanilla yogurt.
5. Visit an apple farm and pick some apples to bring home and enjoy.
6. Buy fruit that is in season. Check store specials for best in-season buys.

Today at child care your child learned why it is important to eat colorful fruits each day. Fruit provides vitamins and fiber and is low in fat and salt. Fresh fruits are tasty fast foods. Choose fresh, frozen or canned fruit to get the best deal for your money. They learn from watching you. Eat fruit and your children will too. Try to make half your plate fruits and vegetables.

Homemade Applesauce

Yield: 4 cups

Serves: 8 adults

Ingredients

5 medium apples (one and a half pounds)
1/2 teaspoon cinnamon
1/2 cup water
brown sugar (optional).



Steps

1. **Wash the apples.**
2. *Peel, core, and quarter the apples.
3. **Cut the apples into small sections (children may do this using a butter knife).**
4. **In a medium pot, combine the apples, cinnamon and water.**
5. Cover pot, and cook apples over medium heat until they come to a boil. Then simmer over low heat until the apples test tender when you stick them with a fork, about 20-30 minutes. Stir the apples a few times; adding more water if they cook dry.
6. Beat the tender cooked apples smooth with a spoon.
7. Serve applesauce warm or cold with a sprinkle of brown sugar if desired.
8. **Enjoy!**

Have your child help you do the bold steps.

*If you have a food mill, cook the apples without peeling them until tender and put them through the food mill.

I Enjoyed Fruit This Week!



Colorful Fruits are Good for Me!



	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1							
2							
3							
4							
5							

Directions: Help your child put a sticker (or draw a smiley face 😊) in a box each time a fruit is eaten. Remind your child that it is good to eat different colored fruits 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

Frutas sabrosas



Consejos para disfrutar más las frutas

1. Ofrezcale frutas de diferentes colores durante las comidas principales y los refrigerios.
2. Lleve siempre frutas con usted. Coloque manzanas, naranjas o bananas en una bolsa para comer como refrigerio.
3. Cocinen juntos. Enséñele a su hijo a pelar bananas, a majarlas y a cortarlas en rodajas.
4. Pele una naranja, sepárela en gajos y sumérjalos en yogur de vainilla de bajo contenido graso.
5. Visite algún huerto y recoja un par de manzanas para comer y disfrutar en casa.
6. Compre fruta 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 frutas de distintos colores. Las frutas proporcionan vitaminas y fibras y tienen bajo contenido de grasa y sal. Las frutas frescas son ricas comidas rápidas. Escoja frutas frescas, congeladas o en lata para aprovechar al máximo su dinero. Ellos aprenden observándola a usted. Si come frutas, sus niños también lo harán. Intente completar la mitad de sus platos de comidas con frutas y verduras.

Puré de manzanas casero

Rendimiento: 4 tazas

Porciones: 8

Ingredientes

5 manzanas medianas (dos libras y media)
1/2 cucharadita de canela
1/2 taza de agua
azúcar moreno (opcional).



Pasos

1. **Lave las manzanas.**
2. *Pele, quite el corazón y parta en cuartos las manzanas.
3. **Corte las manzanas en pequeños trozos (los niños pueden hacerlo con un cuchillo de untar mantequilla).**
4. **En una olla mediana, mezcle las manzanas, la canela y el agua.**
5. Tape la olla y cocine las manzanas a fuego medio hasta que rompa el hervor. A continuación, hierva a fuego lento hasta que las manzanas estén tiernas al pincharlas con un tenedor, entre 20 y 30 minutos. Revuelva las manzanas varias veces; añadiendo más agua si se secan.
6. Machaque con una cuchara las manzanas cocidas tiernas hasta hacer un puré.
7. Sirva el puré de manzanas frío o caliente con un poquito de azúcar por encima si se desea.
8. **¡Buen provecho!**

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

*Si tiene un procesador de alimentos, cocine las manzanas sin pelarlas hasta que estén tiernas y páselas por el procesador.

¡Disfruté de las frutas esta semana!

¡Las frutas coloridas me hacen bien!



	Lun.	Mar.	Miér.	Jue.	Vie.	Sáb.	Dom.
1							
2							
3							
4							
5							

Instrucciones: Ayude a su hijo a poner una pegatina (o a que dibuje una carita sonriente 😊) en las casillas cada vez que consuma una fruta. Recuerde a su hijo que es bueno comer frutas de distintos colores todos los días.

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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Learning Module Five:

Fruits

Objectives of Module Five Lessons:

Children will be able to:

1. Name at least five examples of fruits.
2. Explain at least two health benefits of fruits.
3. List at least three examples of fruits they have tried during the past month.

