I. Why Starting in Preschool is Important
Why is it important to eat vegetables?

Eating vegetables provides health benefits — people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Vegetables provide nutrients vital for health and maintenance of your body.

Health benefits

- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for stroke and perhaps other cardiovascular diseases.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for type 2 diabetes.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may protect against certain cancers, such as mouth, stomach, and colon-rectum cancer.
- Diets rich in foods containing fiber, such as fruits and vegetables, may reduce the risk of coronary heart disease.
- Eating fruits and vegetables rich in potassium as part of an overall healthy diet may reduce the risk of developing kidney stones and may help to decrease bone loss.
- Eating foods such as vegetables that are low in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
- Click here for more information about preventing cardiovascular disease, high blood pressure, diabetes, and cancer.

Nutrients

Food sources of the nutrients in bold can be found in the Dietary Guidelines for Americans. Click on the nutrient name to link to the food sources table.

- Most vegetables are naturally low in fat and calories. None have cholesterol. (Sauces or seasonings may add fat, calories, or cholesterol.)
- Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate (folic acid), vitamin A, vitamin E, and vitamin C.
- Diets rich in potassium may help to maintain healthy blood pressure. Vegetable sources of potassium include sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, winter squash, spinach, lentils, kidney beans, and split peas.
- Dietary fiber from vegetables, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as vegetables help provide a feeling of fullness with fewer calories.
• Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant and those in the first trimester of pregnancy should consume adequate folate, including folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

• Vitamin A keeps eyes and skin healthy and helps to protect against infections.

• Vitamin E helps protect vitamin A and essential fatty acids from cell oxidation.

• Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C aids in iron absorption.

Offering expert cooking advice, nutrition information, and shopping tips, the Fruits & Veggies—More Matters campaign demonstrates that eating MORE fruits and vegetables does matter to all of us. The Fruits & Veggies—More Matters campaign replaces the 5 A Day for Better Health Program.

http://www.fruitsandveggiesmatter.gov/

This page was last updated on February 09, 2011 12:54 PM

http://www.mypyramid.gov/pyramid/vegetables_why_print.html
Food Groups

Why is it important to eat fruit?
Eating fruit provides health benefits — people who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health and maintenance of your body.

Health benefits

- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for stroke and perhaps other cardiovascular diseases.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for type 2 diabetes.
- Eating a diet rich in fruits and vegetables as part of an overall healthy diet may protect against certain cancers, such as mouth, stomach, and colon-rectum cancer.
- Diets rich in foods containing fiber, such as fruits and vegetables, may reduce the risk of coronary heart disease.
- Eating fruits and vegetables rich in potassium as part of an overall healthy diet may reduce the risk of developing kidney stones and may help to decrease bone loss.
- Eating foods such as fruits that are low in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
- Click here for more information about preventing cardiovascular disease, high blood pressure, diabetes, and cancer.

Nutrients
Food sources of the nutrients in bold can be found in the Dietary Guidelines for Americans. Click on the nutrient name to link to the food sources table.

- Most fruits are naturally low in fat, sodium, and calories. None have cholesterol.
- Fruits are important sources of many nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid).
- Diets rich in potassium may help to maintain healthy blood pressure. Fruit sources of potassium include bananas, prunes and prune juice, dried peaches and apricots, cantaloupe, honeydew melon, and orange juice.
- Dietary fiber from fruits, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis. Fiber-containing foods such as fruits help provide a feeling of fullness with fewer calories. Whole or cut-up fruits are sources of dietary fiber; fruit juices contain little or no fiber.
- Vitamin C is important for growth and repair of all body tissues, helps heal cuts and wounds, and keeps teeth and gums healthy.
- Folate (folic acid) helps the body form red blood cells. Women of childbearing age who may become pregnant and those in the first trimester of pregnancy should consume adequate folate, including

http://www.mypyramid.gov/pyramid/fruits_why_print.html
folic acid from fortified foods or supplements. This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

Offering expert cooking advice, nutrition information, and shopping tips, the Fruits & Veggies—More Matters campaign demonstrates that eating MORE fruits and vegetables does matter to all of us. The Fruits & Veggies—More Matters campaign replaces the 5 A Day for Better Health Program.
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This page was last updated on February 09, 2011 12:55 PM
Food Groups

What foods are in the fruit group?

Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some commonly eaten fruits are:

- Apples
- Apricots
- Avocado
- Bananas
- Berries:
  - strawberries
  - blueberries
  - raspberries
- Cherries
- Grapefruit
- Grapes
- Kiwi fruit
- Lemons
- Limes
- Mangoes
- Melons:
  - cantaloupe
  - honeydew
  - watermelon

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http://www.mypyramid.gov/pyramid/fruits_print.html
Food Groups

What foods are included in the dairy group?

All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.

Some commonly eaten choices in the milk, yogurt, and cheese group are:

**Milk**
- All fluid milk:
  - fat-free (skim)
  - low fat (1%)
  - reduced fat (2%)
- whole milk
- flavored milks:
  - chocolate
  - strawberry
- lactose reduced milks
- lactose free milks

**Milk-based desserts**
- Puddings made with milk
- ice milk
- frozen yogurt
- ice cream

**Cheese**
- Hard natural cheeses:
  - cheddar
  - mozzarella
  - Swiss
  - parmesan
- soft cheeses
  - ricotta
  - cottage cheese
- processed cheeses
  - American

**Yogurt**
- All yogurt
  - Fat-free
  - low fat
  - reduced fat
  - whole milk yogurt

*Selection Tips*

Choose fat-free or low-fat milk, yogurt, and cheese. If you choose milk or yogurt that is not fat-free, or cheese that is not low-fat, the fat in the product counts as part of the empty calorie allowance.

If sweetened milk products are chosen (flavored milk, yogurt, drinkable yogurt, desserts), the added sugars also count as part of the empty calorie allowance.

For those who are lactose intolerant, lactose-free and lower-lactose products are available. These include hard cheeses and yogurt. Also, enzyme preparations can be added to milk to lower the lactose content. Calcium-fortified foods and beverages such as soy beverages or orange juice may provide calcium, but may not provide the other nutrients found in milk and milk products.

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Health benefits and nutrients

Consuming milk and milk products provides health benefits—people who have a diet rich in milk and milk products may reduce the risk of low bone mass throughout the life cycle. Foods in the dairy group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D, and protein.

Health benefits

- Diets rich in milk and milk products help build and maintain bone mass throughout the lifecycle. This may reduce the risk of osteoporosis.
- The intake of milk products is especially important to bone health during childhood and adolescence, when bone mass is being built.
- Diets that include milk products tend to have a higher overall nutritional quality.

Nutrients

Food sources of the nutrients in bold can be found in the Dietary Guidelines. Click on the nutrient name to link to the food sources table.

- **Calcium** is used for building bones and teeth and in maintaining bone mass. Milk products are the primary source of calcium in American diets. Diets that provide 3 cups or the equivalent of milk products per day can improve bone mass.
- Diets rich in **potassium** may help to maintain healthy blood pressure. Milk products, especially yogurt and fluid milk, provide potassium.
- **Vitamin D** functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones. Milk that is fortified with vitamin D is a good source of this nutrient. Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
- Milk products that are consumed in their low-fat or fat-free forms provide little or no solid fat.

**Why is it important to make fat-free or low-fat choices from the dairy group?** Choosing foods from the dairy group that are high in saturated fats and cholesterol can have health implications. Diets high in saturated fats raise “bad” cholesterol levels in the blood. The “bad” cholesterol is called LDL (low-density lipoprotein) cholesterol. High LDL cholesterol, in turn, increases the risk for coronary heart disease. Many cheeses, whole milk, and products made from them are high in saturated fat. To help keep blood cholesterol levels healthy, limit the amount of these foods you eat. In addition, a high intake of fats makes it difficult to avoid consuming more calories than are needed.
What are “oils”?  
Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some common oils are:

- canola oil
- corn oil
- cottonseed oil
- olive oil
- safflower oil
- soybean oil
- sunflower oil

Some oils are used mainly as flavorings, such as walnut oil and sesame oil. A number of foods are naturally high in oils, like:

- nuts
- olives
- some fish
- avocados

Foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine with no trans fats. Check the Nutrition Facts label to find margarines with 0 grams of trans fat. Amounts of trans fat will be required on labels as of 2006. Many products already provide this information.

Most oils are high in monounsaturated or polyunsaturated fats, and low in saturated fats. Oils from plant sources (vegetable and nut oils) do not contain any cholesterol. In fact, no foods from plants sources contain cholesterol.

A few plant oils, however, including coconut oil and palm kernel oil, are high in saturated fats and for nutritional purposes should be considered to be solid fats.

Solid fats are fats that are solid at room temperature, like butter and shortening. Solid fats come from many animal foods and can be made from vegetable oils through a process called hydrogenation. Some common solid fats are:

- butter
- beef fat (tallow, suet)
- chicken fat
- pork fat (lard)
- stick margarine
- shortening

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Discretionary Calories

What are "solid fats"?

Solid fats are fats that are solid at room temperature, like butter and shortening. Solid fats come from many animal foods and can be made from vegetable oils through a process called hydrogenation. Some common solid fats are:

- butter
- beef fat (tallow, suet)
- chicken fat
- pork fat (lard)
- stick margarine
- shortening

Foods high in solid fats include:

- many cheeses
- creams
- ice creams
- well-marbled cuts of meats
- regular ground beef
- bacon
- sausages
- poultry skin
- many baked goods (such as cookies, crackers, donuts, pastries, and croissants)

In some cases, the fat in these foods is invisible. Regular cheese and whole milk are high in solid fat, even though it is not visible.

Most solid fats are high in saturated fats and/or trans fats and have less monounsaturated or polyunsaturated fats. Animal products containing solid fats also contain cholesterol.

In contrast to solid fats, oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish. Some common oils:

- canola oil
- corn oil
- olive oil
- peanut oil
- safflower oil
- soybean oil
- sunflower oil

Some oils are used mainly as flavorings, such as walnut oil and sesame oil. A number of foods are naturally high in oils, such as:

- nuts
- olives
- some fish
- avocados

A few plant oils, including coconut oil and palm kernel oil, are high in saturated fats and for nutritional purposes should be considered solid fats.

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Discretionary Calories

How are solid fats different from oils?

Solid fats contain more saturated fats and/or trans fats than oils. Oils contain more monounsaturated (MUFA) and polyunsaturated (PUFA) fats. Look for foods that are low in saturated fats, trans fats and cholesterol, to help reduce your risk of heart disease. Trans fats can be found in many cakes, cookies, crackers, icings, margarines, and microwave popcorns. Foods containing partially-hydrogenated vegetable oils usually contain trans fats.

Saturated fats, trans fats, and cholesterol tend to raise "bad" (LDL) cholesterol levels in the blood, which in turn increases the risk for heart disease. To lower risk for heart disease, cut back on foods containing saturated fats, trans fats and cholesterol.

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Discretionary Calories

What are "added sugars"?

Added sugars are sugars and syrups that are added to foods or beverages during processing or preparation. This does not include naturally occurring sugars such as those that occur in milk and fruits.

Foods that contain most of the added sugars in American diets are:

- regular soft drinks
- candy
- cakes
- cookies
- pies
- fruit drinks, such as fruitades and fruit punch
- milk-based desserts and products, such as ice cream, sweetened yogurt and sweetened milk
- grain products such as sweet rolls and cinnamon toast

Reading the ingredient label on processed foods can help to identify added sugars. Names for added sugars on food labels include:

- brown sugar
- corn sweetener
- corn syrup
- dextrose
- fructose
- fruit juice concentrates
- glucose
- high-fructose corn syrup
- honey
- invert sugar
- lactose
- maltose
- malt syrup
- molasses
- raw sugar
- sucrose
- sugar
- syrup

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Eat A Colorful Variety Every Day

Think Variety, Think Color

Dazzle your kids with color! Eating fruits and veggies in a variety of colors -- red, dark green, yellow, blue, purple, white and orange -- not only provides eye candy for your kids but mixing things up also gives them a broad range of nutrients. So “think variety, think color” and everybody wins! And they can have a little fun filling up that shopping cart with a spectrum of colorful fruits and vegetables that’ll create a rainbow on their plates!

How to Create a Rainbow on Your Plate

- Make a tropical rainbow fruit salad with fruits of each color: oranges, pink grapefruit, mango, papaya, kiwi fruit, bananas, and purple grapes.
- Sauté your own medley of mixed vegetables using each color: red onions, carrots, corn, broccoli, broccoli and black beans.
- Try a spinach salad with dried cranberries, canned mandarin oranges and red onion with your favorite vinaigrette.
- Make fruit-sicles: Puree your favorite fruit such as melon, peaches, banana, and/or berries with 100% fruit juice. Freeze in ice cube trays or paper cups or popsicle molds for a refreshing treat. Use fresh, frozen, or canned.
- Make a refreshing summer beverage using 100% juice and iced tea.
- Roast a whole head of garlic to make a delicious spread for an appetizer or on sandwiches.
- Steam edamame for a fun snack. Kids love it!
- Make a Greek-inspired salad: romaine lettuce, tomatoes, red onion, chick peas, black olives and artichoke hearts.
- Make confetti coleslaw: shredded green and red cabbage, grated carrots, julienned kohlrabi and finely chopped red and yellow peppers.
- Make a Mexican pizza with tortillas, refried beans, salsa and grated low fat jalapeno cheese. Bake.
- On a busy night, check out the unique combinations of veggies in the frozen section to build a meal – a quick stir-fry, vegetable soup or stew, or a frittata.
- Make a dish of fruit and nut mix for snacks. They make great gifts too. Include dried apples, apricots, cranberries, peaches, pears, cherries and mixed nuts.
- Pizza for breakfast? Sure! Top a toasted English muffin with tomato sauce, a scrambled egg and fresh spinach. Add grated Mozzarella and melt.
- Try some different veggie toppings on your pizza:
  - eggplant and black olive
  - pineapple and onion
  - red and green peppers and mushrooms
  - fresh tomato and spinach
  - broccoli and green olives
  - or get the whole shebang

See Our Fruit & Veggie Color List

http://www.fruitsandveggiesmorematters.org/?page_id=457
Fruit and Veggie Color List

Red

Fruits
- Red Apples
- Blood Oranges
- Cherries
- Cranberries
- Red Grapes
- Pink/Red Grapefruit
- Red Pears
- Pomegranates
- Raspberries
- Strawberries
- Watermelon

Vegetables
- Beets
- Red Peppers
- Radishes
- Radicchio
- Red Onions
- Red Potatoes
- Rhubarb
- Tomatoes

Yellow/Orange

Fruits
- Yellow Apples
- Apricots
- Cape Gooseberries
- Cantaloupe
- Yellow Figs
- Grapefruit
- Golden Kiwifruit
- Lemons
- Mangoes
- Nectarines
- Oranges
- Papayas
- Peaches
- Yellow Pears
- Persimmons
- Pineapples
- Tangerines
- Yellow Watermelon

Vegetables
- Yellow Beets
- Butternut Squash
- Carrots
- Yellow Peppers
- Yellow Potatoes
- Pumpkin
- Rutabagas
- Yellow Summer Squash
- Sweet Corn
- Sweet Potatoes
- Yellow Tomatoes
- Yellow Winter Squash

White or Tan/Brown

Fruits
- Bananas
- Dates
- White Nectarines

Vegetables
- Cauliflower
- Garlic
- Ginger
- Jerusalem Artichokes
- Jicama
Green

Fruits
Avocados
Green Apples
Green Grapes
Honeydew
Kiwi
Limes
Green Peas

Vegetables
Artichokes
Arugula
Asparagus
Broccoflower
Broccoli
Broccoli Rabe
Brussels Sprouts
Chinese Cabbage
Green Beans
Green Cabbage
Celery
Chayote Squash
Cucumbers
Endive
Leafy Greens
Leeks
Lettuce
Green Onions
Okra
Peas
Green Peppers
Snow Peas
Spinach
Sugar Snap Peas
Watercress
Zucchini

Blue/Purple

Fruits
Blackberries
Blueberries
Black Currents
Concord Grapes
Dried Plums
Elderberries
Grape Juice (100%)
Purple Figs
Purple Grapes
Plums
Raisins

Vegetables
Black Olives
Purple Asparagus
Purple Cabbage
Purple Carrots
Eggplant
Purple Belgian Endive
Purple Peppers
Potatoes (purple fleshed)
Black Salsify

You May also be interested in...

http://www.fruitsandveggiesmorematters.org/?page_id=457

5/5/2011
What foods are in the grain group?

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

Grains are divided into 2 subgroups, whole grains and refined grains.

Whole grains contain the entire grain kernel -- the bran, germ, and endosperm. Examples include:

- whole-wheat flour
- bulgur (cracked wheat)
- oatmeal
- whole cornmeal
- brown rice

Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are:

- white flour
- degermed cornmeal
- white bread
- white rice

Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word “enriched” is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.

Some commonly eaten grain products are:

**Whole grains:**
- brown rice
- buckwheat
- bulgur (cracked wheat)
- oatmeal
- popcorn

**Ready-to-eat breakfast cereals:**
- whole wheat cereal flakes
- muesli

- whole grain barley
- whole grain cornmeal
- whole rye
- whole wheat bread
- whole wheat crackers
- whole wheat pasta
- whole wheat sandwich buns and rolls

**Refined grains:**
- cornbread*
- corn tortillas*
- couscous*
- crackers*
- flour tortillas*
- grits
- noodles*
- Pasta*
- spaghetti
- macaroni
- pitas*
- pretzels

**Ready-to-eat breakfast cereals**
- corn flakes
whole wheat tortillas
wild rice

Less common whole grains:
amaranth
millet
quinoa
sorghum
triticale

white bread
white sandwich buns and rolls
white rice

*Most of these products are made from refined grains. Some are made from whole grains. Check the ingredient list for the words "whole grain" or "whole wheat" to decide if they are made from a whole grain. Some foods are made from a mixture of whole and refined grains.

Some grain products contain significant amounts of bran. Bran provides fiber, which is important for health. However, products with added bran or bran alone (e.g., oat bran) are not necessarily whole grain products.

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II. Making Healthy Changes in your Preschool Center
Eating and physical activity patterns that are focused on consuming fewer calories, making informed food choices, and being physically active can help people attain and maintain a healthy weight, reduce their risk of chronic disease, and promote overall health. The Dietary Guidelines for Americans, 2010 exemplifies these strategies through recommendations that accommodate the food preferences, cultural traditions, and customs of the many and diverse groups who live in the United States.


Dietary Guidelines recommendations traditionally have been intended for healthy Americans ages 2 years and older. However, Dietary Guidelines for Americans, 2010 is being released at a time of rising concern about the health of the American population. Poor diet and physical inactivity are the most important factors contributing to an epidemic of overweight and obesity affecting men, women, and children in all segments of our society. Even in the absence of overweight, poor diet and physical inactivity are associated with major causes of morbidity and mortality in the United States. Therefore, the Dietary Guidelines for Americans, 2010 is intended for Americans ages 2 years and older, including those at increased risk of chronic disease.

Dietary Guidelines for Americans, 2010 also recognizes that in recent years nearly 15 percent of American households have been unable to acquire adequate food to meet their needs. This dietary guidance can help them maximize the nutritional content of

their meals. Many other Americans consume less than optimal intake of certain nutrients even though they have adequate resources for a healthy diet. This dietary guidance and nutrition information can help them choose a healthy, nutritionally adequate diet.

The intent of the Dietary Guidelines is to summarize and synthesize knowledge about individual nutrients and food components into an interrelated set of recommendations for healthy eating that can be adopted by the public. Taken together, the Dietary Guidelines recommendations encompass two overarching concepts:

• **Maintain calorie balance over time to achieve and sustain a healthy weight.** People who are most successful at achieving and maintaining a healthy weight do so through continued attention to consuming only enough calories from foods and beverages to meet their needs and by being physically active. To curb the obesity epidemic and improve their health, many Americans must decrease the calories they consume and increase the calories they expend through physical activity.

• **Focus on consuming nutrient-dense foods and beverages.** Americans currently consume too much sodium and too many calories from solid fats, added sugars, and refined grains.2 These replace nutrient-dense foods and beverages and make it difficult for people to achieve recommended nutrient intake while controlling calorie and sodium intake. A healthy eating pattern limits intake of sodium, solid fats, added sugars, and refined grains and emphasizes nutrient-dense foods and beverages—vegetables, fruits, whole grains, fat-free or low-fat milk and milk products,3 seafood, lean meats and poultry, eggs, beans and peas, and nuts and seeds.

A basic premise of the Dietary Guidelines is that nutrient needs should be met primarily through consuming foods. In certain cases, fortified foods and dietary supplements may be useful in providing one or more nutrients that otherwise might be consumed in less than recommended amounts. Two eating patterns that embody the Dietary Guidelines are the USDA Food Patterns and their vegetarian adaptations and the DASH (Dietary Approaches to Stop Hypertension) Eating Plan.

A healthy eating pattern needs not only to promote health and help to decrease the risk of chronic diseases, but it also should prevent foodborne illness. Four basic food safety principles (Clean, Separate, Cook, and Chill) work together to reduce the risk of foodborne illnesses. In addition, some foods (such as milks, cheeses, and juices that have not been pasteurized, and undercooked animal foods) pose high risk for foodborne illness and should be avoided.

The information in the *Dietary Guidelines for Americans* is used in developing educational materials and aiding policymakers in designing and carrying out nutrition-related programs, including Federal food, nutrition education, and information programs. In addition, the *Dietary Guidelines for Americans* has the potential to offer authoritative statements as provided for in the Food and Drug Administration Modernization Act (FDAMA).

The following are the *Dietary Guidelines for Americans, 2010* Key Recommendations, listed by the chapter in which they are discussed in detail. These Key Recommendations are the most important in terms of their implications for improving public health.4 To get the full benefit, individuals should carry out the Dietary Guidelines recommendations in their entirety as part of an overall healthy eating pattern.

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2. Added sugars: Caloric sweeteners that are added to foods during processing, preparation, or consumed separately. Solid fats: Fats with a high content of saturated and/or trans fatty acids, which are usually solid at room temperature. Refined grains: Grains and grain products missing the bran, germ, and/or endosperm; any grain product that is not a whole grain.
3. Milk and milk products also can be referred to as dairy products.
4. Information on the type and strength of evidence supporting the Dietary Guidelines recommendations can be found at http://www.nutritionevidencelibrary.gov.
**Key Recommendations**

**BALANCING CALORIES TO MANAGE WEIGHT**

- Prevent and/or reduce overweight and obesity through improved eating and physical activity behaviors.

- Control total calorie intake to manage body weight. For people who are overweight or obese, this will mean consuming fewer calories from foods and beverages.

- Increase physical activity and reduce time spent in sedentary behaviors.

- Maintain appropriate calorie balance during each stage of life—childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

**FOODS AND FOOD COMPONENTS TO REDUCE**

- Reduce daily sodium intake to less than 2,300 milligrams (mg) and further reduce intake to 1,500 mg among persons who are 51 and older and those of any age who are African American or have hypertension, diabetes, or chronic kidney disease. The 1,500 mg recommendation applies to about half of the U.S. population, including children, and the majority of adults.

- Consume less than 10 percent of calories from saturated fatty acids by replacing them with monounsaturated and polyunsaturated fatty acids.

- Consume less than 300 mg per day of dietary cholesterol.

- Keep trans fatty acid consumption as low as possible by limiting foods that contain synthetic sources of trans fats, such as partially hydrogenated oils, and by limiting other solid fats.

- Reduce the intake of calories from solid fats and added sugars.

- Limit the consumption of foods that contain refined grains, especially refined grain foods that contain solid fats, added sugars, and sodium.

- If alcohol is consumed, it should be consumed in moderation—up to one drink per day for women and two drinks per day for men—and only by adults of legal drinking age.5

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5. See Chapter 3, Foods and Food Components to Reduce, for additional recommendations on alcohol consumption and specific population groups. There are many circumstances when people should not drink alcohol.
FOODS AND NUTRIENTS TO INCREASE

Individuals should meet the following recommendations as part of a healthy eating pattern while staying within their calorie needs.

- Increase vegetable and fruit intake.
- Eat a variety of vegetables, especially dark-green and red and orange vegetables and beans and peas.
- Consume at least half of all grains as whole grains. Increase whole-grain intake by replacing refined grains with whole grains.
- Increase intake of fat-free or low-fat milk and milk products, such as milk, yogurt, cheese, or fortified soy beverages.6
- Choose a variety of protein foods, which include seafood, lean meat and poultry, eggs, beans and peas, soy products, and unsalted nuts and seeds.
- Increase the amount and variety of seafood consumed by choosing seafood in place of some meat and poultry.
- Replace protein foods that are higher in solid fats with choices that are lower in solid fats and calories and/or are sources of oils.
- Use oils to replace solid fats where possible.
- Choose foods that provide more potassium, dietary fiber, calcium, and vitamin D, which are nutrients of concern in American diets. These foods include vegetables, fruits, whole grains, and milk and milk products.

Recommendations for specific population groups

Women capable of becoming pregnant7

- Choose foods that supply heme iron, which is more readily absorbed by the body, additional iron sources, and enhancers of iron absorption such as vitamin C-rich foods.
- Consume 400 micrograms (mcg) per day of synthetic folic acid (from fortified foods and/or supplements) in addition to food forms of folate from a varied diet.8

Women who are pregnant or breastfeeding7

- Consume 8 to 12 ounces of seafood per week from a variety of seafood types.
- Due to their high methyl mercury content, limit white (albacore) tuna to 6 ounces per week and do not eat the following four types of fish: tilefish, shark, swordfish, and king mackerel.
- If pregnant, take an iron supplement, as recommended by an obstetrician or other health care provider.

Individuals ages 50 years and older

- Consume foods fortified with vitamin B12, such as fortified cereals, or dietary supplements.

BUILDING HEALTHY EATING PATTERNS

- Select an eating pattern that meets nutrient needs over time at an appropriate calorie level.
- Account for all foods and beverages consumed and assess how they fit within a total healthy eating pattern.
- Follow food safety recommendations when preparing and eating foods to reduce the risk of foodborne illnesses.

6. Fortified soy beverages have been marketed as “soymilk,” a product name consumers could see in supermarkets and consumer materials. However, FDA’s regulations do not contain provisions for the use of the term soymilk. Therefore, in this document, the term “fortified soy beverage” includes products that may be marketed as soymilk.
7. Includes adolescent girls.
8. “Folic acid” is the synthetic form of the nutrient; whereas, “folate” is the form found naturally in foods.
Chapter 3: Active Children and Adolescents

Regular physical activity in children and adolescents promotes health and fitness. Compared to those who are inactive, physically active youth have higher levels of cardiorespiratory fitness and stronger muscles. They also typically have lower body fatness. Their bones are stronger, and they may have reduced symptoms of anxiety and depression.

Youth who are regularly active also have a better chance of a healthy adulthood. Children and adolescents don’t usually develop chronic diseases, such as heart disease, hypertension, type 2 diabetes, or osteoporosis. However, risk factors for these diseases can begin to develop early in life. Regular physical activity makes it less likely that these risk factors will develop and more likely that children will remain healthy as adults.

Youth can achieve substantial health benefits by doing moderate- and vigorous-intensity physical activity for periods of time that add up to 60 minutes (1 hour) or more each day. This activity should include aerobic activity as well as age-appropriate muscle- and bone–strengthening activities. Although current science is not complete, it appears that, as with adults, the total amount of physical activity is more important for achieving health benefits than is any one component (frequency, intensity, or duration) or specific mix of activities (aerobic, muscle-strengthening, bone strengthening). Even so, bone-strengthening activities remain especially important for children and young adolescents because the greatest gains in bone mass occur during the years just before and during puberty. In addition, the majority of peak bone mass is obtained by the end of adolescence.

This chapter provides physical activity guidance for children and adolescents aged 6 to 17, and focuses on physical activity beyond baseline activity.

Parents and other adults who work with or care for youth should be familiar with the Guidelines in this chapter. These adults should be aware that, as children become adolescents, they typically reduce their physical activity. Adults play an important role in providing age-appropriate opportunities for physical activity. In doing so, they help lay an important foundation for life-long, health-promoting physical activity. Adults need to encourage active play in children and encourage sustained and structured activity as children grow older.

Key Guidelines for Children and Adolescents

- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.
  - **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week.
  - **Muscle-strengthening:** As part of their 60 or more
minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.

- **Bone-strengthening**: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

- It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

## Explaining the Guidelines

### Types of Activity

The Guidelines for children and adolescents focus on three types of activity: aerobic, muscle-strengthening, and bone-strengthening. Each type has important health benefits.

- **Aerobic activities** are those in which young people rhythmically move their large muscles. Running, hopping, skipping, jumping rope, swimming, dancing, and bicycling are all examples of aerobic activities. Aerobic activities increase cardiorespiratory fitness. Children often do activities in short bursts, which may not technically be aerobic activities. However, this document will also use the term aerobic to refer to these brief activities.

- **Muscle-strengthening activities** make muscles do more work than usual during activities of daily life. This is called "overload," and it strengthens the muscles. Muscle-strengthening activities can be unstructured and part of play, such as playing on playground equipment, climbing trees, and playing tug-of-war. Or these activities can be structured, such as lifting weights or working with resistance bands.

- **Bone-strengthening activities** produce a force on the bones that promotes bone growth and strength. This force is commonly produced by impact with the ground. Running, jumping rope, basketball, tennis, and hopscotch are all examples of bone-strengthening activities. As these examples illustrate, bone-strengthening activities can also be aerobic and muscle-strengthening.

## How Age Influences Physical Activity in Children and Adolescents

Children and adolescents should meet the Guidelines by doing activity that is appropriate for their age. Their natural patterns of movement differ from those of adults. For example, children are naturally active in an intermittent way, particularly when they do unstructured active play. During recess and in their free play and games, children use basic aerobic and bone-strengthening activities, such as running, hopping, skipping, and jumping, to develop movement patterns and skills. They alternate brief periods of moderate- and vigorous-intensity physical activity with brief periods of rest. Any episode of moderate- or vigorous-intensity physical activity, however brief, counts toward the Guidelines.

Children also commonly increase muscle strength through unstructured activities that involve lifting or moving their body weight or working against resistance. Children don't usually do or need formal muscle-strengthening programs, such as lifting weights.
Regular physical activity in children and adolescents promotes a healthy body weight and body composition.

As children grow into adolescents, their patterns of physical activity change. They are able to play organized games and sports and are able to sustain longer periods of activity. But they still commonly do intermittent activity, and no period of moderate- or vigorous-intensity activity is too short to count toward the Guidelines.

Adolescents may meet the Guidelines by doing free play, structured programs, or both. Structured exercise programs can include aerobic activities, such as playing a sport, and muscle-strengthening activities, such as lifting weights, working with resistance bands, or using body weight for resistance (such as push-ups, pull-ups, and sit-ups). Muscle-strengthening activities count if they involve a moderate to high level of effort and work the major muscle groups of the body: legs, hips, back, abdomen, chest, shoulders, and arms.

Levels of Intensity for Aerobic Activity

Children and adolescents can meet the Guidelines by doing a combination of moderate- and vigorous intensity aerobic physical activities or by doing only vigorous-intensity aerobic physical activities.

Youth should not do only moderate-intensity activity. It's important to include vigorous-intensity activities because they cause more improvement in cardiorespiratory fitness.

The intensity of aerobic physical activity can be defined on either an absolute or a relative scale. Either scale can be used to monitor the intensity of aerobic physical activity:

For More Information

See Appendix 1 for more information on using absolute or relative intensity.

