TABLE MATERIALS
Nutrition Packet

What Do Youth Learn From Participation In Garden-Based Programs?

Art

- Drama or puppets
- Pen & Ink
- Rubbings
- Charcoal
- Artistic arrangements for gifts
- Illustrating expressive writing
- Vegetable printing
- Vegetable dyes
- Natural art drawings or collage
- Painting
- Sketching

Health

- Food security
- Feeding others
- Teaching the value of local food sources
- Nutrition education
- Making healthy choices about foods & diet
- Importance of exercise
- Breathing fresh air
- How to use tools safely

Language Arts

- Written expression
- Nonfiction
- Fiction
- Expressive language (speech)
- Listening
- Reading
- Handwriting

Math

- Estimating & measuring
- Weight measurements
- Volume
- The Plot
- Time
- Plant growth
- Recording
- Logging
- Graphing
- Charting
- Geometry
- Area
- Scale drawing on graph paper
- Computation

Music

- Singing
- Drama
- Instrumental Music (Rhythms of Gardening)

Physical Ed.

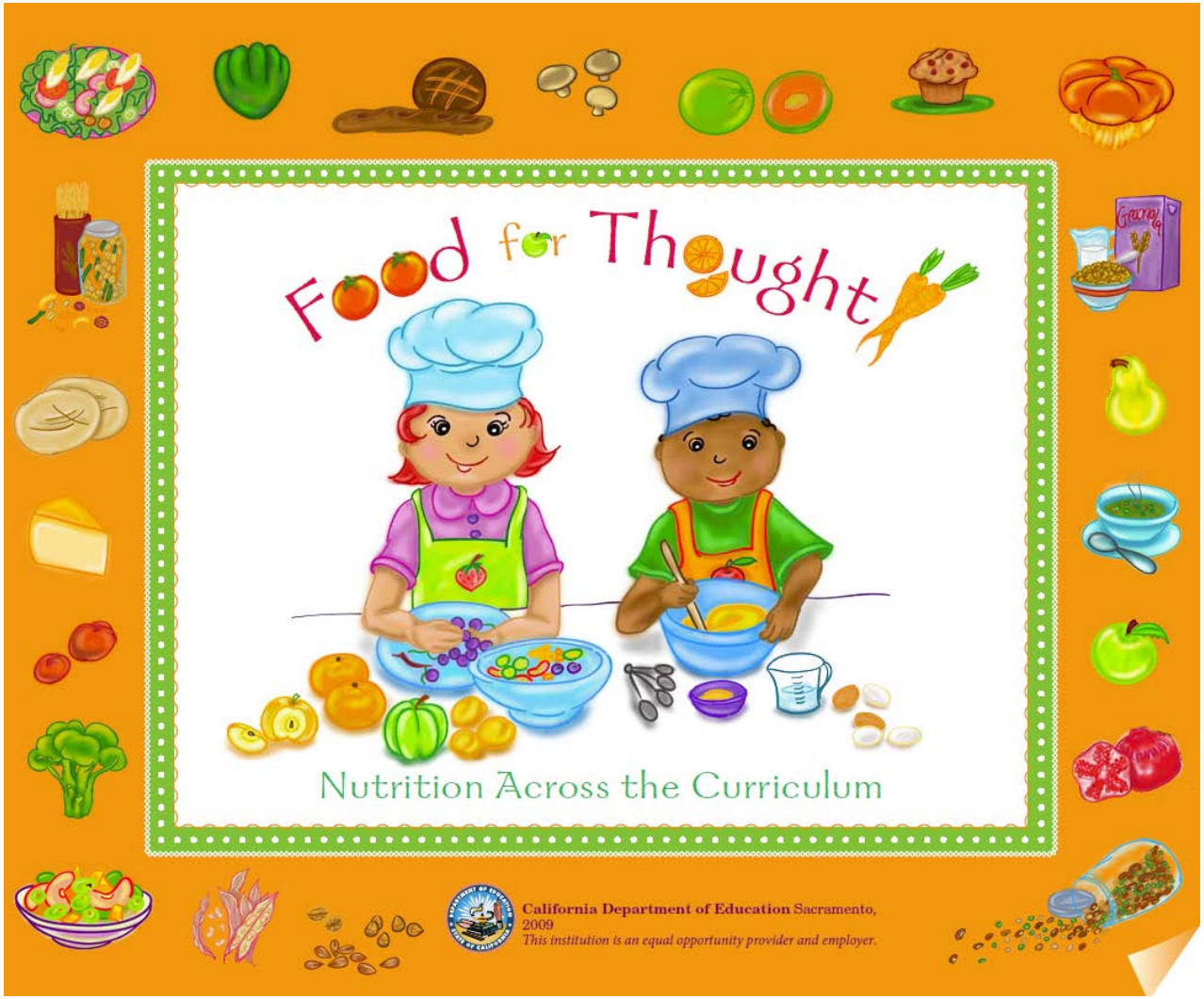
- Walking
- Lifting
- Carrying
- Digging
- Planting
- Raking
- Breathing fresh air
- Dexterity & balance

Science

- Science skills
- Observing
- Recording
- Measuring
- Concluding
- Comparing
- Testing
- Predicting
- Related activities
- Tools
- Seeds
- Soils
- Temperature
- Plant growth
- Sunlight
- Water usage

Social Studies

- Discussing environmental issues
- Cultural exchange
- Developing a positive self-image through success experiences
- Support multiple intelligences teaching
- Learning about agricultural economy
- Developing insight into global conservation matters



Wonderful Winter Fruits and Vegetables

Cauliflower 

Carrots 

Potatoes 

Broccoli 

Squash 

Vegetable Soup 

Oranges 

CAULIFLOWER

- Cauliflower is a flower.
- Frozen cauliflower generally has less vitamin C than fresh cauliflower.
- When cauliflower is cooked too long, it loses a lot of its vitamins.
- The leaves of the cauliflower plant shield it from the sun, so it remains snowy white.

CAULIFLOWER

Nutrition Activity—Preparing Breaded Cauliflower

Objective: Children will develop an awareness that cauliflower is a vegetable, and they will taste raw and cooked cauliflower and express their preferences.

Materials:

Ingredients for Breaded Cauliflower and Recipe

Cauliflower	Large Self-seal Bags
Colander	Spreader Knife
Cutting Board/Trays	Steamer
Greased Baking Sheet	Towels
8” x 10” Baking Pan or Bowl	

1) Bring out a whole cauliflower and allow children to explore it. (If it is available, use a purple cauliflower.)

2) Have the children wash the cauliflower, cut or break it into pieces, and put them in a colander.

3) Compare shapes and textures of various pieces and offer children small portions to taste.

4) Bring out the ingredients for breaded baked cauliflower and have the children follow the recipe.

Related Activities or Ideas

- Cauliflower or vegetable soup
- Frittata with cauliflower (and carrots)
- Raw veggies with dip (*See the broccoli section.*)

Breaded Baked Cauliflower

(Makes 35 one-quarter cup servings)

2 cups Dried Bread Crumbs

½ cup Finely Grated Cheddar Cheese

½ cup Finely Grated Parmesan Cheese

2 Heads of Cauliflower (*about 2 to 2 ½ lbs. each*)

¼ cup Oil **¼ cup** Water

Combine bread crumbs and cheeses in an 8" x 10" pan. Mix well.

Break cauliflower into florets. In a steamer cook cauliflower until crisp-tender. Allow to cool slightly, at least 5 minutes.

Pour oil and water in a large self-seal bag and mix well. Add cauliflower (a few batches at a time) and mix to coat. Transfer to pan with breading. Stir to coat.

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Place cauliflower florets on greased baking sheet. Bake about 15 minutes in 400° oven, shaking the pan about halfway through cooking time.

Serve warm.

Mathematics

Learning Experiences:

Estimation (size and shape)

Measurement

Weighing

Questions to Support Mathematics Experiences:

How many cauliflower florets will we get from the whole head?

How small can you make your pieces? Can you make your pieces fit in the portion cup?

How much does the whole head of cauliflower weigh?

How much does it weigh after we cut it into pieces?

Science

Learning Experiences:

Sensory awareness

Cooking

Predicting

Questions to Support Science Experiences:

Will the cauliflower have the same size and taste after it is cooked?

Does cauliflower smell different when it is raw than when it is cooked?

How does the texture change when it is cooked?

Why does breading stick to cauliflower?

Will the breading stick to the cauliflower when it is cooked?

Do you like cauliflower raw or cooked?

Literacy

Vocabulary Builders:

Breading	Florets	Recipe
Cauliflower	Head	Syllable
Clusters	Mushy	Texture
Cooked	Odor	Vegetable
Crisp	Raw	

Kinds of Cauliflower:

Broccoflower	Romanesco
Green	White
Purple	

Books:

I Will Never NOT EVER Eat a Tomato by Lauren Child (2000)

The Trouble with Cauliflower by Jane Sutton and Jim Harris (1994)

Activity to Support Literacy

Clap and count the syllables in the word cau li flow er (four)!

Who has four syllables in their name? Clap and count the syllables in each child's name.

Make a veggie cheer!

Cauliflower, cauliflower, you are a vegetable, but also a flower.

Cauliflower, cauliflower, eating you gives my body power! Rah! Rah! Rah!

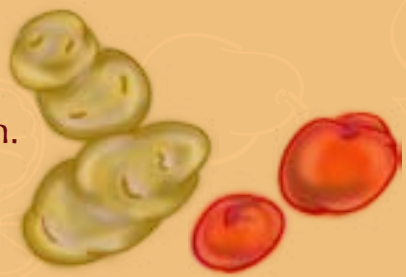
Shish Koom Bah!