Lesson 3: Fruits- Science & Math Application

Children will:

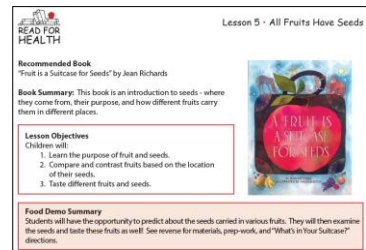
1. Describe the purpose of fruit and seeds.
2. Compare and contrast fruits based on the location of their seeds.
3. Taste different fruits and seeds.

Teacher:

1. Follow “Lesson 5: All Fruits Have Seeds” from the University of MD Extension *Read for Health* Curriculum.
 - Refer to pages 39-40 for a discussion guide for the book, as well as instructions for a food demonstration and tasting activity.
 - Read the book, *A Fruit is a Suitcase for Seeds*, by Jean Richards.
 - Review the main idea that plants grow from seeds. Explain that seeds contain energy and nutrients to grow into plants.
2. **Optional:** “Dividing and Sharing” from NFSMI Learning Connection: Care Connection.
 - After reading the book *Apple Fractions* by Donna Townsend, teacher will show students fractions using a piece of fruit such as an apple or orange.

**Preparation 3 - 7 days
Before Teaching:**

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed. This lesson has a tasting activity!
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 5 - All Fruits Have Seeds

Recommended Book
"Fruit is a Suitcase for Seeds" by Jean Richards

Book Summary: This book is an introduction to seeds - where they come from, their purpose, and how different fruits carry them in different places.

Lesson Objectives
Children will:

1. Learn the purpose of fruit and seeds.
2. Compare and contrast fruits based on the location of their seeds.
3. Taste different fruits and seeds.

Food Demo Summary
Students will have the opportunity to predict about the seeds carried in various fruits. They will then examine the seeds and taste these fruits as well. See reverse for materials, prep-work, and "What's in Your Suitcase?" directions.



Learning Connection: Dividing and Sharing

Lesson Objectives
Children will:

1. Learn the purpose of fruit and seeds.
2. Compare and contrast fruits based on the location of their seeds.
3. Taste different fruits and seeds.

Parent Handout:

1. All Fruits Have Seeds Parent/Caregiver handout from University of MD Extension *Read for Health* Curriculum.



READ FOR HEALTH

A Fruit is a Suitcase for Seeds
This book is an introduction to seeds - where they come from, their purpose, and how different fruits carry them in different places.

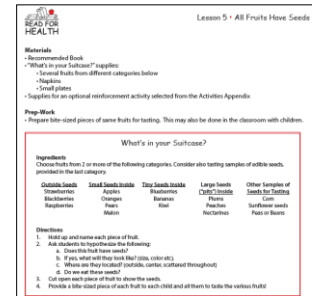
What's so Great About Seeds?
Seeds are amazing. They contain proteins, fiber, and healthy fats.

How Fun With Seeds at Home!
Seeds are so fun to play with. You can use them to make art, or you can use them to make a garden.

Take Action!
Share this book with your family and friends. They will love it too!

Supplies Needed:

1. *A Fruit is a Suitcase for Seeds*, by Jean Richards.
2. Supplies for the “What’s in your Suitcase?” food demonstration and activity on pages 39- 40 which include
 - a. several fruits from the different categories on pg. 40
 - b. small plates
 - c. napkins
3. Copies of the parent handout to send home with each family.



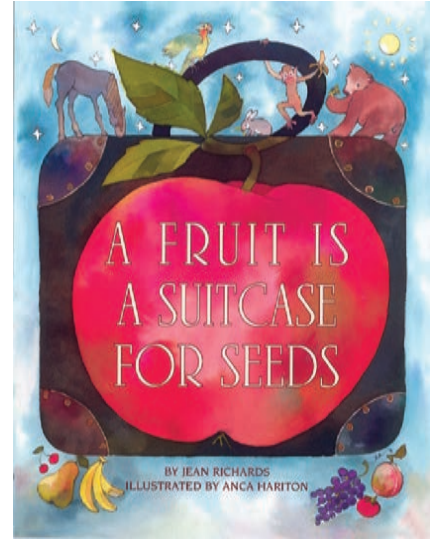
Resources:

1. UME-FSNE. Read for Health: Lesson 5: All Fruits Have Seeds.
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2. Richards, Jean. *A Fruit is a Suitcase for Seeds*. Millbrook Press. Lerner Publishing Group. 2002. ISBN 987-0-7613-1622-0.
3. NFSMI. Care Connection. Learning Connection: Dividing and Sharing.
<http://www.nfsmi.org/documentlibraryfiles/PDF/20100923024304.pdf>

Recommended Book

“Fruit is a Suitcase for Seeds” by Jean Richards

Book Summary: This book is an introduction to seeds - where they come from, their purpose, and how different fruits carry them in different places.