- **Absolute intensity** is based on the rate of energy expenditure during the activity, without taking into account a person's cardiorespiratory fitness.
- **Relative intensity** uses a person's level of cardiorespiratory fitness to assess level of effort.

Relative intensity describes a person's level of effort relative to his or her fitness. As a rule of thumb, on a scale of 0 to 10, where sitting is 0 and the highest level of effort possible is 10, moderate-intensity activity is a 5 or 6. Young people doing moderate-intensity activity will notice that their hearts are beating faster than normal and they are breathing harder than normal. Vigorous-intensity activity is at a level of 7 or 8. Youth doing vigorous-intensity activity will feel their heart beating much faster than normal and they will breathe much harder than normal.

When adults supervise children, they generally can't ascertain a child's heart or breathing rate. But they can observe whether a child is doing an activity which, based on absolute energy expenditure, is considered to be either moderate or vigorous. For example, a child walking briskly to school is doing moderate-intensity activity. A child running on the playground is doing vigorous-intensity activity. The table on page 18 includes examples of activities classified by absolute intensity. It shows that the same activity can be moderate or vigorous intensity, depending on factors such as speed (for example bicycling slowly or fast).

Examples of Moderate- and Vigorous-Intensity Aerobic Physical Activities and Muscle- and Bone-Strengthening Activities for Children and Adolescents
<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Children</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate–intensity</td>
<td>• Active recreation, such as hiking, skateboarding, rollerblading</td>
<td>• Active recreation, such as canoeing, hiking, skateboarding, rollerblading</td>
</tr>
<tr>
<td>aerobic</td>
<td>• Bicycle riding</td>
<td>• Brisk walking</td>
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<tr>
<td></td>
<td>• Brisk walking</td>
<td>• Bicycle riding (stationary or road bike)</td>
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<td></td>
<td>• Housework and yard work, such as sweeping or pushing a lawn mower</td>
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<td></td>
<td>• Games that require catching and throwing, such as baseball and softball</td>
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<tr>
<td>Vigorous–intensity</td>
<td>• Active games involving running and chasing, such as tag</td>
<td>• Active games involving running and chasing, such as flag football</td>
</tr>
<tr>
<td>aerobic</td>
<td>• Bicycle riding</td>
<td>• Bicycle riding</td>
</tr>
<tr>
<td></td>
<td>• Jumping rope</td>
<td>• Jumping rope</td>
</tr>
<tr>
<td></td>
<td>• Martial arts, such as karate</td>
<td>• Martial arts, such as karate</td>
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<tr>
<td></td>
<td>• Running</td>
<td>• Running</td>
</tr>
<tr>
<td></td>
<td>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</td>
<td>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</td>
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<tr>
<td></td>
<td>• Cross-country skiing</td>
<td>• Vigorous dancing</td>
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<tr>
<td></td>
<td></td>
<td>• Cross-country skiing</td>
</tr>
<tr>
<td>Muscle-strengthening</td>
<td>• Games such as tug-of-war</td>
<td>• Games such as tug-of-war</td>
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<tr>
<td></td>
<td>• Modified push-ups (with knees on the floor)</td>
<td>• Push-ups and pull-ups</td>
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<td></td>
<td>• Resistance exercises using body weight or resistance bands</td>
<td>• Resistance exercises with exercise bands, weight machines, handheld weights</td>
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<tr>
<td></td>
<td>• Rope or tree climbing</td>
<td>• Climbing wall</td>
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<tr>
<td></td>
<td>• Sit-ups (curl-ups or crunches)</td>
<td>• Sit-ups (curl-ups or crunches)</td>
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<tr>
<td></td>
<td>• Swinging on playground equipment/bars</td>
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<tr>
<td>Bone-strengthening</td>
<td>• Games such as hopscotch</td>
<td>• Hopping, skipping, jumping</td>
</tr>
<tr>
<td></td>
<td>• Hopping, skipping, jumping</td>
<td>• Jumping rope</td>
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<tr>
<td></td>
<td>• Jumping rope</td>
<td>• Running</td>
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<tr>
<td></td>
<td>• Running</td>
<td>• Sports such as gymnastics, basketball, volleyball, tennis</td>
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<tr>
<td></td>
<td>• Sports such as gymnastics, basketball, volleyball, tennis</td>
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</tr>
</tbody>
</table>
Note: Some activities, such as bicycling, can be moderate or vigorous intensity, depending upon level of effort.

Physical Activity and Healthy Weight

Regular physical activity in children and adolescents promotes a healthy body weight and body composition.

Exercise training in overweight or obese youth can improve body composition by reducing overall levels of fatness as well as abdominal fatness. Research studies report that fatness can be reduced by regular physical activity of moderate to vigorous intensity 3 to 5 times a week, for 30 to 60 minutes.

Meeting the Guidelines

American youth vary in their physical activity participation. Some don't participate at all, others participate in enough activity to meet the Guidelines, and some exceed the Guidelines.

Children and adolescents can meet the Physical Activity Guidelines and become regularly physically active in many ways.

One practical strategy to promote activity in youth is to replace inactivity with activity whenever possible. For example, where appropriate and safe, young people should walk or bicycle to school instead of riding in a car. Rather than just watching sporting events on television, young people should participate in age-appropriate sports or games.

- **Children and adolescents who do not meet the Guidelines** should slowly increase their activity in small steps and in ways that they enjoy. A gradual increase in the number of days and the time spent being active will help reduce the risk of injury.

- **Children and adolescents who meet the Guidelines** should continue being active on a daily basis and, if appropriate, become even more active. Evidence suggests that even more than 60 minutes of activity every day may provide additional health benefits.

- **Children and adolescents who exceed the Guidelines** should maintain their activity level and vary the kinds of activities they do to reduce the risk of overtraining or injury.

Children and adolescents with disabilities are more likely to be inactive than those without disabilities. Youth with disabilities should work with their health-care provider to understand the types and amounts of physical activity appropriate for them. When possible, children and adolescents with disabilities should meet the Guidelines. When young people are not able to participate in appropriate physical activities to meet the Guidelines, they should be as active as possible and avoid being inactive.

Getting and Staying Active: Real-Life Examples

Children and adolescents can meet the Physical Activity Guidelines and become regularly physically active in many ways. Here are just two examples showing how a child and an adolescent can be physically active for at least 60 minutes each day over the course of a week.

These examples illustrate that even though the activity patterns are different, each young person is meeting the Guidelines by getting the equivalent of at least 60 minutes or more of aerobic activity each day that is at least moderate intensity. Both are also doing vigorous-intensity, muscle-strengthening, and bone strengthening activities on at least 3 days a week.

**Harold: A 7-Year-Old Child**
Harold participates in many types of physical activities in many places. For example, during physical education class, he jumps rope and does gymnastics and sit-ups. During recess, he plays on the playground—often by doing activities that require running and climbing. He also likes to play soccer with his friends and family. When Harold gets home from school, he likes to engage in active play (playing tag) and ride his bicycle with his friends and family.

Harold gets 60 minutes of physical activity each day that is at least moderate intensity. He participates in the following activities each day:

Monday: Walks to and from school (20 minutes), plays actively with family (20 minutes), jumps rope (10 minutes), does gymnastics (10 minutes).

Tuesday: Walks to and from school (20 minutes), plays on playground (25 minutes), climbs on playground equipment (15 minutes).

Wednesday: Walks to and from school (20 minutes), plays actively with friends (25 minutes), jumps rope (10 minutes), runs (5 minutes), does sit-ups (2 minutes).

Thursday: Plays actively with family (30 minutes), plays soccer (30 minutes).

Friday: Walks to and from school (20 minutes), plays actively with friends (25 minutes), bicycles (15 minutes).

Saturday: Plays on playground (30 minutes), climbs on playground equipment (15 minutes), bicycles (15 minutes).

Sunday: Plays on playground (10 minutes), plays soccer (40 minutes), plays tag with family (10 minutes).

Harold meets the Guidelines by doing vigorous-intensity aerobic activities, bone-strengthening activities, and muscle-strengthening activities on at least 3 days of the week:

- **Vigorous-intensity** aerobic activities 6 times during the week: jumping rope (Monday and Wednesday), running (Wednesday), soccer (Thursday and Sunday), playing tag (Sunday);

- **Bone-strengthening** activities 6 times during the week: jumping rope (Monday and Wednesday), running (Wednesday), soccer (Thursday and Sunday), playing tag (Sunday); and

- **Muscle-strengthening** activities 4 times during the week: gymnastics (Monday), climbing on playground equipment (Tuesday and Saturday), sit-ups (Wednesday).

**Maria: A 16-Year-Old Adolescent**

Maria participates in many types of physical activities in many places. For example, during physical education class, she plays tennis and does sit-ups and push-ups. She also likes to play basketball at the YMCA, do yoga, and go dancing with friends. Maria likes to take her dog on walks and hikes.

Maria gets 60 or more minutes of daily physical activity that is at least moderate intensity. She participates in the following activities each day:

Monday: Walks dog (10 minutes), plays basketball at YMCA (50 minutes).

Tuesday: Walks dog (10 minutes), plays tennis (30 minutes), does sit-ups and push-ups (5 minutes), walks briskly with friends (15 minutes).

Wednesday: Walks dog (10 minutes), plays basketball at YMCA (50 minutes).

Thursday: Walks dog (10 minutes), plays tennis (30 minutes), does sit-ups and push-ups (5 minutes), plays tag with family (10 minutes).
minutes), plays with children at the park while babysitting (15 minutes).

Friday: Plays Frisbee® in park (45 minutes), mows lawn (30 minutes).

Saturday: Goes dancing with friends (60 minutes), does yoga (30 minutes).

Sunday: Hikes (60 minutes).

Maria meets the Guidelines by doing vigorous-intensity aerobic activities, bone-strengthening activities, and muscle-strengthening activities on at least 3 days of the week:

- **Vigorous-intensity** aerobic activities 4 times during the week: basketball (Monday and Wednesday), dancing (Saturday), hiking (Sunday);

- **Bone-strengthening** activities 4 times during the week: basketball (Monday and Wednesday), dancing (Saturday), hiking (Sunday); and

- **Muscle-strengthening** activities 3 times during the week: sit-ups and push-ups (Tuesday and Thursday), yoga (Saturday).
Additional Preschool Nutrition and Physical Activity Resources (web pages)

**MyPlate for Preschoolers** has specific nutrition and physical activity recommendations for preschool age children. The USDA also provides tips on role modeling and encouraging healthy behaviors for young children. [www.choosemyplate.gov/preschoolers](http://www.choosemyplate.gov/preschoolers).

**Fruits and Veggies More Matters Get Kids Involved** provides suggestions on how to help kids cook in the kitchen. [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

**American Dietetic Association** suggests ways for preschoolers and adults to eat properly and be healthy. The ADA has also recently issued a position paper outlining recommended nutrition benchmarks for child care programs. [www.eatright.org](http://www.eatright.org)

**Centers for Disease Control and Prevention** lists nutrition resources for developing a healthy lifestyle. [www.cdc.gov/nutrition](http://www.cdc.gov/nutrition)

**Food and Nutrition Information Center** has information about general nutrition. [www.fnic.nal.usda.gov/](http://www.fnic.nal.usda.gov/)

**Let’s Move** provides information on the importance of physical activity and healthy eating in young people. Also has action steps to improve the health of your school and your community. [www.letsmove.gov/](http://www.letsmove.gov/)

**International Food Information Council** is a nutrition and food safety resource. [www.foodinsight.org/](http://www.foodinsight.org/)

**National Network for Child Care** is an Internet source of publications and resources related to child care. [www.nncc.org/](http://www.nncc.org/)

**FoodSafety.Gov** is a gateway to food safety information provided by United States government agencies. [www.foodsafety.gov/](http://www.foodsafety.gov/)

**Keystone Kids Go!** has nutrition and physical activity resources for child care providers and will have Pennsylvania-specific NAPSACC information and documents [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)
III. Teaching Nutrition and Physical Activity
# Preschool Booklist

This is a list of the books that correspond to the lessons that The Food Trust taught during the 2009-2010 school year. The Show Me Nutrition Curriculum has a more extensive list of children’s books with healthy messages. This list is included in the Let’s Read about Healthy Eating Pre-Kindergarten curriculum at [http://extension.missouri.edu/fnep/teaching.htm](http://extension.missouri.edu/fnep/teaching.htm)

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<th>Theme</th>
<th>Book</th>
<th>Author</th>
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<td>We All Grow</td>
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<td></td>
<td>▪ G is for Grow</td>
<td>Growing Vegetable Soup</td>
<td>Lois Ehlert</td>
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<td></td>
<td>▪ F is for Farmer</td>
<td>Our Community Garden</td>
<td>Barbara Pollack</td>
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<td></td>
<td>▪ H is for Healthy</td>
<td>We Eat Food That’s</td>
<td>Angela Russ Ayon</td>
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<td></td>
<td>▪ P is for Pumpkin</td>
<td>Pumpkin, Pumpkin</td>
<td>Jeanne Titherinton</td>
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<td>November</td>
<td>Fun with Fruit</td>
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<td></td>
<td>▪ B is for Berries</td>
<td>Strawberries are Red</td>
<td>Joseph Bruchak</td>
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<td></td>
<td>▪ A is for Apple</td>
<td>Handa’s Surprise</td>
<td>Eileen Browne</td>
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<td></td>
<td>▪ A is for Apple</td>
<td>I Am an Apple</td>
<td>Jean Marzollo</td>
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<td></td>
<td>▪ M is for Mango</td>
<td>Tingo Tango Mango Tree</td>
<td>Marcia Vaughan</td>
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<td></td>
<td>▪ D is for Detective</td>
<td>Oliver’s Fruit Salad</td>
<td>Vivian French</td>
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<td></td>
<td></td>
<td>Feast for 10</td>
<td>Cathryn Falwell</td>
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<td>December</td>
<td>Veggies are Yummy</td>
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<td></td>
<td>▪ V is for Vegetable</td>
<td>Oliver’s Vegetables</td>
<td>Vivian French</td>
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<td></td>
<td>▪ O is for Orange</td>
<td>Tops and Bottoms</td>
<td>Janet Stevens</td>
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<td></td>
<td>▪</td>
<td>Carrot Soup</td>
<td>John Segal</td>
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<td></td>
<td>▪ D.W. The Picky Eater</td>
<td>D.W. The Picky Eater</td>
<td>Marc Brown</td>
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<td></td>
<td>▪ A Very Purple Pepper</td>
<td>A Very Purple Pepper</td>
<td>Peggy Sissel-Phelan</td>
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<tr>
<td>January</td>
<td>Choosing Healthy Snacks</td>
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<td></td>
<td>▪ S is for Snacks</td>
<td>Cat and Dog Super Snack</td>
<td>Kimberlee Graves</td>
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<td></td>
<td>▪ F is for Fun</td>
<td>Rabbit Food</td>
<td>Susanna Gretz</td>
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<td></td>
<td>▪ L is for Lots</td>
<td>Eating the Alphabet</td>
<td>Lois Ehlert</td>
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<td></td>
<td>▪ Q is for Quick</td>
<td>Chicks and Salsa</td>
<td>Aaron Reynolds</td>
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<td></td>
<td>▪ The Little Mouse, The</td>
<td>The Little Mouse, The</td>
<td>Don Wood</td>
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<td>Red Ripe Strawberry</td>
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<td>and the Big Hungry</td>
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<td>Bear</td>
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<tr>
<td><strong>February</strong></td>
<td><strong>Grains Give Us Energy</strong></td>
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<tr>
<td></td>
<td>• W is for Whole</td>
<td>From Wheat to Pasta</td>
<td>Robert Egan</td>
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<td></td>
<td>• E is for Energy</td>
<td>Let’s Be Fit</td>
<td>P.K. Hallinan</td>
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<td></td>
<td>• I is for Insides</td>
<td>Where Does Your Food Go</td>
<td>Wiley Blevins</td>
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<td></td>
<td>• J is for Just Eat It</td>
<td>Bread and Jam for Franches</td>
<td>Russell Hoban</td>
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<tr>
<td></td>
<td>• The Wheat We Eat</td>
<td></td>
<td>Allan Fowler</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td><strong>Milk Makes Strong Bodies</strong></td>
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<tr>
<td></td>
<td>• M is for Milk</td>
<td>From Grass to Milk</td>
<td>Stacy Taus-Bolstad</td>
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<tr>
<td></td>
<td>• C is for Cow</td>
<td>Milk: From Cow to Carton</td>
<td>Aliki</td>
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<td>• Y is for Yogurt</td>
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<td></td>
<td>• T is for Teeth</td>
<td>Little Rabbit’s Loose Tooth</td>
<td>Lucy Bate</td>
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<tr>
<td></td>
<td>• Snacks for Healthy Teeth</td>
<td></td>
<td>Mari Schuh</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td><strong>Healthy Food in the Neighborhood</strong></td>
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Tot Lesson Plan Outline

Lesson 1: G is for Grow

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Education Standards
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Recognize how things are alike and identify things that belong together (LM 2.8A)

III. Content
   - Preschoolers will be able to compare fruits, vegetables and people as growing things
   - Preschoolers will be able to identify 2 fruits and 2 vegetables.
   - Preschoolers will be able to identify eating a rainbow of different colored fruits and vegetables as a healthy eating habit.

Materials:
   - Lesson: Growing Vegetable Soup by Louis Ehlert
   - Master Color Wheel
   - Color Wheel sheets for students
   - Food cards: Veggies and Fruits
   - Crayon Carousel with six different colors

Taste Test: Veggies and Dip
   - Tasting Chart
   - Baby Carrots with home-made dip
   - Spices (1/2 teaspoon of each): garlic powder, chives, parsley, onion powder
   - Can substitute dry ranch dressing mix for spices
   - 1/2 cup Low fat mayonnaise
   - 1/2 cup Low fat sour cream

Procedure:
   - Introduction:
     A. Introduce health lessons and explain that throughout the year as a class we will be learning about healthy food and why we need to eat it. What are some healthy...
foods? *Fruits & Vegetables.* Where do fruits & vegetables come from? *Fruits & Vegetables* are like children; they start out small and then grow up to be big.

**Developmental:**

B. Have all of the children sit in a circle. Show the children the book cover and ask the children questions about the book:

a. What is shown in the picture on the cover of the book? Does anyone here eat vegetable soup? Where does your vegetable soup come from? How do you think that you would grow the vegetables in vegetable soup? Have you ever grown your own vegetables? Let’s find out how to Grow Vegetables! Let’s read *Growing Vegetable Soup*!!

C. This book will help the students learn about the steps involved in growing and harvesting vegetables.

D. After you have read the book to the children initiate a short discussion about the book. Ask questions:

a. What is the hole in the picture for? (planting a seed)

b. Why would someone wear gloves in the yard? (to keep hands clean)

c. What vegetables did you see in the book?

d. Were the vegetables colorful?

e. How many colors do you think that we should eat? *(We should eat all of the colors of the rainbow!)*

(Explain to the children that we are each going to make our own color wheel with the many different colors of fruits and vegetables. But before we color in our wheel we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)

E. It’s Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

*Your bones and muscles are growing strong.*

Eat good foods and you can’t go wrong

Now move your bodies, count 1, 2, 3…. Come along and ______ with me.

(Is everybody ready to do our coloring activity now? Our bodies are feeling good and are ready to go!!)

F. Color Wheel

Show the students the crayon carousel and the master color wheel. Point to one of the colors and ask them to identify it. Repeat this until you have named all of the colors on the student reinforcement.

a. Pass out the crayon carousels to the students. Color in all of the sections on the color wheel as a group. For example, “everyone use their red crayon to color in the red section” Can you name some foods that are red?” Do this until all of the colors have been used.
b. One at a time, hand out food pictures to each child. Point to a color on the wheel. *Who has a fruit or vegetable that is the same color?* Do this three or four times with a different colored fruit and vegetable each time.

c. Discuss that eating a colorful variety of fruits and vegetables helps their bodies grow big, strong and healthy

G. **Tasting Chart:**

Introduce the *Tasting Chart* to the children. Explain to them that they will have the opportunity to taste different foods throughout the year. The Tasting Chart will let the children know what foods they have tried, which ones they like and which ones they do not like. Explain to them that sometimes they will not like a new taste and that’s okay. What is important is for children to be “food tasters” and to always give new nutritious foods a try!

H. **Handwashing**

Review these points before the “cooking” begins:

1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs out of our bodies.

**We wash our hands to keep them clean…**

**The cleanest hands you’ve ever seen!**

**Use soap and water---- that’s the way!**

**To chase those yucky germs away!**

I. **Taste Test: Carrots and Dip**

Today the children will try baby carrots dipped in home-made dressing. The carrots will only need to be washed so the children can help to make the dip. Mix together the low-fat mayonnaise, low-fat sour cream and the spices in a large bowl. Give each child a small scoop of the dressing and have them dip their baby carrots in the dip. The children can help clean the tables, set the tables and pass out napkins, etc. Don't forget to add to the Tasting Chart!!

J. **Conclusion:**

Congratulate children for taking a taste. Ask the children what they learned about growing fruits and vegetables. Review the different colors of fruits and vegetables and why it is so important to eat all of the colors of the rainbow.

**Lesson taken from:**

*Eat Well, Play Hard: Growing Goodness Lesson*

*Eat Well, Play Hard: Growing a Container Garden Activity*

*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*

*Nutrition in Every Theme: Dinosaurs/’Ranchosaurs Rex’*

*Tasting Chart: Chef Combo’s Fantastic Adventures: Nutrition Explorations: Activity Tasting Survey*
Extending Activity for Tot Leaders

Lesson 1: G is for Grow

Before each activity review the following key points from the *G is for Grow* Nutrition Lesson

- *Fruits & Vegetables* grow from small seeds and become healthy and delicious foods that we can eat
- It is important to eat all of the colors of the rainbow
- Eating colorful foods help us to grow up big, strong, and healthy.

**Pennsylvania Education Standards:**
- Take turns in games and tasks (PS 3.3J)
- Make predictions based on observations and information (LM 2.5 A)

**Materials List for Growing a Container Garden**

A. Empty Milk Carton  
B. Cup to water with  
C. Spoon to dig with  
D. Snap pea seeds  
E. Soil  
F. Fertilizer

**Growing a Container Garden**

**Directions**
1. Cut one side off the milk carton.  
2. Make a small hole in the bottom of each carton to allow water to drain.  
3. Cover this hole with a flat stone to keep the dirt in. If stones are not available the hole can be left uncovered. It is a good idea to put the containers in a tray to keep the water contained.  
4. Fill the carton with dirt almost to the top  
5. Dig ¼ inch holes for the snow pea seeds  
6. Place a snow pea seed in each hole, and gently pat the soil over each seed  
7. Water lightly to keep the dirt damp  
8. Place the container in a sunny location in your classroom  
9. Once they sprout, pull out the plants that are too close together. This will give the remaining plants more room to grow  
10. Remove any weeds that grow  
11. Everyday watch your plant as it grows

*Activities taken from:*  
*Eat Well Play Hard: Growing Goodness: Growing a Container Garden Activity*

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Tot Lesson Plan Outline
Lesson 2: F is for Farm

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)

III. Content
   - Preschoolers will identify the farm as the place where fruits and vegetables grow
   - Preschoolers will tell why it is important to wash fruits and vegetables before they eat them.
   - Preschoolers will tell why it is important to wash their hands before they eat food.

Materials:

Lesson:
Book: Our Community Garden by Barbara Pollak (Other children’s books on growing/gardening can be substituted for this lesson)
Fruit and Vegetable Picture Cards

Taste Test: Veggie Rainbow
Fat-free Ranch Dressing
Different colored peppers
Paper plates
Crayons (for outlining rainbow on plate)
Sanitizer

Procedure:
Introduction:
   A. Talk about the color wheel and why it is important to eat many different colors of foods, especially fruits and vegetables. Ask the students to name a red colored food, a green colored food. Do this until all of the colors named last week are given. You can point to the color wheel that was filled in last week to help the children remember.
Do you eat all of the colors at home? What colors do you like to eat? I want to read you a story about a surprise garden—3 children are going to plant some seeds. Can you guess what will grow? What different colors do you think they'll find?

Developmental:

B. Have all of the children sit in a circle. You will now read them a story called Our Community Garden by Barbara Pollak. This book will help the students learn about farming and gardening and the excitement of children getting their hands dirty and learning about growing, living this for the first time.

C. After you have read the book to the children initiate a short discussion about the book. Explain that farmers grow vegetables and fruits on a farm, just like the children in the book grew vegetables in their community. Tell the children that eating a colorful variety of fruits and vegetables will help their bodies grow and be healthy.

(Where do you think apples grow? Where do you think carrots grow? Today we are going to find out where all of our favorite fruits and vegetables grow. Before we find our where all of our favorite fruits and vegetables grow on the farm we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities)

D. It's Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and _____ with me.

(I think we’re ready to play our game!)

E. Explain to the children that we are going to play a game that helps us identify where our favorite fruits and veggies grow on the farm. Randomly choose one of the picture cards. Show the side of the picture card with the picture of the fruit or vegetables to the children (example: show the picture of an apple).

a. Discuss with the children the following questions

i. What is it?
ii. Have you ever eaten it?
iii. Did you like it?
iv. What color is it?
v. What shape is it?

b. After you have discussed with the children what the food is, ask them where on the farm they think it grows. Turn over the picture card and show them where the food grows (example: Apple tree). Repeat the activity using the other picture cards.

(Now we are going to pretend that we are farmers on the farm!)
c. Have children pretend to dig for potatoes; pull carrots out of the ground, tomatoes or blueberries from bushes; and climb to pick apples, cherries and peaches.

*(Let's try a new food that is colorful and grows on a farm)*

F. **Handwashing**

Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

*We wash our hands to keep them clean...*
*The cleanest hands you’ve ever seen!*
*Use soap and water---- that’s the way!*
*To chase those yucky germs away!*

G. **Taste Test: Veggie Rainbow**

With crayons (red, orange, yellow, green, blue, purple), have the children outline a rainbow on a paper plate (i.e. *Draw a line across your plate with the red crayon*). Place a few “rain drops” of fat-free ranch dressing on the rainbow or on the side as a “cloud”. Have children place strips of a variety of colorful peppers on the rainbow. Let the children dip the veggies in the dressing.

~Don’t forget to add to the Tasting Chart!

H. **Conclusion:**

Ask the children what they learned about fruits and vegetables today. Where do foods come from? Where on a farm do fresh fruits and vegetables grow? Review the different colors of fruits and vegetables and why it is so important to eat all of the colors of the rainbow. Also review why it is important to wash our hands and food.

**Lesson taken from:**
*Keystone Color Me Healthy- Go Active! Harvest Time*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders
Lesson 2: F is for Farm

Before each activity review the following key points from the Nutrition Lesson

- Healthy foods grow from small seeds and become healthy and delicious foods that we can eat
- It is important to wash your hands before you handle food
- It is important to wash foods, especially fruits and vegetables before we eat them
- Fruits and vegetables taste good

Pennsylvania Education Standards:
- Show curiosity and explore visual materials and activities (CA 9.1 A)
- Show care and persistence in a variety of art projects (CA 9.1D)

A. Fruit and Vegetable Place Mats

Directions
1. Hand out the placemats to the children
2. Have the children draw and color in their favorite fruits and vegetables that grow on a farm
3. Explain to the children why the plate is divided into sections
4. Review with the children that our plates should be half fruits and vegetables
5. Also point out the location of the cup, napkin, plate and silverware
6. You can show the children different pictures of fruits and vegetables to help them draw the fruits and vegetables
7. While the children are coloring their favorite fruits and vegetables ask them questions about their drawings
   i. What kind of fruit/vegetable is that?
   ii. What color is your favorite fruit/vegetable?
   iii. Do you eat that at home?
   iv. Where do fruits and vegetables grow?
8. After all of the children have colored in their placemats you can display them in the classroom or let the children take them home to show their parents. Another option is to laminate them so they can use them in the future for their snack time

Activity taken from:
Eat Well. Play Hard: Vary Your Veggies, Activity 2 Vegetable Placemats
Tot Lesson Plan Outline
Lesson 3: H is for Healthy

I. NEP Objectives:
- (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
- (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6A)
- Engage in physical activity (PH 10.4H)
- Exhibit knowledge about foods and nutrition (PH 10.3 B)

III. Content
- Preschoolers will learn the importance of a healthy diet
- Preschoolers will learn how to make simple food choices
- Preschoolers will learn how to celebrate food

Materials
Lesson:
Rotten Ralph Feels Rotten by Jack Gantos, Farrar, Straus and Giroux
5 different colored construction papers
Different colored food pictures

Taste Test: Hummus
Chickpeas
Garlic
Lemon juice
Low-fat mayonnaise
Pita bread

Procedure:
Introduction:
A. Review last week’s concepts with the children; where foods come from and why it is important to eat a variety of colors. Ask the children: Where do foods come from? Is it important to eat many different colors or just one or two colors? (many colors) Review with the children why it is important to wash our hands and our foods before we eat. (germs can make us sick)

Developmental:
B. Have all of the children sit in a circle. You will now read them a story called Rotten Ralph Feels Rotten by Jack Gantos, Farrar, Straus and Giroux. Show the students the
cover of the book. Ask questions about the cover. What do they see? What colors do they see on the cover?
C. Read them the story
D. After you are finished reading discuss the story
   a. What kind of foods did Sarah try to feed Ralph?
   b. How does Ralph feel after he raids the garbage cans?
   c. Have you ever eaten anything that made you feel rotten like Ralph?
   d. How do you think Ralph would have felt if he would’ve eaten the foods that Sarah was offering?
   e. Why is it important to eat a healthy diet?

(Exercise and movement are also a part of a healthy lifestyle. It is important for us to move our bodies! Moving our bodies can be fun too!)

E. It’s Hip to be Fit!
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3….
   Come along and _____ with me.

F. Color Wheel Race
   Set up end points with colored pieces of construction paper. Use the colors that were used in the color wheel. Then have the student’s line up in two lines, pick a food picture and run to the colored paper that matches the color of the food picture and then run back. When they run back they must tag their teammate who is next in line. The next student grabs a food picture and does the same thing. Do this until all of the children have had a chance to go.

(Great job everyone! Now we can try a food that is good for our bodies and yummy too! Would you like to help make a delicious healthy snack?)

G. Handwashing
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   We wash our hands to keep them clean…
   The cleanest hands you’ve ever seen!
   Use soap and water---- that’s the way!
   To chase those yucky germs away!

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H. Taste Test: Hummus with pita bread triangles
   1. Give each student a soufflé cup with a few chick peas and a plastic fork that they
can use to mash up the chick peas.
   2. Put all of the mashed up chickpeas in a bowl and add the lemon juice, garlic and
mayonnaise to the bowl before it goes in a blender.
   3. After all of the ingredients are added to the blender and mixed up, give each child
a scoop of hummus and have them try it with pieces of pita bread.

I. Conclusion:
   Ask the children if they liked the chick pea dip (hummus). What did they like about
it? What did they not like about it? Why is it important to eat well? Have the
children name some foods that are good for them? You can show them pictures in
the book and also the fruit and vegetable cards from the game to help them
remember.