Songs: "Cauliflower Chant"

"Cauliflower"

Potatoes

- Potatoes are high in fiber. Leave them unpeeled and eat them skin and all.
- Green and sprouted potatoes may contain a poisonous substance, so the green and sprouted areas must be removed.
- Peeled potatoes discolor when exposed to air; cover with cold water if you are not cooking them right away.
- Potatoes should be stored in a cool dark place, not in the refrigerator.
- A baked potato cooks in about four to five minutes in the microwave oven.
- A sweet potato cooks in about six minutes in the microwave oven.



Potatoes

Nutrition Activity—Scrubbing and Cooking Potatoes

Objective: Children will develop an awareness that potatoes are a vegetable and grow underground.

Materials:

Ingredients for Oven "Fried" Potatoes and Recipe

Baking Pan	Scrub Brushes
Cutting Board/Tray	Towels
Digging Implements	Tub(s) of Dirt
Knives/Spreader Knives	Tubs of Water
Large Bowl	Variety of Potatoes

1) Bury different kinds of potatoes in a large tub (or water table) full of dirt.

2) Have the children "dig" for potatoes and allow them to explore. Sort by size, shape, color, or variety. Tell children that potatoes are vegetables that grow in the dirt.

3) Wash, scrub, and place potatoes in a large bowl.

4) Let the children cut them into small pieces for cooking.*

***Note:** To make it easier for children, first cut potatoes in half or in wedges.

Extension: Leave the potatoes out and watch them sprout. Plant them if possible.

Related Activities or Ideas

- Baked potato bar
- Baked sweet potatoes
- Potato salad
- Stuffed baked potatoes
- Scalloped potatoes
- Potato soup

Oven "Fried" Potatoes

(Makes 48 one-quarter cup servings)

5 lb. Potatoes (unpeeled)	**2 tsp.** Paprika
3 T. Canola Oil	**1 tsp.** Garlic
1 tsp. Salt	**¼ tsp.** Pepper

Scrub potatoes and cut crosswise into slices about ½" thick. Put potatoes in large bowl and toss with oil and spices. Spread potatoes on a baking sheet that has been sprayed with cooking spray. Cook in a 450° oven for 20 minutes. Loosen and turn potatoes and roast 10 to 15 minutes longer or until golden brown.

Optional: Let children cut into wedges or pieces (about 1 inch thick) before tossing in oil.

Mathematics

Learning Experiences:

Sorting

Characteristics

Counting

Questions to Support Mathematics Experiences:

Which potato is the biggest or smallest?

How many "eyes" does your potato have?

Who has potatoes that are the same color?

Which shape should we cut them into?

How many pieces do you get out of your potato?

Science

Learning Experiences:

Gardening

Observation skills

Cooking

Questions to Support Science Experiences:

Why do you think one potato is bigger than the other?

What other vegetables grow underground?

What is your favorite way to eat potatoes?

Why are there sprouts on the potatoes?

How long will it take to cook the cut potatoes?

Would it take the same time to cook the whole potato?

What will happen when we cut potatoes and leave them out on the table?

Literacy

Vocabulary Builders:

Carbohydrate	Potato	Starch
Eyes	Scrub	Texture
Fiber	Slices	Thick
Hard	Soft	Thin
Mashed	Sprout	Vegetable

Kinds of Potatoes:

Fingerling	Red	White
Purple	Russet	Yukon Gold

Books:

The Enormous Potato by Aubrey Davis and Dusan Petricic (1998)

Jamie O'Rourke and the Big Potato by Tomie dePaola (1997)

Activity to Support Literacy

Write the words to the finger play "Ten Little Potatoes" on chart paper.

Underline the three sets of rhyming words.

At circle time, read the words to the children, using a pointer.

Repeat and have children stand up and act out the rhyme by using hand and body motions.

Finger Play: "Ten Little Potatoes"

Song: "One Potato, Two Potato"

SQUASH

- Squash can be stored for about three months in a cool dry place (not in the refrigerator).
- Deep color is a sign of a good quality squash.
- To cut squash, use a heavy knife. Or put the whole squash in a hot oven for about 5 minutes to soften. Allow the squash to cool slightly, then cut.

SQUASH

Nutrition Activity—Exploring and Tasting Squash

Objective: Children will be able to name different kinds of squashes.

Materials:

2 to 3 Kinds of Squashes	Spoons
Baked Squash Recipe (*See on the right.*)	
Tubs of Water	Bowls for Seeds
Towels	Colander
Knife	Self-seal Plastic Bags
Cutting Board/Trays	Baking Pan

1) Have whole squashes available in the classroom for exploring. Use deep tubs of water to allow children to see if squashes sink or float.

2) At small group time, bring out different kinds of squashes. Discuss the names and characteristics of the squashes.

3) Have children guess what color the seeds will be inside. Wash and cut open each squash and note the color inside.

4) Give the children a piece of squash and have them scoop out the seeds.

5) Cook the squashes and let the children taste them. (*See the Baked Squash recipe below.*)

Extension: Wash squash seeds in a colander and set out to dry. When they are dry, put the seeds in self-seal bags and label with the name of the squash. Provide whole squashes for children to match with the seeds.

Related Activities or Ideas

- Spaghetti squash with tomato sauce
- Butternut squash soup

Baked Squash

(Makes 30 one-quarter cup servings when the squashes are served together)

3 ¼ lb. Acorn Squash	Black Pepper
3 lb. Butternut Squash	Salt

Cut open the squashes and remove seeds. Cut into quarters. Place in baking pan with cut side down. Add hot boiling water to ½ inch. Cover squash with foil. Bake in 375° oven for 30 to 60 minutes or until tender. Scoop out squashes from the skins. Season with salt and pepper to taste and serve.

Mathematics

Learning Experiences:

Characteristics Comparison Matching

Questions to Support Mathematics Experiences:

What colors are the squashes?

Which squashes are the fattest? The longest? The smoothest?

What else is shaped like a squash?

What does the squash look like inside?

Which squash has the biggest and most seeds?

How are the squash seeds the same or different?

Science

Learning Experiences:

Floating (and sinking) Cooking

Predicting and reflecting

Questions to Support Science Experiences:

Do you think a squash will sink or float and why?

Does a heavy squash sink or float?

What other things sink or float?

Why does the large squash have so many or so few seeds?

How does the outside (and inside) of a squash feel different after it is cooked?

How is the squash different now that it is cooked?

Literacy

Vocabulary Builders:

Colander	Hollow	Thump
Dark	Membrane	Winter squash
Float	Sink	

Kinds of Winter Squashes:

Acorn	Carnaval	Hubbard
Butternut	Delicata	Spaghetti

Books:

Carlos and the Squash Plant/Carlos y la planta de calabaza by Jan Romero Stevens and Jeanne Arnold (1995)

Do Not Squash the Squash by Kelly Doudna (2002)

The Little Squash Seed by Gayla Dowdy Seale (2003)

Mrs. McNosh and the Great Big Squash by Sarah Weeks (2000)

Activity to Support Literacy

Sing the Squish Squash song to recall the squash activity, emphasizing the "S" sound. Come up with other words with the "S" and "Sh" sounds.

Song: "Squish Squash"

ORANGES

- Orange juice is high in vitamin C. Eating a whole orange provides vitamin C and fiber.
- Oranges should always be picked ripe.
- Oranges at room temperature yield more juice.
- Two to four medium oranges will yield a cup of juice.

Oranges

Nutrition Activity—Making Orange Juice

Objective: Children will develop an awareness that an orange is a fruit and that a variety of tools can be used to make fresh squeezed orange juice.

Materials:

Bowl of Oranges (*cut in half)*
Measuring Cups
Variety of Juicers
(*hand, electric, and hand crank*)
Pitcher
Cups

1) Set up a table with a variety of juicers.
2) Bring out the bowl of orange halves.
3) Allow the children the opportunity to explore different ways of making orange juice. Let them taste samples. Remove any seeds before tasting the juice.
4) Use measuring cups to compare the amounts of juice obtained from different juicers.
5) Serve the juice at mealtime.

Optional: Have other citrus fruits available for tasting and juicing.

Extension: Collect empty orange juice containers for imaginative play in the house area.

Related Activities or Ideas

- Serve fresh orange juice along with frozen concentrate and compare the tastes.
- Serve whole Satsuma mandarins (easy to peel tangerines).
- Have children peel a whole orange (at small group time) and break into sections. Put the sections in a self-seal bag, label with the child's name, and serve at mealtime.
- Orange-banana crush (orange and pineapple juice mixed with banana in blender)

Mathematics

Learning Experiences:

Estimation

Measurement and tools

Quantity

Time and speed

Questions to Support Mathematics Experiences:

How much juice did you get from an orange half?

How many oranges will it take to make a cup or pitcher of juice?

Which kind of juicer is the easiest or the hardest to use to make juice?

Which kind of tool (juicer) made orange juice the fastest?

Science

Learning Experiences:

Sensory awareness

Juicing

Nutrition and body awareness

Questions to Support Science Experiences:

What does the orange feel like?

Are all the oranges the same color?

How do they smell?

Is your orange the same color on the inside as it is on the outside?

Can you describe what is different about the orange after we squeeze it?

Why do we not juice the peel of the orange?

Why is orange juice good for our bodies?

Which citrus fruit do you like the best?