Lesson Objectives

Children will:

1. Learn the purpose of fruit and seeds.
2. Compare and contrast fruits based on the location of their seeds.
3. Taste different fruits and seeds.

Food Demo Summary

Students will have the opportunity to predict about the seeds carried in various fruits. They will then examine the seeds and taste these fruits as well! See reverse for materials, prep-work, and “What’s in Your Suitcase?” directions.

Lesson Format

1. Explain that plants grow from seeds.
2. Read book aloud to children.
3. Review the main idea that plants grow from seeds. Explain that seeds contain energy and nutrients to grow into plants.
4. Use the following questions to guide a discussion:
 - a. Where do seeds come from?
 - b. Why is fruit like a suitcase? Discuss the need for seeds to travel to be planted.
 - c. What are some examples of fruits with small seeds on the inside? (ie. bananas, apples)
 - d. What are some examples of fruits with one big seed on the inside? (ie. cherries, peaches)
 - e. What are some examples of fruits with edible seeds on the outside? (ie. strawberries, raspberries, blackberries)
 - f. What are some other examples of seeds that we eat? (ie. corn, peas, beans, nuts)
5. Lead “What’s in your Suitcase?” food demonstration and activity. Have students predict the contents of each fruit. Use the following questions to guide a discussion:
 - a. Does this fruit have seeds?
 - b. If yes, what will they look like? (size, color etc)
 - c. Where are they? (outside, center, scattered throughout)
 - d. Do we eat these seeds?
6. Consider making this into a counting or charting activity. Ask students to predict which piece of fruit will have the most seeds. Create a table on the board and ask each student to place an “x” under the various predictions. Then count the seeds.
7. Reveal the contents of each fruit. Discuss the results of each hypothesis. Compare the seeds.
8. Have children taste a bite-sized piece of each fruit.

Materials

- Recommended Book
- “What’s in your Suitcase?” supplies:
 - Several fruits from different categories below
 - Napkins
 - Small plates
- Supplies for an optional reinforcement activity selected from the Activities Appendix

Prep-Work

- Prepare bite-sized pieces of same fruits for tasting. This may also be done in the classroom with children.

What’s in your Suitcase?

Ingredients

Choose fruits from 2 or more of the following categories. Consider also tasting samples of edible seeds, provided in the last category.

Outside Seeds

Strawberries
Blackberries
Raspberries

Small Seeds Inside

Apples
Oranges
Pears
Melon

Tiny Seeds Inside

Blueberries
Bananas
Kiwi

Large Seeds (“pits”) Inside

Plums
Peaches
Nectarines

Other Samples of Seeds for Tasting

Corn
Sunflower seeds
Peas or Beans

Directions

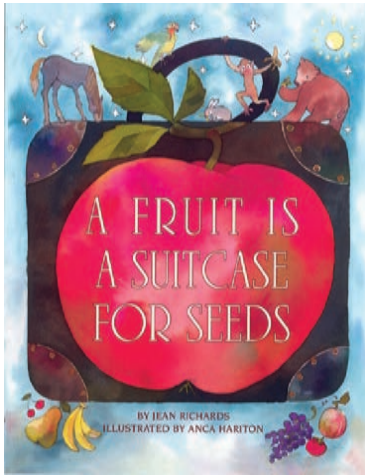
1. Hold up and name each piece of fruit.
2. Ask students to hypothesize the following:
 - a. Does this fruit have seeds?
 - b. If yes, what will they look like? (size, color etc).
 - c. Where are they located? (outside, center, scattered throughout)
 - d. Do we eat these seeds?
3. Cut open each piece of fruit to show the seeds.
4. Provide a bite-sized piece of each fruit to each child and all them to taste the various fruits!

Estimated Time:

- * Completing pre-work: 45 minutes
- * Completing lesson: 60 minutes
- * Completing reinforcement activity: 30 minutes



READ FOR HEALTH



A Fruit is a Suitcase for Seeds

We learned that plants grow from seeds to provide healthy foods. In class, we were able to examine and open various fruits to see what their seeds look like inside. We also learned that some seeds are good to eat!

Have Fun With Seeds at Home!