Lesson taken from:
Keystone Color Me Healthy Children’s Books: Rotten Ralph Feels Rotten
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Eat Well, Play Hard: Smart Snacking: Chick Pea Dip
Extending Activity for Tot Leaders
Lesson 3: Making a Healthy Snack

Before each activity review the following key points from the Nutrition Lesson

- Eating healthy is important for our bodies and our minds
- Healthy foods help us to grow up big and strong
- Fruit and Vegetable snacks are very delicious and healthy for our bodies

Pennsylvania Education Standards:
- Follow adult directions (PS 3.2H)
- Demonstrate basic disease prevention skills (PH10.1C)

Simple Snack Mix

Ingredients
1 cup of toasted oat cereal  
1 cup of wheat square cereal  
1 cup of low-fat cheese crackers  
1 cup of mini pretzels

Directions
1. Have the children wash their hands  
2. Have the children measure out all of the ingredients  
3. Combine all of them together in one bowl  
4. Divide the Snack Mix into separate bags for the students  
5. Talk to the children about the colors of the food, the shapes and the way they smell  
6. Discuss why is it important to eat healthy snacks

NOTE: You can be reimbursed for foods used in each snack by following the directions on the attached form.

Recipe taken from:
Eat Well, Play Hard: Smart Snacking; Snack Mix
Tot Lesson Plan Outline
Lesson 4: P is for Pumpkin

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Education Standards:
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Listen responsively to directions, stories and conversations (RL 1.6 A)

III. Content
   - Preschoolers will explain that pumpkins grow from seeds
   - Preschoolers will be able to classify a pumpkin as a vegetable
   - Preschoolers will be able to explain that pumpkins and other orange fruits and vegetables are good for our eyesight

Materials:
Lesson:
Pumpkin, Pumpkin by Jeanne Titherington
2 Fresh Pumpkins
Can of pumpkin
Pumpkin seeds
Sharp knives (to cut top off pumpkin)

Taste Test: Pumpkin Pudding
   - 1 cup canned pumpkin
   - ½ teaspoon pumpkin pie spice
   - 3.5oz vanilla instant pudding mix
   - 1 ½ Low-fat milk

Procedure:
Introduction:
A. Initiate a discussion with the children about last week's lesson. Eating well is very important especially for young children. Remind the children that when they eat foods that are good for them they have more energy to run around and play.
B. Tell the children that you brought something with seeds inside. Describe it to the children before they see it; it is big, orange and round. Ask them to guess what it is.
Show them the pumpkin. Tell them that pumpkins can help us to see well. When we eat orange fruits and vegetables like pumpkin, our body gets vitamin A, and that helps keep our eyes healthy.

(Can you name some other orange fruits and vegetables? Squash, carrots, sweet potatoes, oranges, tangerines and some types of melon are all orange fruits and vegetables. Point to the pumpkin and tell the children that we will be reading a story about pumpkins)

Developmental:

C. Have the children sit in a circle. Read the book, Pumpkin Pumpkin. Tell the children: we can eat two parts of the pumpkin, the inside flesh and the seeds. After the pumpkin is cooked and mashed, it looks like canned pumpkin. Show the children the pumpkin can and the seeds.

D. After you have read the book to the children initiate a discussion about the book. What happened to the seed after it was planted? How big did the pumpkin grow? What did he do with the pumpkin?

(Have any of you ever eaten a pumpkin? How about carved a pumpkin or painted a pumpkin? Well, today we are going to carve a pumpkin and explore what is inside. Before we carve our pumpkin we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3....
Come along and ______ with me.

F. Cleaning out the Pumpkin

a. Get your pumpkins out and have the children guess the weight of them. You can do this informally and have them call out numbers. When everyone has guessed you can tell them the weight of the pumpkins.

b. You can hold up a few seeds and show them how small the seed is and how big the pumpkin has grown.

c. Put out newspaper all over the tables. Have a teacher help you to cut the tops of the pumpkins off so the children can really get into it. With 2 pumpkins you can put the students at 2 tables. Allow the students to put their hands inside the pumpkin. Have them identify the flesh and the seed parts of the pumpkin. Have them pull out the seeds and put them on the newspaper.

d. Talk to the teacher about options on what to do with the seeds.

1. Ask the teacher to take them home and bake them and bring them back for the children to taste.
2. Give students some seeds in a plastic sandwich bag to take home to have parents bake them.
3. Bring ready to eat pumpkin seeds so the kids can taste them or take them home.

(We’re going to use the insides of a pumpkin that have been put into a can to make a delicious snack!)

G. Handwashing
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   We wash our hands to keep them clean...
   The cleanest hands you’ve ever seen!
   Use soap and water---- that’s the way!
   To chase those yucky germs away!

H. Taste Test: Pumpkin Pudding
   Directions: Mix together 1 cup canned pumpkin, ½ teaspoon pumpkin pie spice, 3.5oz vanilla instant pudding mix, and 1 ½ Low-fat milk to make a delicious pumpkin flavored pudding.

~Don’t forget to add this to the Tasting Chart!

I. Conclusion:
   Ask the children what they learned about today. What is a pumpkin? What color is a pumpkin? Where do pumpkins come from and why are they good for us? Do pumpkins have seeds? Did they like the pumpkin pudding? How did it taste? Was it creamy or crunchy? Was it hot or cold?

Lesson taken from:
Eat Well, Play Hard: Growing Goodness- Start with a Seed
Nutrition in Every Them: I Am Growing: Celebrate Healthy Eating and Exercise
Extending Activity for Tot Leaders
Lesson 4: P is for Pumpkin

Before each activity review the following key points from the Nutrition Lesson

- Pumpkins grow on a farm from seeds
- Pumpkins are good to eat and also fun to play with
- Pumpkins are a vegetable with Vitamin A which helps us to see better

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- Understand how things, people and places change over time (SS 8.1C)

A. Read a New Book: Pumpkin Soup by Helen Cooper

1. Have all of the children sit in a circle
2. Read the story Pumpkin Soup
3. After you have read the story ask them questions about the book
   i. What did Jamie plant? (A seed)
   ii. What did the seed grow into? (A pumpkin)
   iii. What color is the pumpkin? (Orange)
   iv. It is big or small?
   v. What does Jamie do with the new seeds? (Saves them for next year)
   vi. What does Jamie carry his pumpkin in? What color is it? (A red wagon)
   vii. What does he make with his pumpkin? (A jack-o-lantern)
4. Ask the children if they liked the book? If so, what did they like about the book?
   i. Have you ever eaten pumpkin soup?
   ii. What kind of soup do you like to eat?
5. After you are done reading the book you can display the book so the children can see the book and read it again later.

Book from: Keystone Color Me Healthy Children's Book List
I. NEP Objectives
- (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
- (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Education Standards:
- Show care and persistence in a variety of art projects (CA 9.1 D)
- Use counting and numbers as part of play and as a means for determining quantity (LM 2.1A)
- Recognize how things are alike (comparisons) and identify objects that belong together (classification) (LM 2.8 A)
- Exhibit knowledge about foods and nutrition (PH 10.3 B)
- Differentiate between real and make-believe (C1.3 F)

III. Content
- Preschoolers will learn that berries are a type of fruit
- Preschoolers will say that berries can be different colors and different shapes
- Preschoolers will be able to count to three

Materials:
Lesson:
Red, blue and purple play dough
Plastic bowls
Book: *Strawberries are Red* by Pete Horacek
Picture of strawberry plant

Taste Test: Berry-Bobs
- Strawberries
- Blueberries
- Blackberries
- Coffee stirrers
- Plates

Procedure:
Introduction:
A. Review last week's concepts with the children; pumpkins. Ask the children if they liked the pumpkin pudding. Did they have fun carving the pumpkins last week? Introduce today’s topic by showing the children a picture of a strawberry plant. Ask the children if they know what the picture is and have them guess what we will be talking about today.

Developmental
B. Talk about the color of the berries that are hanging on the plant. Ask the students questions about the berries. Have you ever eaten strawberries? Do we eat the seeds on the strawberries? Where are the seeds? Where are the seeds on other fruit? What are some other kinds of berries?
C. Read the children Strawberry are Red by Pete Horacek. This book will help the children to identify the many different colors of fruits. This book will also help children understand why it is important to eat many fruits including berries. Ask questions during the story.
   a. What color are the blueberries?
   b. What color are the oranges?
   c. What color are the bananas?
   d. Have you ever tried a banana?
   e. Ask more questions as you read the story to the children

(Do you want to make your very own berries? We are going to mold berries from clay and make a pretend berry salad! We cannot eat the berries we make but we will eat real berries when we are done making our pretend berries. Before we make our pretend berries we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)

D. It’s Hip to be Fit!
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3….
   Come along and ______ with me.

E. Play Dough and Berries
   The children will now make their very own pretend berries to put in their own pretend bowl. Each student will receive blue, red and purple play dough to make pretend blueberries, strawberries and blackberries. While the children are molding their “fruits” explain to them that fruit provides us with energy and helps children grow a healthy body. Model some shapes and see if students can replicate them. Help direct kids when making shapes i.e. blueberries look like round circles, strawberries can look like a triangle. After every child has molded their berries they will make a pretend fruit salad with the blueberries, strawberries and blackberries. Each child will count out 3 blueberries, 2 blackberries and 2 strawberries to be placed into their individual bowls. If the children...
have extra berries they will put them into another bowl for the teachers. After they have made their fruit salads ask the children about their berry salads. How are all of the foods the same? (they are all fruit and they are all berries) How are they different? (They are all different colors and different shapes).

(Now we are going to eat three different berries, show the children the berries. Before we get started we need to wash our hands!)

F. Handwashing
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   We wash our hands to keep them clean…
   The cleanest hands you’ve ever seen!
   Use soap and water---- that’s the way!
   To chase those yucky germs away!

G. Taste Test: Berry Bobs
   Have the students wash all fresh fruit and place them in a bowl. Cut the strawberries in half or quarters and place them in a bowl. Give each child a plate, coffee stirrer and 2-3 pieces of each type of fruit. Demonstrate how to make a kabob (a berry-bob) by putting fruit onto the coffee stirrer. Encourage each child to make and eat their own berry-bob.

H. Conclusion:
   Ask the children what they learned today? How many berries did they eat today?
   How many berries did they mold into clay?

Lesson taken from:
East Smart, Play Hard- Power Panther PreSchool: Power Panther Eats Berries
Eat Well, Play Hard: Flavorful Fruit Lesson: Activity 2, Fruit Kabob
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Extending Activity for Tot Leaders
Lesson 5: B is for Berries

Berry Necklaces

Before each activity review the following key points from the Nutrition Lesson

- Berries are a type of fruit
- Berries are different in color and in shape
- Strawberries and raspberries are red
- Blueberries are blue
- Blackberries are purple

Pennsylvania Education Standards:

- Make independent choices (AL 1 B)
- Is aware of self and one’s own preferences (PS 3.1A)

Color Me Hungry

a. Let student select a picture of his or her favorite berry (pictures included).
b. Have the students color in their favorite berry.
c. Help students to cut out their favorite berry
d. Put a hole-punch in the picture of their favorite berry.
e. Help each student make a food necklace by stringing the food picture and tying the ribbon in a knot.
f. Use the rhyme below to help the students recognize that different fruits come in different colors.

Taste the Colors
We love food colored green
Bell peppers and long string beans
Pickles, celery, cucumbers too
All these foods are good for you.

Yellow foods are fun to eat
Bananas are a special treat
Squash and corn and lemon wedges too
All these foods are good for you

We love food colored red
Cherries, apples, jam on bread
Raspberries, tomatoes too

The Food Trust
Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DPW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
All these foods are good for you

We love food that’s orange too
Carrot sticks and orange juice
Cantaloupes and sweet potatoes too
All these foods are good for you

All these foods are fun to eat
Colors make them special treats
Taste the colors one by one
Healthy foods are lots of fun

Activity Taken From:
Keystone Color me Healthy “Taste the Colors”
Tot Lesson Plan Outline
Lesson 6: A is for Apples

I. NEP Objectives
- (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
- (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Education Standards
- Exhibit knowledge about foods and nutrition (PH 10.3 B)
- Express self through movement (CA 9.2A)
- Listen responsively to directions, stories and conversations (RL 1.6A)
- Recognize how things are alike (comparisons) and identify objects that belong together (classification) (LM 2.8A)

III. Content
- Preschoolers will be able to recognize an apple as a fruit
- Preschoolers will be able understand that there are different types of apples
- Preschoolers will be able to taste three different kinds of apples

Materials:
Lesson:
Handa’s Surprise by Eileen Browne
Picture Cards
Music (Smart Fruit and Veggie Song CD)
CD Player

taste Test: Apples
3 different varieties of apples (Fuji, golden delicious, red delicious)
Cutting board
Knife
Plates or soufflé cups

Procedure:
Introduction:
A. Review last week’s concepts with the children; berries. Ask the children what berries are; are they a vegetable, are they a fruit? Is there more than one type of berry? What types of berries did you try last week? Did they like the berries they tried last week?
Developmental

B. *Handa’s Surprise* by Eileen Browne

Show the children the cover of the book. Ask them who they think is on the cover? Ask them to name the fruits on the cover. You may need to help them with the names of the fruit. Ask which fruits are their favorites. While reading the book to the children take time for questions and comments. You can ask the students the following questions:

a. Where do fruits grow?
b. How many fruits did Handa put in her basket?
c. Have you ever tasted pineapple?
d. Where is Handa going?
e. What did the monkey take out of Handa’s basket?
f. What are some fruits that you like to eat?

*(Let’s play a game about fruit and listen to music! Before we play our musical food game we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)*

C. It’s Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

**Your bones and muscles are growing strong.**

**Eat good foods and you can’t go wrong**

**Now move your bodies, count 1, 2, 3…**

**Come along and _____ with me.**

D. Musical Food Game

a. This activity is played like the game musical chairs. In this game children do not get kicked out of the circle because the number of chairs always matches the number of children. This game is all about identifying fruits from other types of food.
b. Set the chairs in a circle and place a food picture in each chair. As you play music, students walk or dance in a circle inside the ring of chairs. When the music stops, they should stop in front of the closest chair. If they have a picture of a fruit, they should sit down and hold up the picture. If the picture is of a different food, they should remain standing.

i. You can continue to do this for as much time as you have. Try and get every child involved in the game and give everyone a chance to pick up a fruit card.
c. After you are done with the game, pick up the apple card and show it to the class. Have them identify the fruit. After they have identified the apple ask them what color it is? (red) Ask them if they think there are apples with different colors? Tell them that there are many different types of apples and we are going to try some today.

*(Now we are going to eat three different apples. Before we get started we need to wash our hands!)*
E. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.
      
      **We wash our hands to keep them clean…
      The cleanest hands you’ve ever seen!
      Use soap and water---- that’s the way!
      To chase those yucky germs away!”

F. **Taste Test: Apples**
   Show the children three kinds of apples and talk about their different colors, shapes, and sizes. Ask the children if they think each type will taste differently. Core the red apples and cut into serving size pieces, do the same with the other two apples. Ask them which apple they enjoyed the most.

   Provide each child with the *I tried 3 kinds of apples today* handout.

   ~Don’t forget to add the apples to the Tasting Chart!

   **G. Conclusion:**
   Ask the children what they learned today? How many apples did they try? What colors were they? What color fruit was your favorite?

   *Lesson taken from:*
   Show Me Nutrition: Handa’s Surprise: Lesson 11
   Eat Well Play Hard: Child and Adult Care Food Program: Flavorful Fruit
   Book in a Bag: Germs! Germs! Germs!: Hand Washing Poem
   Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Extending Activity for Tot Leaders
Lesson 6: A is for Apples

Before each activity review the following key points from the Nutrition Lesson

- There are many different kinds of apples
- Apples are a fruit

Pennsylvania Education Standards:
- Take turns in games and tasks (PS 3.31)
- Follow simple and multi-step directions (RL 1.6B)
- Write own name and other meaningful words (L 1.5E)

Pin the Apple
This game is played like the game “pin the tail on the donkey”. Have the students color or decorate their apple leaves as desired. Write students names on their apple leaves or have them write their own names. Put tape on the back of their apple leaf.

Directions:
1. Take turns. Have one student close his/her eyes (or you can use a blindfold).
2. Slowly spin the student in a circle and lead the student to the apple.
3. Tell the student to stick his/her leaf on the apple.
4. Remove the blindfold or ask the student to open their eyes to see where there put the apple.
5. Repeat this until everyone has had a turn.
6. Ask the students questions, such as:
   a. What color are the apple leaves?
   b. Is this where apple leaves can be found on real apples?
   c. Has anyone ever seen apples growing on a tree?
   d. Where do we find apples that we eat?
   e. What are other fruits that grow on trees?
   f. What are your favorite fruits?

Activity Taken From:
Show Me Nutrition: Handa’s Surprise: Additional Activity; Pin the Apple
Tot Lesson Plan Outline
Lesson 7: M is for Mango

I. NEP Objectives
- (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
- (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
- Exhibit knowledge about foods and nutrition (PH 10.3 B)
- Engage in physical activity (PH 10.4)

III. Content
- Preschoolers will be able to identify a mango as a fruit
- Preschoolers will be able to say that mangos grow from trees
- Preschoolers will be able to say that mangos are yellow on the inside

Materials:
Lesson:
Book: Tingo Tango Mango Tree by Marcia K. Vaughn
fruit pictures
Seedie Babies 2 for the activity
Seedie Babies 1/per child (reinforcement)
Large Brown bag (or orange TFT bag)

Taste Test: Mango
Fresh Mango
Plastic forks 1/child
Napkins/bowls 1/child
Cutting board
Knife

Procedure:
Introduction:
A. Review last week’s concepts with the children; apples. Ask the children what they
liked about the apples? What color apples did we try? How many apples did we try
last week? Do you like apples? What color is your favorite apple?
Developmental:
B. Show the children the cover of the book. Ask them what they think is on the cover? What colors do they see? What color is the sky? What color is the tree? Can you guess what we are going to read about?
C. Read the book Tingo Tango, Mango Tree.

(After you have read the book, ask the children if they would like to play the Mango Hop? It is a very fun game to play. Before we play ‘The Magic Fruit’ we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)

D. It's Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3....
Come along and ______ with me.

E. The Magic Fruit
Have the children sit in a circle. As you sing that “The Magic Fruit” have students pass the seedie baby around the circle. Who ever has the seedie baby when the song stops has to either name a fruit or name the picture of the fruit you are holding up.

(Now that we have done the Mango Hop I think that we all deserve to eat a tasty mango! Do you want to try a mango?)

F. Handwashing
Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean...
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

Taste Test: Mango
Allow children to feel the outside of the fruit. Remind them that mangos grow on trees. Ask questions about the mango.
- Do you think mangos have a big or a small seed? (big)
- What color do you think they are on the inside? (yellow)
- Does the outside of the mango feel smooth or bumpy? (smooth)
~Don’t forget to add Mango to the Tasting Chart!

**Conclusion:**
Put all of the seedie babies in a bag so the children cannot see them. Remember the fun seedie babies we played with earlier? You are each going to get your very own to play with at home. Tell the students how proud you are of them for learning about healthy foods like fruits and vegetables. Have each student, one at a time come up and take a seedie baby from the bag.
Ask the children what they learned today. What kind of fruit did they try? Where do they grow? Did they like what they tried?

*Lesson taken from:*
*Power Panther Eats Tropical Fruits: Lesson 9: pages 73-78*
*Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders
Lesson 7: Making a Healthy Snack

Frozen Fruit Cups

Before each activity review the following key points from the Nutrition Lesson

- Mangoes are a delicious fruit
- Mangoes grow on trees
- Mangoes are yellow on the inside

Pennsylvania Education Standards:
- Follow adult directions (PS 3.2H)
- Demonstrate basic disease prevention skills (PH10.1C)

Frozen Fruit Cups

**Ingredients:**
1. 3 bananas
2. 24 ounces of nonfat yogurt
3. 10 ounces strawberries, frozen-thawed and un-drained
4. 2 mangoes (frozen or fresh) cut into small pieces

**Directions:**
1. Line 18 muffin-tin cups with paper baking cups.
2. Dice or mash bananas and place in a large mixing bowl
3. Sir in remaining ingredients
4. Spoon into muffin-tin cups and freeze at least 3 hours or until firm. Remove frozen cups and store in a plastic bag in freezer.
5. Before serving, remove paper cups and let stand 10 minutes

*Per Recipe: $3.89
Per taste-test serving: $0.22
Adapted From: Power Panther Preschool: Kids a Cookin'*
Tot Lesson Plan Outline

Lesson 8:  D is for Detective (a Fruit Detective!)

I. NEP Objectives
- (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
- (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- Engage in physical activity (PH 10.4)
- Exhibit knowledge about foods and nutrition (PH 10.3 B)
- Use multiple strategies and all available senses to explore and learn from the environment (AL 1 D)

III. Content
- Preschoolers will be able to say that fruit tastes good
- Preschoolers will be able to associate colors with a certain type of fruit
- Preschoolers will be able to taste many different fruits
- Preschoolers will be able to use their senses to identify two types of fruit

Materials:

Lesson:
Brown paper grocery bags
1-2 mystery fruits
Book: Oliver's Fruit Salad by Vivian French

Taste Test: Easy Fruit Salad
One can (16oz) drained fruit cocktail
2 sliced bananas
2 oranges cut into bite size pieces
2 apples cut into bite sized pieces
8 ounces yogurt, low fat vanilla

Procedure:

Introduction:
A. Review last weeks’ concept with the students; mangos. Ask the children if they like the mangos. Do you remember what color they were? Did they have fun playing the Mango Hop last week?
Developmental
B. Show the children the cover of the book. Ask them to identify what they see. What colors are on the cover of the book? What kinds of fruits are on the cover of the book?
C. Read children the book Oliver’s Fruit Salad by Vivian French. This book will help the children to recognize a variety of colorful fruits. This book will also help children learn that fruits taste good.

(Now that we have read a book all about fruits we are going to play a game all about fruits. We are going to be detectives and play the brown bag mystery! Before we play ‘The Brown Bag Mystery’ we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.)

D. It’s Hip to be Fit!
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3....
   Come along and _____ with me.

E. Mystery Fruit. . .
1. Place the two mystery fruits in separate brown paper bags.
2. One at a time, pass the bags around and have the children put their hands in the bag. (If there are many students you can call up one volunteer to the front of the class) Tell them not to look into the bag but only to use their hands to feel the mystery fruit.
3. After they have all had the opportunity to touch the food, have the children now smell the food. Pass the bags around again or have one volunteer come up to the front of the class.
4. Make sure that their eyes are closed and have them, either one by one, or one volunteer to smell the fruit that is in the bag.
5. Have children take turns to guess what the mystery fruits are.
6. Do this until both of the fruits have been guessed.

(Now that we have named all of our mystery fruits we can make a fruit salad just like Oliver and his grandfather did! Do you want to make fruit salad with me?)

F. Handwashing
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   We wash our hands to keep them clean...
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

G. Taste Test: Easy Fruit Salad
Ingredients:
1 can (16 oz) drained fruit cocktail
2 sliced bananas
2 oranges cut into bite-sized pieces
2 apples but into bite-sized pieces
8 ounces yogurt, low-fat vanilla

Mix fruit in a large bowl. Add yogurt and mix well. Chill in refrigerator before serving

Yields 12 taste test servings
$3.12 per recipe
$0.22 per taste test serving

~Don’t forget to add to the Tasting Chart!

H. Conclusion:
Ask the children what they learned today. How did we figure out what the mystery fruit was in the bag? Be sure to tell the students that they used their senses to figure out what the mystery fruits were. What did they try for their taste test? Did they like the food that they tried?

Lesson taken from:
Eat Well, Play Hard: Flavorful Fruit, Fruit Mystery Bag Activity
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
USDA Recipe Finder: Easy Fruit Salad
Book in a Bag: Eating Healthy with MyPyramid: The Fruit Group/Leaders Page
Extending Activity for Tot Leaders
Lesson 8: D is for Detective (Fruit Detective!)

Before each activity review the following key points from the Nutrition Lesson

- *Fruits come in many different colors*
- *Our five sense help us to identify fruits*
- *Fruit tastes good*

**Pennsylvania Education Standards:**
- Listen responsively to directions, stories and conversations (RL 1.6 A)

**A. Read a New Book: We Eat Food That’s Fresh by Cathy June and Angela Russ-Ayon**

1. Have all of the children sit in a circle
2. Read the story *We Eat Food That’s Fresh*
3. After you have read the story ask them questions about the book
   i. What pictures of fruits and vegetables did you see? (tomatoes, pineapples, carrots, bananas)
   ii. What type of book helps people prepare their foods? (a recipe book)
   iii. What types of foods were sold at the farm? (cucumbers, pumpkins, zucchini, onion)
   iv. What are some foods that come in a can? (olives, green beans, mushrooms, vegetable soups)
   v. Have you ever tasted a honeydew? What color is honeydew? (green)
   vi. Should we ever take food from someone we don’t know?
   vii. What is your favorite fruit?
   viii. What color is your favorite fruit?
4. Ask the children if they liked the book? If so, what did they like about the book?
5. The book also comes with an audio CD, which has a fun song for the children to dance and sing along to.

*Book Taken From: Keystone Color my Healthy*
Extending Activity for Tot Leaders
Lesson 8: D is for Detective (Fruit Detective!)

Before each activity review the following key points from the Nutrition Lesson

- *Fruits and vegetables come in many different colors*
- *Our five senses help us to identify fruits and vegetables*
- *Fruits and vegetables taste good*

**Pennsylvania Education Standards:**
- Listen responsively to directions, stories and conversations (RL 1.6 A)

**A. Read a New Book: Feast for 10 by Catharine Falwell**

1. Have all of the children sit in a circle
2. Read the story **Feast for 10**
3. After you have read the story ask them questions about the book
   i. What kind of fruit did the family buy for the pie? (pumpkin)
   ii. What color is it? (Orange)
   iii. How many chickens did the family buy? (three)
   iv. How many kinds of beans did the family buy (five)
   v. How many types of beans can you name? (Kidney beans, black beans, garbanzo beans, chickpeas, pinto beans, cannelloni beans, etc…)
   vi. How many bunches of greens did the family buy? (six) How many green vegetables can you name?
   vii. How many dill pickles were in the jar? (seven) What is a pickle made from? (a cucumber)
   viii. How many tomatoes were there? (eight) How many potatoes were there? (nine)
   ix. If there were 10 helping hands, how many people were there (five)
4. Ask the children if they liked the book? If so, what did they like about the book?
5. Ask children about their own Thanksgiving. What did they eat? What fruits and vegetables did they have with their Thanksgiving dinner?

*Book Taken From: Keystone Color my Healthy*
Tot Lesson Plan Outline

Lesson 9: V is for Vegetable

I. NEP Objectives
   • (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   • (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   • (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • Listen responsively to directions, stories and conversations (RL 1.6 A)
   • Exhibit knowledge about foods and nutrition (PH 10.3 B)
   • Use counting and numbers as part of play and as a means for determining quantity (LM 2.1A)
   • Engage in physical activity (PH 10.4)

III. Content
   • Preschoolers will be able to identify snap beans as a vegetable
   • Preschoolers will say that vegetables taste good
   • Preschoolers will be able to count to five
   • Preschoolers will taste three different vegetables

Materials:

Lesson:
Book Oliver’s Vegetables by Vivian French
Fresh Snap Beans 1/child
Bowl

Student Reinforcement:
jump ropes

Taste Test: English Muffin Veggie Pizza
1 cup broccoli
4 whole (8 halves) English muffins
1 cup pizza sauce (or spaghetti sauce)
1/2 cup mozzarella cheese, shredded, part skim
3 Tablespoons shredded carrots
1 teaspoon grated parmesan cheese

Procedure:
Introduction:
A. Review last week's concept with the students; fruits. Ask the children what fruits they tried? Did they like the fruits that they ate last week? Ask the children if they remember what mystery fruits were inside the brown bags? Do they remember how they felt? Were they hard? Were they soft?

Developmental:
B. Show the children the cover of the book. Ask them to identify what they see? What colors are on the cover of the book? What kinds of vegetables are on the cover of the book?
C. Read children the book Oliver's Vegetables by Vivian French. This book will help the children to recognize a variety of vegetables. This book will also help children learn that vegetables taste good.

*(Now that we've learned all about Oliver and the vegetables he ate, we can look at vegetables that I brought for you and play a game called Snap the Beans.)*

D. Jump Rope
Before we play Snap the Beans we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities. But today we are going to be doing a special exercise that is super fun! We are going to jump-rope today; this will help us to perform better when we do our activities. After the exercise you can tell the children that they get to keep the jump ropes so they can play with them at home.

E. It's Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

- Your bones and muscles are growing strong.
- Eat good foods and you can’t go wrong
- Now move your bodies, count 1, 2, 3....
- Come along and ______ with me.

F. Snap the Beans
1. Give each child one fresh snap bean and have them open it up. While the students are opening their beans talk to the children about the vegetable. Tell the children that snap beans come in many colors; green, yellow and purple. What color is the snap bean in front of them? Have they ever had beans like these before? Did they like them?
2. Remind them that they are growing their own snap beans from the first week's extended lesson. Make sure you check on the progress of their growing beans.
3. After everyone has opened up their beans you can have the children count the beans inside the pod and place them on a napkin.
4. After all of the children have counted their beans, put them into one large bowl. Show the children all of the beans that came from the pods.
(Now we are going to eat snap beans and some other vegetables on a pizza! Do you like pizza? Do you want to make and eat Veggie Pizza today? We are going to wash the beans in this bowl and put them on our pizza!)

G. Handwashing
Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean...**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!”**

H. Taste Test: English Muffin Veggie Pizza
While the children are helping to make the Vegetable Pizza ask the children to name the colors of all the vegetables you are using for the pizza. Tell the children that vegetables come in a rainbow of colors just like the fruits that we eat.

**Ingredients:**
4 whole (8 halves) English muffins
1 cup pizza sauce (or spaghetti sauce)
1 cup broccoli
1/2 cup mozzarella cheese, shredded, part skim
3 Tablespoons shredded carrots
1 teaspoon grated parmesan cheese
Handful of snap beans (from lesson)

1. Cut 4 English muffins in half to make 8 muffin halves.
2. Spoon 2 tablespoons pizza sauce over each English muffin half.
3. Sprinkle 1 tablespoon shredded mozzarella cheese on top of each half.
4. Put 2 tablespoons broccoli and 1 teaspoon shredded carrots on top of each half.
5. Sprinkle each half with 1 teaspoon grated parmesan cheese.

   **Note:** If you have an oven or toaster oven: toast muffin halves for 2 minutes, until the cheese melts.

~Don’t forget to add to the Tasting Chart!

**Conclusion:**
Ask the children what the learned today? What kind of vegetables did they try? What colors were the vegetables they tried? Did they like the vegetables? What is their favorite vegetable? What color is their favorite vegetable?