Literacy

Vocabulary Builders:

Citrus fruit	Quarter cup	Tangerines
Half cup	Sections	Three-quarters cup
Orange	Skin	Vitamin C
Peel	Sour	Whole
Pulp	Sweet	

Kinds of Oranges and Tangerines:

Blood Orange	Minneola	Tangelo
Clementine	Navel	Temple
Hamlin	Satsuma	Valencia

Books:

Each Orange Had Eight Slices by Paul Giganti (1999)

Oranges for Orange Juice by Rozanne Lanczak Williams; illustrated by Craig Brown (1996)

Activity to Support Literacy

On chart paper, spell out *orange*, using an orange marker.

As you write it on paper, emphasize the beginning letter "O."

Ask the children: What shape is the orange? What shape is the letter "O"? Does anyone have the letter "O" in their name? (Have the children's name cards available for viewing.) Ask children what else they know about oranges and write their answers.

Song: "An Orange Is an Orange"

CARROTS

- Carrots contain more natural sugar than any other vegetable, except beets.
- Storing carrots in moisture-retaining plastic packaging preserves their freshness.
- Unwrapped carrots in the produce section lose their freshness and sweetness.

CARROTS

Nutrition Activity—Exploring and Eating Carrots

Objective: Children will develop an awareness that a carrot is a vegetable and that carrots are of different lengths.

Materials:

- Carrots
- Colander
- Cutting Board/Trays
- Knives/Spreader Knife
- Rulers or Other Measuring Tools
- Paper and Pens (*for charting lengths of carrots*)
- Large Bowl
- Scrubbers
- Tubs of Water

1) Bring out whole carrots (with green tops if possible). Tell the children that carrots are vegetables that grow under the dirt.

2) Give each child a carrot and provide a tool for measuring it. Discuss the differences in the carrots' lengths and record them on paper.

3) Allow children to try putting carrots in order by size (smallest to largest). Measure the carrots.

4) Let children scrub carrots in tubs of water. Then rinse.

5. Cut carrots lengthwise and then allow children to cut into sticks. Place carrots in a bowl.

6) Serve carrots raw or slightly steam and serve at mealtime.

CAUTION: Raw carrots may be a choking hazard for young children.

Extension: Have packets of seeds for carrots and other vegetables available. Make a chart display of the seeds and a picture of the vegetable. Compare the sizes of the seeds to the sizes of the vegetables.

Related Activities or Ideas

- Carrot bread or muffins
- Carrot-orange juice
- Carrot soup
- Shredded carrots in salad

Mathematics

Learning Experiences:

Measurement and tools

Counting

Seriation

Questions to Support Mathematics Experiences:

How long is your carrot?

How many sticks can you get out of your carrot?

Which stick is the skinniest, fattest, longest, or shortest?

Is the carrot smaller or bigger than your finger?

How should we cut this carrot to get circles?

What other shapes can we get by cutting this carrot?

Science

Learning Experiences:

Predicting and reflecting

Gardening

Sprouting

Questions to Support Science Experiences:

What do you think carrot seeds look like?

How do carrots grow? (Remember when we dug up potatoes?)

Why does your carrot crunch when you eat it?

How do you think one carrot grew longer than the other?

What will happen if we cut the top off the carrot and put the top in water?

Literacy

Vocabulary Builders:

Carrot	Raw	Stick
Crisp	Root	Sweet
Crunchy	Scrub	Thick
Garden	Shortest	Thin
Longest	Skinny	Vegetable

Kinds of Carrots:

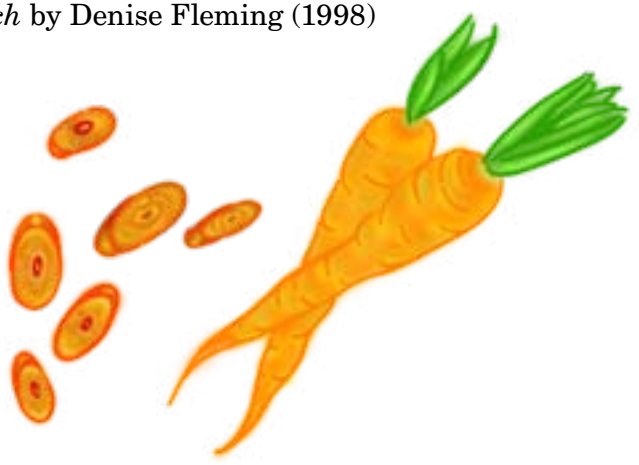
Baby Carrots	Nantes
Carrots	Red Cored Chanteray
Danvers	Thumbelina (small round)

Books:

Carrot Seed by Ruth Krauss; pictures by Crockett Johnson (1993)

The Enormous Carrot by Vladimir Vagin (1998)

Lunch by Denise Fleming (1998)



Activity to Support Literacy

On chart paper, draw three large horizontal carrots (to make a "K-W-L" chart).

In the first carrot:

Write the letter "K" (know). Ask the children what they know about carrots. Record their answers in the carrot.

In the second carrot:

Write the letter "W" (what). Ask the children what they want to know about carrots. Record their answers in the carrot.

In the third carrot:

Write the letter "L" (learn). Ask the children, what did they learn about carrots? Record their answers in the carrot.

Songs: "Growing Veggies"

"Carrot Chant"

Broccoli

- The Latin word for *broccoli* means branch or arm.
- Broccoli that is yellow is past its prime.
- The leaves are edible and very nutritious.
- Broccoli is very high in vitamins A and C. It should be cooked quickly to preserve these nutrients.

Broccoli

Nutrition Activity—Eating Raw Broccoli With Dip

Objective: Children will develop an awareness that broccoli is a vegetable and can be broken into many florets.

Materials:

Bowl	Spoon or Whisk
Broccoli	Towels
Colander	Tubs of Water
Cutting Board/Trays	Knives/Spreader Knives
Ingredients for Dip	
Small Portion Cups (*for serving dip*)	

1) Bring out whole broccoli and allow the children the opportunity to explore. Tell the children that broccoli is a vegetable.

2) Have them wash the broccoli in tubs of water. Have the children estimate (guess) how many florets come from one bunch of broccoli. Cut or break the broccoli into branches and put them into the colander. Count the florets. Wash the florets in the colander again under cold running water.

3) Compare the broccoli's shapes and textures and offer children small portions to taste.

4) Have children help make the vegetable ("veggie") dip.

5) For mealtime, steam, blanch, or microwave some of the broccoli and serve some raw with the dip; discuss their preferences.

Related Activities or Ideas

- Sesame broccoli
- Broccoli soup
- Frittata with broccoli
- Broccoli/other vegetable stir fry
- Pizza topped with broccoli

Veggie Dip

(Makes approximately one quart or 21 one-and-one-half ounce servings)

2 cups Plain Yogurt (low-fat)
1 cup Mayonnaise (low-fat)
1 tsp. Garlic Powder
½ cup Instant Nonfat Dry Milk
1 T. Parsley (preferably fresh)
¼ tsp. Black or White Pepper
1 tsp. Sugar
½ tsp. Salt
1 tsp. Onion Powder

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Combine all ingredients. Blend well. Cover. Refrigerate until ready to serve. For best results, refrigerate overnight to develop flavor. Serve with raw vegetables or tossed green salads.

Mathematics

Learning Experiences:

Counting

Estimation

Representation

Questions to Support Mathematics Experiences:

How many branches does the stalk have?

How many florets will you get out of your stalk of broccoli?

How many florets did you get?

What does a bunch of broccoli look like (tree branches)?

Science

Learning Experiences:

Cause and effect

Sensory awareness

Nutrition and body awareness

Questions to Support Science Experiences:

How did the broccoli change when we cooked it?

Do you like your broccoli cooked or raw?

Do you like broccoli plain or with dip?

How does the top of the broccoli feel?

Why do you think broccoli is so good for our bodies?

Can we eat all the parts of the broccoli?

Literacy

Vocabulary Builders:

Broccoli	Dip	Raw
Bunch	Edible	Soft
Colander	Florets	Stalk
Cooked	Hard	Vegetable
Crown	Inedible	

Kinds of Broccoli:

Green

Purple

Books:

I Eat Vegetables! by Hannah Tofts (2001)

I Will Never NOT EVER Eat a Tomato by Lauren Child (2000)

Activity to Support Literacy

Write the word *broccoli* on chart paper. On 3" x 5" cards, write the letters **b-r-o-c-c-o-l-i**—one letter per card, making sure there are enough letters to spell out the word several times.