Use the seeds from a pumpkin, winter squash or sunflower to create a fun and healthy snack for the family to enjoy. Follow these simple steps:

- Rinse and separate seeds
- Spread seeds on a shallow cooking sheet or baking pan
- Let seeds dry until hard
- Preheat oven to 325 degrees
- Coat dry seeds lightly with olive oil or cooking spray
- Bake at 325 degrees for 25 minutes until toasted
- Sprinkle lightly with salt and serve!

What's so Great About Seeds?

Seeds are nutritious. They contain protein, iron, fiber, and healthy fats.

People often snack on sunflower and pumpkin seeds. We also eat seeds found in fruits and vegetables such as tomatoes, cucumbers and strawberries.

Look at the fruits you have at home with your child. Discuss where the seeds are found in those fruits.

Did you know that all of the following are considered "seeds" as well? Beans? Peas? Nuts?

Give your family a boost of energy and nutrients! Try adding these foods as part of your meal or as a healthy snack:

- Seeds can top a salad
- Beans and peas can be added to soups, rice or casseroles
- Try seeds plain or with dried fruit for a tasty snack

Take Action!

Where do Your Fruits and Veggies Come From?

Farmers' markets and grocery stores are great places to shop for fruits and veggies. You can also grow them yourself!

At Home

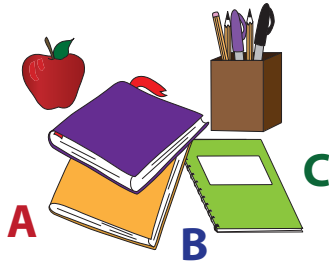
You can use your EBT card to buy fruit and vegetable seeds. Spend time with your child growing your own fruits or vegetables. Seeds can grow in-ground or in containers.

At School

Developing a school garden is a great teaching tool. Children work outdoors, learn how to grow fruits and vegetables, and have a safe place for physical activity.

Ask your child's school principal if they have a school garden and how you and your child can get involved!



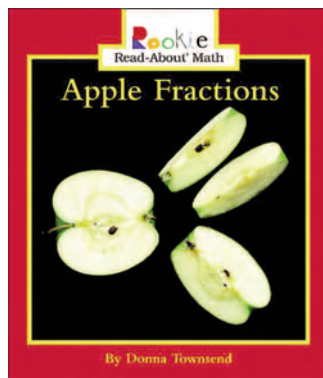


LEARNING CONNECTION

Dividing and Sharing

Lesson Overview

Children will be exposed to the concepts of division, fractions, and counting through food activities such as portioning and sharing. After reading the picture book, *Apple Fractions*, the leader will demonstrate fractions using sandwiches and an orange.



Materials Needed

To teach the lesson:

- Book: Townsend, D. (2005). *Apple fractions (Rookie Read-About Math)*. Children's Press.
- Three sandwiches made on whole-grain bread; soft sandwich fillings, such as tuna salad, egg salad, or peanut butter work best in this lesson.
- Oranges

Key Concepts

- Division, fractions, and counting can be experienced through portioning of various healthy foods.
- When children share resources equally, they are experiencing math concepts such as division, counting, and multiplication.
- Allowing children to solve problems during daily activities allows them to naturally develop math skills.

Lesson Background

Experiential learning is much more meaningful to young children than rote memory activities. For instance, preschoolers can experience the concepts of counting, division, fractions, and multiplication through food portioning and sharing.

Children often think of division in terms of “fair share.” Expand on this concept during daily activities. For example, if the children each want two graham crackers and there are five children, ask how many total crackers will be needed?

Examples of other daily events with math possibilities include setting the table, portioning food, counting fruit in the fruit basket or asking the children how many sandwiches you can make from 10 slices of bread.

Teach the Lesson

Read the book *Apple Fractions* to the children.

- Ask what happens when you divide something into 2 or more parts?
- Ask children to count the parts (fractions) of apples on each of the pages.
- Ask the children to think of other foods that are divided into portions (e.g. pizza, casseroles, tomatoes, melons)
- Introduce the food activity. Explain to the children that you will demonstrate fractions and shapes with the sandwiches and fruit that they will eat at snack time.



Food Demonstration Activity

- Clean and sanitize the table where the children will eat snack. Make sure all children wash hands with warm water and soap for at least 20 seconds. Provide each child with an unbreakable plate.
- Use a cutting board and serrated knife to demonstrate portioning of three sandwiches. For the first sandwich, cut it in half and ask the children how many portions there are. Next, cut each half again until there are four rectangle-shaped portions. Ask them to count the portions. Repeat with the other two sandwiches, but cut one in four triangles and the final one in four equal strips. Ask the children if the portions are all the same, even though the sandwiches are differently shaped.