**Lesson taken from:**
*Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
*USDA Recipe finder: English Muffin Veggie Pizza*
Extending Activity for Tot Leaders
Lesson 9: V is for Vegetable

Before each activity review the following key points from the Nutrition Lesson
- Snap beans are a vegetable
- Snap beans have beans on the inside of their pods
- Snap beans can be green, yellow or purple
- Vegetables come in many different colors

Pennsylvania Education Standards:
- Make independent choices (AL 1.B)
- Write own name and other meaningful words (L1.5D)

Snap Bean Coloring Activity
1. Hand out one coloring sheet to each student
2. Read the directions on the top of the sheet to the students
3. Read what the snap bean is saying to the students
4. Have students pick a color crayon; green, yellow or purple
5. Have the students color in the snap beans
6. Have each student write their name on their paper
7. Collect the papers and hang them in the classroom or have the students take them home with them

Coloring sheet from State Nutrition Action Plan (SNAP)
Snap Bean Coloring Activity

**Directions:** Snap beans come in many colors: green, yellow and purple. Color these beans in your favorite color.

We snap beans get our name from the sound we make when you break our skinny pods!
Tot Lesson Plan Outline
Lesson 10: O is for the color ORANGE

I. NEP Objectives
   • (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   • (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   • (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • Listen responsively to directions, stories and conversations (RL 1.6 A)
   • Exhibit knowledge about foods and nutrition (PH 10.3 B)
   • Engage in physical activity (PH 10.4)
   • Recognize how things are alike (comparisons) and identify objects that belong together (classification) (LM 2.8A)

III. Content
   • Preschoolers will be able to identify carrots as a vegetable
   • Preschoolers will be able to match pictures that are alike
   • Preschoolers will be able to say that eating vegetables are delicious and good for their bodies

Materials:

Lesson:
Book: Rabbit Food by Suzanna Gretz
4 pictures of bunnies
Vegetable picture cards: at least 1/child
Small brown paper bags/4
One large brown paper bag

Taste Test: Veggie stuffed pita recipe
   1 ¼ cups grated carrot
   2 ½ cups chopped zucchini
   12-6 inch mini pitas
   8 oz plain hummus

Procedure:
Introduction:
   A. Review last weeks’ concept with the students; snap beans. What color were the snap beans that we looked at? What were inside of the snap beans when we opened them?
What food did we try last week? Did you like it? Can you remember what color the vegetables were on the pizza?

**Developmental:**

B. Show the students the cover of the book. What animal do they see? *(a rabbit)* What is the rabbit eating? *(a carrot)* What color is the carrot? *(orange)* Carrots are not only delicious, but they’re really important because they have lots of Vitamin A which helps our eyes to see!

C. Read the students the book *Rabbit Food* by Suzanne Gretz. This book will help the students learn to try new foods. The book will inform the students that adults need to try new foods just like young children do.

*(Remember when the bunnies played tug-of-war and soccer? Now we are going to play a game before we have our new delicious orange snack. The game we will play is called Hop To It! Before we play ‘Hop To It’ we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities. We are going to move our bodies just like John the bunny.)*

D. *It’s Hip to be Fit!*

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

- *Your bones and muscles are growing strong.*
- *Eat good foods and you can’t go wrong.*
- *Now move your bodies, count 1, 2, 3….*
- *Come along and _____ with me.*

E. *Hop To It*

1. Place the small brown paper sacks with vegetable pictures on them at one side of the room. One paper sack for each vegetable you have a picture of. On the other side of the room, tape four bunny pictures to the floor.

2. Instruct the students (four at a time) to stand on the bunny pictures, reach into the larger sack and pull out a picture. Have the children hop from one side of the room to the other and drop the pictures in the smaller sacks that have the matching picture on them.

3. Make sure that each student has the opportunity to play. Repeat the activity if time permits.

*(We are going to make a veggie pita with orange carrots and other vegetables, but before we start cooking we have to wash our hands)*

F. **Handwashing**

Review these points before the “cooking” begins:

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1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean…
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!”

G. **Taste Test: Veggie Stuffed Pita**

**Ingredients:**
- 1 ¼ cups grated carrot
- 2 ½ cups chopped zucchini
- 12- 6inch mini pitas
- 8 oz plain hummus

**Directions:**
- a. Wash vegetables
- b. Cut broccoli into pieces and put in bowl
- c. Peel and cut carrots and put in bowl
- d. Slice zucchini into think slices and put in bowl
- e. Mix all vegetables together in one bowl
- f. Spread 1 ounce of hummus onto the pita
- g. Spoon vegetable mixture into the pita
- h. Sprinkle the top of the pita with cheese

~Don’t forget to add to the Tasting Chart!

H. **Conclusion:**

Ask the students what they learned today? What kinds of vegetables did we eat in our taste test? What vegetable was their favorite? What color was their favorite vegetable?

*Lesson taken from:*
- Book in a Bag: Germs! Germs! Germs!: Hand Washing Poem
- Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
- Power Panther Preschool: Power Panther Eats Tomatoes: Bushel Game: pg 33
- USDA Recipe Finder: Veggie Stuffed Pita
Extending Activity for Tot Leaders
Lesson 10: O is for the Color Orange

FILL ME UP WITH Veggies!

Before each activity review the following key points from the Nutrition Lesson

- Carrots are a vegetable
- Vegetables come in many different colors

Pennsylvania Education Standards:
- Show care and persistence in a variety of art projects (CA 9.1D)
- Use oral language to describe or explain art (CA 9.4B)

Fill Me Up With Vegetables

1. Spread a sheet of butcher paper on the floor for each student.
2. Have students lie on the paper. Trace the outline of each student’s body with a crayon or marker
3. Have the students draw vegetables that they like to eat in their traced out bodies
4. Ask the students what vegetables they drew
5. Discuss the need to eat vegetables to help our bodies to grow, play and be healthy!

Follow up adapted from Show Me Nutrition, Pre-K: lesson 2-7
Tot Lesson Plan Outline
Lesson 11: F is for the Fruity Face

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)
   - Recognize how things are alike (comparisons) and identify objects that belong together (classification) (LM 2.8A)

III. Content
   - Preschoolers will be able to identify bananas, strawberries, pineapples and kiwi as fruits
   - Preschoolers will be able to match pictures that are alike
   - Preschoolers will be able to say that fruits are delicious and good for their bodies

Materials:
Lesson:
Book: We Like to Cook by Marcus Allsop
Pictures of strawberries, pineapples, kiwi and bananas (one picture p/student)
Fruit music CD

Taste Test: Fruity Faces
   - Strawberry
   - Banana
   - Kiwi
   - Pineapple

Procedure:
Introduction:
   A. Review last week’s concept with the students; orange fruits and vegetables. What were some of the foods that the bunnies did not want to eat in the story? What food did we try last week? Did you like it? Can you remember what color the vegetables were on the pita? What was your favorite vegetable on the pita?

Developmental:
B. Show the students the cover of the book. What is the girl doing? What fruits are in the bowl? All fruits have fiber and vitamins to keep the inside and outside of our bodies strong and healthy!

C. Read the students the book *We like to Help Cook* by Marcus Allsop. This book will help the students about different foods that they can help cook. The book will inform the students that we should eat a variety of different types of foods.

*Before we play ‘Fruity Freeze Dance’ we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities.*

D. *It’s Hip to be Fit!*
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3....
   Come along and _____ with me.

E. **Fruity Freeze Dance**
   a. Place pictures of bananas, strawberries, kiwi and pineapple all over the floor; make sure there is at least one picture per child.
   b. Instruct the students to dance around the room as the music plays. When the music stops they should find a picture and stand near it. Then, you will have students do different movements depending on which of the four fruits they are standing near. For example you might say “If you are standing near a banana—jump 5 times”.
   c. Repeat the activity if time permits.

*We are now going to color a picture of a fruity face*

F. **Fruity Face Coloring**
   a. Give one fruity face picture to each student and instruct them to color each fruit a specific color. Bananas-yellow, kiwi-green, strawberries-red and pineapple-yellow
   b. Tell student they will now make a fruity face with real fruit using the fruity face that they just colored.

G. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.
   **We wash our hands to keep them clean...**
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

H. Taste Test: Fruity Face
   Ingredients:
      Strawberry
      Banana
      Kiwi
      Pineapple
   Directions:
      1. Wash fruit
      2. Cut all fruits to necessary size
      3. instruct the students how to make a fruity face using the fruits (bananas for eyes, strawberries for the nose, ½ pineapple ring for the mouth and kiwi for the ears. The kiwi skin can be used for hair

~Don’t forget to add to the Tasting Chart!

I. Conclusion:
   Ask the students what they learned today? What kinds of fruits did we eat in our taste test? What fruit was their favorite? What color was their favorite fruit?

Lesson taken from:
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing; Celebrate Healthy Eating and Exercise
Extending Activity for Tot Leaders  
Lesson 11: Making a Healthy Snack  

Fresh Fruit with Cinnamon Yogurt Dip

Before each activity review the following key points from the Nutrition Lesson

- All fruits are healthy for our body
- It is important to taste all different types of fruit
- Fruits come in all different colors

Pennsylvania Education Standards:
- Follow adult directions (PS 3.2H)
- Demonstrate basic disease prevention skills (PH10.1C)

Fresh Fruit with Cinnamon Yogurt Dip

Makes 12 taste test servings

Ingredients:
5. 1 apple  
6. 1 orange  
7. 1 banana  
8. ¼ cup orange juice  
9. 1 cup vanilla yogurt  
10. ½ teaspoon cinnamon

Directions:
6. Core and slice the apple  
7. Slice banana into thin slices  
8. Peel the orange and break it into sections  
9. Pour the orange juice into small bowl  
10. Dip the fruit pieces into the bowl to prevent browning  
11. Mix the yogurt and cinnamon in a bowl  
12. Use the yogurt and cinnamon as a dip for the fruit  
13. Enjoy!

Adapted From: USDA Recipe Finder
Tot Lesson Plan Outline
Lesson 12: S is for Snacks

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste of healthy snack or beverage choices.
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- We need nutritious foods to get energy and grow (PH 10.3B,C)
- Eating healthy makes me look and feel healthy and strong (PH 10.1A)
- Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
- Eating and cooking at home with my family helps me be healthy (SS 7.3D)
- We can choose healthy foods for snacks (AL1B)

III. Content
- Preschoolers will be able to identify a healthy snack
- Preschoolers will be able to put ingredients together to create a healthy snack
- Preschoolers will be able to say that they tasted a healthy snack.

Materials:
Lesson:
Book: Cat and Dog: The Super Snack by Kimberlee Graves
This is a Healthy Snack handout
Pictures of healthy snacks
Glue
Crayons

Taste Test: Healthy Trail Mix
Separated bags of:
Toasted oat cereal
Wheat square cereal
Reduced-fat cheese crackers
Mini pretzels.
Raisins
Large bowl
Soufflé cups

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Procedure:

Introduction:
A. Review last week’s concepts with the children; fruit. Ask the children: What kinds of fruits did we eat in our taste test last time? What fruit was your favorite? What color was your favorite fruit?

Developmental:
B. Show the children the cover of the book *Cat and Dog: The Super Snack*. Ask them what they see on the cover? What are Cat and Dog doing? What kind of food do you see? Can you guess what this story may be about?
C. After the children have answered the questions about the book’s cover, read *Cat and Dog: The Super Snack*.

*(We are going to make a special healthy and delicious snack today, like the one that Cat, Dog and their friends got to eat! But before that, we are going to do some exercises which will help our bodies and our minds to perform better and then we’re going to do a fun activity!)*

D. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and ______ with me.

E. This is a Healthy Snack activity
a. Print several pictures of healthy snacks (make multiple copies) and display the healthy snack pictures where the children can see them and reach them.
b. Explain why children should eat healthy snacks.
c. Name the snack in each picture, and explain why it is a healthy snack. Healthy snacks make you look and feel healthy and strong! They help give us energy to move think and grow!
d. Ask each child to come up and choose one picture of a healthy snack that they enjoy or would like to try. The children may choose two pictures if they desire.
e. Distribute one handout to each child.
f. Distribute glue and crayons.
g. Direct the children to glue the picture(s) on their handouts. Assist as needed.
h. Help each child put their name on the handout.
i. Ask the children to decorate their pictures with crayons (or draw another healthy snack) if they wish.

*(Now are you ready to make your own healthy snack like Cat and Dog?)*

G. Handwashing
Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean…
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

I. Taste Test: Healthy Snack Mix
Recipe yields 5 cups
Serves 10 people/30 taste tests

Have separate bags of the following ingredients:
1 cup toasted oat cereal
1 cup wheat square cereal
1 cup reduced-fat cheese crackers
1 cup fun-shaped mini pretzels.
1 cup raisins

Tell children they are going to act out the story Cat and Dog: The Super Snack with their own snack ingredients. Call on volunteers one at a time to add some of one ingredient into a big bowl while everyone repeats:

(Child’s name) has a cup of (ingredient).
He/She poured in his/her cup, and we mixed it all up.
Now it’s better than before, but we still want something more!

After the last of the ingredients is added to the bowl everyone repeats:

It is better than before, and we don’t need any more.
Now we’ll all dip in a cup, and we’ll split it all up!

Portion out the Snack Mix for all students and taste together.
~Don’t forget to add Healthy Snack Mix to the Tasting Chart!

J. Conclusion:
Ask the students if they liked the snack mix. What was different about their snack and the mix that Cat and Dog made? What was your favorite ingredient in the snack mix? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

Lesson taken from:
Eat Well, Play Hard: Smart Snacking
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise

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Extending Activity for Tot Leaders
Lesson 12: S is for Snacks:

Food Sheep

Before each activity review the following key points from the Nutrition Lesson

- Healthy Snacks help you move think and grow
- Healthy snacks help you feel healthy and strong

Pennsylvania Education Standards:

- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

A. What to Do:

1. Recite the "Five Senses" poem (attached). Have children point to each part of the body named in the poem as they listen.
2. Show children the head of cauliflower and name the vegetable. Pass the cauliflower around. Ask children use their senses to examine the cauliflower and then suggest words to describe how it looks, smells and feels. Show the children how to separate it into florets. Let children separate a floret if they want.
3. Have children wash their hands. Beginning with a group of 4 to 5 children, demonstrate the sequence of making a Food Sheep. Let each child in the group make a Food Sheep. Repeat until everyone has made a sheep.
4. Conduct a "crunch" test. Have them try a raisin to see if it crunches. Then have them try the cauliflower and the carrot. Ask which food is noisiest and which is quietest?
5. Add Food Sheep to the Tasting Chart. When everyone has tasted his or her Food Sheep, take a tasting survey. Have the children help count and record the results.
6. Have everyone help clean up.

B. Food Sheep:

Use the following ingredients for each sheep. Adjust the amount of ingredients for this activity for the class size. Yields 1 sheep

Ingredients
- 1 piece cauliflower (make sure the stem is cut off and the bottom of the cauliflower floret is flat)
- raisins
- 4 baby carrots
- Low-fat cream cheese

Directions
1. Put the cauliflower on your plate.
2. Put 4 baby carrots on your plate.
3. Cover the bottom of the cauliflower with low-fat cream cheese.
4. Attach the 4 carrots to the cauliflower to make legs.
5. Dip 2 raisins in the cream cheese and attach to make eyes.
6. Dip 1 raisin in the cream cheese and attach it to make a nose.

Activity from Nutrition Exploration: Chef Combo; Noisy Sheep-Quiet Sheep

The Food Trust

Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DFW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
Five Senses Poem

I have five senses,
Yes, I do.
I have five senses,
And so do you!
I have eyes to see,
And a nose to smell.
I have ears to hear,
And they hear quite well.
My tongue can taste,
All kinds of food,
And my hands can touch,
Oh, it feels so good!
I have five senses,
Yes, I do.
I have five senses,
And so do you!

Poem taken from Nutrition Exploration: Chef Combo; Noisy Sheep-Quiet Sheep
Tot Lesson Plan Outline
Lesson 13:  Q is for Quick
(Healthy Snacks can be Quick and Easy to Make!)

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste of healthy snack or beverage choices.
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- We need nutritious foods to get energy and grow (PH 10.3B,C)
- Eating healthy makes me look and feel healthy and strong (PH 10.1A)
- Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
- Eating and cooking at home with my family helps me be healthy (SS 7.3D)
- We can choose healthy foods for snacks (AL1B)

III. Content
- Preschoolers will be able to identify a healthy snack
- Preschoolers will be able to put ingredients together to create a healthy snack
- Preschoolers will be able to say that they tasted a healthy snack.

Materials:
Lesson:
Book: The Very Hungry Caterpillar by Eric Carle
5 butterflies (Red, orange, yellow, green, blue/purple)
Fruit food models
Tape (or chart paper, Velcro board, foam board, or something else to mount butterflies)

Taste Test: Butterfly Salad
Cottage cheese or flavored yogurt, 1 cup
Blueberries, 1 pint, or raisins
Kiwi, sliced and peeled
Apple, sliced in thin strips
Lettuce leaves
Large plates
Procedure:

Introduction:
A. Review last week’s concepts with the children; fruit. Ask the children: What did we make for our taste test last time? (trail mix) What kind of foods did we put in our trail mix? Which ingredient was your favorite? There are other healthy foods that we can eat for a snack—and lots of them are super quick and easy to make and eat—like fruit!

Developmental:
B. Show the children the cover of the book *The Very Hungry Caterpillar.* Before reading this book, talk with children about how many different fruits help them grow strong and healthy. Tell them that you will be reading a story about a hungry caterpillar that eats some fruits and other kinds of foods.
C. Then read the book to discover what happens as the caterpillar eats and grows. Call attention to those foods that are fruits. Remind children that we need a variety of healthy foods to grow. Ask children: What other fruits do you think a caterpillar would love to eat? What fruits do you like to eat?

(We are going to do an activity that has to do with butterflies and make something to taste that looks like a butterfly! But before that, we are going to do some exercises which will help our bodies and our minds perform better!)

D. It’s Hip to be Fit!
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3....
   Come along and ______ with me.

E. Butterfly-Fruit Matching Snack activity
   a. Using the 5 butterfly pictures provided (red, orange, yellow, green, and blue/purple) and mount them so the students can see them (use chart paper, corkboard, foam board, Velcro board, etc.)
   b. Have an assortment of fruit food models for the children to use.
   c. Use the butterfly pictures to sort fruits by color. Children will enjoy matching all the red fruits to the red butterfly, yellow fruits to the yellow butterfly, and so on.
   d. You can do this activity as a whole class by holding up a fruit and asking someone to tell you where it belongs, or you can call up students one at a time to match them.

F. Handwashing
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

**We wash our hands to keep them clean...**
**The cleanest hands you’ve ever seen!**
**Use soap and water---- that’s the way!**
**To chase those yucky germs away!**

**G. Taste Test: Butterfly Salad**

*Recipe yields about 8 butterflies*

*2 students/butterfly=16 taste tests*

**Ingredients**
- Cottage cheese or flavored yogurt, 1 cup
- Blueberries, 1 pint, or raisins
- Kiwi, sliced and peeled
- Apple, sliced in thin strips
- Lettuce leaves

Have students work in pairs.
1. Put a lettuce leaf on a plate
2. Arrange a slice of kiwi to look like wings
3. Add yogurt to make the body
4. Place raisins on the yogurt
5. Finish with two apple slices for antennae
6. After everyone has made their butterflies, roll up the ingredients into the lettuce leaf and cut in half. Everyone can taste the components together.

~Don’t forget to add Butterfly Salad to the Tasting Chart!

**H. Conclusion:**
Ask the students if they liked the Butterfly Salad. What was your favorite ingredient in the salad? What else could you put in your salad? What colors did you see in your salad? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

*Lesson taken from:*
*Nutrition in Every Theme: Butterflies*
*Book in a Bag: Germs! Germs! Germs!: Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders
Lesson 13: Q is for Quick

Creating a Class Book- Eating a Rainbow

Before each activity review the following key points from the Nutrition Lesson

- Healthy Snacks help you move think and grow
- Healthy snacks help you feel healthy and strong

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

A. What You Will Need:
- Color copies of fruit from the pages of *The Very Hungry Caterpillar* (included)
- Crayons
- Paper
- Glue (optional)
- Scissors (optional)
- Pictures of fruit (optional)

B. What to Do:
1. Refer to the pictures of fruit in the story *The Very Hungry Caterpillar* and have children name the color of each fruit
2. Create a class book about the different colors of the fruits we eat. Divide the class into several small groups or have them work at their tables. Assign each group a color and one of the pages from the book
3. Instruct each group to draw and color (or cut and glue pictures from magazines) fruits that are the color assigned to them
4. Label the pictures and then bind all the pages (or staple) together to create a class book for your classroom library.
5. Be sure to share the finished book with families!

*Activity taken from: Nutrition in Every Theme: Butterflies*
Tot Lesson Plan Outline
Lesson 14: F is for Fun
(Making healthy snacks can be lots of fun!)

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste of healthy snack or beverage choices.
- (G2.1) Preschoolers will state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
- We need nutritious foods to get energy and grow (PH 10.3B,C)
- Eating healthy makes me look and feel healthy and strong (PH 10.1A)
- Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
- Eating and cooking at home with my family helps me be healthy (SS 7.3D)
- We can choose healthy foods for snacks (AL1B)

III. Content
- Preschoolers will be able to identify a healthy snack
- Preschoolers will be able to put ingredients together to create a healthy snack
- Preschoolers will be able to say that they tasted a healthy snack.

Materials:
Lesson:
Book: Chicks and Salsa by Aaron Reynolds
Pictures of Salsa ingredients

Taste Test: Salsa
Large Bowl
Spoon for mixing
Can opener
Soufflé cups
Whole grain tortillas
Cans of tomatoes
Bag of chopped onions
Bag of chopped peppers
Lime
Cilantro
Salt & Pepper

Procedure:
Introduction:
A. Review last week’s concepts with the children; healthy, quick snacks like fruit. As the children: What did we make for our taste test last time? (butterfly salad) What kind of...
foods did we put in our salad? Which ingredient was your favorite? There are other healthy foods that we can eat for a snack—and lots of them are fun to make!

*Developmental:*

B. Show the children the cover of the book *Chicks and Salsa*. Before reading this book, tell the children that they don’t have to be stuck eating the same foods everyday and it’s fun to make healthy snacks and to try something new. Tell them that you will be reading a story about animals at a farm that were tired of eating the same foods all the time—and what they did to change that.

C. Then read the book and call attention to all of the different ingredients that the animals find and use.

*(Just like the animals on the farm, we are going to gather ingredients and make a tasty snack, just like the animals on the farm! But before that, we are going to do some exercises which will help our bodies and our minds perform better!)*

D. *It’s Hip to be Fit!*

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and _____ with me.

E. *Mix-A-Salsa Game*

1. Children stand in a large circle to form a pretend “bowl.”
2. Each child is given a picture of an ingredient that goes into salsa (can be taken from the ingredients in the book *Chicks and Salsa*). It’s okay if several children receive a picture of the same food.
3. The leader says “I’m going to make salsa ….. and in my salsa I am going to have _____ (name of ingredient) that is _____ (say an action). For example, “onions that are jumping!” or “tomatoes that is clapping!”
4. All those with that picture enter the center of the circle and perform that action. Play continues with more foods and actions called to enter the center of the bowl to be the “salsa.”
5. After the 4 fruits and vegetables are called, the leader says, “Let’s stir up the salsa!” Then, all those in the center scramble around, and all those forming the bowl (the children with the tortilla pictures) make stirring motions until leader says, “Stop! Let’s eat!”
6. All the children fall down, rub their tummies, and say “Yum! That was good salsa!”

Suggestions for foods and actions:
- Tomatoes- clapping
- Onions- jumping
- Peppers-stomping
- Lime- twisting
F. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean…**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!**

G. **Taste Test: Salsa**
   *Recipe yields about 8 butterflies*
   2 students/butterfly=16 taste tests
   **Ingredients**
   - Large Bowl
   - Spoon for mixing
   - Can opener
   - Soufflé cups
   - Whole grain tortillas
   - Cans of tomatoes
   - Bag of chopped onions
   - Bag of chopped peppers
   - Lime
   - Cilantro
   - Salt & Pepper

   1. Put can of chopped tomatoes in a bowl
   2. Add chopped onions and peppers to the tomatoes (use your judgment on the amount—should not exceed the tomatoes)
   3. Squeeze in the juice of one lime
   4. Add cilantro, salt and pepper
   5. Stir up the salsa
   6. Serve in soufflé cups with a couple tortilla chips

   **You can call on students to help add ingredients or stir.**

   ~**Don’t forget to add Salsa to the Tasting Chart!**

H. **Conclusion:**
   Ask the students if they liked the Salsa. What was your favorite ingredient in the salsa? What colors did you see in your salad? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

*Lesson taken from:*
- Team Nutrition Fruits and Vegetables lessons for Preschool Children: Salad for One, Please
- Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
- Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Tot Lesson Plan Outline

Lesson 15: L is for Lots
(Eat lots of Fruits and Veggies for snacks!)

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste of healthy snack or beverage choices.
- (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- We need nutritious foods to get energy and grow (PH 10.3B,C)
- Eating healthy makes me look and feel healthy and strong (PH 10.1A)
- Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
- Eating and cooking at home with my family helps me be healthy (SS 7.3D)
- We can choose healthy foods for snacks (AL1B)

III. Content
- Preschoolers will be able to identify a healthy snack
- Preschoolers will be able to put ingredients together to create a healthy snack
- Preschoolers will be able to say that they tasted a healthy snack.

Materials:
Lesson:
Book: The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don and Audrey Wood
Fruit and Veggie Model Pictures (multiples of the same types of fruits and veggies)

Taste Test: Red, White, and Blue Fruit Salad
- Pint of Blueberries
- Pint of Strawberries
- Bananas
- Container of vanilla yogurt
- Plastic knives
- Cutting boards
- Soufflé cups
- Spoons

Procedure:
Introduction
A. Review last week's concepts with the children: making healthy snacks can be lots of fun, like making salsa! As the children: What did we make for our taste test last time? (salsa) What kind of foods did we put in our salsa? Which ingredient was your favorite? There are other healthy foods that we can eat for a snack—like yummy fruits and vegetables! Show the children the cover of the book The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear. What do you think will happen based on picture on the cover? Explain that you want the children to visualize and make a picture in their minds about the story.

Developmental

B. Begin reading the story. As you are reading, ask the children to describe how the mouse is feeling (He/She goes from feeling happy to scared/worried and back to happy). Read the story up to the point where the mouse says “there’s only one way in the whole wide world to save the strawberry.” Ask the children what they think will happen next. Finish the story. Ask the children how the mouse felt at the end. Do you think he enjoyed the strawberry? Was it worth all that trouble? Do you think there was really a bear? If not, why do you think the narrator made up the bear (to get some of the strawberry!)

C. Tell students: Strawberries are such a delicious snack that helps our bodies to be strong and healthy! Just like the mouse, we are going to make and taste a delicious and healthy snack that has strawberries in it!

(Now we are going to do some exercises which will help our bodies and our minds perform better and play a fun game!)

D. It's Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

| Your bones and muscles are growing strong. |
| Eat good foods and you can’t go wrong |
| Now move your bodies, count 1, 2, 3…. |
| Come along and ______ with me. |

E. Power Panther Says
(since the children don’t know who Power Panther is, you can change it to Ms. Shana/ Latiaynna/ Diana/ Mr. Jon says….)

1. Gather pictures of different fruits and vegetables (with multiples of each) and spread them around the carpet.
2. Play Simon Says with actions that involve fruits and vegetables, but substitute the words “Ms. Shana Says”. For example “Ms. Shana says stand on a strawberry.” or “Ms. Shana says place your elbow on the tomato.”
3. Other examples of actions: sit on a carrot, hand on an apple, one foot on a blueberry, or hold a banana in the air.
4. Repeat as needed.
5. Tell all kids “Ms Shana says sit down next to a fruit or vegetable” to get them all seated again.

F. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean…**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!**

G. **Taste Test: Red, White, and Blue Fruit Salad**
   **Ingredients**
   - Pint of Blueberries
   - Pint of Strawberries
   - Bananas
   - Container of vanilla yogurt
   - Plastic knives
   - Cutting boards
   - Soufflé cups
   - Spoons

   1. Pass out cutting boards and plastic knives
   2. Peel and give each child ¼ of a banana to slice
   3. Give each child one strawberry to slice
   4. Give out a few blueberries to each student
   5. Have children place the fruit into their soufflé cups
   6. Add a dollop of yogurt to each soufflé cup
   7. Give each child a spoon to mix up their salad and enjoy!

   ~Don’t forget to add fruit salad to the Tasting Chart!

H. **Conclusion:**
   Ask the students if they liked the red, white and blue fruit salad. What was your favorite ingredient in the fruit salad? What colors did you see in your salad? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

*Lesson taken from:*
*Power Panther Pals Pre School; Lesson 1: Power Panther eats colorful fruits and veggies and Lesson 7: Power Panther Eats Berries*
*Book in a Bag: Germs! Germs! Germs!: Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders

Lesson 15: L is for Lots

The Big Hungry Bear

Before each activity review the following key points from the Nutrition Lesson

- Healthy Snacks help you move think and grow
- Healthy snacks help you feel healthy and strong

Pennsylvania Education Standards:

- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

A. What You Will Need:

- Book: The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
- Big Hungry Bear activity sheet

B. What to Do:

Tell the children they will use their imaginations to draw what the bear looks like and the fruits and vegetables the bear might like to eat.

Procedure:

1. Read the book The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear. At the end of the story mention: We never see the bear. Where do you think he or she is? What do you think the bear looks like? Could the narrator possibly be the bear? Do you think there even is a bear? Do you think the narrator might be playing a trick on the mouse to get half of the strawberry?

2. Tell the students that they should imagine in their minds what the bear looks like because they are going to draw the bear on paper.

3. Show them the Big Hungry Bear Handout and pass them out to each child.

4. Ask the students what other kinds of fruits and vegetables the bear might like to eat and have them draw the foods with the bear.

5. Give the children time to draw their personal visualizations of the bear. While they are working, remind them that each person’s visualization will be very different. This is what makes visualizing so exciting! There is no right or wrong answer.

6. Display their drawings so all of the children can see how others visualized the bear.
Tot Lesson Plan Outline
Lesson 16: W is for Whole (grains)

I. NEP Objectives
   • (G1.1) Preschoolers will recognize a variety of fruits and vegetables.
   • (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   • (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • We need nutritious foods to get energy and grow (PH 10.3B,C)
   • Eating healthy makes me look and feel healthy and strong (PH 10.1A)
   • Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
   • We can choose healthy foods for snacks (AL1B)

III. Content
   • Students will recognize a variety of foods from the Grains group and learn that grains group foods give us energy to run and play.

Materials:
Lesson:
Book: From Wheat to Pasta, Robert Egan, popcorn popper, “I Wonder” pictures

Taste Test: Grains Trail mix

Procedure:
Introduction:
A. Review last week's concepts and activities with the children: Fruits are delicious snacks that help our bodies grow to be strong and healthy. Ask the children: What fruit did the little mouse try to hide from the Big Hungry Bear? (strawberries) What did we make for our taste test last time (red, white, and blue fruit salad)? What foods did we put in our salad? (Blueberries, strawberries, bananas, and yogurt) Which ingredient was your favorite? Today we are going to learn about other foods that help our bodies grow and give us lots of energy.
B. Show children the cover of the book From Wheat to Pasta; ask students what food is pictured on the cover? (pasta) Who likes to eat pasta? Do you know how pasta is made?... We are going to learn how pasta is made.
C. Read the book. While reading the book ask children if they like spaghetti? Have you ever made a picture or a necklace out of pasta? Have you ever touched flour? Have you ever had pasta wheels?
D. After reading the book tell students that in order to grow and be strong we should eat all types of foods. Different foods do different things for our bodies. Some foods give us lots of energy. Grains foods give our bodies the energy needed to run and play.
everyday. Wheat, the plant that pasta is made from, is a type of grain. There are many delicious foods made from grains like cereal, crackers, bread, and even popcorn. All of those grain foods give our bodies energy.

*(Let’s use up some of your energy by doing some exercise.)*

**E. It’s Hip to be Fit!**
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and _____ with me.

**F. I Wonder…**
Gather pictures of each item underlined in the poem. As you read the poem, show students the pictures to tell the story.