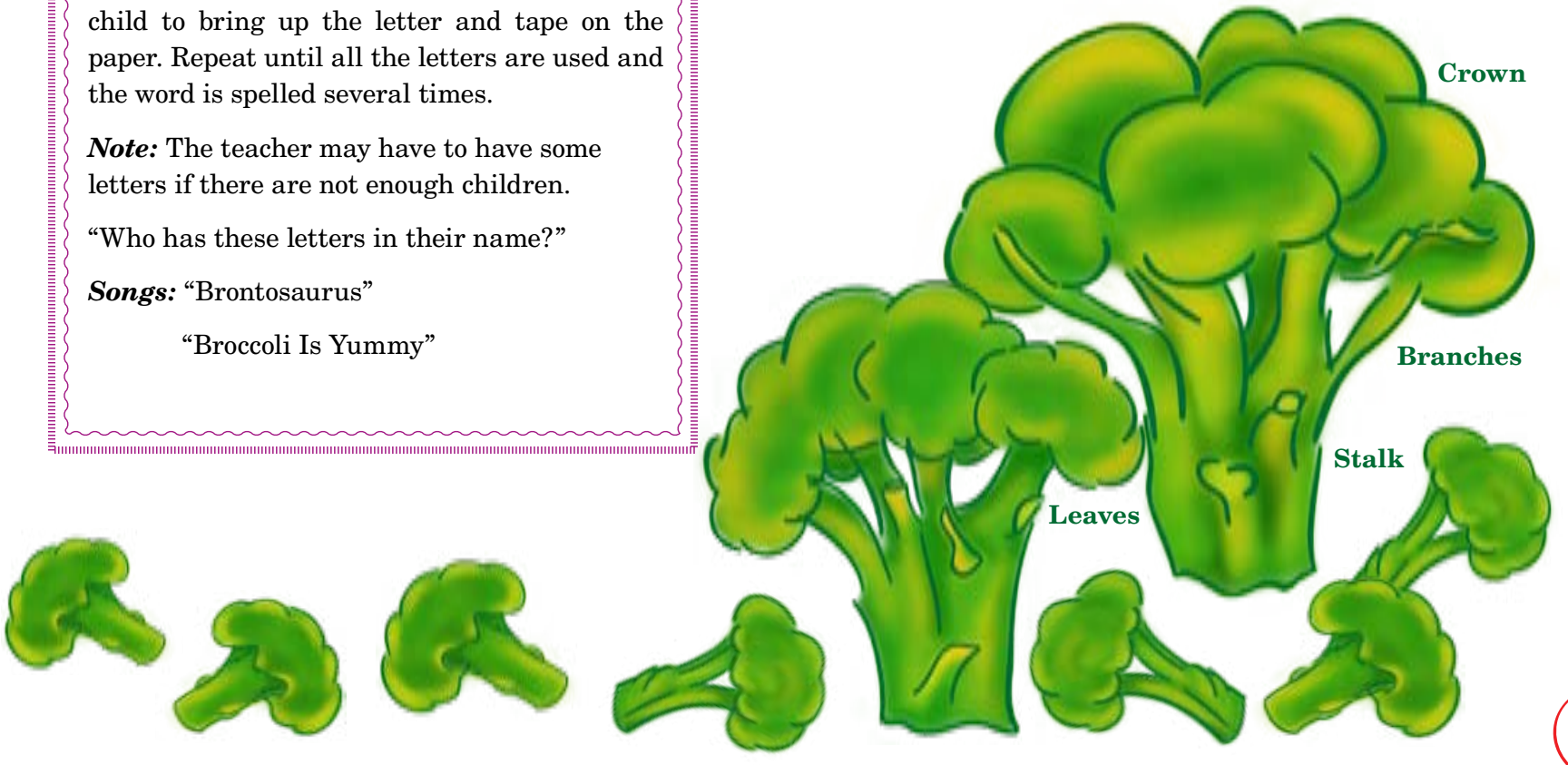
Make sure that there are enough letters for each child to have one. Let each child pick a card. Point to the word on the paper and starting with the letter "b," have children raise their hand if they have the letter. Choose one child to bring up the letter and tape on the paper. Repeat until all the letters are used and the word is spelled several times.

Note: The teacher may have to have some letters if there are not enough children.

"Who has these letters in their name?"

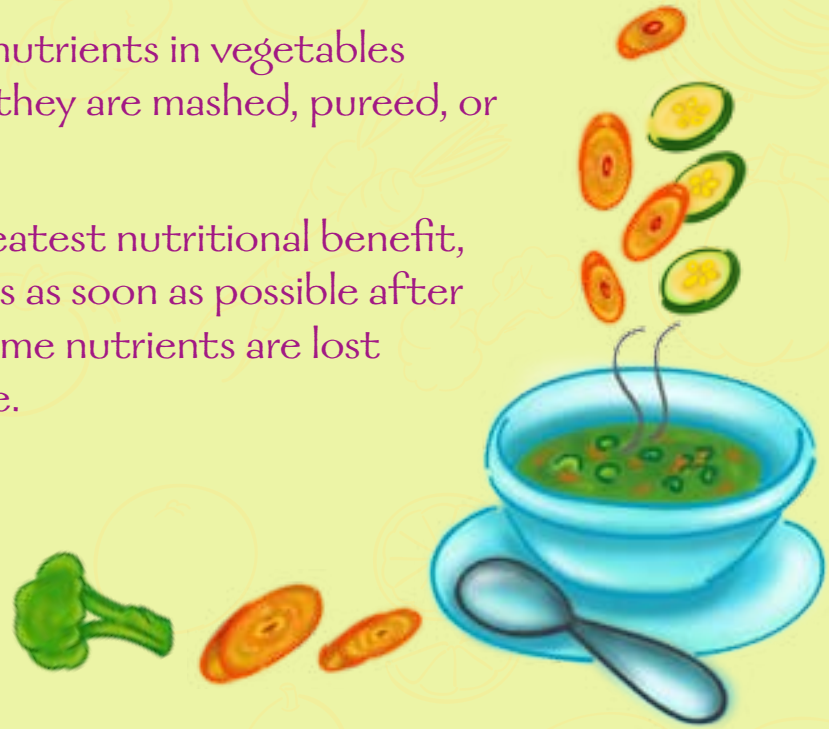
Songs: "Brontosaurus"

"Broccoli Is Yummy"



Vegetable Soup

- Vegetables are high in vitamins, minerals, and fiber and are low in calories and have little or no fat.
- Some loss of nutrients in vegetables occurs when they are mashed, pureed, or overcooked.
- To get the greatest nutritional benefit, eat vegetables as soon as possible after harvesting; some nutrients are lost during storage.



Vegetable Soup

Nutrition Activity—Making Vegetable Soup

Objective: Children will be able to name five vegetables because of previous nutrition activities.

Materials:

Variety of Vegetables and Recipe for Vegetable Soup

Colander	Scrubbers
Cutting Board/Tray	Stockpot
Knives/Spreader Knives	Towels
Ladle	Tubs of Water

1) Bring out vegetables. Discuss the names of various vegetables (vegetables explored in previous cooking lessons).

   Set up a table with tubs of water and scrubbers and have the children wash the vegetables.

2) Cut whole vegetables into manageable pieces that have a flat surface on one side so the children can cut them with the flat side on the tray.

3) Rinse in colander under running water. Put them in the stockpot.

4) Add water or broth to the pot to just cover the vegetables. Add salt or bouillon to taste (or follow the minestrone soup recipe).

5) Heat the pot until the liquid boils. Simmer until the vegetables are tender (about 30 minutes).

6) Serve at mealtime.

Extension: Go on a learning trip to a grocery store or a farmers market and allow each child to select a vegetable for the vegetable soup (invite families to join the class for lunch that day).

Related Activities or Ideas

- Vegetable juices
- Serve raw vegetables with cooked vegetables
- Soup recipes

Minestrone Soup*

(Makes 25 one-eighth cup servings of beans and one-quarter cup servings of vegetables)

½ cup Water
4 ½ oz. Onions, Diced
11 oz. Fresh Carrots, Diced
¾ cup Fresh Cabbage, Minced
4 oz. Fresh Celery, Chopped
4 oz. Fresh Zucchini, Chopped
6 qt. Beef or Vegetable Broth (No MSG)

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4 oz. Tomatoes Paste
4 oz. Fresh Tomatoes, Chopped
½ tsp. Black Pepper
¼ tsp. Dried Oregano
¼ tsp. Dried Parsley
1 tsp. Granulated Garlic
2 lbs. Canned White Beans
1 cup Elbow Macaroni

Pour water into a large, heavy stockpot. Add onions, carrots, cabbage, celery, and zucchini (optional). Simmer for 15 minutes until vegetables are tender. Add beef broth, tomato paste, chopped tomatoes, and seasonings. Simmer uncovered for 30 minutes. Add beans and macaroni. Continue simmering for 20 minutes. Pour into serving container.

****Note:*** From *Child Care Recipes: Food for Fun and Health*

Mathematics

Learning Experiences:

Counting

Comparison (color, size, and shape)

Quantity

Time

Questions to Support Mathematics Experiences:

How many kinds of vegetables do we have to cut up?

How many vegetables will it take to fill the pot?

How big are your pieces of vegetables?

How big of a pot will we need?

How long will it take to cook the soup?

When will the soup be ready to eat?

Science

Learning Experiences:

Cooking

Observation skills

Absorption

Questions to Support Science Experiences:

What do you think goes in vegetable soup?

What should we do to turn the pot of vegetables into soup?

Should we add anything else to the pot?

How will the texture (hard or soft) of the ingredients change?

Will the vegetables change color when they are cooked?

How different do the vegetables taste when they are cooked in the soup?

Literacy

Vocabulary Builders:

Boil	Garden	Simmer
Broth	Harvest	Slicing
Cooked	Healthy	Stockpot
Cutting	Nutritious	Vegetable soup
Dicing	Produce	Vegetables
Fresh	Raw	

Kinds of Vegetables:

Beans (*of all varieties*)		Squash (*winter or spring*)
Broccoli	Corn	Potatoes
Carrots	Green beans	Spinach
Cauliflower	Onions	Tomatoes
Celery	Peas	

Books:

Growing Vegetable Soup by Lois Elhert (1990)

*I Eat Vegeta*bles! by Hannah Tofts (2001)

Stone Soup by Marcia Brown (1997)

Activity to Support Literacy

At circle time, present the flannelgraph story of the book *Stone Soup*.