- Pass out sandwich portions to the children for snack. Ask the children to count how many sandwich portions there are altogether and how many children will be eating snack. Encourage them to problem solve how to divide the sandwich portions equally. Depending on how many children are participating in this activity, you may need to make more or fewer sandwiches.
- Next, show the children a whole orange. Explain that an orange is naturally divided into fractions. Ask them to predict how many sections are in the orange. Peel the orange and ask the children to count the sections as you divide it. Again, ask the children to help you divide the sections equally. Provide additional peeled oranges depending on the number of children participating in this activity.

CACFP Food Components

A sandwich made with 2 slices of whole-grain bread and 2 ounces of meat, 2 eggs, or 2 tablespoons of peanut butter will yield 4 reimbursable snack portions for children ages 3–5. Offer 1/2 of a sandwich for children ages 6–12. The sandwich provides grain and meat or meat alternate components.

Going Further

Children:

- Books to Read
 - ◆ Giganti, P., & Crews, D. (1999). *Each orange had 8 slices*. Harper Trophy.
 - ◆ Hulme, J., & Rockwell, L. (2006). *Mary Clare likes to share: A math reader*. Random House Children's Books

Leader:

For more information on teaching about numbers and counting to preschoolers:

- U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Head Start Bureau. (2003). *The Head Start leaders guide to positive child outcomes, domain 3: Mathematics*. Available online at <http://eclkc.ohs.acf.hhs.gov>

Learning Module Five:

Fruits

Objectives of Module Five Lessons:

Children will be able to:

1. Name at least five examples of fruits.
2. Explain at least two health benefits of fruits.
3. List at least three examples of fruits they have tried during the past month.

Lesson 4: Fruits- Tasting Activity

Children will:

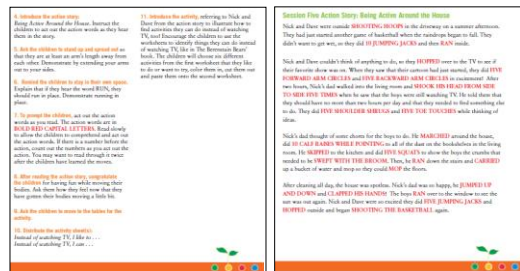
1. Tell something they have learned about fruits.
2. Name at least two they have eaten since Module 5 began.
3. Sample a fruit recipe.

Teacher:

1. Begin the lesson by leading Action Story, “Being Active Around the House” from the *Nemours Healthy Story Time Guide*.
2. Remind the class that the last couple of weeks they have been talking about fruits, Ask class to share something they have learned about fruits. Allow at least three children to share. Help prompt them, if needed.
3. Ask the class to name the fruits they have eaten either in class, at center-based meals, or at home. For older classrooms, teacher may want to write the names of the fruits on the blackboard, whiteboard or a flip chart.
4. Explain to the class that fruits can be eaten by themselves, or made into a recipe. Today, we are going to make a fruit recipe. Let them know that they will be the chefs. There are some rules that they will need to follow:
 - a. Sneeze or cough into your elbow, away from food.
 - b. Never lick utensils and put them into community food.
 - c. If you touch your nose, face or hair, you must wash your hands again.
 - d. Knives are for cutting food only.

Preparation 3 - 7 days Before Teaching:

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed. This lesson has a tasting activity!
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.



4. Introduce the action story:

Being Active Around the House. Instruct the children to act out the action words as they hear them in the story.

5. Ask the children to stand up and spread out so that they are at least an arm's length away from each other. Demonstrate by extending your arms out to your sides.

6. Remind the children to stay in their own space.

Explain that if they hear the word RUN, they should run in place. Demonstrate running in place.

7. To prompt the children, act out the action words as you read. The action words are in **BOLD RED CAPITAL LETTERS**. Read slowly to allow the children to comprehend and act out the action words. If there is a number before the action, count out the numbers as you act out the action. You may want to read through it twice after the children have learned the moves.

8. After reading the action story, congratulate the children for having fun while moving their bodies. Ask them how they feel now that they have gotten their bodies moving a little bit.

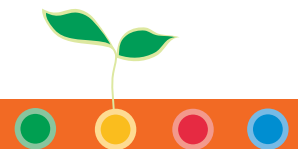
9. Ask the children to move to the tables for the activity.

10. Distribute the activity sheet(s):

Instead of watching TV, I like to . . .

Instead of watching TV, I can . . .

11. Introduce the activity, referring to Nick and Dave from the action story to illustrate how to find activities they can do instead of watching TV, too! Encourage the children to use the worksheets to identify things they can do instead of watching TV, like in *The Berenstain Bears'* book. The children will choose six different activities from the first worksheet that they like to do or want to try, color them in, cut them out and paste them onto the second worksheet.