I wonder if a zebra
Would ever taste a tortilla
Or if tiny mice
Would ever munch on rice
I wonder if a feathered goose
Would try a bit of corn soup
Or if a turtle would ever be ready
To try some spaghetti
Would they choose something new?
I would, would you?
I would try tortillas, rice, corn or spaghetti
Let’s try some new foods
All together, are YOU ready?

*(Ask children are they ready to make delicious food made with pasta and other healthy foods?)*

**G. Handwashing**
Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean…
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!
H. Taste Test: Grains Trailmix

Ingredients
Apple cinnamon oat cereal
Popcorn
Craisins
Honey wheat cereal
Cinnamon-sugar

1. Pop popcorn in air popper.
2. Add cinnamon-sugar to popcorn.
3. Combine all remaining ingredients

I. Conclusion:
Tell children that you are proud of them for tasting new foods. Remind children that grains like cereal, popcorn and crackers give them lots of energy to run around and play

Lesson taken from:
Show Me Nutrition, Lesson 8-From Wheat to Pasta
Power Panther Pals, Lesson 1- I Wonder, p.19
Extending Activity for Tot Leaders
Lesson 16: W is for Whole (grains)

From Wheat to Pasta
Pasta Jewelry

Before each activity review the following key points from the Nutrition Lesson

- Grains group foods give you energy to run and play.
- Cereal, crackers, pretzels, bread and pasta are in the grains group.

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

A. What You Will Need:
- yarn
- uncooked pasta

B. Objective:
Students demonstrate creativity and become familiar with different kinds of pasta

Procedure:
1. Let students string pasta on lengths of string to make bracelets and necklaces.
2. As they work ask them what they would name each type of pasta?

Activity from Book:
Show Me Nutrition, From Wheat to Pasta
Pasta Jewelry
Tot Lesson Plan Outline
Lesson 17: E is for Energy

I. NEP Objectives
   • (G1.1) Preschoolers will recognize a variety of fruits and vegetables.
   • (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   • (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • We need nutritious foods to get energy and grow (PH 10.3B,C)
   • Eating healthy makes me look and feel healthy and strong (PH 10.1A)
   • Eating healthy snacks helps keep my body healthy (PH 10.1C, 10.3B,C)
   • We can choose healthy foods for snacks (AL1B)

III. Content
   • Preschoolers will be able to say that grains give you energy
   • Preschoolers will be able to say that meat and beans help make strong muscles
   • Preschoolers will be know that they should be physically active everyday

Materials:

Lesson:
Book: Let’s Be Fit, by P.K. Hallinan, bean bags or seedie babies, picture of sandwich bread,
Food Model Pictures: tuna, lettuce, tomatoes, carrots, celery

Taste Test: Tuna-fish sandwich
Celery
Carrots
Iceberg Lettuce
Tomato (sliced)
Tuna-fish
Low-fat mayonnaise
Whole wheat English Muffins
Plastic knifes
Cutting boards
Grater
Plates

Procedure:
Introduction:
A. Review last week’s concepts with the children: grains, like bread, pasta, and cereal give us energy to run and play. Ask the children: What did we make for our taste test last time? (Grains Trailmix) What kind of foods did we put in our salsa? Which ingredient was your favorite? There are other healthy foods that we can eat for a snack—like yummy fruits and vegetables!

Developmental

B. Show children the cover of the book Let's Be Fit; ask students what the children on the cover of the book are doing? (running, exercising, etc.) Tell children that this is a rhyming book about why we all need to be physically active (play) everyday to stay healthy.

C. Read the story. After reading the story, ask children what their favorite things to do are when they are playing. Tell children that watching TV, sitting, and playing video and computer games are not physical activities.

D. Tell children that if we are physically active and play everyday we will be really healthy and feel great! Playing also gives us more energy. Who can remember where else we get energy from (grains)

E. Tell students: grains foods give us energy and meats and beans, like turkey and baked beans help us to build muscle so we can run and play. We should eat different meats and beans everyday.

(Let’s strengthen our muscles and get more energy by doing some fun movements (exercises).)

F. It’s Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and ______ with me.

H. Sandwich on the Floor

1. Help the children place their favorite foods to go on a tuna sandwich. Tape the pieces down to make them more secure.
2. Distribute bean bags (or seedie babies) to students. Have them create a circle around the picture on the sandwich on the floor.
3. Call out the name of one of the sandwich ingredients.
4. Have the children try to get their bean bag to land on the food, by throwing, tossing, or dropping their bean bag on that food.
5. Continue play by calling out various sandwich ingredients.
6. Ask children what type of sandwich they think they helped to create. (tuna-fish sandwich) Tell students that tuna-fish sandwiches are excellent for building strong muscles and gaining energy, because the fish helps to build muscles and the bread provides energy. Tell students that now we will all make a tuna-fish sandwich to taste.
I. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean…**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!**

J. **Taste Test: Tuna-fish Sandwich**
   **Ingredients**
   - Celery
   - Carrots
   - Iceberg Lettuce
   - Tomato (sliced)
   - Tuna-fish
   - Low-fat mayonnaise
   - Bread

   1. Pass out cutting boards and plastic knives
   2. Give each child ¼ of a piece of celery to slice
   3. Walk around the room with the grater and give each child a chance to grate the carrot
   4. Combine tuna-fish, grated carrots, chopped celery, and mayonnaise in a bowl
   5. Slice tomatoes and tear off lettuce leaves, then place them on bread
   6. Place tuna mixture atop tomatoes and lettuce
   7. Slice ½ inch pieces of sandwich, then distribute sandwich bites to students.

   ~Don’t forget to add tuna-fish sandwich to the Tasting Chart!

K. **Conclusion:**
   Ask the students if they liked the tuna-fish sandwich. What was your favorite ingredient in the sandwich? Tell the students how proud you are of them for learning about foods that will give them energy and help their muscles grow.

*Lesson taken from:*
- *Eat Well, Play Hard: Fitness is Fun*
- *Show Me Nutrition, Lesson 6-It’s a Sandwich*
- *Power Panther Pals, Lesson 10- Pizza on the Floor*
- *Taste test*
  - *Show Me Nutrition, Lesson 6- It’s My Sandwich*
  - *Book in a Bag: Germs! Germs! Germs!: Hand Washing Poem*
  - *Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders
Lesson 17: E is for Energy
Let’s Move the Ball!

Before each activity review the following key points from the Nutrition Lesson

- Grains group foods give you energy to run and play.
- Being physically active and playing everyday helps us to be healthy and feel great.

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)
- Grains give our bodies lots of energy so we can move, think and grow. (PH 10.2A, PH 10.4H)

A. What You Will Need:
✓ Medium sized rubber ball

B. Objective:
Students demonstrate creativity and become familiar with different kinds of pasta

Procedure:
1. Have the children stand in a large circle.
2. Have the children in the middle push the ball out of the circle using his/her feet. The other children try to keep the ball in the circle using hands and feet.
3. If the ball escapes, a new child comes to the center.
4. Tell children that it is important to move their bodies’ everyday. Ask children for other games they can play to move their bodies.

Activity from Power Panther Pre-school
Let’s Move the Ball
I. NEP Objectives
   - (G1.4) Preschoolers will taste a variety of healthy snack or beverage choices
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - We can eat grains to get energy and grow (PH 10.3B,C)
   - We eat grains for breakfast to help our bodies go (PH 10.2A, 10.3B,C)
   - Grains give our bodies lots of energy so we can move, think and grow (PH 10.2A, PH 10.4H)

III. Content
   - Preschoolers will be recognize a variety of different breads
   - Preschoolers will learn that Grain Group foods give us energy to run and play
   - Preschoolers will taste a variety of foods from the Grain Group.

Materials:
Lesson:
Book: Bread and Jam for Frances by Russell Hoban
Pictures of a variety of breads/grain foods (2 of each)
Brown paper bag
Taste Test supplies

Procedure:
Introduction:
   A. Review last week’s concepts with the children: healthy foods like grains give us energy! As the children: What did we make for our taste test last time (tuna sandwiches)? What kind of foods did we put in our tuna sandwiches? Which ingredient was your favorite? There are lots of healthy foods that we can eat to give us energy! Today we’re going to read a story about Frances and the foods that she liked to eat!

Developmental:
   B. Show the children the cover of the book Bread and Jam for Frances. Tell the students: This is a picture of Frances. What is Frances eating on this cover? Do you think she’s enjoying it?
   C. Read the story. When the story is finished, ask the children questions: What was Frances’ favorite food? (Bread and Jam) How did eating only bread and jam begin to affect Frances? (She started getting tired of it) Do you think Mother was right to keep placing bread and jam on Frances's plate after Frances wouldn’t eat the eggs for breakfast? What do you like to eat for breakfast? Frances’ favorite food was bread
and jam—what’s your favorite food? What did Frances learn at the end of the story? 

(That it's good to try new foods!) 

D. Tell students: Frances got tired of eating bread and jam all the time, plus it’s important to try to eat all different kinds of foods! Not only will you not have to worry about getting sick of eating the same thing all the time, but different healthy foods help your body in different ways—all of those ways make your body healthy, strong, and full of energy! Today, I want to talk a little more about one of Frances’ favorite foods: Bread! 

E. Ask the students the following questions: 

Do you like bread? 
What shape is the bread you eat? 
Does your bread come in a package? 
Is your bread crunchy? 
When do you eat bread? 
What do you put on your bread? 
Is there bread in pizza? What part? 
Do you know anyone who makes bread? 
Where do you get bread? 
Who makes the bread that is in the store? 

Point out that bread and other foods from the Grain Group give us energy.

(We're going to do an activity about bread, but before we do... let's get up and do some exercises which will help our bodies and our minds perform better!) 

F. It's Hip to be Fit! 

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong. 
Eat good foods and you can't go wrong 
Now move your bodies, count 1, 2, 3.... 
Come along and ______ with me.

G. What Bread is This? 

1. Collect 2 pictures of various bread/grain foods: pita, tortillas, bagels, pretzels, tortilla chips, whole wheat bread, muffins, French/Italian bread, hamburger/hotdog buns, rolls, biscuits, crackers. Be sure to include different shapes of bread. 
2. Put them in a bag 
3. Pass the paper bag around and have each student reach in and take a picture of bread without looking and call out what they think it is and have they ever tasted it before. 
4. Ask students to look at their food cards and WITHOUT talking, walk around and see how fast they can find their match. 
5. When they find their match they should take a seat together.
H. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean…**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!”**

I. **Taste Test: Bread and Jam (Apple Butter)!**

   **Ingredients**
   3 or 4 types of bread (pita, tortillas, bagels, whole-wheat bread, muffins, French or Italian bread, hamburger or hot dog buns, rolls, biscuits, and whole-grain or Matzo crackers.) **Try to find at least one whole-grain product to compare with white bread.**
   Apple Butter
   Small paper plates
   Large paper plates
   Soufflé cups
   Plastic knives

   1. Put small amounts of apple butter in soufflé cups and cut bread into taste test size pieces and put on plates for tasting.
   2. Let students pick their favorite types of bread from the selection you have assembled.
   3. Encourage them to use their knives to spread on the apple butter and to sample several types of bread.
   4. Ask students: What breads did you taste? How did you like the breads you tasted? Would you try them again?

~Don’t forget to add Bread and Apple Butter to the Tasting Chart!

J. **Conclusion:**
   Ask the students if they liked the Bread and Apple Butter. What was your favorite bread? What does eating grain foods like bread to for your body? Tell the students how proud you are of them for learning about different breads like the ones that they tasted today.

*Lesson taken from:*
*Show Me Nutrition Preschool: Let’s Read about Healthy Eating; Lesson 2: Bread, Bread, Bread*
*Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leaders

Lesson 18: J is for Just Eat It!

Bread on My Head

Before each activity review the following key points from the Nutrition Lesson

- Grains come in lots of different forms, including lots of different types of bread
- Grain Group foods like bread give us energy to run and play

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

A. What You Will Need:

- Paper Plates
- Crayons
- Handout of pictures of different breads
- Glue (optional)
- Scissors (optional)

B. What to Do:

1. Have students draw a picture of their favorite bread on their paper plates.
2. As an option, they can also choose a picture of a type of bread that they like from the provided handout, cut it out, color it in, and glue it on their plate.
3. Have students try to balance their plates on their heads.
4. Invite them to march around the room with the plate balanced on their heads.
5. Play music if you like!
6. Sing while marching:

   1-2-3, I have bread on my head
   4-5-6, I have bread on my head
   7-8-9, I have bread on my head

Activity taken from: Show Me Nutrition Preschool: Let’s Read about Healthy Eating; Lesson 2: Bread, Bread, Bread
Lesson Plan Outline
Lesson 19: M is for Milk

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Milk tastes yummy and is nutritious for our bodies (PH 10.3B, C, SC 3.2B)
- Milk gives me strong bones and teeth (PH 10.3C)
- Milk comes from a cow on a farm (SC 3.5E, SS.6.1C)

III. Content
- Preschoolers will be able to state that milk comes from cows
- Preschoolers will be able to understand that milk is good for our bones and teeth

Materials:
Lesson:
Book: Kiss the Cow by Phyllis Root
Pictures of milk foods

Taste Test: Smoothies
Cutting board
Knife
Blender
Measuring cup
Small cups
Bananas
Frozen strawberries
Low-fat yogurt
Low-fat or skim milk

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Who remembers Frances? What did Frances eat everyday? (bread and jam) Who remembers what we tasted last time? (bread and apple butter) It’s really important to try new foods! Today we’re going to taste a new snack, but first we are going to read about a magical cow!
Developmental:

B. Show children the cover of the book Kiss the Cow; Ask students: What animal is pictured on the cover? (a cow) Where do cows live? (on the farm) Do you know what cows make that we should drink everyday? (milk)... Today we are going to learn about milk!

C. While reading the book, ask the children: What did Mama May give to Luella after she gave her the milk? (a kiss) How did Annalisa feel about that? (she didn't like it) How is Mama May turning the milk into cheese? (she put it over a fire to cook it) What did Annalisa decide she had to do? (she had to milk Luella) Did Annalisa kiss Luella? (no) How do you think that made Luella feel? (sad, she didn’t give them her milk)

D. After reading the book, ask the children: How do you think Annalisa felt after she kissed Luella on the nose? (happy!) Why was it important for Mama May’s children to drink milk everyday? (Milk is nutritious and is good for children’s teeth and bones). Ask students: How many of you want to grow and be strong and healthy? Why? Tell students that food, like the milk that comes from cows, helps them to be strong and healthy and to grow.

E. Finding our Bones
   a. Have children touch different bones: Their heads, shoulders, knees and toes. Then have the children touch their ear lobes. Ask: What's different about how your ear lobe feels? (the bones are hard, the lobes are soft) Explain that there aren't any bones in their ear lobes.
   b. Explain that the milk they drink that comes from cows is one of the best foods they can drink to help their teeth and bones grow and be strong and healthy. Other healthy foods are made out of milk, too. Ask students if they can name any foods that are made out of milk. Show children the pictures of the yogurt, cheese, etc., that are going to be used for the activity.

(Today we’re going to taste something delicious and healthy that is made with milk! But before that, we are going to do some exercises which will help our bodies and our minds perform better!)

F. It's Hip to be Fit!
   Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

   Your bones and muscles are growing strong.
   Eat good foods and you can’t go wrong
   Now move your bodies, count 1, 2, 3....
   Come along and ______ with me.

G. Milk Food Swap
   1. Have the children sit in a circle on the floor
   2. Distribute pictures of milk foods to students. Make sure that you pass out at least two pictures of each milk food so two or more students have pictures of the same kind of food.
3. Tell the students that when you call out the name of a milk food, the two students who have that food should get up and switch places.
4. Play until everyone has had a turn to switch places or until the group tires of the game.

G. **Handwashing**
   Review these points before the “cooking” begins:
   1. Before we try our new foods we have to wash our hands.
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean…**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water---- that’s the way!**
   **To chase those yucky germs away!**

H. **Taste Test: Smoothies**
   **Ingredients**
   - Banana
   - Frozen strawberries
   - Low-fat yogurt
   - Low-fat or skim milk

   1. Peel and cut the banana into small chunks
   2. Place the banana, strawberries, yogurt and milk into the blender
   3. Blend on high for about one minute or until mixture is smooth
   4. Serve in soufflé cups

I. **Conclusion:**
   Ask children if they liked their smoothie. What was your favorite ingredient in the smoothie? What other ingredients do you think you could add to the smoothie to make it even tastier? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

*Lesson taken from:
Chef Combo, Milk Grows Strong Bones and Teeth
Eat Well, Play Hard, Dairylicious
Show Me Nutrition, Lesson 5: From Grass to Milk*
Extending Activity for Tot Leaders

Lesson 19: M is for Milk

Kiss the Cow Moo Masks

Before each activity review the following key points from the Nutrition Lesson

- Milk is made by the cows on a farm
- Milk helps our bones and teeth grow and to be strong and healthy

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

C. What You Will Need:
- Small, white paper plates - 2 per student
- Large, white paper plates - 1 per student
- Stapler and/or glue
- Scissors
- Ribbon, string or elastic cord - 16 inches per student
- Crayons and/or markers

D. Objective:
Students demonstrate creativity and make cow masks out of paper plates

Procedure:
- Cut one small paper plate in half for each child.
- Give 1 large and 1 small paper plate, two small paper plate halves, and a construction-paper tag to each child.
- Help children staple or glue the plates together as shown.
- Cut holes for the eyes. Let children add a mouth, nostrils, spots, etc.
- Attach a ribbon, string, yarn or elastic cord to each side of the mask.

Chef Combo: Milk from Cow to You
Tot Lesson Plan Outline
Lesson 20: C is for Cow

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Milk comes from a cow on a farm (SC 3.5E, SS.6.1C)
- There are many healthy foods that come from milk (PH 10.3B, C)

III. Content
- Preschoolers will be able to state that milk comes from cows
- Preschoolers will be able to understand that milk is good for our bones and teeth
- Preschoolers will be able to identify different foods that are made from milk

Materials:
Lesson:
Book: No Milk by Jennifer A. Ericsson
Lot O’ Milk Bingo Board (one per child)
Taste Test:
Cottage cheese
Low-fat nut-free granola cereal (Back to Nature brand)
Kiwi
Canned pineapple
Cutting Board
Knife
Soufflé cups

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Milk is a beverage that comes from a cow on a farm. Milk helps keep our bones and teeth strong and healthy and it helps us grow. Ask the children: What did we try last time for our taste test? (Fruit smoothie) What did we put in the smoothie? (Bananas, strawberries, low-fat yogurt and skim milk) Which ingredients were made from milk? (Low-fat yogurt and skim milk) Today we are going to learn about other foods that are made from milk that also help our teeth and bones stay strong and healthy and that help us grow.

Developmental:
B. Show children the cover of the book No Milk. Ask students: What animal is pictured on the cover? (a cow) Who is with the cow? (a little boy) What do you think the little boy wants from the cow? (milk) ...

C. During the book, ask the children: Why do you think the boy is sad/frustrated/angry? (the cow won’t give him any milk) Do you think there is anything else the city boy could do to get the cow to give him its milk? Do you think being mean to the dairy cow will make it want to give the city boy its milk? (no)

D. After reading the book, ask the children: What do you think would happen if the dairy cow never gave the milk to the city boy? (we wouldn’t have any milk) After the children answer, tell them: Many foods that are good for our body are made out of milk!! Ask the children if they can name any foods that are made out of milk. If they can’t name many, give them some help by showing them the pictures you will use for Lot O’ Milk Bingo. Tell the children that if the dairy cow never gave us its milk we wouldn’t be able to eat any of these yummy, healthy snacks!

(Tell the students that exercise also helps keep our bones and muscles strong and healthy and helps us grow, just like the foods that are made from milk!)

E. It’s Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3....
Come along and ______ with me.

F. Lot O’ Milk Bingo

a. Give each child a 2 x 3 bingo board with 6 different pictures of dairy foods. Tell them that we are going to be playing Lot O’ Milk Bingo. Explain to them how the game works: I will hold up a picture of a milk food. If you have a picture of that milk food on your bingo board, you may color in the picture. The first person to have all the pictures on their board colored in will win! Ask the children when they are allowed to color in a picture on their board. Only when the picture I show you matches a picture on your bingo board!

b. Show the children a picture of a milk food.

c. Repeat this process until a child has colored in their entire bingo board.

d. Thank all of the children for playing and congratulate the child that wins.

e. Tell the children: Now that you have seen pictures of different milk foods, we’re going to try a special new milk food today! Ask the children if they have ever tried cottage cheese. Today we will be making a rainbow parfait with cottage cheese, granola and fruit! But before we can make our snack, we have to wash our hands!
G. **Handwashing**
   Review these points before the “cooking” begins
   1. Before we try our new foods we have to wash our hands
   2. The food we eat needs to be washed as well.
   3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   **We wash our hands to keep them clean**
   **The cleanest hands you’ve ever seen!**
   **Use soap and water -- that’s the way!**
   **To chase those yucky germs away!**

H. **Taste Test: Rainbow Parfait**
   **Ingredients**
   - Low-fat cottage cheese
   - Granola
   - Kiwi
   - Canned pineapple chunks
   - Canned mandarin orange slices

   1. First put a small layer of cottage cheese in the soufflé cup
   2. Sprinkle a bit of the granola on the yogurt
   3. On top of the yogurt place a piece of each fruit
   4. Repeat the 3 steps so that there are 2 layers of cottage cheese, granola and fruit.

I. **Conclusion:**
   Ask children if they liked their parfait. Did you like the cottage cheese? What was your favorite ingredient? What other ingredients do you think you could add to the parfait to make it even tastier? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today.

*Lesson taken from:*
*Chef Combo, Ring Around the Rainbow Parfait*
*Nutrition in Every Theme, Food from the Farm*
Extending Activity for Tot Leaders
Lesson 20: C is for Cow

No Milk Finger Puppets

Before each activity review the following key points from the Nutrition Lesson

- Milk is made by the cows on a farm
- Many foods we eat are made from milk

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

E. What You Will Need:
- Cow finger puppets, 5 per student
- Dairy food finger puppets, 5 per student
- Tape
- Scissors
- A Dairy Treat Day song and instructions

F. Objective:
Students demonstrate creativity and make finger puppets while singing a song

Procedure:
- Cut out each cow and milk food product
- Give each child and yourself 5 cow finger puppets and 5 milk food finger puppet
- Help each child wrap the puppets around finger and tape it in place
- Wrap and tape your own finger puppets onto your fingers
- Sing the song and do the finger motions, teaching them the song and the motions that go along with the words
- Sing the song and do the finger motions again so each child can participate

Chef Combo, A Dairy Treat Day
Tot Lesson Plan Outline

Lesson 21: Y is for Yogurt

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Milk gives me strong bones and teeth (PH 10.3C)
- There are many healthy foods that come from milk (PH 10.3B, C)

III. Content
- Preschoolers will be able to understand that milk is good for our bones and teeth
- Preschoolers will be able to identify different foods that are made from milk

Materials:

Lesson:
- Book: *Snacks for Healthy Teeth* by Mari Schuh
- Pictures of vegetables

*Taste Test*: Munchies with Dinosaur Dip and Whole Grain Pita
- Cutting boards
- Knives
- Bowls
- Small paper plates
- Yogurt
- Dry ranch salad dressing mix
- Carrots, red bell peppers, and cucumbers
- Whole grain pita

Procedure:

*Introduction:*
- A. Review last week’s concepts and activities with the children: Lots of yummy, healthy foods are made from milk. Can you tell me your favorite foods that are made from milk? What did we try last time for our taste test? *(Rainbow parfait)* What did we put in our parfait? *(Cottage cheese, granola, kiwi, pineapple)* Which ingredients were made from milk? *(Cottage cheese)* Today we are going to learn about how milk foods keep our teeth and bones strong!

*Developmental:*
B. Show children the cover of the book *Snacks for Healthy Teeth*. Ask students: Who is on the cover of the book? *(a little girl)* What is she holding? *(watermelon)* Explain to students that we need to eat a lot of different foods in order to keep our bones and teeth strong and some of those foods are made from milk.

C. During the book, ask the children: What kinds of foods are Teresa and her friends eating? *(carrots, celery, peppers)* What vegetables do you eat to help your teeth stay healthy? What milk food is Teresa eating? *(yogurt)* Do you eat yogurt? What other milk foods do you like to eat?

D. After reading the book, ask the children: How did Teresa help keep her teeth strong and healthy? *(she ate healthy foods and brushed them)* Tell students that it is very important to have healthy, strong teeth. By eating healthy foods like cheese and carrots and by brushing our teeth we can avoid getting cavities!

*(Today, we are going to be able to try some of the foods that Teresa ate in the book to keep her teeth healthy! But before we can do that, we have to exercise to help our bodies and minds perform better!)*

E. It’s Hip to be Fit!

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

- **Your bones and muscles are growing strong.**
- **Eat good goods and you can’t go wrong**
- **Now move your bodies, count 1, 2, 3…**
- **Come along and ____________ with me.**

F. Cooking in the Classroom: Munchies with Dinosaur Dip and Whole Grain Pita

*Ingredients*

- Low-fat plain yogurt
- Dry ranch dressing mix
- Carrots, red bell peppers, cucumbers
- Whole grain pita

1. Set up your own table at the front of the classroom and have the children sit on the floor on a rug in front of you so they can see everything you’re doing.
2. Demonstrate how to make the dinosaur dip: in a large bowl, stir the yogurt and dry ranch dressing mix together. Tell the children that yogurt has a lot of calcium, which helps keep their teeth stay strong and healthy.
3. Put a few dollops of the dinosaur dip on to the middle of the pita and then spread it out so that all except the edge of the pita is covered.
4. Show children how we wash each vegetable before we begin cutting them.
5. Begin with carrots. Ask the children what color the carrots are. Tell the children that carrots are the root of the plant, which means they grow underground. Show children what a carrot from the ground looks like. Then tell them that the carrots are then washed and cut into small little pieces, which is why baby carrots are so small. Show the children the grater we will
use. Tell them that a grater has small, sharp teeth. The teeth are the part that makes the carrots into small thin pieces. Demonstrate grating the carrot, and show the children what a grated carrot looks like.

6. Show children the bell pepper. Ask them what color it is. Tell them that bell peppers can also be green, red or blue. Tell them that the pepper is the fruit of the plant (show picture of bell pepper plant). Cut the pepper in half. Show the children the inside of the pepper. Tell them that is hollow; there is nothing inside of the pepper except for the seeds, which people usually don’t eat. Demonstrate cutting the pepper in strips.

7. Show children the cucumber. Ask them what color it is. Tell them that cucumber is the fruit of the plant (show picture of cucumber plant). Cut the cucumber in half and show the children the inside of the cucumber. Tell them that it is OK if they eat the seeds of a cucumber. Demonstrate cutting the cucumber in thin slices.

8. After the vegetables are cut, arrange them on the pita covered with the dinosaur dip. Show children the finished pita pizza. Ask them if they are excited to make their own pita pizza.

9. Dismiss the children to go back to the tables and begin mixing and cutting in their own group with the help of their parents/grandparents/guardians/teacher.

G. Conclusion:
Ask children if they liked their veggies and dinosaur dip. What was your favorite vegetable? Do you think you will be able to make this at home with your parents? What other vegetables would you like to eat with the dinosaur dip? Tell the students how proud you are of them for learning about healthy snacks like the one that they tasted today. Thank the parents/grandparents/guardians for taking time out of their day to come in and cook with you. Encourage them to make this quick, easy and healthy snack for them and their kids at home!

Lesson taken from:
Nutrition in Every Theme, Dinosaurs
Chef Combo, Munchies with Dinosaur Dip
Extending Activity for Tot Leaders
Lesson 21: Y is for Yogurt

Snacks for Healthy Teeth
Dinosaur Play

Before each activity review the following key points from the Nutrition Lesson

- We should eat healthy foods and brush our teeth to help keep them healthy and strong
- There are many healthy foods that are made from milk

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:
- Paper (one piece for each child)
- Crayons

What you will do:
- Put “-osaurus” after each child’s name (example: Sar-osaurus, Matt-osaurus, Lataynn-osaurus)
- Give each child a piece of paper and put a variety of crayons at each table for children to share
- At the top of the paper, write the child’s new dinosaur name
- Ask the child to draw pictures of their favorite vegetables and dairy foods using the different colored crayons
- Put the papers up around the room for a few days so the children see their work

Nutrition in Every Theme, Dinosaurs

Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DPW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
Tot Lesson Plan Outline
Lesson 22: T is for Teeth

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Milk gives me strong bones and teeth (PH 10.3C)
- There are many healthy foods that come from milk (PH 10.3B, C)

III. Content

Materials:
Lesson:
Book: *Little Rabbit’s Loose Tooth* by Lucy Bate
Milk product food models
Paper bag

*Taste Test: Milk Food Tasting Party*
Sugar-free, fat-free instant butterscotch pudding
Fat free strawberry milk
Mozzarella string cheese
Blueberry low-fat yogurt
Spoons
Soufflé cups
Paper plates

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: It is important to eat a variety of foods and brush our teeth regularly to keep them healthy. Do you remember who our guests were last time? Parents/Grandparents/Guardians. What did our guests help us prepare? *Dino Dip with Munchies Pita Pizza*. What did we put in our pita pizza? *Dinosaur Dip, Cucumbers, Carrots and Yellow Bell Peppers*. Which ingredients were made from milk? *Dinosaur Dip*. Today we are going to learn about how milk foods keep our teeth and bones strong!

Developmental:
B. Show children the cover of the book *Little Rabbit’s Loose Tooth*. Ask students: Who is on the cover of the book? *(a rabbit)* What is she eating? *(chocolate ice cream)* What is in Little Rabbit’s ice cream? *(a tooth)* Explain to children that when they are old enough their baby teeth will fall out so that their adult teeth can come in. Ask children: Has anyone lost a baby tooth yet? Tell them that milk foods help keep your baby teeth and adult teeth stay healthy and strong so they don’t get cavities!

C. During the book, ask the children: What kinds of food are Little Rabbit and her Mother and Father eating? Why is it hard for Little Rabbit to eat hard fruits and vegetables? Did it hurt Little Rabbit when her tooth came out in her ice cream? Do you believe in the Tooth Fairy? What would/will you do with your tooth when it falls out?

D. After reading the book, ask the children: *What did the Tooth Fairy leave for Little Rabbit?* Tell students that it is very important to eat healthy foods like yogurt and cheese so that your teeth are strong and shiny before and after they fall out!

*(Today, we are going to make a healthy snack that will help your teeth stay strong and shiny before and after they fall out! But first, we need to move out bodies to help our bodies and minds perform at their best!)*

E. *It’s Hip to be Fit!*
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3…
Come along and ____________ with me.

F. *Hand Washing*
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.
4. We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

G. *Milk Mate!*
Show children pictures of dairy foods. Pass them in a bag. Pass the paper bag around and have each student reach in and take a picture without looking and call out what they think it is and have they ever tasted it before. Ask students to look at their food cards.
and WITHOUT talking, walk around and see how fast they can find their match. When they find their Milk Mate, they should take a seat together.

H. Taste Test: Milk Food Tasting Party

1. Show children the milk foods they will be tasting: strawberry milk, sugar-free butterscotch pudding, peach yogurt, mozzarella string cheese.
2. Pour a sample of milk into soufflé cup.
3. Place a dollop each of pudding and yogurt onto place.
4. Place half of a piece of string cheese on place.
5. Enjoy!