Note: Tell or read this story several times in the week or two before the day of this activity so that the children know the story well enough to participate and act it out.

Put a large pot in the middle of the circle and let children take turns adding a vegetable (flannel or plastic) to the pot. Follow by singing the song.

Song: "The Soup Is Boiling Up"

SPRING SNACKING

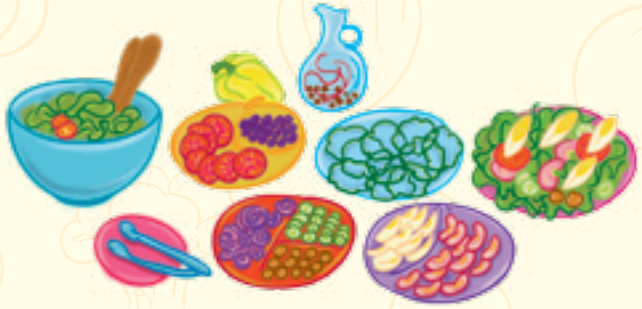
Seeds

Trail Mix

Smoothies

Yogurt Pops

Salad Bar



Gelatin

Seeds

- An ounce of sesame seeds provides more iron than an ounce of beef liver.
- Unhulled sesame seeds have the bran intact and are high in iron, calcium, and phosphorous.
- Shelled edible seeds keep longer in the refrigerator.

CAUTION:
Small edible seeds may be a choking hazard for young children.

Seeds

Nutrition Activity—Discovering Fruits and Seeds

Objective: Children will be able to match seeds to the whole fruits, learn that seeds will sprout when planted, and learn that some seeds are edible and others are not.

Materials:

Three Kinds of Fruits with Seeds (e.g., strawberries, apples, mangoes)

Large Spoon	Tongs
Paper Plates	Trays
Spreader Knife	

1) Bring out trays of washed fruits with seeds (at least three kinds), a paper plate for each child, a spreader knife, and tongs.
2) Cut the fruits. Discuss, examine, and compare the seeds. Put the seeds on a plate and sort and count them.
3) Let children taste the fruits.
4) Talk about the seeds we eat and the seeds we do not eat.

Extension: "Plant" beans or seeds in a baggie with a wet cotton ball or paper towel. Tape the baggies closed, set them in the classroom window, and watch the seeds grow. Transplant sprouts to a garden.

Related Activities or Ideas

- Rolls with sesame and poppy seeds
- Trail mix
- Sesame chicken

Literacy

Vocabulary Builders:

Edible	Growing	Seed
Fruit	Inedible	Soil
Garden	Oxygen	Sprout
Grow/growth	Plant	Water

Kinds of Seeds:

Edible Seeds and Fruits with Edible Seeds

Flax	Sesame (white or black)
Pomegranate	Strawberry
Poppy	Sunflower
Pumpkin	

Fruits with Inedible Seeds

Apple	Melon
Avocado	Orange
Mango	Papaya

Books:

How a Seed Grows by Helen Jordan and L. Krupinski (1992)

One Child, One Seed by K. Cave and G. Wulfsohn (2003)

Activity to Support Literacy

Save seeds from various fruits throughout the week. Have children glue different seeds to a poster board. Have pictures or photos of fruits available for children to glue next to the matching seeds. Label the fruit pictures.

Have whole fruits available, if possible.

Extension: Have seed packets available. Plant seeds all week.

Song: "Seeds"

Smoothies

- Starting with ingredients from the refrigerator or freezer makes for a more flavorful and refreshing smoothie.
- Smoothies are a great way to provide a nutritious snack to children.

Smoothies

Nutrition Activity—Making Smoothies

Objective: Children will be able to measure ingredients and use a blender to puree fruits and yogurt to make a healthy drink.

Materials:

Ingredients and Recipe for Fruit Smoothie (*See recipe on the right.*)

Blender	Measuring Cups
Drinking Cups	Measuring Spoons
Rubber Spatula	Pitchers

1. Set up a table with a blender, pitchers, and smoothie ingredients.
2. Invite the children to come to the smoothie table. Follow the recipe; measure the ingredients. Allow the children to add ingredients. Show, name, and add ingredients to the blender one at a time. Make a smoothie drink.
3. Refrigerate and serve smoothies at the next mealtime or snack time.

Related Activities or Ideas

Strawberry milkshake

Different kinds of smoothies

List and compare smoothie ingredients. Taste the ingredients and let the children express their preferences.

1) Pineapple juice/strawberries
2) Peach
3) Berry
4) Vanilla/peanut butter

Fruit Smoothie

Strawberry Pineapple

(Makes one-half cup servings of fruit)

	25 servings	50 servings
Yogurt (vanilla)	1 quart	2 quarts
100% Pineapple Juice, Pasteurized	8 cups	4 quarts
Bananas	1 ½ lb. (about 6)	3 lb. (about 10–12)
Strawberries (fresh or frozen)	1 ¾ lb. (3 cups)	3 ½ lb. (6 cups)

More Smoothies

Peachy Keen Smoothie

	25 servings	50 servings
Yogurt (peach)	1 quart	2 quarts
Orange Juice	6 ½ cups	13 cups
Bananas	1 ½ lb. (about 6)	3 lb. (about 10–12)
Peaches (canned with juice)	½ of #10 can	1 of #10 can

Very Berry Smoothie

	25 servings	50 servings
Yogurt (*plain*)	1 quart	2 quarts
Cranberry, Berry, or Grape Juice (100% Juice)	7 cups	14 cups
Bananas	1 lb. (about 4)	2 lb. (about 8)
Blueberries or Mixed Berries (*frozen*)	2 lb. (6 cups)	4 lb. (12 cups)

Nutty Buddy

	25 servings	50 servings
Yogurt (*vanilla*)	1 quart	2 quarts
Milk	3 cups	6 cups
Bananas	1 ½ lb. (about 2)	1 lb. (about 4)
Peanut Butter	½ cup & 2 T.	1 ¼ cup
Ice Cubes	12	24

LITERACY

Vocabulary Builders:

Blend/blender
Chilly
Creamy
Grind
Ingredients
Puree
Refreshing
Smooth/smoothie
Sour
Sweet

Smoothie Ingredients:

Fruit
Ice
Juice
Milk
Yogurt

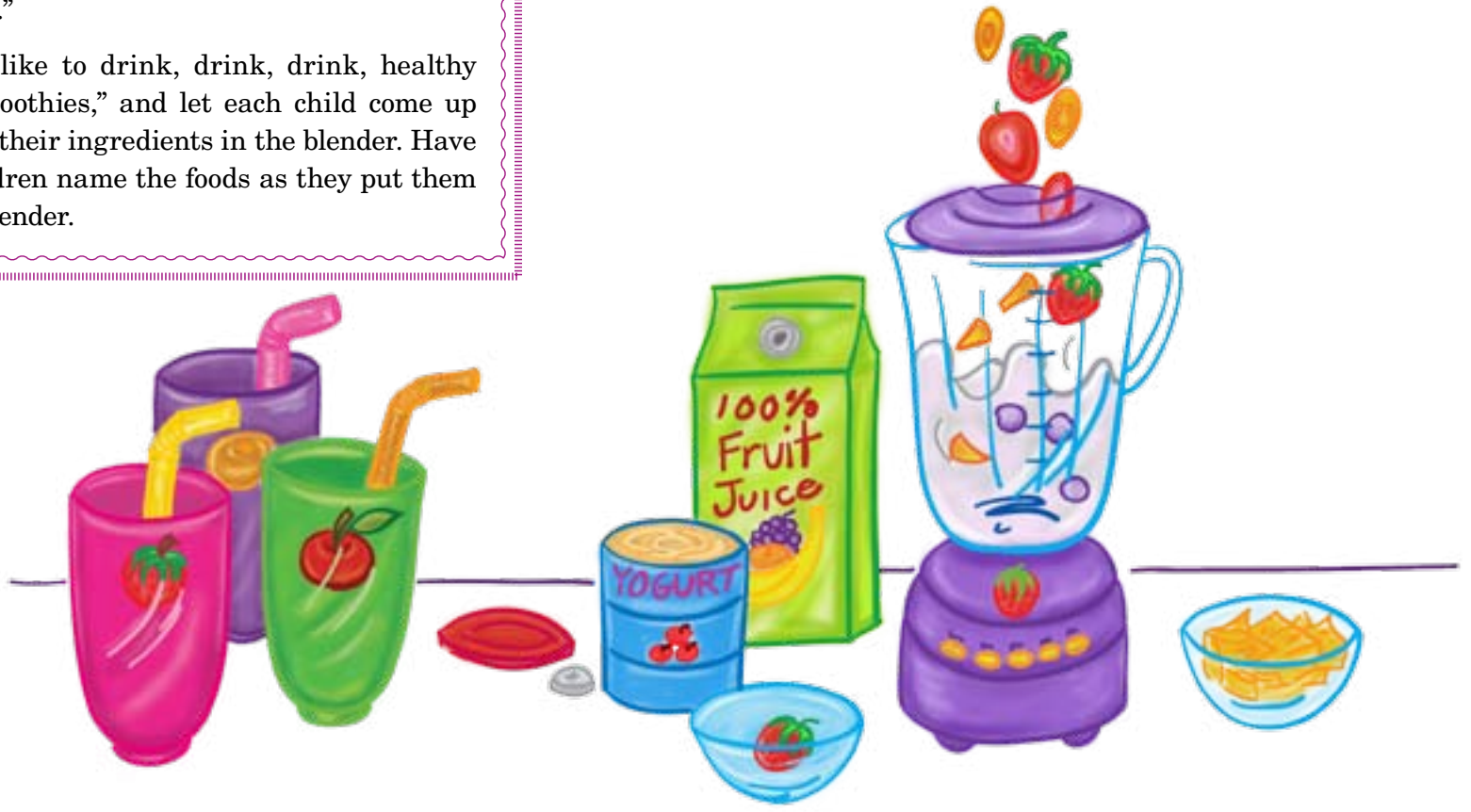
Book:

Oliver's Milkshake by Vivian French (2000)

Activity to Support Literacy

Create a large picture of a blender on chart paper. On the inside of the blender pitcher, apply adhesive strips of fabric having tiny hooks. Copy, cut, and laminate (*optional*) pictures of fruits. Apply a small piece of the adhesive fabric on the back of each one. During group time, pass around a bag of laminated pictures. Let each child pick a picture of an ingredient from the bag and then add their ingredients to the "blender."