Session Five Action Story: Being Active Around the House

Nick and Dave were outside **SHOOTING HOOPS** in the driveway on a summer afternoon. They had just started another game of basketball when the raindrops began to fall. They didn't want to get wet, so they did **10 JUMPING JACKS** and then **RAN** inside.

Nick and Dave couldn't think of anything to do, so they **HOPPED** over to the TV to see if their favorite show was on. When they saw that their cartoon had just started, they did **FIVE FORWARD ARM CIRCLES** and **FIVE BACKWARD ARM CIRCLES** in excitement! After two hours, Nick's dad walked into the living room and **SHOOK HIS HEAD FROM SIDE TO SIDE FIVE TIMES** when he saw that the boys were still watching TV. He told them that they should have no more than two hours per day and that they needed to find something else to do. They did **FIVE SHOULDER SHRUGS** and **FIVE TOE TOUCHES** while thinking of ideas.

Nick's dad thought of some chores for the boys to do. He **MARCHED** around the house, did **10 CALF RAISES WHILE POINTING** to all of the dust on the bookshelves in the living room. He **SKIPPED** to the kitchen and did **FIVE SQUATS** to show the boys the crumbs that needed to be **SWEPT WITH THE BROOM**. Then, he **RAN** down the stairs and **CARRIED** up a bucket of water and mop so they could **MOP** the floors.

After cleaning all day, the house was spotless. Nick's dad was so happy, he **JUMPED UP AND DOWN** and **CLAPPED HIS HANDS!** The boys **RAN** over to the window to see the sun was out again. Nick and Dave were so excited they did **FIVE JUMPING JACKS** and **HOPPED** outside and began **SHOOTING THE BASKETBALL** again.



Food Experience*

1. Tell the class to put on their “chef hats” because they are going to be “chefs” who make fruit kabobs (page 49).
2. Have the children wash their hands with soap and water. Remind them that they should always wash their hands before eating or cooking. Review cooking rules using the *Cooking Rules Poster*.
3. Demonstrate how to cut soft fruit (if applicable) and make a kabob by putting fruit onto a coffee stirrer.
4. Pass out plates, napkins, coffee stirrers, plastic knives, and pass around the serving bowls of pre-cut fruit. Ask each child to take 2 pieces of every type of fruit and place them on his or her plate.
5. Encourage the children to create their own kabobs. Have the class count how many pieces of fruit are on their kabobs.
6. Taste the fruit kabobs together as a class. Discuss how the fruits taste.

Other Flavorful Fruit Recipes:
Apple Cinnamon Wrap and Roll (page 143)
Banana Oatmeal Muffins (page 149)
Smoothies (page 77)

Closing

- Summarize key points using the *Points to Cover Cards*.
- Check children’s understanding of objectives. Ask the class:
 - to name three colorful fruits.
 - why eating fruit every day is important (*fruit provides “pep” and energy for work and play and helps you grow a healthy body*).
 - Ask the children which fruit they would like to eat at home.
- Have children take home Flavorful Fruit Parent Pages (pages 45-46) and Fruit Kabob Recipe (page 49).

Resources

- *Growing Colors* by Bruce McMillan (HarperCollins Publishers, 1994)
- Produce for Better Health Fruits and Veggies More Matters fruitsandveggiesmorematters.org
- United States Department of Agriculture Choose My Plate choosemyplate.gov
- Eat Well Play Hard in Child Care Settings Curriculum
Child and Adult Care Food Program, New York State Health Department
www.health.ny.gov/prevention/nutrition/cacfp/ewphccs_curriculum/index.htm



Fruit Kabob

Yield: 8 kabobs

Serves: 8 children

Ingredients:

1 bunch of grapes

1 package of blueberries

3 bananas

Steps:

1. **Wash all fruit. Place blueberries in a bowl.**
2. Cut each banana into 3 or 4 pieces leaving the peel on. **Peel and cut banana using a plastic knife and place into a bowl.**
3. **Cut grapes into two pieces using a plastic knife and place into a bowl.**
4. **Place fruits onto plastic or wooden coffee stirrers.**
5. **Enjoy!**

Note: You can use other fruits instead. If you choose harder vegetables, please cook them so they will be soft enough to put onto the coffee stirrer. If you purchase canned fruit, make sure to buy the fruit canned in natural 100% juice.

Have your child help you do the **bold steps**.