Lesson taken from:
*Show Me Nutrition: Little Rabbit’s Loose Tooth, lesson 10* and *From Grass to Milk, Lesson 5*
Extending Activity for Tot Leaders
Lesson 22: T is for Teeth

Little Rabbit’s Loose Tooth
Mary Margaret and Her Milk Blender Special

Before each activity review the following key points from the Nutrition Lesson
- *It is important to keep our baby teeth and adult teeth healthy*
- *There are many healthy foods that are made from milk*
- *Milk foods help keep our teeth strong and healthy*

**Pennsylvania Education Standards:**
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

**What you will need:**
- Mary Margaret and Her Milk Blender Special story
- Paper characters (Mary Margaret and Franklin Dee), trucks (Milk and Fruit) and cows (Holstein (black and white), Jersey (caramel brown), Ayrshire (white with red-brown spots)), Brown Swiss (brown to silver gray) and Guernsey (brown with white patches).
- Crayons
- Tape

**What you will do:**
- Show students a few different types of toy trucks and ask what each might be used for. End with the delivery truck. Talk about the role that trucks and truck drivers play in getting our food from the farm to the grocery store.
- Introduce "Mary Margaret and Her Milk Blender Special" as a story about a girl who delivers milk from the farm to the grocery store. As you read the story, introduce the figures and have students place the appropriate figures on the board.
- Discuss the story. You might ask questions such as:
  - What was Mary Margaret's job?
  - Why was she in a rush one day?
  - What happened when she drove in such a hurry?
  - What do you think Mary Margaret learned?
- Read the story again. Invite students to role-play the story as you read it.

*Nutrition in Every Theme, Dinosaurs*
Tot Lesson Plan Outline
Lesson 23: N is for Neighborhood

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
- Plant and animal products that people buy in stores come from farms (SC 3.5E,F, SS.6.1A,C)
- Food travels from farms to stores (SS 8.1A SS 6.1C)

III. Content
Materials:
Lesson:
Book: Supermarket by Kathleen Krull
Snack & Move cards

Taste Test: Salad Shaker
Leaf lettuce, Baby Spinach, Grape or cherry tomatoes, Grated carrots, Salad Dressing, Baggies, Small plates

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Everyone will eventually lose their baby teeth so their bigger adult teeth can grow. It’s important to eat healthy foods like milk, yogurt and cheese, as well as brush our teeth so that they are strong and healthy! Who remembers all the foods we tasted last time? (string cheese, strawberry milk, butterscotch pudding and blueberry yogurt) Which milk food was your favorite? Today we are going to learn where are food comes from!

Developmental:
B. Show children the cover of the book Supermarket. Who all is pictured on the cover? What do you think they’re doing? Do you ever go with your mom or dad to the supermarket? What do they sell at the supermarket?
C. During the book ask the children: Have you ever seen trucks on the road that are carrying your food? Where do you think those trucks are coming from? What is your favorite aisle to walk down in the Supermarket?

The Food Trust
Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DPW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
D. After reading the book, ask the children: What are some of your favorite foods to buy at the supermarket? What do you think it would be like if there weren’t Supermarkets? We would have to go to many different stores in order to get all we needed! The meat store, the dairy store, the bread/grain store, the fruit and vegetable store, etc. Tell students that it is very important for us to eat a variety of different foods everyday. The Supermarket makes getting those foods much easier!

(Today, we are going to taste a healthy snack that comes from the farm! But first, we need to move out bodies to help our bodies and minds perform at their best!)

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3…
Come along and ____________ with me.

F. Old McDonald
1. Tell children we will be singing Old McDonald, but instead of singing about the animals Old McDonald has, we will be singing about the different fruits and vegetables Old McDonald grows!
2. Show children the Snack & Move cards. Show them the cards for lettuce, spinach, carrots and tomatoes.
3. Have children stand in a circle. Put the Snack & Move cards in the middle of the circle. Place an “X” at one spot on the outside of the circle.
4. When you begin singing the song, have the children begin walking around in a circle.
“Old McDonald has a farm E I E I O. And on that farm he had a ____________”
5. When you get to the blank, the children will stop walking. Whichever child stops on the “X” is allowed to run into the middle of the circle and pick the Snack & Move card they wish to sing about.
1. “…And on that farm he had a WATERMELON. E I E I O. With a yum yum here, and a yum yum there. Here a yum, there a yum, everywhere a yum yum. Old McDonald had a farm E I E I O.”
6. Repeat until all cards are sung about.
7.

G. Hand Washing
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.
We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

H. Taste Test: Salad Shaker
1. In individual plastic baggies, add leaf lettuce, spinach, tomatoes and carrots.
2. Add 1 teaspoon of dressing to each bag. Seal the bag closed.
3. Give the bags to the children.
4. Have children shake their bag of salad so that the dressing mixes in.
5. Help children empty their salad onto a small plate.
6. Enjoy!

Lesson taken from:
Team Nutrition Fruit and Vegetable Lesson
Power Panther Preschool, Eat Smart – Shake a Salad
Extending Activity for Tot Leaders
Lesson 23: N is for Neighborhood

Supermarket
Veggie Plates

Before each activity review the following key points from the Nutrition Lesson
  o The food we buy at the Supermarket comes from farms
  o Supermarkets make it easier for us to get a variety of foods

Pennsylvania Education Standards:
  • Listen responsively to directions, stories and conversations (RL 1.6 A)
  • We can choose healthy foods for snacks (AL1B)

What you will need:
  • Paper Plates
  • Crayons

What you will do:
  • Give each student a small white plate. Let students select crayons or colored markers.
  • Tell students to draw a vegetable they would like to try at home on their plates. Ask them to name the vegetable they drew.
  • Encourage students to take their plates home as a reminder to try the new vegetable.
Tot Lesson Plan Outline
Lesson 24: X Marks the Spot

I. NEP Objectives
   - (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
   - (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   - (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
   - (G2.1) Preschoolers will be able to state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
   - Plant and animal products that people buy in stores come from farms (SC 3.5E,F, SS.6.1A,C)
   - Food travels from farms to stores (SS 8.1A SS 6.1C)

III. Content

Materials:
   Lesson:
   Book: Farmers Market by Carmen Parks
   Fruit models

Taste Test: Apple Kabobs
   Cutting board, Apple corer, Knife, Plates, Tooth picks, 3 types of apples
   *Fruit will be determined based on availability

Procedure:
   Introduction:
   A. Review last week’s concepts and activities with the children: The food we buy at the Supermarket gets delivered to us by a truck! Having one store that we can get a variety of food from makes our lives easier! Who remembers what snack we tasted last week? A salad. What did we put in our salad? Spinach, lettuce, tomatoes, carrots and dressing. What was your favorite part of the salad? Today we are going to learn about another place we can do to buy our food! Except unlike a Supermarket, it is outdoors!

   Developmental:
   B. Show children the cover of the book Farmers Market. Who all is pictured on the cover? What do you think they are doing? Do you recognize any of the vegetables on the cover?
   C. During the book ask the children: Have you ever been to an outdoor Farmers Market? What kind of foods do you think you could buy there? What kinds of food did the little girl and her family sell?
   D. After reading the book, ask the children: If you ever went to a Farmers Market what would you buy? At the Farmers Market, you can meet the farmers who grow your food! Eating fruits and vegetables that you buy directly from the farmers is great!
because it is fresher and yummier since it grows on farms that are close by. Local Pennsylvania farmers are well-known for their fruits like apples, peaches, blueberries and tomatoes. There are Farmers’ Markets right here in Philadelphia that you can go to. Farmers come from towns near Philadelphia, like Lancaster, to sell you their fresh, yummy produce.

(Today, we are going to make a healthy snack that you can buy from farmers at a Farmers Market! Before we do that, we have to get our minds and bodies working at their best by doing some exercises!)

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3...
Come along and ____________ with me.

F. Tammy Turtle Says
Scatter multiple pictures of the same fruits around the floor. Play Simon Says, except use Tammy Turtle instead. Tell children to squash the grapes, peel the banana, pick the strawberry, etc. while standing near or on the picture of the fruit.

G. Hand Washing
Review these points before the cooking “begins”

1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.

We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

H. Taste Test: Apple Kabobs
Show children the three different types of apples they will taste today: one is sweet, one is tart and the other is normal. Using an apple corer or knife, cut the apple into slices and then cut the slices into halves or thirds, depending on how small the apples are. Push the small apple pieces onto a toothpick (remind children not to play with the toothpick!!!

Lesson taken from:
Eat Well, Play Hard – Flavorful Fruit Apple Tasting
Power Panther Preschool, Lesson 2 Power Panther Says
Extending Activity for Tot Leaders
Lesson 24: X Marks the Spot

Fruit Salad Game

Before each activity review the following key points from the Nutrition Lesson
- Farmers from around the region bring the fruits, vegetables and other products they grow to farmers’ markets
- Shopping at farmers’ markets lets us support local farmers, buy the healthiest and freshest foods and meet the farmers!

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:
- Latex* balloons in a variety of colors (1 per child)
- If latex balloons are not available, use your imagination. You can use different colored stress balls, gym balls, etc.

What you will do:
- Blow up the balloons by mouth and knot them to keep the air inside.
- Scatter the different colored balloons around the floor.
- Instruct students that they will be making their very own fruit salad with ingredients of their choice!
- Tell each child to (one at a time) pick up a colored balloon from off the floor.
- They then have to think of a fruit that is the same color as the balloon that they will put into our fruit salad.
- After they have chosen the fruit, tell that child to stand in the middle of the room and hold up their balloon.
- Repeat for each child. Some of the children will need some help if a color is used more than once. If you have to use one ingredient twice, that is fine. But try to think of different fruits.
- At the end, have each child tell you the ingredients they added into the salad.

Lesson Taken From:
Power Panther Preschool, Lesson 2 Fruit Salad Game

*Check for latex allergies before using balloons
I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
- Plant and animal products that people buy in stores come from farms (SC 3.5E,F, SS.6.1A,C)
- Food travels from farms to stores (SS 8.1A SS 6.1C)

III. Content
Materials:
Lesson:
The World in a Supermarket by Rozanne Lanczak Williams
Banana, olives, pasta, cheese, pineapple, coffee beans and tomatoes in Ziplock bags

Taste Test: Confetti Bean Salsa and Layered Bean Dip
1 can beans, 1 can corn, 1 jar salsa → Medium sized bowl
1 can beans, ½ cup salsa, ¼ scallions, 2oz grated low-fat cheddar cheese → fork/masher, measuring cup, plastic knives, grater

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Farmers from all over the region come together at Farmers’ Markets to sell their fruits, vegetables, milk, eggs and other products like jam and honey. You can meet the farmers who grow your food. What snack did we make last week? (Apple kabobs) How many different types of fruit did we use? (Three) What were the different fruits? What did we drizzle on our fruit slices to make them even sweeter? (Honey)

Developmental:
B. Show children the cover of the book The World in a Supermarket. Who is pictured on the cover? (One boy and two girls) What are the children holding? (Baskets full of different kinds of food) The children are from different places around the world and so is the food.
C. During the book, show children the foods from each page: banana, olives, pasta, cheese, pineapple, coffee beans and tomatoes. Put the samples in a Ziplock bag so they can pass them around. Allow them to use their senses to describe the different foods. Ask questions like, Does is feel/smell/taste different if you cook it? Have you ever tasted it? How does the food feel, how does the food smell, how does the food look, does the food make any noise if you scratch it or shake it?
D. After reading the book, ask the children: Have you ever tasted any of the foods from around the world that were pictured in the book? Which foods? Are there any foods from the book that you would like to try? Which ones?

(Today we would like to welcome some of our guests to the classroom! Some parents have joined us today to help us prepare another snack that is quick, easy, and most importantly, healthy to eat! Before we begin making our snack, let’s show the parents how we like to exercise to keep our bodies and minds healthy!)

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3...
Come along and _____________ with me.

F. Hand Washing
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.

We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

G. Cooking in the Classroom: Confetti Bean Salsa and Layered Bean Dip
a. Today we will be making two very yummy snacks that are really easy to make! The first snack is confetti bean salsa. The second is a layered bean dip!
Show the children the foods we will be using for our salsa: corn, salsa and black beans. Show children the foods we will be using for our dip: black beans, salsa, green onion and grated cheese. Today we’re going to show you two different ways to use two of the same ingredients. What foods are used in both our snacks today? Black beans and salsa!

b. Tell students that black beans are a kind of super-food. It has a lot of the nutrients, like protein and fiber that help keep us feeling fuller for longer. Canned beans have a lot of sodium, so it’s a good idea to drain and rinse our beans before we put them in a recipe or eat them. Rinsing our beans also removes some of the juice that contains some of the gas-causing carbohydrates.
c. Corn is a starchy vegetable with lots of fiber and vitamins. It also contains some of the vitamins and minerals our bodies need in order to stay healthy and strong!

d. Salsa means sauce in Spanish. Salsa usually has tomatoes, onions, peppers and herbs like cilantro. Cilantro looks similar to parsley, but has a very distinct taste. (Pass around a sample for smelling). Salsa comes in many different varieties; some are thick and chunky, while others are smooth and thick. It also comes in different degrees of spiciness: mild, medium and hot. The hotter the salsa, the more jalapeño peppers are in it. Salsa can be as a condiment in place of ketchup, for example. Some people like to put salsa on their eggs, on their baked potatoes, on chicken and other meats and on tortilla chips, like we’re going to use today. Because of all the healthy vegetables that we put in our salsa, it is very healthy to eat. We can buy salsa at the grocery store in a jar, or, if you have the time, you can make it yourself at home!

e. We have our 3 ingredients in small cups. Combine all ingredients in a larger bowl and stir together.

f. Now that we are finished making our salsa, we will begin making our layered bean dip.

g. First, we have to mash up our black beans in our soufflé cups. Use a fork to break up the beans to make them smooth. Next, add a layer of salsa on top of our mashed beans.

h. Have children chop up the green onion using a plastic knife. Add the green onion on top of the salsa.

i. Lastly, have the children grate the cheese into thin slices, then top off our layered bean dip with it.

j. Tell the children that we are going to dip whole grain tortilla chips into our confetti bean salsa and layered bean dip.

k. These snacks are both quick, easy and fun to make. Because of the healthy vitamins and minerals in the different foods, it will help us feel fuller for longer!

Lesson taken from:
USDA Recipe Finder: Confetti Bean Salsa
USDA Recipe Finder: Layered Bean Dip
Extending Activity for Tot Leaders
Lesson 25: F is for Farm

Fruit and Veggie Color Wheel

Before each activity review the following key points from the Nutrition Lesson
- Farmers grow a variety of colorful fruits and vegetables at their farms, including beans!
- Beans are a very healthy snack that gives our body the nutrients we need to stay healthy and to stay fuller for longer!

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:
- Fruit and Veggie Color Wheel
- Crayons (red, orange, yellow, green and purple)

What you will do:
- Show the children the first crayon and ask them to identify its color.
- Color in one section of the color wheel with this color. As you color, discuss fruits and vegetables that are this color.
- Repeat for each of the remaining four crayons.
- Ask the children to identify the color of the section of the color wheel that was not filled in. Discuss white fruits and vegetables (cauliflower, onion, potato, banana, mushroom, lima bean, garbanzo bean, etc.)

Lesson Taken From:
Eat Well, Play Hard: Growing Goodness
I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
- Food travels from farms to stores (SS 8.1A SS 6.1C)
- People buy healthy food from stores or farmers’ markets (SS 6.1A, C, SS7.3G)

III. Content
Materials:
Lesson:
Carlos and the Squash Plant by Jan Romero Stevens
Grains kit
Grains kernels (5)
- 4 grocery bags

Taste Test: Fiesta Mix
1 cup cereal with fruit, 1 cup chex, bran-type cereal, 1 cup toasted oat ring cereal, ¼ cup raisins, ¼ cup craisins, ¼ cup shredded coconut, large mixing bowl, mixing spoon, measuring cups, soufflé cups

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Beans are great to eat because they have the nutrients our bodies need to stay strong and healthy and they help us feel fuller for longer! What special guests did we have in our class last time? (Parents!) What did they help us make? (Confetti bean salsa and Layered bean dip) What was in our confetti bean salsa? (Corn, black beans and salsa) What was in our layered bean dip? (Black beans, salsa, green onions and cheese) What did we do differently to our black beans in our layered bean dip? We mashed them with our fork. Which recipe did you like more?

Developmental:
B. Show children the cover of the book Carlos and the Squash Plant. Who is pictured on the cover? (Carlos) Where is Carlos? (on a farm) What is he holding in his arms? (a basket full of different vegetables (squash, corn, tomatoes and cucumber))
C. During the book ask the children: Have you ever seen or been to a farm like the one Carlos lives on? What kind of vegetables or fruits would you grow if you lived on a farm?
farm? When you get dirty, do you like to take a bath? Why do you think Carlos didn’t want to take a bath like his mother told him to?

D. After reading the book, ask the children: What happened to Carlos when he told his parents he took a bath but didn’t? What kind of meal did Carlos’ mother make for him after he took a bath? Calabacitas. What type of food do you think it is? Spanish (Mexican).

E. Today we are going to talk about a type of food that can be found throughout the supermarket. These foods come from all over the world and you might not even know it! These foods are called grains foods. (Show them grain kit). Grains foods are grown on a farm like the one Carlos worked on. When the plant is ready, the tiny seeds are taken from the plant, ground up, and made into powder-y flour. We can make bread, pancakes, muffins, crackers, cereals and more from grains! *Explain the difference between flour and flower*

(Before we can play our grains food game, we have to do some exercises to get our minds and bodies ready to work!)

F. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3...
Come along and _____________ with me.

G. Grains Food Relay
Have children count off: bread, cereal, bread, cereal, etc. Have the cereal team line up on one side of the classroom and have the bread team line up on the other side of the classroom. Give each team a grocery bag with an equal number of grain food packages and pictures of food inside. Explain to the students that when it is their turn, they should take a food package or picture, call out the name of the food, run to the finish line, and put it in the empty grocery bag. Then, they should run back to their team and tag the next person in line. Repeat the process until one team finishes. At the call “go” the relay begins.

H. Hand Washing
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.
We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

I. Taste Test: Fiesta Mix

*Ingredients*
1 cup cereal with fruit
1 cup chex type bran cereal
1 cup "O" type cereal
¼ cup raisins
¼ cup craisins
¼ cup shredded coconut

1. Mix cereals together in a large bowl.
2. Add raisins, peanuts, and coconut; mix well.

*Lesson taken from:*
Nutrition in every Theme: Gingerbread
Show Me Nutrition: Lesson 8 From Wheat to Pasta
USDA Recipe Finder: Fiesta Mix
Extending Activity for Tot Leaders
Lesson 26: T is for Travel

Count on Pablo

Before each activity review the following key points from the Nutrition Lesson
  o You can find foods from all over the world in a supermarket
  o All foods taste, feel, sound and look different but they all taste yummy!

Pennsylvania Education Standards:
  • Listen responsively to directions, stories and conversations (RL 1.6 A)
  • We can choose healthy foods for snacks (AL1B)

What you will need:
  • Count on Pablo by Barbara deRubertis
  • Discussion questions

What you will do:
  • Read the book Count on Pablo with the class
  • Ask the following questions to begin a discussion about the book:
    o What is a grandmother called in Spanish?
    o Where was Pablo going with his Abuela for the very first time?
    o What kind of tree did Pablo climb?
    o Can you name the different vegetables for sale in Abuela’s Garden Stand?
    o What idea did Pablo have to sell the vegetables?
    o How did Pablo’s idea work? What happened?
Tot Lesson Plan Outline
Lesson 27: R is for Root

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
- Plants grow from seeds and change over time (SC3.3B.C)
- I can grow my own healthy food too (SC3.5F)

III. Content

Materials:
Lesson:
One Bean by Anne Rockwell
Paw Prints (1/child)

Taste Test:: Hummus and celery

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Grain grows on farms and is then harvested and ground up into flour. A lot of the foods we buy at the supermarket are made from grain, like bread, cereal, and muffins. People all over the world eat foods that are made from grains, too! Last time we read about Carlos. Who remembers what happened to Carlos in the book? (He didn’t take a bath and a squash plant grew from his ear!) What snack did we make last week? (Fiesta mix). What did we put in our fiesta mix? (Different kinds of cereal, raisins, craisins and coconut.)

Developmental:
B. Show children the cover of the book One Bean. Who do you see on the cover? (A boy and a girl) Do you think they’re brother and sister? What is the boy holding? He is holding a tiny jar with a stem coming out of it. What do you think he is doing with the jar? (trying to grow a plant)
C. During the book ask the children: What do you think will happen to the bean once it is wrapped in a wet paper towel? What do you think will happen to the bean after he plants it in soil?
D. After reading the book, ask the children: Do you think that growing beans was an easy thing for the little boy to do? What did he have to do to keep the bean plant
healthy? Do you think you would be able to grow your own bean plant? Do you think it would be fun to grow your own food and then be able to eat it?

E. Today we are going to talk about a type of food that can be found throughout the supermarket. These foods come from all over the world and you might not even know it! These foods are called grains foods. Grains foods are grown on a farm like the one Carlos worked on. When the plant is ready, the tiny seeds are taken from the plant, ground up, and made into powder-y flour. We can make bread, pancakes, muffins, crackers, cereals and more from grains!

(Before we can play our grains food game, we have to do some exercises to get our minds and bodies ready to work!)

F. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3...
Come along and ____________ with me.

G. Norma Jean the Jumping Bean
Give each child a paw print. Learn the chant:

Norma Jean the jumping bean,
She could jump forever it seems.
She jumped so high she touched the sky.
And didn’t come down until the fourth of July!

As the children are jumping, encourage them to move their bodies in different directions: to the right, to the back, over the paw print, from side to side, etc.

H. Hand Washing
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.

We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

I. Hummus and celery
a. Tell children that we will taste a snack dip that is made from garbanzo beans.
   Tell them that some people like to call them chick peas, too, but both names
are right. Hummus is made from garbanzo beans that have been mashed up until they are smooth – just like they did with their black beans when they made their dip.
b. People can add different flavors and spices to their hummus if they would like.
c. You can dip vegetables into hummus, or you can spread hummus over pita or other breads like you put jelly onto toast.
d. Today we are going to be dipping our yummy hummus into celery! What color is celery? What color is hummus?
e. Give each child 1 Tbs. of hummus and two celery sticks.

Lesson taken from:
Eat Well, Play Hard: Smart Snacking
Power Panther Preschool: Lesson 5
Extending Activity for Tot Leaders

Lesson 27: F is for Farm

Little Sprouts

Before each activity review the following key points from the Nutrition Lesson

- Farmers grow a variety of fruits and vegetables at their farms, including beans!
- Beans are a very healthy snack that gives our body the nutrients we need to stay healthy and to stay fuller for longer!

Pennsylvania Education Standards:

- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:

- Plastic baggies (1 per child)
- Beans (1 per child)
- Paper towel, wet (1 per child)
- Tape

What you will do:

- Wet a paper towel with water.
- Fold the towel to the size of a small zip-lock bag and insert into the bag.
- Place several seeds, such as bean seeds, into the bag in between the bag and the towel.
- Tape to a sunny window and watch the seeds sprout.
- The beans should begin sprouting within 5 days
- Once the seeds begin to sprout, the teacher can tell the children that what they are seeing (the sprouting of the bean) actually takes place underground.
- People in different countries and in the United States use bean sprouts in recipes

Lesson Taken From:

Team Nutrition Fruits and Vegetables Lessons – Little Sprouts
Tot Lesson Plan Outline
Lesson 28: U is for Ugly Vegetables

I. NEP Objectives
   • (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
   • (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   • (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
   • (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • Plants grow from seeds and change over time (SC3.3B.C)
   • I can grow my own healthy food too (SC3.5F)
   • Plants need sun, food, water, air and space to grow (SC3.3D)

III. Content
    Materials:
    Lesson:

    The Ugly Vegetables by Grace Lin
    Taste Test: broccoli, cucumber, green pepper

    Procedure:
    Introduction:
        A. Review last week’s concepts and activities with the children: We can all grow our own healthy food, just like the little boy grew his own beans! Beans and other plants grow from seeds in the ground and they grow and change over time! Remember how the bean sprouted and popped out of the ground and then heart-shaped leaves and small yellow blossoms grew? Who remembers what other kind of bean we tried during our taste test? (garbanzo bean) What happened to our garbanzo bean that it turned into smooth hummus? (they mashed them) What yummy vegetable did we dip into our hummus? (celery)

        Developmental:
        B. Show children the cover of the book The Ugly Vegetables. Who do you see on the cover? (a girl and her mother, a cat, some neighbors) What are they holding in their hands? (a shovel) What are shovels used for? (to dig into the ground) Why do you think they want to dig holes in the ground? (so they can plant vegetables)
        C. During the book ask the children: Do you have a garden? If you did, what kind of things would you plant? Why is the little girls’ garden different from her neighbors’ gardens? What kind of vegetables are they growing? Where do Chinese vegetables come from? Have you ever eaten any Chinese vegetables? Why does the little girl want to grow flowers so much?
D. After reading the book, ask the children: In the end, do you think the little girl was happy that her mother wasn’t growing flowers? Does your mom or dad or grandparent make you anything special? At the end, everyone liked her mom’s special soup so much that they wanted to be able to make it themselves. The neighbors all planted their own Chinese vegetables in their gardens.

E. Today we are going to talk about some vegetables that you can grow! Discuss the fact that when the tiny seeds grew up they became vegetables that the little girl’s mom could use to make her special soup.

(We’re going to learn how to plant a garden today, but first we have to make sure our bodies and minds are ready to work hard!)

F. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

- Your bones and muscles are growing strong.
- Eat good goods and you can’t go wrong
- Now move your bodies, count 1, 2, 3…
- Come along and ____________ with me.

G. This is the Way We Plant the Seeds…
While the children sing the song to the tune of “Here We Go Round the Mulberry Bush,” have them act out how they would do the actions described in the song.

- This is the way we plant the seeds.
- Plant the seeds, Plant the seeds.
- This is the way we plant the seeds,
- Early in the morning….
- …Water the seeds
- …Pull the weeds
- …Pick the veggies
- …Wash the veggies
- …Cook the veggies
- …Eat the food

H. Hand Washing
Review these points before the cooking “begins”

1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.

- We wash our hands to keep them clean,
- The cleanest hands you’ve ever seen.
- Use soap and water – that’s the way!
- To chase those yucky germs away!

I. Let’s Vote: Touch, Taste, Smell and See
a. Ask the children to wash their hands.
b. Tell the children that they are going to play a game using different vegetables.
c. Ask them if they can name the vegetables. Some may be unfamiliar to them, which is fine. Tell them the names of the vegetables they don’t recognize.
d. Review with the children how they use their eyes, ears, nose and fingers to learn more about foods.
e. Explain what voting is, and tell them that each of their opinions or votes is very special. You may have them vote either by raising their hands or standing. Ask them to vote, in the manner selected; to say which food they think should win in contests.
f. Ask them to use their fingers, mouths, noses and eyes to touch, taste, smell and see. Rate the foods on the sensory element (i.e. smoothest, crunchiest, best smelling, brightest). Today we will taste broccoli, cucumber and green pepper! What part of these vegetables is the same? Their color… they are all green.
   1. Which vegetable is smoothest to the touch?
   2. Which vegetable makes the loudest sound when they eat it?
   3. Which vegetable has the sweetest smell?
   4. Which vegetable has the most distinctive smell?
   5. Which vegetable is the brightest in color?
g. Have each child taste the vegetables one by one. After they have tasted all three, they should begin voting.

Lesson taken from:
Eat Well, Play Hard: Vary your Veggies
Power Panther Preschool: Lesson 4
Extending Activity for Tot Leaders
Lesson 28: U is for Ugly Vegetables

Ugly Vegetables Placemat

Before each activity review the following key points from the Nutrition Lesson
  o Farmers grow a variety of fruits and vegetables at their farms, including beans!
  o Beans are a very healthy snack that gives our body the nutrients we need to stay healthy and to stay fuller for longer!

Pennsylvania Education Standards:
  • Listen responsively to directions, stories and conversations (RL 1.6 A)
  • We can choose healthy foods for snacks (AL1B)

What you will need:
  • Copy of a placemat
  • Crayons or markers

What you will do:
  • Give each student a placemat and crayons. Have the write or draw their name at the top of their placemat so everyone will know who it belongs to.
  • Talk about some of the vegetables that the little girl and her mom grew in their garden by reading the handout to them. You can also show them the drawings of what the vegetables look like.
  • After you’ve finished talking about the Ugly Vegetables, tell students that they should draw one or more of the vegetables that they would like to try.
  • After the children are done, go around with a marker and write down the name of the vegetable(s) that they would like to try.

Lesson Taken From:
Eat Well, Play Hard: Vary Your Veggies
Tot Lesson Plan Outline
Lesson 29: Z is for Zucchini

I. NEP Objectives
- (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
- (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
- (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
- (G2.1) Preschoolers will be able to state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
- Plants grow from seeds and change over time (SC3.3B.C)
- I can grow my own healthy food too (SC3.5F)
- Plants need sun, food, water, air and space to grow (SC3.3D)

III. Content
Materials:

Lesson: The Surprise Garden by Zoe Hall

Taste Test: Crunchy Veggie Roll-Ups
8 per serving (¼ wrap per person)
- 4 T low-fat whipped cream cheese, 2 whole wheat tortillas, ½ t ranch seasoning mix,
- ¼ cup broccoli, ¼ cup grated carrots, ¼ cup zucchini strips, ½ tomato diced, 2 T yellow bell pepper
- Cutting boards, plastic knives, blue plastic bowls, graters, sharp knife, colander

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: If you have space, sun, food, water and air, you can grow your own fruits and vegetables in a small garden, just like the people in the book The Ugly Vegetables did! Some of the things we can grow look funny, but don’t let their looks fool you – they still taste yummy! The girl in the book thought her mom’s vegetables were ugly, but when she tasted them she thought they were delicious! What were the three ugly vegetables we tasted last week? (broccoli, cucumber, green pepper) Which vegetable was your favorite? What part of all three vegetables was the same? (the color)

Developmental:
B. Show children the cover of the book The Surprise Garden. What do you see on the cover? (a dog, a bunny, a butterfly) What vegetables can you name? (carrot, squash,
What do you think the animals are going to do with the vegetables?
Can animals eat vegetables, too? What kind of vegetable does a bunny usually eat?

C. During the book ask the children: Can you guess what the children are going to grow in their surprise garden? What fruits and vegetables would you grow in your garden? How many different kinds of seeds do the children have? (11)(help the children count the different kinds of seeds by pointing to them) How do the children know which seeds they planted where? What do the seeds in a garden need to help them grow? What different bugs and insects do you see in the garden? What different animals do you see in the garden? Can you guess what any of the seeds are going to turn into yet? Have you ever tasted peas, beans or squash? Spinach or lettuce? Broccoli or cauliflower? Carrots or radishes? Watermelon? Sunflower seeds?

D. After reading the book, ask the children: How did the kids put their fresh fruits, vegetables and seeds to good use? If you haven’t tried any of the foods the kids grew, which ones would you like to try? Now that you know the kinds of things these kids grew in their garden, would you want to try to grow any of their vegetables? Would you throw a garden party for your friends and family with the foods you grew?

E. Today we have some special guests with us today! Would anyone like to introduce their special guests before we begin? Our special guests are going to help us make our own delicious snack that is filled with fresh vegetables you can grow in a small garden or in a pot!

(Before we move on we need to prepare our minds to think by moving our bodies and doing our exercises!)

F. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

- Your bones and muscles are growing strong.
- Eat good goods and you can’t go wrong
- Now move your bodies, count 1, 2, 3...
- Come along and ____________ with me.