Sing "I like to drink, drink, drink, healthy fruit smoothies," and let each child come up and put their ingredients in the blender. Have the children name the foods as they put them in the blender.



SALAD BAR

- Vegetables are high in vitamins, minerals, and fiber; are low in calories; and have little or no fat.
- To get the greatest nutritional benefit, harvest and eat vegetables immediately because nutrients are lost during storage

SALAD BAR

Nutrition Activity—Creating Your Own Salad

Objective: Children will be able to use tools to help prepare a salad bar, classify proteins and vegetables, and create their own colorful healthful salad.

Materials:

Prewashed Ingredients for Salad Bar

Cutting Boards/Trays	Salad Spinner
Knives/Spreader Knives	Small Bowls
Large Tub(s) of Water	Tongs
Salad Dressing	Towels

1) Set up a table where children can prepare (cut, chop, or slice) salad ingredients, as appropriate.

2) Set up a salad bar with appropriate utensils. Classify items as proteins or vegetables.

3) Send children to the salad table a few at a time, allowing them to fill their bowl and return to the lunch table. Provide small cups of dressing.

4) Have children name their choices of ingredients and describe how their salads are the same or different.

Related Activities or Ideas

- Pasta salad bar
- Fruit salad bar
- Taco (salad) bar

Salad Bar

(Offer at least four vegetables and two sources of protein.)

Vegetables	Protein Foods
Avocados	Beans
Bell peppers	Cheese
Broccoli	Hard-cooked eggs
Cabbage	Slivered almonds
Carrots	Sunflower seeds
Celery	
Cucumbers	
Jicama	
Lettuce	
Olives	
Tomatoes	

CAUTION: Seeds and raw hard vegetables may be choking hazards for young children.

Literacy

Vocabulary Builders:

Black	Leaf	Vegetable
Bunch (of lettuce)	Orange	White
Crisp	Protein	Yellow
Crunchy	Red	
Green	Variety	

Books:

Come Into My Garden by Cynthia Rothman (1994)

The Surprise Garden by Zoe Hall (1999)

Activity to Support Literacy

On chart paper, write the names of ingredients used in the salad bar and classify them as proteins or vegetables.

After eating the salads, graph what children put in their salads.

"What ingredient did most children put in their salad?"

"Who put the most items in their salad?"

Our Salads

	Vegetables			Protein	
	Broccoli	Carrots	Lettuce	Cheese	Eggs
Tyler		X	X	X	
Lucy	X	X	X	X	X
Sadie	X		X	X	

Song: "Munch, Munch, Munch"

TRAIL MIX

Trail mix is a popular snack with hikers because it contains lots of nutrients and is easy to carry and eat.

CAUTION:

Conduct this trail mix activity with older children (four years of age and older). Hard foods (such as nuts) and sticky foods (such as raisins and dried fruit) can be potential choking hazards for children younger than four years of age. DO NOT allow children with known allergies to nuts to add them to their trail mix.

TRAIL MIX

Nutrition Activity—Making Trail Mix

Objective: Children will be able to classify ingredients as grains, dehydrated fruits, nuts, or seeds and will be able to count the items as they make their own trail mix.

Materials:

Ingredients for Trail Mix

Measuring Cups or Spoons Scoops

Self-seal Sandwich Bags

Markers for Labeling

1) Set up a table with bowls of trail mix ingredients and the other materials.

2) Write the children's names on the self-seal sandwich bags.

3) Show and name the ingredients, allowing children to have small samples. Pass the bowls around and have children scoop and name ingredients of their choice into their bag.

4) Count how many ingredients the children put in their trail mix.

5) Seal bags and serve at mealtime or bring on a field trip.

Related Activities or Ideas

- Dehydrate fruit for trail mix. (Refer to Dried Fruits Lesson)
- Sort and taste nuts in the shell.

Trail Mix

Choose at least one item from each group.

Dried Fruits*	Grains	Nuts/Seeds*
Apples	Bran flakes	Almonds
Apricots	Cheerios	Peanuts
Cranberries	Chex	Pumpkin seeds
Dried fruit medley	Granola	Sunflower seeds
Pineapple		Walnuts
Prunes		
Raisins		

***CAUTION:** Seeds, nuts and dried fruit may be choking hazards for young children. Chop finely.

Literacy

Vocabulary Builders:

Color	Energy	Snack
Crunchy	Mix	Sticky
Dehydrated	Shape	Sweet
Dried	Size	

Books:

I Went Walking by Sue Williams (1996)

We're Going on a Bear Hunt by Helen Oxenbury and Michael Rosen (1997)

Activity to Support Literacy

At circle time, act out the song, "A Hiking We Will Go," to the tune of "Hi-Ho the Dairy-O."

Graph the ingredients that the children chose for their trail mix. Count up the totals for each ingredient (e.g., two children chose to put raisins in their trail mix). Discuss the graph with the children.

Trail Mix

	Bananas	Oat rounds	Granola	Raisins	Sunflower seeds	Walnuts
Tyler		X		X	X	
Sarah	X		X	X		X
Totals	1	1	1	2	1	1

Extension: Set up a camping corner in the classroom: tent, child's lantern, picnic basket, "fire"—red, orange, and yellow tissue paper.

Song: "Raisins Are Grand"

YOGURT POPS

- Pureeing and freezing fruits is a simple way to help children "eat" their five fruits a day.
- Freeze chunks of pineapple or melon or grapes cut in half for a crunchy cool summer treat
- Yogurt is a good source of calcium and protein. Serve yogurt at snack time.

Yogurt Pops

Nutrition Activity—Making Yogurt Pops

Objective: Children will follow the sequence of steps in a recipe to make yogurt pops, observing the time it takes to freeze juice and yogurt and make popsicles.

Materials:

Ingredients and Recipe for Yogurt Pops

4 oz. Cups	Popsicle Sticks
Mixing Bowl	Spoon
Pitcher or Measuring Cup	Trays

Foil (*Place foil over a cup and then poke a popsicle stick through the foil into the yogurt. The foil keeps the stick upright.*)

1) Set up a table with the ingredients, trays, and popsicle sticks.

2) Follow the recipe for yogurt pops.

3) Put the pops in the freezer and record the time. The following day have the children check and see how long it took to freeze the pops.

Related Activities or Ideas

- Banana-peach pops
- Banana sherbet
- Cherry vanilla frozen pops
- Watermelon popsicles

Yogurt Pops

(Makes 30 three-eighth cup popsicles; provides two ounces of a meat alternate)

32 oz. Flavored Low-Fat Yogurt (peach, vanilla, or lemon)

32 oz. Plain Nonfat Yogurt

24 oz. 100% Orange Juice Concentrate

30 4 oz. Plastic Cups

Mix all the ingredients together in mixing bowl and stir. Pour a small amount into a pitcher or measuring cup. Pour into cups and divide evenly, filling to about halfway.

Place a popsicle stick in the center of each cup, set on a tray, and freeze overnight.

Literacy

Vocabulary Builders:

Calcium	Ice	Refreshing
Chilly	Pops/popsicle	Yogurt
Freeze/frozen	Recipe	

Activity to Support Literacy

Draw a picture recipe. Introduce and review. Have children dictate the steps of the recipe after the activity, reviewing the order and using such vocabulary words as *next, then, after, and last*. The teacher could prompt this review at circle time and print the children's words on a chart tablet, poster board, or wipe-off board. This "recipe" could be copied onto smaller paper and duplicated for the children to take home to share with their families.

Gelatin

Serving gelatin containing fruits or vegetables can be a fun way for children to enjoy eating them.

Gelatin

Nutrition Activity—Making Gelatin

Objective: Children will follow the sequence of steps in a recipe, observing the changes as gelatin dissolves and how over time the liquid becomes gelatin.

Materials:

Ingredients and Recipe for Fruit Juice Gelatin

5 oz Plastic Cups	Plastic Spoons
Measuring Cup	Spoon
Measuring Cups	Trays
Mixing Bowl	

1) Set up table with ingredients, trays, and plastic spoons.
2) Follow the recipe.
3) Put in refrigerator and serve the following day.

Related Activities or Ideas

Layered fruit gelatin

Orange fluff

Fruit Juice Gelatin

(Makes 30 servings of three-eighths cup or three ounces fruit)

10 pkgs. Unflavored Gelatin
5 cups 100% Fruit Juice, Pasteurized
10 cups Hot 100% Fruit Juice, Pasteurized
1 ½ lb. Fresh or Frozen Strawberries
30 5 oz. Plastic Cups

Mix gelatin with 5 cups of fruit juice (such as raspberry, cherry, or unsweetened grape) in bowl. Stir until dissolved. Let stand one minute. Add 10 cups of hot fruit juice and stir. Let cool 5 minutes. Divide strawberries among 30 cups. Pour 4 ounces of gelatin and juice mixture into each cup. Set on tray, put in a spoon (optional), and refrigerate overnight.