Recipe adapted from the NYSDOH CACFP EWP/HCCS Curriculum



Pincho de frutas

Rinde: 8 pinchos

Para: 8 niños

Ingredientes:

1 racimo de uvas

1 paquete de arándanos azules (blueberries)

3 bananas

Pasos:

1. **Lava todas las frutas. Pon los arándanos en un tazón.**
2. **Corta cada banana en 3 ó 4 trozos sin quitarles la cáscara. Pela y corta las bananas con un cuchillo de plástico y colócalas en un tazón.**
3. **Corta las uvas en dos con un cuchillo de plástico y colócalas en un tazón.**
4. **Atraviesa las frutas en palillos largos de plástico o madera.**
5. **¡Disfrútalos!**

Nota: Puedes usar otras frutas. Si compras fruta enlatada, asegúrate de comprar fruta enlatada en jugo 100% natural.

Pídele a tu hijo que te ayude a realizar los pasos que están en **letra negrita**.

Smoothies

Yield: 24 ounces

Serves: 4 adults

Ingredients

- 1 small ripe banana
- 1 cup frozen fruit (blueberries, strawberries, etc.)
- 1 8-ounce carton low-fat yogurt (vanilla or fruited)
- 3/4 cup low-fat (1% or less) milk.

Steps

1. **Peel banana. Using cutting boards and butter knife, cut banana into 1-inch chunks. Place the banana chunks into the blender.**
2. Measure the frozen fruit and milk needed.
3. **Put the measured fruit, yogurt and milk into the blender with the bananas.**
4. Cover the blender, and blend on high speed for about 1 minute or until the mixture is smooth.
5. Pour smoothie into cups, and enjoy!

Have your child help you do the bold steps.

Batido de frutas

Rendimiento: 24 onzas

Porciones: 4

Ingredientes

- 1 banana pequeña madura
- 1 taza de frutas congeladas (arándanos, fresas, etc.)
- 1 tarro de 8 onzas de yogur de bajo contenido graso (de vainilla o con frutas)
- 3/4 taza de leche de bajo contenido graso (1% o menos).

Pasos

1. ***Pele la banana. Con un cuchillo de mesa corte la banana en pedazos de 1 pulgada. Eche los pedazos de banana en la licuadora.***
2. Mida las frutas congeladas y la leche que necesita.
3. ***Eche las frutas, el yogur y la leche en la licuadora, junto con la banana.***
4. Tape la licuadora y licue en alta velocidad por 1 minuto o hasta que la mezcla esté suave.
5. Vierta la mezcla en copas y ¡buen provecho!

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

Apple Cinnamon Wrap and Roll

Yield: 4 6-inch wraps

Serves: 8 adults

Ingredients

- 3 tablespoons sugar
- 1 teaspoon cinnamon
- 3 teaspoons vegetable oil
- 2 medium chopped apples (2 cups)
- 1/3 cup low-fat vanilla yogurt
- 4 6-inch flour tortillas.

Steps

1. **Mix sugar and cinnamon in small bowl.**
2. Pour 1 teaspoon vegetable oil in small saucer.
3. **Wash** and chop apples. Place in medium bowl.
4. Add yogurt to apples. **Stir to combine.**
5. **Lay tortilla flat on plate.** Use fingers to lightly coat top side with oil. Sprinkle with a spoonful of cinnamon sugar.
6. Flip tortilla so un-oiled side is up. Fill half of tortilla with 1/4 of apple mixture.
7. **Fold other half of tortilla over mixture.**
8. Heat 2 teaspoons of vegetable oil in skillet on medium.
9. Place folded tortilla in pan and cook about 1 minute or until lightly browned.
10. Flip and cook second side in the same manner.
11. Remove from pan and cut in half.
12. Repeat with remaining tortillas.
13. **Enjoy.**

Have your child help you do the bold steps.

Adapted from Get Fresh At Your Farmers Market produced by Cornell Cooperative Extension and Division of Nutritional Sciences, NYS Colleges of Human Ecology and Agriculture and Life Sciences, Cornell University; NYS Department of Agriculture and Markets; and NYS Department of Health. Funded by the Food and Nutrition Service, U.S. Department of Agriculture, Grant Number 59-3798-8-501. Reprinted with permission.