G. Hand Washing
Review these points before the cooking “begins”
1. Before we try our new foods we have to wash our hands
2. The food we eat needs to be washed as well
3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.

- We wash our hands to keep them clean,
- The cleanest hands you’ve ever seen.
- Use soap and water – that’s the way!
- To chase those yucky germs away!

H. Cooking in the Classroom: Crunchy Veggie Roll-Ups
a. Show and explain the vegetables we will be using to children and parents
b. Remember whenever you are cooking with or eating fruits or vegetables, we have to be sure to wash them first. Sometimes there are germs and other things on our fresh foods that can make us sick. If we wash them like we wash our hands, we can stay healthy!

c. Many vegetables can be eaten raw or cooked, whichever you prefer. When you eat vegetables and fruits raw, or they way they come naturally, you get the most nutrients from them. When you cook fruits and vegetables, a lot of the healthy vitamins and minerals are drained from them.

d. Broccoli. Broccoli is the flower bud part of the plant. A piece of broccoli looks kind of like a small tree. Broccoli is yummy to eat plain, or you can dip it, put it on your pizza, or include it in a wrap.

e. Carrots. A carrot is the root of the plant. It grows underground, so we have to pull it out of the earth by its leaves. Carrots are good to eat plain, but they are also good with a dip like ranch or hummus. Carrots are also really good to put on salads or in soups.

f. Zucchini. Some of you may never have seen or heard of a zucchini. Zucchini is a small summer squash and can be yellow, green or light green. In other places, like England and France, people like to call zucchini “courgette”. Zucchini is actually the fruit of the plant, but it is still a vegetable. You can eat zucchini in a salad, on a wrap, in a sandwich, in a soup, in stir-fry or with pasta. What other vegetables looks like a zucchini?

g. Tomato. A tomato is a small red vegetable. Like a zucchini, the tomato is the fruit of the plant. Sometimes people refer to tomatoes as fruit. Tomatoes are a very soft and smooth vegetable. Tomatoes are usually eaten raw. Some people even like to eat tomatoes like they would eat an apple—taking big bites out of it. Most people like to put tomatoes on a sandwich to give it more flavor. A lot of people like to put tomatoes on their salads, too. You can also cook tomatoes and eat them, like with paste sauce, in casseroles, or in stews.

h. Bell pepper. Bell peppers come in many different colors. Today we’re going to use a yellow bell pepper. We have also tasted red bell peppers and green bell peppers. What other colors can bell peppers be? Bell peppers are also the fruit of the plant, but they are still considered a vegetable. Many people like to munch on raw peppers because they taste good plain or with a dip. You can also put peppers on pizza, on sandwiches, or on salads. Yummy dinners like stir-fry and fajitas use cooked peppers.

i. We have to chop, cut and grate all of our vegetables to put them in our wrap.

j. Stir the cream cheese and ranch mix together. Spread on the tortilla.

k. Sprinkle the vegetables onto the cream cheese.

l. Roll the tortilla tightly. With a sharp knife, slice the wrap into circles.

Lesson taken from:
USDA Recipe Finder: Crunchy vegetable wraps
Extending Activity for Tot Leaders

Lesson 29: Z is for Zucchini

Rolling Tomatoes Relay Race

Before the activity review the following key points from the Nutrition Lesson
- Farmers grow a variety of fruits and vegetables at their farms, including tomatoes!
- Tomatoes have seeds in the inside so they are fruits, but we usually call them a vegetable.
- Tomatoes are a very healthy snack that gives our body the nutrients we need to stay healthy!

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:
- Two plastic tomatoes, tennis balls or ping pong balls (whichever is available)
- Open space

What you will do:
- Place two tomatoes on one end of a sidewalk or a fairly flat smooth surface.
- Place cones or some sort of marker several yards away to designate a finish line. Divide the class into two or more groups. Each group should line up behind one tomato.
- Each child will take a turn moving the tomato from the starting line to the finish line.
- Instruct each group of children how to move or ask the children to suggest different ways to move. Options for moving the tomato include: move it without using your hands, move it fast as you can, move it slowly, balance the tomato on a spoon while walking with it, etc.

Lesson Taken From:
Power Panther Preschool Lesson Two: Rolling Tomatoes Relay Race
Tot Lesson Plan Outline
Lesson 30: K is for Kind

I. NEP Objectives
   • (G1.3) Preschoolers will be able to recognize healthy snack or beverage choices.
   • (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   • (G1.5) Preschoolers will be able to recognize a variety of calcium-rich foods.
   • (G2.1) Preschoolers will be able to state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   • Different foods grow seasonally and in different places (SC3.5A, SS6.1C)
   • I can grow my own healthy food too (SC3.5F)
   • Plants need sun, food, water, air and space to grow (SC3.3D)

III. Content
Materials:

Lesson:  
*And The Good Brown Earth* by Kathy Henderson

*Taste Test: Tropic Fruit Salad*
Banana (1 for 7 kids), canned pineapple chunks (1 can), canned mandarin oranges (1 can), soufflé cups, spoons

Procedure:

*Introduction:*
   A. Review last week’s concepts and activities with the children: It’s really easy for us to use fresh foods from the garden in quick, healthy meals! The last time I was here we had some special guests in the classroom… who were they? What did they help us make? (*Crunchy Veggie Roll-Ups*) What vegetables did we use in our snack? (*broccoli, carrots, zucchini, tomato, yellow bell pepper*) Were any of those vegetables new to you? Which vegetable was your favorite?

*Developmental:*
   B. Show children the cover of the book *And the Good Brown Earth* by Kathy Henderson. Who is on the cover? *(a mother and son)* Where are they? *(in a garden)* What do you think they’re doing in the garden?
   C. During the book ask the children: Why do you think Gram made the ground lumpy? What do you think the good brown earth does best? What seeds would you plant in your garden? How would you scare away the birds in your garden?
   D. After reading the book, tell the children: It takes a lot of work to keep a garden! Joe and his Gram tended to their garden during every season of the year, including winter, even if there were no plants growing. Why do you think it’s important to take care of your garden year-round? *(You have to keep the soil healthy for the springtime when*...
you plant your seeds. In the springtime, you plant your seeds. In the summertime, you have to care for your garden by watering your seeds and plants and weeding. Weeds are plants that grow in the ground that steal the water and nutrients from other plants. If you don’t pull the weeds from the garden, your plants might not grow to be big and healthy. By the fall, your plants will be ready to harvest and collect! The gardening process will start over again in winter when you have to get your soil ready for the springtime!

(Today we’re going to play a fun game that will get you moving, but before we can play, we have to warm-up our bodies and minds with some exercises!)

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good goods and you can’t go wrong
Now move your bodies, count 1, 2, 3…
Come along and ____________ with me.

F. Mix-A-Salad
   a. Children stand in a large circle to form a pretend “bowl.” Each child is given a picture of a fruit or vegetable. The pictures may be from the kit or fruit/vegetable stickers. It’s okay if several children receive a picture of the same fruit.
   b. The leader says “I’m going to make a fruit salad ….. and in my fruit salad I am going to have ______ (name a fruit) that is ______ (say an action). For example, “bananas that are jumping!” or “cantaloupe that is clapping!” All those with that picture enter the center of the circle and perform that action. Play continues with more fruits and actions called to enter the center of the bowl to be the “salad.”
   c. After 3 or 4 fruits are called, the leader says, “Let’s stir up the fruit salad!” Then, all those in the center scramble around, and all those forming the bowl make stirring motions until leader says, “Stop! Let’s eat.”
   d. Ideas for action verbs to use with the game: twirling, jumping, hopping, waving, flying, dancing, clapping.
   e. All the fruits that we used in our fruit salad game we are going to use today to make our very own fruit salad!

G. Hand Washing
   Review these points before the cooking “begins”
   1. Before we try our new foods we have to wash our hands
   2. The food we eat needs to be washed as well
   3. Germs can make us sick, but if we wash our hands and foods it will help us keep germs away.
We wash our hands to keep them clean,
The cleanest hands you’ve ever seen.
Use soap and water – that’s the way!
To chase those yucky germs away!

H. Taste Test: Tropical Fruit Salad
   a. Cut bananas into slices. Drain pineapple chunks and mandarin orange slices.
   b. Give each student 2 slices of banana, 3 pineapple chunks and 2 mandarin orange slices.

Lesson taken from:
Team Nutrition Fruits and Vegetables Lessons
Extending Activity for Tot Leaders
Lesson 30: K is for Kind

The Tortilla Factory

Before each activity review the following key points from the Nutrition Lesson
- It takes a lot of work to keep a garden, but if you put the effort into it you will get rewarded with plenty of delicious fruits and vegetables!
- Plants need sun, space, water, air and food in order to grow big and healthy.

Pennsylvania Education Standards:
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- We can choose healthy foods for snacks (AL1B)

What you will need:
- Copy of The Tortilla Factory by Gary Paulsen
- Follow-up questions

What you will do:
- Ask the students the following questions:
  - Have you ever eaten a taco? Or tortilla chips?
  - Who has the brown hands that are working the black soil? Farmers in Mexico
  - What do the farmers plant? Yellow seeds.
  - What to the green plants turn into? Golden corn.
  - What dries the corn? The sun
  - What happens to the corn after it is dried by the sun? They grind it into flour
  - What happens to the dough in the factory? It is pushed, squeezed, flattened, and baked
  - After the dough is baked, what shape is it? A disk
  - What can you put in your tortilla? Beans, meats, vegetables
  - Who eats the tortillas? The farmers
  - What do the tortillas give the farmers? Strength to work the black earth and plant the yellow seeds
Tot Lesson Plan Outline
Lesson 31: P is for Picky

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)

III. Content
   - Preschoolers will be able to identify tomatoes
   - Preschoolers will be able to say why trying new foods is important
   - Preschoolers will be able to taste tomatoes.

Materials:
Lesson:
Book: I Will Never Not Ever Eat a Tomato by Lauren Child

Taste Test: Tomatoes and peas with dip
Serves 16, serving 2 Tablespoons
Fresh Tomatoes (cherry or grape)
Fresh Pea Pods
1 cup sour cream, nonfat
1 cup yogurt, nonfat plain
2 TB fresh or dried dill
Soufflé cups 1/child
Napkins/bowls or plates 1/child
Cutting board
Knife
Mixing bowl
Serving spoon

Procedure:
Introduction:
A. Review last week’s concepts and activities with the children: Water helps plants grow! Gardening is a year round process. What did we make last time? (Tropical Fruit Salad) What fruits did we use in our snack? (bananas, pineapples, oranges) Were any of those fruits new to you? Which fruit was your favorite?

Developmental
B. Show the children the cover of the book. Introduce the two characters, Charlie and Lola. What color are tomatoes? Can anyone find the tomato on the cover? Show tomato Snack and Move card.
C. After the children have found the tomato, ask them what they think the story is about. Then, read the book I Will Never Not Ever Eat a Tomato.
D. After reading the story, ask the children to tell you which foods Lola wouldn’t eat. What was the last food that Lola ate? (a tomato) What was the fun name Charlie gave the tomato? (moonsquirters) Why do you think he called it a moonsquirter? (When you bite into a tomato, what happens in your mouth? (It squirts!) What did Charlie call carrots? (orange twiglets) Show pea Snack and Move card. What did Charlie call peas? (green drops) What did Charlie call mashed potatoes? (cloud fluff) What did Charlie call fish sticks? (ocean nibbles) How was Charlie able to convince Lola to eat those foods? (Charlie called new foods by fun names that made Lola want to try them.) Do you think Charlie was surprised that she ate the tomato? (Yes. Even Charlie thought she’d never eat a tomato. But, she tried so many other new foods and liked them that even she tried tomatoes and then she liked those, too!) Why is it important to keep trying new foods? (You never know what you might like. And sometimes even if you’ve tried a food one time, the second or third time you might like it. It’s good to keep trying new foods even ones you think you might not like. You might like a food more the more often you try it. Sometimes, it takes about ten tries before people like new foods.) Raise your hand if you’ve ever had a tomato. Raise your hand if you’ve ever had peas.

(Today we are going to taste peas and tomatoes in a special way. But first we’re going to move our bodies and play a game.)

E. It’s Hip to be Fit!
Before we play our game, we are going to do some exercises. When we move our bodies our brains works better.

Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3....
Come along and _____ with me.

F. Move Like Animals
Have the children spread out in the room. Tell them that they are going to be moving like different animals around the room (rabbit, bear, kangaroo, lion,
monkey, etc). When you call out tomato and hold up the tomato snack and move card, the children squat down and be still, like a tomato. Play this game for about 10 minutes before asking the children to move to their seats at the table.

(Now that we have read about tomatoes and pretended to be tomatoes, let’s taste some tomatoes! We’re also going to taste peas.)

G. Hand washing Poem:
Review these points before the “cooking” begins:

a. Before we try our new foods we have to wash our hands.
b. The food we eat needs to be washed as well.
c. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean…
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

H. Taste Test:
First describe what they will be doing before you pass the food out. Prepare them to be gentle with the food and tell them they are going to use their senses (eyes, hands, nose) to describe the tomatoes and peas. Once the children have cleaned their hands, pass around a few tomatoes and peas for them to investigate. Guide their investigation: Let’s use our senses- our eyes to see, hands to touch and nose to smell. (point to eyes, clasp fingers, point to nose)

1. First let’s use our eyes. What does it look like? (Describe size, color, shape).
2. Let’s use our hands. What does it feel like? (Soft, smooth, heavy?)
3. Let’s use our nose. What does it smell like? (like a peach?, apple? No it smells like a tomato!)

Explain that we are serving the tomatoes and peas with a creamy dill dip that is made out of nonfat sour cream, nonfat yogurt, and dill. Describe yogurt as a Milk Group food that is also good for our bones. Tell the children that dill is a type of herb. (Show them what fresh dill looks like and have a piece for them to pass around and smell). Prepare the creamy dill dip recipe in front of the class. Scoop dip into individual soufflé cups for each child. Pass out cherry tomatoes, peas, and dip to each child. Taste!

I. Conclusion:
Tell the students how proud you are of them for tasting the tomatoes, peas, and dip like Lola did in the story. Is this anyone’s first time trying tomatoes? Peas? Ask the students if they liked what they tried. Are tomatoes in other foods that you like? (Pizza, tomato sauce, ketchup) Encourage children to keep trying new foods!

Lesson taken from:
USDA Recipe Finder
The Food Trust Snack and Move Cards
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise

The Food Trust
Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DPW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
Extending Activity for Tot Leaders
Lesson 31:  P is for Picky

Tomato Toss-Up

Before each activity review the following key points from the *P is for Picky* Nutrition Lesson

- Preschoolers will be able to identify tomatoes
- Preschoolers will be able to say why trying new foods is important

**Pennsylvania Education Standards:**
- Take turns in games and tasks (PS 3.3J)

**Materials List for Tomato Toss Up**
- One 6-8 inch foam ball
- Marking for circle (poly dots or chalk)

**Prep**
- Mark a large circle with a smaller one in the middle. Make sure the smaller circle is still large enough for all the children to stand around.

**Play**
- Arrange the children on the small circle with you in the middle.
- Make sure that each child has their own special spot on both the large and small circles. Practice moving from the “special spot” on the small circle to the “special spot” on the large circle and then back again.
- Count “one, two, three” aloud and then say one of the children’s names. As you say the name, toss the ball straight up into the air. The child whose name is called runs to the center to catch the ball. The other children run to their special spot on the outside circle.
- Once the child whose name was called gets control of the ball, the teacher moves to the smaller circle as do all the other children. Play continues until all the children have had a chance to be in the center.

*Activities taken from:*
*Keystone Kids Go Active!*
Tot Lesson Plan Outline
Lesson 32: C is for Cabbage

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)

III. Content
   - Preschoolers will be able to classify cabbage as a vegetable
   - Preschoolers will be able to taste cabbage
   - Preschoolers will participate in food preparation

Materials:

Lesson:
Book: Cabbage Moon by Tim Chadwick pictures by Piers Harper
Snack and Move Cards
MyPyramid for Kids

Taste Test: Apple Coleslaw
Cabbage
Carrot
Green pepper
Apple
Low-fat plain yogurt
Low-fat mayonnaise
Lemon Juice
Dill weed
Napkins/bowls or plates 1/child
Cutting board 1/child
Plastic knives 1/child  
Grater 1/4 children  
Mixing bowl 1/4 children  
Serving spoon 1/4 children  
Soufflé cups 1/child  
Forks 1/child

**Procedure:**

**Introduction:**

A. Review concepts from previous lesson. Ask children if they remember what vegetable you talked about last week? *(tomatoes)* Ask children if they remembered the story about Lola and Charlie and the picky eaters? (Show them the cover of last week’s story). Ask the children if they remember what the story was about? *(always being willing to try new foods because you might like it)* Introduce today’s book: *Cabbage Moon*, a story about a rabbit who doesn’t like cabbage.

**Developmental:**

B. Show the children the cover of the book. What do you see? *(two rabbits, moon, cabbage, stars)* If the children can’t identify the moon as a cabbage ask them if the moon on the cover looks like a normal moon. Help the children identify the moon as a cabbage. What type of food is Cabbage? *(vegetable)* Do you eat vegetables? What kind? What do you think the story is going to be about? Read the book *Cabbage Moon* by Tim Chadwick and pictures by Piers Harper.

C. While reading the story ask the children to identify the foods that Albert is eating *(cabbage and carrots)* and the colors of the vegetables *(green and orange)*, the colors of the bunnies on the moon *(blue, grey, orange, pink, grey, blue green)* and counting the bunnies on the moon *(7)*. After reading the story ask the children some follow up questions: What was the moon in this story made of? *(cabbage)* What color is the cabbage? *(green)* Is the moon really made out of cabbage? *(no)* What animal was Albert? *(rabbit)* Do only rabbits eat cabbage and carrots? *(No)* Should boys and girls eat vegetables like cabbages and carrots? *(yes)* Have any of you ever eaten cabbage? Point to the *MyPyramid for Kids Poster* and tell the students: In order to grow and be strong, we should eat foods from all the food groups each day. Point to the Vegetable Group and tell students that we should enjoy vegetables each day. What food group does cabbage and carrots belong to? *(vegetables)* When should boys and girls like you and me eat vegetables like cabbages and carrots? *(We should eat fruits and vegetables at all our meals and snacks (breakfast, morning snack, lunch, afternoon snack and dinner).*

D. After we are done discussing the story ask the children if they would like to help make a snack with cabbage and carrots? Tell the kids that today we will be making coleslaw. Has anyone tried coleslaw before? Tell the kids that the main ingredient in coleslaw is cabbage, like the cabbage that Albert the rabbit ate in the story.

*(Now before we watch the chef teach us how to prepare the apple coleslaw we are going to do some exercises to get our minds ready to pay attention.)*

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

**Your bones and muscles are growing strong.**
**Eat good foods and you can’t go wrong**
**Now move your bodies, count 1, 2, 3….**
**Come along and _____ with me.**

(Now that we have exercised our bodies let’s watch learn how to prepare some yummy coleslaw. Now remember you are going to be preparing this too so you need to pay attention)

**F. Cooking in the Classroom: Apple Coleslaw**
- Show and explain the vegetables we will be using to the children and parents, and have the children identify whether they are fruits or vegetables and their color (cabbage, carrot, pepper, and apple). When showing the children the actual vegetable also hold up the snack and move card so the children can see what the vegetable looks like in a picture.
- Remember whenever you are cooking with or eating fruits or vegetables, we have to be sure to wash them first. Sometimes there are germs and other things on our fresh foods that can make us sick. If we wash them like we wash our hands, we can stay healthy!
- Many vegetables can be eaten raw or cooked, whichever you prefer. When you eat vegetables and fruits raw, or they way they come naturally, you get the most nutrients from them. When you cook fruits and vegetables, a lot of the healthy vitamins and minerals are drained from them.
- Cabbage is the leaf of the plant and it can come in many different colors. Remember we are supposed to eat vegetables of all colors of the rainbow so cabbage is a great vegetable to eat. These cabbages are extra special because they came from a farmer right here in Philadelphia and I bought them at a farmer’s market. Have any of you ever been to a farmer’s market with your parents? A farmer’s market is a place where a group of farmers come to sell the fruits and vegetables that they grow and the bread that bakers make.
- Carrots. A carrot is the root of the plant. It grows underground, so we have to pull it out of the earth by its leaves. Carrots are good to eat plain, but they are also good with a dip like ranch or hummus. Carrots are also really good to put on salads or in soups.
- Apples are fruit and they come in lots of different colors too. On the inside of the apple there are seeds that you can use to grow a new apple tree.
- Bell pepper. Bell peppers come in many different colors. Today we’re going to use a green bell pepper. We have also tasted red bell peppers and yellow bell peppers. What other colors can bell peppers be? Bell peppers are also the fruit of the plant, but they are still considered a vegetable. Many people like to munch on raw peppers because they taste good plain or with a dip. You can also put peppers on pizza, on sandwiches, or on salads. Yummy dinners like stir-fry and fajitas use cooked peppers.
• We have to chop, cut and grate all of our fruits and vegetables to put them in our coleslaw. Put all of the fruits and vegetables in the big mixing bowl and toss.
• Stir the yogurt, mayo, lemon juice and dill together. Pour over the mixed vegetables and mix.
• Serve coleslaw and enjoy.

G. Hand washing Poem:
Review these points
1. Before we make our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.
   
   We wash our hands to keep them clean...
   The cleanest hands you’ve ever seen!
   Use soap and water---- that’s the way!
   To chase those yucky germs away!

H. Cooking in the Classroom
a. Once the children have cleaned their hands, pass around sliced apple, pepper, cabbage and carrots that the children and grate or cut into bites sized pieces.
b. Give each group of children a small bowl with the yogurt, mayo, lemon juice and dill together. Have one child at the table mix the dressing.
c. Add all of the fruits and vegetables to the larger mixing bowl.
d. Have one child mix the vegetables using a big spoon.
e. Pour dressing into large bowl with the vegetables and mix again.
f. Distribute some apple coleslaw to each child.

Explain that we all just made yummy coleslaw with cabbage, carrots, apples and peppers. Taste!

I. Conclusion:
Tell the students how proud you are of them for tasting the coleslaw. Is this anyone’s first time trying cabbage? Ask the students if they liked what they tried. Encourage children to keep trying new foods!

Lesson taken from:
USDA Recipe Finder
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Show Me Nutrition
Extending Activity for Tot Leaders
Lesson 32: C is for Cabbage

Cabbage Snack and Move Card 25

Before the activity review the following key points from the Nutrition Lesson
  o Cabbage is a leafy vegetable that comes in a variety of colors: green and purple
  o To be healthy we should eat fruits and vegetables everyday.
  o We should try to eat fruits and vegetables from all colors of the rainbow

Pennsylvania Education Standards:
  • Exhibit knowledge about foods and nutrition (PH 10.3 B)
  • Engage in physical activity (PH 10.4)

What you will need:
  • Cabbage snack and move card
  • Ball to roll
  • Open space where children can sit in a circle

What you will do:
  • Show the children the cabbage snack and move card and ask them to identify the vegetable. Ask them what color it is and if it comes in any other colors. Ask them if they remember trying cabbage in the coleslaw they made with cooking in the classroom.
  • Ask children what sound they hear at the beginning of the word cabbage? (c). What is the end sound they hear? (g) Can the children tell what sound is in the middle? (b). Clap out the syllables with the children and then “stretch the word” to see if children can give you all the sounds from beginning to end.
  • Have children sit in a circle. Have them roll a ball to each other counting the rolls each time. Every time someone gets a multiple of 5, have them jump up, fast walk around the circle and sit down again. Resume play.
  • Alternative: Try it with multiples of 2 or 3 or 4 or have the person going around skip or hop instead.

Lesson Taken From:
Food Trust Snack and Move Cards: Cabbage
Tot Lesson Plan Outline
Lesson 33: T is for Turnip

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)

III. Content
   - Preschoolers will be able to identify turnips as a root vegetable
   - Preschoolers will be able to describe how various fruits and vegetables grow
   - Preschoolers will be able to taste turnips.

Materials:
Lesson: Grandma Lena's Big Ol' Turnip by Denia Hester
Snack and Move Cards of various fruits and vegetables that grow in different ways (Ex: potatoes, carrots, tomatoes, blueberries, apples, cherries...etc)

Taste Test: Turnip Flowers
2 small turnips thinly sliced in circles
2 medium carrots cut into coins
6 stalks of celery cut in half vertically
24 spinach leaves
1 ½ cups raspberry vinaigrette salad dressing
Soufflé cups 1/child
Napkins/plates 1/child
Cutting board
Knife
Daisy-shaped cookie cutters

The Food Trust
Funded by the PA Department of Public Welfare (DPW) through the PA NUTRITION EDUCATION TRACKS, as part of USDA’s Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact DPW’s toll-free Helpline at 800-692-7462 or 215-430-0556. This institution is an equal opportunity provider and employer.
Procedure:

Introduction:
A. Review last week’s concepts and activities with the children. We read about Albert the bunny who wondered what the moon was made of. In the story, what vegetable was the moon made of? (*cabbage*) Before learning that the moon was made out of cabbage, did Albert like eating that vegetable? (*no*) After learning what the moon was made out of, what did Albert think about cabbage? (*he liked it*) What part of the plant is cabbage? (*leaves*) What recipe did we make last time? (*coleslaw*) What did we put in our coleslaw? (*cabbage, green pepper, apple, carrot*) Introduce today’s book: Grandma Lena’s Big Ol’ Turnip.

Developmental:
B. Show the children the cover of the book. Ask the children what they think the story is about. What is Grandma Lena tugging on? How do you think the turnip grew to be so big?
C. Read the book Grandma Lena’s Big Ol’ Turnip
D. While reading the story point out the different types of turnips pictured in the beginning of the book. While reading, ask the children, what do turnips and all plants need to grow? (*Sun, water, soil*) Have the children count out the number of people pulling on the turnip in each picture. Point out that both the root of the turnip and the turnip leaves can be eaten.
E. After reading the story, ask the children to tell you how many people (and dogs) it took to pull the turnip out of the ground (6 total). Have you have planted a seed or helped tend a garden? What kind of seed did you plant? Were you able to eat what you grew? Has anyone ever tried turnips before? Did you try the root or the leaves? What does it taste like? In what food group do turnips belong? (*vegetables-Show where vegetables fit on MyPyramid*) Why are vegetables good for us? (*Help us grow big and strong!*) What else helps us grow big and strong? (*Exercise!*)

*(Before we go on a little journey we need to move our bodies and exercise!)*

F. It’s Hip to be Fit!
Before we play our game, we are going to do some exercises which will help our bodies and our minds to perform better when we do our activities:\
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

*Your bones and muscles are growing strong.*
*Eat good foods and you can’t go wrong*
*Now move your bodies, count 1, 2, 3….*
*Come along and _____ with me.*

G. Harvesting Vegetables
Have the children spread out in the room. Tell them that they are going to harvesting fruits and vegetables. Choose 5 or 6 fruit and vegetables from the snack and move cards and ask the children how they grow. Then, pretend to harvest that
fruit or vegetable. Emphasize different types of movements, like digging, pulling, picking, etc. Some fruits may require you to climb a ladder to reach the tree. Some vegetables may be easier to pick on your hands and knees. Some vegetables are big and heavy while others are light. Have the children pretend to harvest a few very heavy fruits or vegetables such as pumpkins, watermelon, or perhaps a big ol’ turnip! If time remains, children may choose to take turns calling out different types of fruits or vegetables that they would like to harvest. Play this game for about 10-15 minutes before asking the children to move to their seats at the table.

(In our story today, everyone in the neighborhood came over to Grandma Lena’s house to try food made with her big ol’ turnip. Today, we are going to use turnip to make our snack.)

H. **Hand washing Poem:**

Review these points before the “cooking” begins:

1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

   *We wash our hands to keep them clean...*
   *The cleanest hands you’ve ever seen!*
   *Use soap and water---- that’s the way!*
   *To chase those yucky germs away!*

I. **Taste Test:**

Once the children have cleaned their hands, show them a whole turnip. You may choose to pass a whole turnip around the class. Ask questions about the turnip.

   *What color is the turnip?*
   *Does the turnip feel smooth or rough on the outside?*
   *How does the turnip smell?*

Explain that we are going to be making flowers on our plate made out of vegetables. Explain to the class that they will be cutting out the petals of their flower from a slice of turnip. Demonstrate how to use the cookie cutter to cut out the flower. Next, assemble the rest of the flower by placing a carrot disk in the center of the flower, connecting the flower to a stew made out of celery, and arranging spinach leaves like petals next to the stem. Explain that once everyone has made the flower on their plate, they can eat the vegetables with the raspberry vinaigrette. Remind the children to be patient since we do not have enough cookie cutters for everyone.

J. **Conclusion:**

Ask the children what they thought about the vegetable flowers. What did they think of the turnip? Would they eat turnip again? Tell the students how proud you are of them for making and tasting their veggie flowers and trying turnip like the characters did in the story. Encourage children to keep trying new foods!

Lesson taken from:

- Keystone Kids Go Active!
- The Food Trust Snack and Move Cards
- Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
- Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
- Show Me Nutrition
Extending Activity for Tot Leaders
Lesson 33: T is for Turnip

Turnip, Turnip, Beet!

Before each activity review the following key points from the T is for Turnip Nutrition Lesson

- Preschoolers will be able to identify turnips as a vegetable
- Preschoolers will be able to describe how various fruits and vegetables grow

Pennsylvania Education Standards:
- Take turns in games and tasks (PS 3.3J)

Materials List for Turnip, Turnip, Beet

- Space for children to sit in a circle and move around the circle.

Play

- Arrange the children in a circle on the floor.
- Play a version of Duck, Duck, Goose, saying Turnip, Turnip, Beet, instead. Explain that turnips and beets look similar (like ducks and geese).
- For variety, choose different movements for going around the circle such as skipping or hopping. You can also choose to use different fruit or vegetable names.

Activities taken from:
The Food Trust: Snack and Move Card 24
Tot Lesson Plan Outline
Lesson 34: H is for Hungry

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits, whole grain and calcium-rich foods.
   - (G1.2) Preschoolers will be able to taste a variety of fruits and whole grain foods.
   - (G1.4) Preschoolers will be able to taste healthy snack or beverage choices.
   - (G2.1) Preschoolers will state why it is important to be physically active every day.

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)

III. Content
   - Preschoolers will be able to say that flour comes from grain
   - Preschoolers will be able to identify that bread belongs in the grain group
   - Preschoolers will participate in food preparation

Materials:
Lesson:
Book: The Hungry Farmer by Michelle Nechaev
Snack and Move Cards
MyPyramid

Taste Test: Berry Rollups
Berries (strawberries/ blueberries/ raspberries)
Slices of soft whole wheat bread
Low fat vanilla yogurt
Napkins/ plates 1/child
Cutting board 1/child
Plastic knives 1/child
Rolling pin 1-2 per table (group of 4-6)
Soufflé cups 1/child
Procedure:

Introduction:
A. Review concepts from previous lesson. Ask children if they remember what vegetable we read about last week? (turnip) What was so special about the turnip we read about in the book? (it was big!) What did we pretend to do after we read our book? (we pretended to harvest different vegetables) What did we make with our vegetables in our taste test? (a flower) Introduce today’s book: The Hungry Farmer, a story about how bread is made.