Literacy

Vocabulary Builders:

Chill	Gelatin	Mix
Dissolve	Jiggle	Stir
Gel	Juice	Wiggle

Activity to Support Literacy

Make a list (with children) of different kinds of juice.

Then make a list of fruits. Have each child create their favorite gelatin combination. Write down each child's combination and send home with the children along with the recipe.

Note: Do not use fresh pineapple, kiwi, or papaya. They prevent the gelatin from setting.

Power up with Proteins

Yogurt

Nuts

Peanut Butter

Cheese

Eggs

Beans

YOGURT

- Yogurt is a good source of protein. One cup of yogurt provides eight to nine grams of protein.
- Yogurt is easy to digest. Yogurt may be better tolerated than fluid milk because it contains less lactose.
- Low-fat or nonfat yogurt is a good substitute for sour cream in most recipes.

YOGURT

Nutrition Activity—Making Yogurt Sundaes

Objective: Children will develop an awareness that yogurt is a good source of protein and is a healthy snack.

Materials:

Ingredients for Yogurt Sundaes

A Bowl for Each Child

Appropriate Utensils

Spoons (*for serving*)

1) Set up a table with bowls and yogurt sundae ingredients (*see list on the right*) lined up with the appropriate serving utensils. Label ingredients with words and pictures.

2) At circle time explain the nutrition activity and describe the ingredients.

3) Allow children to move through the line, filling their bowls to create their own yogurt sundae.

4) Eat the sundaes at snack time and have the children name the ingredients they chose.

Related Activities or Ideas

- Homemade yogurt
- Yogurt dip (*See the broccoli lesson in the "Wonderful Winter Fruits and Vegetables" section.*)
- Yogurt smoothie (*See the smoothie lesson in the "Spring Snacking" section.*)

Yogurt Sundaes

Choose at least two items from each category.

Yogurt	Grains/nuts	Chopped Fruit
Berry	Bran flakes	Apples
Lemon	Finely chopped nuts*	Apricots
Orange	Granola	Bananas
Peach	Sesame seeds[1]	Berries
Plain Vanilla	Wheat germ	Peaches
		Pears

***CAUTION:** Omit peanuts if children are allergic to them. [1] Possible choking hazard.

Mathematics

Learning Experiences:

Directionality

Sequencing

Quantity

Questions to Support Mathematics Experiences:

How many flavors of yogurt do we have?

What will you put in your bowl first (second, third)?

How many bananas, berries, and so forth did you put in your bowl?

How many berries do you think it will take to change the color of the yogurt?

What did you choose to put in your bowl?

Science

Learning Experiences:

Comparison (taste and texture)

Sensory awareness

Color

Questions to Support Science Experiences:

Do you think the different choices of yogurt will all taste the same?

What texture is your yogurt?

Which ingredients are crunchy?

What color do you think the yogurt will turn when we add fruit?

What color did the yogurt turn when you mixed in berries?

What does it taste like? Or how does it taste?

What happens to the fruit in the yogurt?

What is yogurt made from?

Literacy

Vocabulary Builders:

Calcium	Ingredients	Smooth
Crunchy	Milk	Soft
Dairy	Nuts	Yogurt
Grain	Protein	

Books:

It Looks Like Spilt Milk by Charles G. Shaw (1988)

The Milk Makers by Gail Gibbons (1987)

Activity to Support Literacy

Collect empty yogurt containers.

Put various sizes of empty containers and lids out on a table. Have the children match lids, stack them, and arrange by height. Read the brands and flavor of each yogurt. Talk about their favorite flavors.

Put the containers in the house area after they are washed.

Song: "Do You Like Your Yogurt?"

Peanut Butter

- The style (texture) of peanut butter (smooth, crunchy, chunky) does not affect the nutritional value.
- Two cups of shelled peanuts makes about one cup of peanut butter.
- Peanuts are actually legumes, not nuts.
- Peanut butter should not be given to infants under one year old and should be spread thin for young children to prevent choking.

CAUTION:

DO NOT allow children with known peanut allergies to participate in this activity.

Peanut Butter

Nutrition Activity—Making Peanut Butter

Objective: Children will learn that peanuts are high in protein and that it takes a lot of shelled nuts to make peanut butter.

Materials:

Ingredients and Recipe for Peanut Butter

Peanuts in the Shell (unsalted)

Blender or Food Processor	Rubber Spatula
Bowls	Spoons (*for tasting*)
Empty Clean Jars	Trays

1) Set up tables with piles of unsalted peanuts in the shell.

2) Put out bowls and trays to separate shells and nuts. Have children crack and sort into appropriate containers.

3) Discuss the characteristics of peanuts (shape, size, number of nuts in the shell, etc.).

4) Put shelled and skinned peanuts in empty jars and ask children to estimate (guess) how many peanuts it will take to make one cup of peanut butter.

5) Bring out a blender or food processor and follow the recipe. Make peanut butter in small batches and put in the jar. Provide spoons for sampling. Make sure children dip their spoons into the jar only once.

6. Serve at mealtime with bread, crackers, or apples.

Extension: Save peanut shells for tracing shapes on paper.

Related Activities or Ideas

- Ants on a log (celery filled with peanut butter and topped with raisins)
- Peanut butter smoothies (*See the smoothie lesson on page 121.*)
- Peanut butter breads or muffins
- Other nut butters

Peanut Butter

(Makes 27 one tablespoon servings)

3 cups Unsalted Peanuts, Shelled and Skinned

3–6 T. Oil Salt

Put 1 cup of peanuts in blender jar. Add 1-2 tablespoons salad oil and a pinch of salt. Blend until smooth or crunchy. Repeat.

Mathematics

Learning Experiences:

Counting

Spatial sense

Quantity

Sequencing (*following recipe . . . first, second, next, last*)

Questions to Support Mathematics Experiences:

How many peanuts are in your shell?

Do they all have the same number of peanuts?

Do you think this jar of peanuts will make a jar of peanut butter?

What is the difference in the shape of your shell?

How many more peanuts will it take to fill the jar?

How many parts are there to the peanut?

Science

Learning Experiences:

Sensory awareness

Cause and effect

Observation skills

Questions to Support Science Experiences:

Do we need to take the shells off?

Do the shells and the peanuts smell the same?

How do we get the peanut out of the shell?

Where do peanuts come from and how do they grow?

What color are peanuts and are they all the same color?

Why is there a skin on the nut?

How does the texture change as we blend or process the peanut butter?

How does the peanut butter smell?

What happens to the peanut butter after it sits for over an hour?

Literacy

Vocabulary Builders:

Blender	Peanut	Skins
Chunky	Peanut butter	Smooth
Crack	Protein	Taste
Crunchy	Salt	Unshelled
Oil	Shell	

Kinds of Peanut Butter:

Chunky	Creamy	Crunchy

Books:

The Meat and Protein Group by Helen Frost and Gail Saunders-Smith (2000)

The Peanut Butter Kid by Gertrude Stonesifer (1995)

Activity to Support Literacy

Write the words to the song "Peanut Sat on a Railroad Track," underlining the rhyming words. Have the children take turns filling in the time the train came down the track in order to expose them to vocabulary used with time concepts. Repeat throughout the week.

Note: This activity is a great transition to mealtime.

Song: "Peanut Sat on a Railroad Track"

EGGS

- Eggs are a high-protein food. Each egg has about 6.25 grams of protein.
- To tell if an egg is cooked hard, spin it. If it spins easily, it is cooked hard. If it wobbles, it is raw.
- To clean up a raw egg dropped on the floor, generously sprinkle with salt, then wipe up.

EGGS

Nutrition Activity—Peeling and Eating Hard-cooked Eggs

Objective: Children will be able to peel a hard-cooked egg and name its parts.

Materials:

Bowl — Plate (*for each child*)

Knives — Raw eggs

Hard-Cooked Eggs (*at least one per child*)

1) Crack raw eggs into a bowl. Have the children look in the bowl and describe the eggs.

   Caution: If any child touches the raw egg, make sure the child's hands are washed immediately.

2) Bring out unpeeled hard-cooked eggs to the table along with plates and knives.

3) Provide at least one egg per person, preferably with several extra eggs in case children want more.

4) Allow children to crack, peel, and cut their egg.

5) Name each part of the egg and discuss the differences between the yolk and the white of the egg.

6) Eat along with the rest of the meal.

Optional: Provide egg slicers at the table to cut eggs into slices.

Related Activities or Ideas

- Top salad with sliced hard-cooked eggs
- Frittata (*Have children beat eggs*)
- Deviled eggs
- Egg salad

Mathematics

Learning Experiences:

Numbers and operations

Comparison (size and shape)

Characteristics/shapes

Questions to Support Mathematics Experiences:

How many layers do you have to peel off to get to the yolk?

How many eggs are in a dozen? In a half dozen?

Are all the eggs the same size?

What shape is an egg? What else is that shape?

What shape is the yolk?

What shape is the egg when we cut it?

Science

Learning Experiences:

Cooking

Sensory awareness

Questions to Support Science Experiences:

How do you cook an egg? How does it change?

Where do eggs come from?

What other animals lay eggs besides chickens?