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Arrollado de manzana y canela

Rendimiento: 4 arrollados de 6 pulgadas

Porciones: 8

Ingredientes

3 cucharadas de azúcar
1 cucharadita de canela
3 cucharaditas de aceite vegetal

2 manzanas medianas picadas (2 tazas)
1/3 de taza de yogur de vainilla de bajo contenido
graso
4 tortillas de 6 pulgadas

Pasos

1. **Mezcle el azúcar y la canela en un bol pequeño.**
2. Coloque 1 cucharadita de aceite vegetal en un platillo.
3. **Lave y pique** las manzanas. Colóquelas en un bol mediano.
4. Agregue el yogur a las manzanas. **Revuelva para mezclar bien.**
5. **Coloque la tortilla plana en un plato.** Use los dedos para cubrir ligeramente el extremo superior con aceite. Rocíe con una cucharada de azúcar con canela.
6. Dé vuelta la tortilla para que el lado sin aceite quede boca arriba. Llene la mitad de la tortilla con 1/4 de la mezcla de manzanas.
7. **Doble la otra mitad de la tortilla sobre la mezcla.**
8. Caliente 2 cucharaditas de aceite vegetal en una sartén a fuego medio.
9. Coloque la tortilla doblada en una fuente y cocine alrededor de 1 minuto, o hasta que esté ligeramente dorada.
10. Déla vuelta y cocine el otro lado del mismo modo.
11. Retire de la sartén y córtela a la mitad.
12. Repita este procedimiento con el resto de las tortillas.
13. **¡Buen provecho!**

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

Adaptado de [Get Fresh At Your Farmers Market](#) producido por Cornell Cooperative Extension y la División de Ciencias de la Nutrición, Facultades de Ecología Humana y Agricultura y Ciencias Biológicas de NYS, Cornell University, Departamento de Agricultura y Mercados del estado de Nueva York, y Departamento de Salud del estado de Nueva York. Financiado por el Servicio de Alimentos y Nutrición, Departamento de Agricultura de los EE. UU., Subsidio Número 59-3798-8-501. Reimpreso con autorización.

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Banana Oatmeal Muffins

Yield: 10 muffins

Serves: 10 adults

Ingredients

- 2-3 mashed ripe bananas (1 cup)
 - 2 tablespoons vegetable oil
 - 1 large egg
 - 1/4 cup low-fat milk
 - 1 teaspoon vanilla extract
 - 3/4 cup flour
 - 3/4 cup quick-cooking oatmeal
 - 1/4 cup sugar
 - 1 tablespoon baking powder
 - 1 teaspoon cinnamon
 - 1/4 teaspoon salt
- vegetable cooking spray.

Steps

1. Preheat oven to 350 degrees.
2. Spray 10 muffin cups with cooking spray.
3. **Peel bananas and place them in a medium-size bowl.**
4. **Mash bananas with a fork.**
5. Add vegetable oil, egg, low-fat milk and vanilla to the mashed banana and mix well.
6. **Add flour, oats, sugar, baking powder, cinnamon and salt to the banana mixture.**
7. Mix quickly and lightly. Do not beat. The batter will be lumpy.
8. Spoon about 1/4 cup of batter into each muffin cup.
9. Bake for 12 to 15 minutes. Insert a wooden pick in the center of a muffin. If it comes out dry, the muffin is done.
10. Run a butter knife around the outside edge of each muffin to loosen, and lift out.
11. **Enjoy.**

Have your child help you do the bold steps.

Panecillos de avena y banana

Rendimiento: 10 panecillos

Porciones: 10

Ingredientes

- 2-3 bananas maduras pisadas (1 taza)
- 2 cucharadas de aceite vegetal
- 1 huevo grande
- 1/4 taza de leche de bajo contenido graso
- 1 cucharadita de extracto de vainilla
- 3/4 taza de harina
- 3/4 taza de avena de cocción rápida
- 1/4 taza de azúcar
- 1 cucharada de polvo para hornear
- 1 cucharadita de canela
- 1/4 cucharadita de sal
- aceite vegetal en aerosol.

Pasos

1. Precaliente el horno a 350° F.
2. Rocíe 10 moldes para panecillos con aceite en aerosol.
3. **Pele las bananas y colóquelas en un bol mediano.**
4. **Pise las bananas con un tenedor.**
5. Añada el aceite vegetal, el huevo, la leche de bajo contenido graso y la vainilla a la banana pisada, y mezcle bien.
6. **Agregue la harina, la avena, el azúcar, el polvo para hornear, la canela y la sal a la mezcla de bananas.**
7. Mezcle rápida y ligeramente. No bata. Si bate, se formarán grumos.
8. Coloque alrededor de 1/4 taza de la mezcla en cada molde para panecillo con una cuchara.
9. Hornee de 12 a 15 minutos. Inserte un mondadientes en el centro del panecillo. Si al retirarlo está seco, el panecillo está listo.
10. Use un cuchillo de untar mantequilla para separar el borde externo de cada panecillo y retire el panecillo levantándolo.
11. **¡Buen provecho!**

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