Developmental:
B. Show the children the cover of the book. What do you see? (the Farmer, his dog, an empty bread box, honey and butter)
C. Read the book The Hungry Farmer.
D. While reading the story ask the children questions. What color is the farmer’s truck? (green) What color is the bread delivery truck? (red, white, yellow) On each page, count the number of people who are in the farmer’s green truck. How many people and animals are sitting around the table at the end of the story? (8-5 people and 3 animals)
E. After reading the story ask the children some follow up questions: What happens to the wheat after it is grown? (grain is harvested.) Then, what happens to the grain? (grain is milled into flour) Then what happens to the flour? (made into bread at the bakery) What other foods are made out of flour? (bagels, tortillas, crackers, pasta) What did the farmer and his friends put on their bread? (butter and honey) What else can we put on bread besides butter and honey? (jam, peanut butter, cheese, veggies, tuna, cold cuts…almost anything!) Show the wheat Snack and Move card to show the children what wheat looks like. Where does bread belong on MyPyramid? (grains) Show MyPyramid and point out the grains section.
F. After we are done discussing the story ask the children if they would like to help make a snack with bread. Tell the kids that today we will be topping their bread with yogurt and berries.

(Now before we watch the chef teach us how to prepare the berry rollups, we are going to do some exercises to get our minds ready to pay attention.)

G. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and _____ with me.

(Now that we have exercised our bodies let’s watch and learn how to prepare some berry rollups. Now remember you are going to be preparing this too so you need to pay attention)
H. Cooking in the Classroom: Berry Rollups

1. Show and explain the berries we will be using to the children and parents, and have them identify their color. These berries are extra special because they came from a farmer right here in Philadelphia and I bought them at a farmer’s market. Have any of you ever been to a farmer’s market with your parents? A farmer’s market is a place where a group of farmers come to sell the fruits and vegetables that they grow and the bread that bakers make. Where do berries go on the food pyramid? (fruit)

2. Remember whenever you are cooking with or eating fruits or vegetables, we have to be sure to wash them first. Sometimes there are germs and other things on our fresh foods that can make us sick. If we wash them like we wash our hands, we can stay healthy!

3. We are also using bread and low fat vanilla yogurt in our recipe. This is whole wheat bread which means that it has more fiber than white bread to help you feel full. Where does bread go on the food pyramid? (grains) Where does yogurt go on the food pyramid? (dairy)

4. The first step in our recipe is to cut our bread in half. We will give each of you a piece of bread that has already been cut in half.

5. The next step is to roll out the piece of bread with the rolling pin. We don’t have enough rolling pins for everyone, so you will have to share with each other and take turns. The bread is very soft so it will not take a lot of time to roll out.

6. After our bread is rolled out, then we have to spread our yogurt on it. Spread the yogurt all over.

7. Then we have to add our berries on top. Before we do that, we need to make sure our berries aren’t too big. Some berries are small like blueberries, but other are bigger like strawberries. We will have to cut our strawberries in smaller pieces. Do you remember how to use a knife? (Use a sawing motion, only hold the handle, look at the food you are cutting)

8. Once all our berries are the right size, we can sprinkle them on top of the yogurt.

9. The last step is to roll up the whole thing. You may need some help to do this, so let us or your teachers know when you are ready to roll up your snack.

10. Once everyone is done making their rollup, then we can all taste our snack.

I. Handwashing

Review these points

1. Before we make our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.

We wash our hands to keep them clean...
The cleanest hands you’ve ever seen!
Use soap and water---- that’s the way!
To chase those yucky germs away!

J. Cooking in the Classroom

1. Once the children have cleaned their hands, distribute one half slice of bread and one soufflé cup of berries to each child. Each child should also have a cutting board placemat and a plastic knife. Each group of 4-6 children will receive a rolling pin and a small bowl of yogurt.
2. Take turns rolling out the bread with the rolling pin.
3. Spread the yogurt on the rolled bread.
4. Have children cut the larger berries in their cup into smaller pieces on their cutting board.
5. Sprinkle berries over yogurt on the bread.
6. Roll up the bread like a jelly roll. (Children may need help with this step.)

Explain that we all just made yummy berry rollups with whole wheat bread, yogurt and berries. Taste!

K. Conclusion:

Tell the students how proud you are of them for making their own berry roll-up. Is this anyone’s first time trying whole wheat bread? Any of the berries? Ask the students if they liked what they tried. Encourage children to keep trying new foods!

Lesson taken from:
USDA Recipe Finder
Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem
Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise
Show Me Nutrition
Extending Activity for Tot Leaders
Lesson 34: H is for Hungry

The Wheat We Eat

Before each activity review the following key points from the *H is for Hungry* Nutrition Lesson

- Preschoolers will be able to say that flour comes from grain
- Preschoolers will be able to identify that bread belongs in the grain group

**Pennsylvania Education Standards:**
- Listen responsively to directions, stories and conversations (RL 1.6 A)
- Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
- Exhibit knowledge about foods and nutrition (PH 10.3 B)

**What you will need:**
- Copy of *The Wheat We Eat* by Allan Fowler
- Follow-up questions

**What you will do:**
- Read *The Wheat We Eat* by Allan Fowler
- Ask the students the following questions:
  - How many people think they’re eaten wheat today?
  - Raise your hand if you had cereal. Bread? Pasta? Crackers? Tortillas? Other?
  - Wheat belongs to a family of plants called ____ Cereals.
  - What are some other cereal plants? Corn, rice, rye, barley, oats.
  - What is the most popular grain in the world? Rice.
  - Where is wheat grown? The central plains of the US and Canada.
  - Long ago, who did most of the work require to grow and harvest wheat? People
  - Now, who does most of the work required to grow and harvest wheat? Machines.
  - What is your favorite food that is made out of wheat (or other grains)?
Tot Lesson Plan Outline
Lesson 35: M is for My Pyramid

I. NEP Objectives
   - (G1.1) Preschoolers will be able to recognize a variety of fruits and vegetables
   - (G1.2) Preschoolers will be able to taste a variety of fruits and vegetables
   - (G2.1) Preschoolers will state why it is important to be physically active every day

II. Pennsylvania Educational Standards
   - Listen responsively to directions, stories and conversations (RL 1.6 A)
   - Demonstrate an awareness of healthy lifestyle practice (PH 10.2 A)
   - Exhibit knowledge about foods and nutrition (PH 10.3 B)
   - Engage in physical activity (PH 10.4)

III. Content
   - Preschoolers will be able to recognize that physical activity is important for staying healthy and part of My Pyramid
   - Preschoolers will be able to identify pita bread as a grain
   - Preschoolers will be able to identify cheese as part of the dairy group
   - Preschoolers will be able to identify hummus as part of the protein food group
   - Preschoolers will be able to identify lettuce as part of the vegetable group
   - Preschoolers will be able to identify pears as part of the fruit group
   - Preschoolers will be able to taste a food from all sections of the food pyramid

Materials:

Lesson:
Book: Duck on a Bike by David Shannon
Laminated My Pyramid Placemat 1/child
Snack and Move Cards

Taste Test: My Pyramid Sandwich
Whole wheat pita pockets cut in quarters
Chopped lettuce, cabbage or carrot
Thin sliced apple or pear
Hummus
Low-fat thinly sliced cheese
Plastic spreaders 1/child
Soufflé cup 1/child

Procedure:

Introduction:
A. Review last week’s concepts and activities with the children. Last week we read about the hungry farmer. Do you remember what the farmer was hungry for? (bread) What did we learn that bread was made from last week? (flour) What food group does bread belong to? (grains) Show the wheat Snack and Move card to remind the children what one grain looks like. Introduce today’s book: *Duck on a Bike* by David Shannon.

Developmental:
B. Show the children the cover of the book. Ask the children what they think the story is about. What colors do you see? What animal do you see? What is the duck riding?
C. While reading the story point out the different animals, and the sound they make. Count the number of bikes you see and identify their colors.
D. After reading the story, ask the children if anyone has every rode a bike or a tricycle or a big wheel before? Was it fun? Why is it important for us to be physically active everyday? (to stay healthy, build big strong muscles, and use up all our energy) Besides riding a bike how else can we be physically active? (play outside, run around, play basketball, stretches . . .) It is even easier to be physically active outside because we can go to parks where there is a lot of space to run around but remember we should only go to parks with an adult. Summer is the perfect time to play outside because it is warm and stays light for so long. Playing outside in the sun can make us thirsty. What is the best thing to drink when we are thirsty? (water!)

*(Before we do our activity, we are going to do some exercises which will help us pay attention to our activity.)*

E. It’s Hip to be Fit!
Pick three movements from the exercise worksheet. Place them on the wall/board where all the students can see them. Begin to sing the song and point to the exercise that they will be doing at the appropriate time. Sing the song twice for each exercise. You can play music while the children are exercising.

Your bones and muscles are growing strong.
Eat good foods and you can’t go wrong
Now move your bodies, count 1, 2, 3….
Come along and ______ with me.

F. Handwashing
Review these points before the “cooking” begins:
1. Before we try our new foods we have to wash our hands.
2. The food we eat needs to be washed as well.
3. Germs can make us sick but if we wash our hands and foods then it will help us keep germs away.
**We wash our hands to keep them clean...**
*The cleanest hands you’ve ever seen!*
**Use soap and water---- that’s the way!**
*To chase those yucky germs away!*

**G. MyPyramid Activity**

1. After the children have washed their hands have them move to their seat. Tell the kids you are going to hand out food but we can’t eat it yet. Tell the children that they are only going to get one piece of each food so if they eat it they won’t be able to make a yummy sandwich at the end.

2. Give each child a My Pyramid placemat and an individual portion of pita, fruit, vegetable, hummus and cheese.

3. One at a time go through each of the foods and identify the name of the food, its color, the food group it belongs to and place it in the correct section of My Pyramid. Use the Snack and Move cards as much as possible to show a picture of the whole food.

4. Tell the children that there is one part of My Pyramid that you can’t eat and does anyone know what that is? (Physical activity). It is important to run around and play everyday just like Duck did on his bike.

**H. Taste Test: MyPyramid Sandwich**

Once all of the foods are placed in the correct spot on the pyramid, tell the kids we are all going to make a My Pyramid sandwich. We are making this sandwich today to remind ourselves that it is important to eat foods from all sections of the food pyramid. Open the pita pocket. Have the kids spread hummus on the pita pocket with their knives. Then stuff the pita pocket with cheese, fruit and veggie. Re-emphasize what food group all of the ingredients come from during the assembly process. Hold up your My Pyramid sandwich to admire and eat!

**I. Conclusion:**

Ask the children what they thought about the sandwich. Would they eat this sandwich again? Tell the students how proud you are of them for making and tasting their My Pyramid sandwich. Encourage children to keep trying new foods!

*Lesson taken from:*
*Keystone Kids Go Active!*
*The Food Trust Snack and Move Cards*
*Book in a Bag: Germs! Germs! Germs! : Hand Washing Poem*
*Nutrition in Every Theme: I Am Growing: Celebrate Healthy Eating and Exercise*
Extending Activity for Tot Leader
Lesson 35: M is for My Pyramid

My Pyramid Fitness March

Before each activity review the following key points from the *M is for My Pyramid* Nutrition Lesson

- Preschoolers will be able to place various foods in the proper section of the pyramid
- Preschoolers will be able to recognize that physical activity is important for staying healthy and part of My Pyramid
- Preschoolers will be able to taste a food from all sections of the food pyramid

Pennsylvania Education Standards:
- Take turns in games and tasks (PS 3.3J)
- Use imagination and creativity to express self through music (9.1a.3)

Prep for My Pyramid Fitness March

- Space for children to move around the room.
- Marching music and player (CD, tape, etc) if desired.

Play

- Arrange the children in 1-2 lines facing front with the teacher as the leader.
- Play the music and march around.
- Encourage high steps with the knees lifted up on each step. Encourage moving the arms vigorously in a pattern opposite the legs.
- March around the area in various patterns (lines, zig zags, circles, etc.).
- Switch and have a child be the leader so that each child has a turn.

*Activities taken from:*
*Keystone Kids Go Active*
IV. Incorporating Local Food and Farms into your Program
### Sample Menu for Pre-School Nutrition Program
#### April and May 2010

<table>
<thead>
<tr>
<th>Week of</th>
<th>Snack 1</th>
<th>Snack 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5</td>
<td>Non local Salad greens and dressing</td>
<td>Raisins and Craisins</td>
</tr>
<tr>
<td>April 12</td>
<td>Non local bananas</td>
<td>Local Cheese</td>
</tr>
<tr>
<td>April 19</td>
<td>Local yogurt</td>
<td>Non-local veggie tray</td>
</tr>
<tr>
<td>April 26</td>
<td>Locally made hummus and baby carrots</td>
<td>Local Applesauce (Musselmans)</td>
</tr>
<tr>
<td>May 3</td>
<td>Local asparagus with low fat ranch dressing</td>
<td>Local pretzels</td>
</tr>
<tr>
<td>May 10</td>
<td>Fruit leather</td>
<td>Non-local fruit tray</td>
</tr>
<tr>
<td>May 17</td>
<td>Local Salad Greens with shredded carrots and light Italian Dressing</td>
<td>Local Apple Slices</td>
</tr>
<tr>
<td>May 24</td>
<td>Local strawberries</td>
<td>Non-local broccoli and low fat ranch dressing</td>
</tr>
</tbody>
</table>
Gardening Lesson Resources

Here are some great ideas for fun activities to do with plants. These ideas come from the United States Botanic Garden webpage for kids: http://www.usbg.gov/forkids.cfm

- Make garden journals to keep throughout the year. Use a book making technique and include monthly divisions, lined, plain, and graph paper for pages. Provide time to write, draw, record, and paste up after each garden time.
- Fall will be here soon. MAKE A SCARECROW! Hammer two narrow boards in a cross. Use one of your old shirts, pants, shoes, mittens, and accessories for the body. Head can be an old t-shirt stuffed and rubber banded. Read, The Little Old Lady Who Wasn't Afraid of Anything.
- Tuck a bulb here and there to have some early spring flowers.
- Transplant perennials. Perennials are plants that, in most areas, will live year after year. Try lamb's ear -- You'll love the soft leaves!
- Plant garlic cloves (one small section will harvest a whole by the end of school), carrots, radishes, turnips, beets, mustard greens and flower seeds recommended for fall planting. Mulch heavily with hay when plants are small to withstand cool weather.
- Gather seeds from marigolds, cotton, native wildflowers, sunflowers to plant next year, or make a seed identification book, or use in a drawing or collage.
- Press flowers. Lay a sheet of cardboard on ground. Add two sheets of newspaper. Lay flowers separately and cover with two more sheets of newspaper. Keep adding layers and top off with another sheet of cardboard. Tie up with rubber bands or string and place under something heavy. Try to store pressed flowers in a cool, dry place. Wait ten days then take apart carefully.
- Use the garden as a multicultural study to reflect your own and your friends' ethnic backgrounds by studying plant origins and continents, plant migration, and gardening techniques from around the world.
- Have a lady bug release in April. Watch for the larvae and pupa in the garden before the end of school.
- Make flower prints with real flowers dipped in tempera then on paper.

Additional Gardening Resources

Gardening Books

The American Horticulture Society recognizes these forty books as the best books in children’s garden fiction of the last 100 years.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss. Rumphius</td>
<td>Barbara Cooney</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Camille and the Sunflowers</td>
<td>Laurence Anholt</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Tops and Bottoms</td>
<td>Janet Stevens</td>
<td>4 to 8</td>
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<tr>
<td>Carrot Seed</td>
<td>Ruth Krauss, Crocket Johnson</td>
<td>4 to 8</td>
</tr>
<tr>
<td>The Tale of Peter Rabbit</td>
<td>Beatrix Potter</td>
<td>4 to 8</td>
</tr>
<tr>
<td>Mrs. Spitzer's Garden</td>
<td>Edith Pattou, Mary Beth Owens</td>
<td>4 to 8</td>
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<tr>
<td>Brother Eagle, Sister Sky</td>
<td>Susan Jeffers</td>
<td>9 to 12</td>
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<tr>
<td>The Lorax</td>
<td>Dr. Seuss</td>
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<td>Linnea in Monet's Garden</td>
<td>Christina Bjork, Lena Anderson</td>
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<tr>
<td>Oliver's Vegetables</td>
<td>Vivian French</td>
<td>4 to 8</td>
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<td>Lily's Garden</td>
<td>Deborah Kogan Ray</td>
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<tr>
<td>Sunflower House</td>
<td>Eve Bunting, Kathryn Hewitt</td>
<td>4 to 8</td>
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<tr>
<td>The Secret Garden</td>
<td>Frances Hodgson Burnett, Mary Collier</td>
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<tr>
<td>The Ugly Vegetables</td>
<td>Grace Lin</td>
<td>4 to 8</td>
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<tr>
<td>Sunflower, Sal</td>
<td>Janet S. Anderson, Elizabeth Johns</td>
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<tr>
<td>Two Old Potatoes and Me</td>
<td>John Coy, Carolyn Fisher</td>
<td>4 to 8</td>
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<tr>
<td>How Groundhog's Garden Grew</td>
<td>Lynne Cherry</td>
<td>4 to 8</td>
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<td>The Shaman's Apprentice</td>
<td>Lynne Cherry, Mark J. Plotkin</td>
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<td>The Great Kapok Tree</td>
<td>Lynne Cherry</td>
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<tr>
<td>Inch by Inch: A Garden Song</td>
<td>David Mallet</td>
<td>4 to 8</td>
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<td>Once there Was a Tree</td>
<td>Natalia Romanova, Gennady Spirin</td>
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<td>I Will Never Not Ever Eat a Tomato</td>
<td>Lauren Child</td>
<td>4 to 6</td>
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<td>Weslandia</td>
<td>Paul Fleischman, Kevin Hawkes</td>
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<td>The Gardener</td>
<td>Sarah Stewart, David Small</td>
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<td>The Giving Tree</td>
<td>Shel Silverstein</td>
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<td>Whose Garden is it?</td>
<td>Mary Ann Hoberman</td>
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<tr>
<td>Clara Caterpillar</td>
<td>Pamela Duncan Edwards</td>
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<td>The Leaf Men</td>
<td>William Joyce</td>
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<tr>
<td>Too Many Pumpkins</td>
<td>Linda White, Megan Lloyd</td>
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<td>The Tin Forest</td>
<td>Helen Ward, Wayne Anderson</td>
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<tr>
<td>The Lotus Seed</td>
<td>Sherry Garland, Tatusuro Kiuchi</td>
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<tr>
<td>Scarlette Beane</td>
<td>Karen Wallace, Jon Berkley</td>
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<td>Wild Child</td>
<td>Lynn Plourde, Greg Couch</td>
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<td>Wanda's Roses</td>
<td>Pat Brisson, Mayann Cocca-Leffler</td>
<td>4 to 8</td>
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<td>Empty Pot</td>
<td>Demi</td>
<td>4 to 8</td>
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<tr>
<td>Pumpkins</td>
<td>Mary Lyn Ray, Garry Root</td>
<td>4 to 8</td>
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<tr>
<td>Plantzilla</td>
<td>Jerdine Nolen, David Castrow</td>
<td>4 to 8</td>
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<tr>
<td>A Place to Grow</td>
<td>Stephanie Bloom, Kelly Murphy</td>
<td>4 to 8</td>
</tr>
<tr>
<td>The Gazebo</td>
<td>Ethel Pochocki, Mary Beth Owens</td>
<td>9 to 12</td>
</tr>
</tbody>
</table>
Please see http://www.jmgkids.us/index.cfm?did=11777
V. Engaging Parents and Caregivers
Read it and Eat it!

Read it: The Hungry Farmer

Questions you could ask your child after reading:

1. **What other foods are made out of flour besides bread?**
   Answer: bagels, tortillas, crackers, pasta, etc.

2. **Where does the bread in our house come from?**

3. **What do you like to put on bread?**

Eat it: Berry Rollups

This snack is a snap to make and a treat to eat! Ask your child to show you how!

Today your child heard the story *The Hungry Farmer*, learned about how bread is made and prepared their own berry rollups to eat. Use the berries in this package for the recipe. Your child can help cook by washing the fruit and rolling out the bread. With supervision, children can also cut the berries with a butter knife.

**Ingredients:**

- 1/2 cup berries (any type)
- 1 slice soft whole wheat bread
- 1/4 cup low fat vanilla yogurt

**Instructions:**

1. Cut the whole wheat bread in two pieces.
2. Roll out the bread into a rectangle using a rolling pin.
3. Spread yogurt in a thin layer on bread.
4. Slice larger berries into small pieces.
5. Sprinkle berries on top of yogurt.
6. Roll bread up and enjoy.

Makes 2 rollups
70 calories per serving

Nutrient Analysis: NATS 2.0
Berries are a colorful way to add minerals and fiber. Minerals like copper help our body absorb other nutrients from the food we eat. Fiber keeps bowel movements regular. Berries can easily be frozen and used later when they are not in season.

Berries

Fabulous Fruit Muffins  Makes 9 muffins

Ingredients
1-1/4 cup flour
1/4 cup sugar
1 teaspoon baking powder
1/2 teaspoon baking soda
3/4 cup low fat buttermilk
2 tablespoons melted margarine
1 slightly beaten egg
1/2 teaspoon vanilla extract
1 cup coarsely chopped fresh or defrosted from frozen berries of other fruit

Steps
1. Heat oven to 400 degrees. Spray muffin tins with cooking spray.
2. In a large bowl, combine flour, sugar, baking powder, and baking soda. Stir well until all ingredients are blended.
3. In another bowl, combine buttermilk, margarine, egg, and vanilla. Pour this mixture into dry ingredients.
4. Using a large spoon, gently stir ingredients until just moist (do not over-mix). Add fruit and stir gently (do not over-mix).
5. Spoon batter evenly into 9 muffin cups.
6. Bake 20-25 minutes or until golden brown. Leftovers may be frozen.

Source: USDA Recipe Finder
Source: The Food Trust Snack and Move Cards

What else can I cook with berries?

Try this recipe using colorful, fresh or frozen berries!

Only wash berries right before you use them. Washing them before this will cause them to mold easily. Raspberries and blackberries tend to absorb water, so wash them gently and briefly.

Draw a picture of your favorite berry!
Attention Parents!

Get Ready to Slice & Dice

with

Cooking in the Classroom

Date:__________________
Time: _________________

You are invited to a free Cooking Demonstration In your child’s classroom!

Get a free gift and…
Learn how to make a yummy, healthy snack with your child!

For more information or if you have questions, contact ______________________________, at ( )___-_______

[ ] I will attend the Cooking in the Classroom workshop on ________________
[ ] I will NOT attend the workshop
[ ] I can be contacted about the workshop with a phone call

Parent’s Name_________________________ Phone Number_______________________

Child’s Name__________________________ Child’s teacher______________________
Greetings!

Hello Parents!

Winter is here! The winter season is filled with many holiday traditions. Start a new tradition this year by rewarding your tot with books and stickers instead of candy and sweets. Your tot will never know the difference. This is an easy way to develop life-long healthy habits.

Wintertime Fun

Keep the winter blues away by staying active all winter.

- Sledding
- Ice Skating
- Build a Snowman
- Winter Walks

- Jumping Jacks
- Simon Says
- Follow the Leader
- Hide & Seek

Vegetables Available in the Winter

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
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</thead>
<tbody>
<tr>
<td>Beets</td>
<td>Carrots</td>
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<tr>
<td>Broccoli</td>
<td>Celery</td>
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<tr>
<td>Brussels Sprouts</td>
<td>Mushrooms</td>
<td>Lettuce</td>
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<tr>
<td>Cabbage</td>
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<td>Carrots</td>
<td>Pumpkin</td>
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<td>Cauliflower</td>
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Hello Parents!

Winter is here! The winter season is filled with many holiday traditions. Start a new tradition this year by rewarding your tot with books and stickers instead of candy and sweets. Your tot will never know the difference. This is an easy way to develop life-long healthy habits.

Wintertime Fun

Keep the winter blues away by staying active all winter.

- Sledding
- Ice Skating
- Build a Snowman
- Winter Walks

- Jumping Jacks
- Simon Says
- Follow the Leader
- Hide & Seek

Vegetables Available in the Winter

<table>
<thead>
<tr>
<th>December</th>
<th>January</th>
<th>February</th>
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<tbody>
<tr>
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The Food Trust

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**Warm Winter Recipes**

### Mushroom Barley Soup

- **Serving:** 1 ½ cup
- **Servings:** 4 servings

2. Add the rest of the ingredients except for the parsley and bring to a boil.
3. Lower heat to a simmer and cook until the barley is tender, about 20 minutes.
4. Sprinkle parsley on top of soup and serve.

**Recipe from USDA Recipe Finder**

### Spanish Cauliflower

- **Serving:** ½ cup
- **Servings per Recipe:** 6

1. Chop the cauliflower into 2 inch pieces
2. Peel the onion. Chop it into small pieces
3. Chop the tomatoes into small pieces
4. Put the cauliflower in a pan. Add 1 inch of water
5. Cook over medium heat, and let it boil for 3 minutes
6. In a large pan, heat the oil, and add the onion.
7. Cook over medium heat for 3 to 5 minutes.
8. Add the garlic and cauliflower.
9. Cook while stirring for 3 minutes, until lightly browned.
10. Add the tomatoes and pepper.
11. Cook for 5 more minutes
12. Serve with a sprinkle of parsley and cheese

**Recipe from USDA Recipe Finder**

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**Winter Reading List for Tots**

- A very Purple Pepper
- Bread & Jam for Frances
- Cabbage Moon
- Eating the Alphabet
- Growing Vegetable Soup
- Oliver’s Vegetables

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Hello Parents!

The snow is melting. The trees are flowering. Spring is finally here! Take advantage of nice spring days and use all five senses on a walk outdoors. Listen to the baby birds. Look at the budding trees. Touch the soft ground. Smell the fresh air.

Preschoolers and adults need to be physically active every day! Aim for one hour of physical activity every day.

Springtime Activities

Make physical activity a fun part of every day!

- Nature walk
- Plant a home garden
- Fly a kite
- Play tag
- Go to the zoo
- Ride bikes

Vegetables Available in the Spring

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<tr>
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Sunshine Salad

- 5 cups spinach leaves
- ½ red onion sliced thin
- ½ red pepper sliced thin
- 1 whole cucumber sliced
- 2 oranges peeled and chopped into bite-size pieces
- 1/3 cup “lite” vinaigrette dressing

Recipe from USDA Recipe Finder

Spring Vegetable Sauté

- 1 tsp. olive oil
- ½ cup sliced sweet onion
- 1 finely chopped garlic clove
- 3-4 tiny quartered new potatoes
- ¾ cup sliced carrots
- ¼ cup asparagus pieces
- ¾ cup sugar snap peas or green beans
- ½ cup quartered radishes
- ¼ tsp. salt
- ¼ tsp. black pepper
- ½ tsp. dried dill

1. Heat the oil in a skillet. Cook the onion 2 minutes, add the garlic and cook another minute.
2. Stir in the potatoes and carrots. Cover, turn the heat to low and cook until almost tender, about 4 minutes.
3. If the vegetables start to brown, add a Tablespoon or two of water.
4. Now add the asparagus, peas, radishes, salt, pepper, and dill. Cook, stirring often until just tender--about 4 more minutes.
5. Serve immediately.

Recipe from USDA Recipe Finder
Greetings!

Hello Parents!

It’s summertime and it is hot outside. Keep your preschooler happy and safe in the heat by staying hydrated. Choose water over soda and juice to quench thirst.

Water is refreshing, free, has zero calories and has no added sugar. Why not make water the drink of choice all summer long?

Stay Active this Summer

Take a break from TV and video games and be active outside with your tot:

- Play running games in the park
- Walk together
- Ride bikes
- Go swimming
- Pick strawberries, raspberries and fresh vegetables.

When Should You First Look for Your Favorite Summer Veggies?

<table>
<thead>
<tr>
<th>JUNE</th>
<th>JULY</th>
<th>AUGUST</th>
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<td>Cabbage</td>
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**Summer Reading List for Tots**

Here are some fun summertime books to read with your preschooler!

- Grandma Lena’s Big Ol’ Turnip
- Handa’s Surprise
- I Will Never Not Ever Eat a Tomato
- Oliver’s Fruit Salad
- The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear

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**Summer Picnic Ideas**

### Grilled Tomatoes

**Serving: ½ tomato**
**Servings per Recipe: 4**

- 2 Ripe Tomatoes
- Oregano, to taste
- Lemon pepper, to taste

1. Slice tomatoes in half, lengthwise.
2. Prepare grill (or broiler). Cover grill grid with foil.
3. Place tomatoes on foil and sprinkle with oregano and lemon pepper.
4. Grill tomatoes with cut side down, over hot coals for about 4-5
5. For extra flavor, sprinkle some parmesan cheese over the tomato.

**Recipe from PA Nutrition Education Network**

### Potato Salad

**Serving: 1 cup**
**Servings per Recipe: 6**

- 1 lb. potatoes (4 medium potatoes)
- 1 cup diced onion
- ½ cup chopped celery
- ½ cup mayonnaise, low-fat
- ¼ cup sweet pickle relish

1. Scrub the potatoes and peel them.
2. Cut the potatoes into 1-inch cubes.
3. Put the potatoes into a saucepan. Cover with water.
4. Bring the potatoes to a boil on medium heat.
5. Let the potatoes simmer for 15 minutes until they’re soft.
6. Drain the hot water and let the potatoes cool.
7. While the potatoes are cooling, peel and chop some onions until you have 1 cup of chopped onions.
8. Chop the celery until you have ½ cup of chopped celery.
9. Put the chopped onion and celery in a med. mixing bowl.
10. Add the mayonnaise and pickle relish. Stir together.
11. Add the cooled potatoes. Stir again.
12. Cover the bowl. Put in the fridge for at least 2 hours before serving.

**Recipe from USDA Recipe Finder**

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Hello Parents!

The weather is cooling off and fall is moving in. Harvest season is here! Farmer’s Markets are bursting with fruits and vegetables for us to enjoy.

Preschoolers and adults need to eat fruits and vegetables every day! Aim for fruits and veggies at every meal and snack. Let your child help pick them out! Then let them help in the kitchen at home. The more they help the more likely they’ll eat it!

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**Fall Fun with Fruits and Vegetables**

Take advantage of the harvest season with these special Fall activities.

- Visit a pumpkin patch
- Go apple picking
- Play in the leaves
- Carve pumpkins
- Cook with your tot
- Visit a Farmer’s Market

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**Vegetables Available in the Fall**

**September, October & November**

<table>
<thead>
<tr>
<th>Beans &amp; Limas</th>
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<th>Onions</th>
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<tbody>
<tr>
<td>Beets</td>
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Fall Reading List for Tots

- Carlos and the Squash Plant
- Carrot Soup
- I am an Apple
- Little Rabbit’s Loose Tooth
- Pumpkin Soup
- We Eat Food that’s Fresh

Fabulous Fall Recipes

Pumpkin Soup

Serving: 1 ½ cup
Servings per Recipe: 4

1. Blend white beans, onion, and water.
2. In soup pot, mix bean puree with pumpkin, broth and spices.
3. Cover and cook over low heat about 15 to 20 minutes until warmed through.

Roasted Root Vegetables

Serving: ¼ recipe
Servings: 4 servings

1. Preheat oven to 350 degrees.
2. Cut vegetables into large chunks.
3. Place in a medium bowl and pour oil over top. Add seasonings or Parmesan and mix well.
4. Spread an even layer on a baking sheet.
5. Bake for 1 hour or until tender. Check a few vegetables to see if they are tender.

Recipe from USDA Recipe Finder

Recipe from USDA Recipe Finder

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