What other ways do we eat eggs other than hard-boiled?

What will (does) the egg look like when cooked?

What do the yolk and white taste like? Which do you like best?

Why are some eggs brown? Are they different inside?

What can we do with egg shells?

Literacy

Vocabulary Builders:

Boiled	Fried	Scrambled
Crack	Half dozen	Shells
Dozen	Membrane	White
Eggs	Peeling	Yolk

Kinds of Eggs:

Duck	Hen (brown)	Quail
Goose	Hen (white)	

Books:

An Extraordinary Egg by Leo Lionni (1998)

Green Eggs and Ham by Dr. Seuss (1960)

Horton Hatches the Egg by Dr. Seuss (1940)

Activity to Support Literacy

Humpty Dumpty sat on a wall,

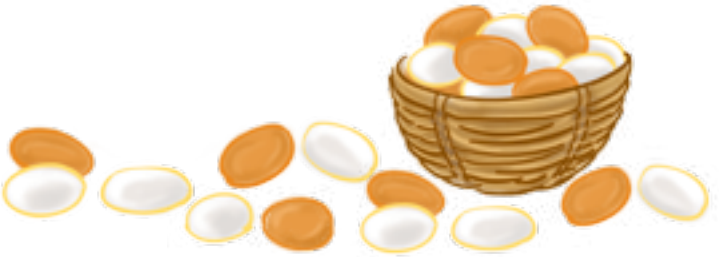
Humpty Dumpty had a great fall.

All the king's horses and all the king's men,

Couldn't put Humpty together again.

Recite "Humpty Dumpty" at several circle times during the week of the egg nutritional activity so that children learn it well. Post the words on a chart tablet or poster board and follow along as you repeat the rhyme. Teachers can point out rhyming words or underline them on the chart. The children will enjoy repeating the rhyme when they crack their hard-cooked egg at mealtime.

Song: "Crack, Peel, and Eat (an Egg)"



Nuts

- Walnuts are a good source of vitamin E and omega-3 fatty acids.
- Even though nuts are high in fat, 90 percent of the fat is mono- or polyunsaturated. Most nuts are relatively low in artery-clogging saturated fat.
- Nutritional values of one ounce of nuts: protein, 2.5–7 grams; calories, 165–200; and fat, 13–21 grams.
- Nuts vary in fiber content from 2 to 5 grams per one-ounce serving.
- Put unshelled nuts in the freezer for an hour to make them easier to crack.
- Store shelled nuts in the refrigerator or freezer to prevent them from getting rancid.

CAUTION:

DO NOT allow children with known allergies to nuts to participate in this activity. Nuts can also be a potential choking hazard for younger children. The activity should be closely supervised in a small group. Nuts should be chopped or broken before being served.

Nuts

Nutrition Activity—Cracking and Tasting Nuts

Objective: Children will compare different types of nuts, then taste them, and express their preferences.

Materials:

Variety of Nuts in the Shell

Nutcrackers

Paper Place Mats (*for each child*)

Tray with Dividers (produce trays, egg cartons)

Tray/Cutting Board

Spreader Knife *(for teacher)*

1) Set up a table with a tray of assorted nuts in the shells, one of each nut out of the shell, a nutcracker, and paper place mats.
2) Distribute unshelled nuts to each child.
3) Name the nuts and discuss their characteristics. Have children try to match the nuts with their shells.
4) Provide divided trays for sorting nuts.
5) Crack shells and chop nuts before allowing children to taste them. Use caution.
6) Talk about the children's favorites.

Extension: Have mystery bags filled with various unshelled nuts for children to squeeze. Have a tray of matching nuts available for children to look at. Let children guess which nut they are touching in the mystery bags.

Related Activities or Ideas

- Nut bread
- Nut butters

Mathematics

Learning Experiences:

Sorting

Characteristics/shapes

Matching

Questions to Support Mathematics Experiences:

How many different kinds of nuts do we have?

How are they the same and different?

What shapes are nuts?

Which nuts match with which shells?

Are the nuts the same shapes as their shell?

Science

Learning Experiences:

Gardening

Investigation and tools

Questions to Support Science Experiences:

How do nuts grow?

What can we do with the shells?

What kinds of things do we eat with nuts in them?

How can we chop the nuts into smaller pieces? What tools could we use?

How do we get the nuts out of the shells?

Literacy

Vocabulary Builders:

Cracking	Inedible	Protein
Edible	Nutcracker	Shell
Grinding	Nuts	

Kinds of Nuts:

Almonds	Chestnuts	Peanuts
Black sesame seed	Coconut	Pecans
Black walnuts	Hazelnuts	Pistachio
Brazil nuts	Macadamia nuts	Walnuts
Cashew nuts	Pumpkin seed	
Sunflower seed	White sesame seed	

Pine nuts (pignoli, piñon nuts, Indian nuts)

Books:

No Nuts for Me by Aaron Zevy and Susan Tebbutt (1996)

Nuts to You! by Lois Ehlert (1993)

A Reward for Josefina by Valerie Tripp, Jeane-Paul Tibbles, and Susan McAliley (1999)

Activity to Support Literacy

Fill a basket of nuts with at least three to four kinds of nuts. Pass around the basket at circle time and let the children choose a nut. Name the nut they choose. On chart paper write the names of the nuts chosen. Call out the names of the nuts and have the children come and put their nut back in the basket.

"Which nut do we have the most and fewest of?"

Song: "The Munching Mix Song"

CHEESE

- It takes about four quarts of milk to make a pound of cheddar cheese.
- American processed cheese has less protein and calcium than cheddar cheese and more than twice the sodium.
- Cold cheese grates best. For easy grating, put cheese in the freezer for 15 to 30 minutes before grating.

CAUTION:

Children with a known allergy to dairy products such as milk should not participate in this activity.

Cheese

Nutrition Activity—Cheese Tasting

Objective: Children will develop an awareness that cheese is a good source of protein, and they will taste different kinds of cheeses, learning the names of the cheeses and expressing their preferences.

Materials:

A Variety of Cheeses (at least four kinds)

"Favorite Cheese" Card for Each Child to Take Home

Plate/Paper Place Mat (*for each child*)

Knife/Labels/Pen

Tray/Platter

1) Cut cheeses into slices or cubes and put on a tray or platter. Write the names of the cheeses on labels and place next to the correct cheeses.

2) Offer each cheese to the children to taste and name. Discuss the characteristics of each kind.

3) Ask the children which cheese is their favorite and graph the results.

4) Write names of each child's favorite cheese on a card to take home.

Extension: Leave a piece of cheese in a plastic self-seal bag in the science area and allow children to observe what happens over time. Discuss and chart their observations.

Related Activities or Ideas

- Cheese sandwiches (*Offer a variety of different cheeses and breads and allow children to make their own sandwiches.*)
- Cheese muffins
- Quesadillas
- Macaroni and cheese

Mathematics

Learning Experiences:

Characteristics

Comparison (taste and texture)

Graphing

Questions to Support Mathematics Experiences:

What is different about the various cheeses?

What colors are the different cheeses?

Which cheeses are the softest or hardest?

Children's Cheese Tasting

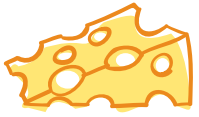
Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:

_____

_____



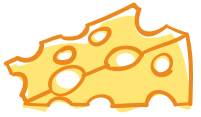
Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:

_____

_____



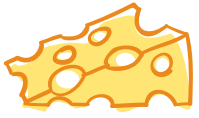
Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:

_____

_____



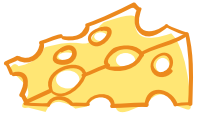
Name: _____

We tasted different kinds of cheese today.

My favorite cheese was:

_____

_____



How many kinds of cheeses can you name?

Which cheese is your favorite?

Which cheese did the most children in the class like?

Which cheese did the fewest children like? Count and use words (most, least, less than, more than, same) to discuss preferences and graph.

Science

Learning Experiences:

Sensory awareness

Nutrition and body awareness

Questions to Support Science Experiences:

How does the cheese smell, feel, and taste?

Where does cheese come from?

Why is cheese (or other dairy products) good for us?

What are some other ways we eat cheese?

Name dishes we eat that contain shredded, melted, and other forms of cheese.

How does cheese look after a few days at room temperature?

Literacy

Vocabulary Builders:

Bones	Melted	Smell
Calcium	Protein	Taste
Cheese	Shredded	Thick
Creamy	Sliced	Thin
Dairy		

Kinds of Cheeses:

Blue cheese	Feta	Parmesan
Cheddar	Gouda	Provolone
Colby	Monterey jack	Romano
Cottage	Mozzarella	Roquefort
Cream cheese	Muenster	Swiss

Activity to Support Literacy

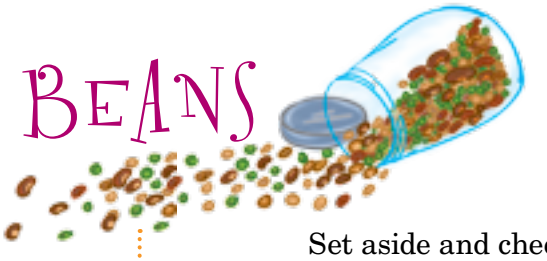
Write on chart paper the names of the cheeses to be sampled. Before the tasting activity, have children graph which cheese they think (predict) they will like best. After the activity, return to the graph and make a new graph according to the children's preferences. (Compare the graphs.) Count how many children liked each kind of cheese. Which cheese was liked by the most children? The least? Ask the children, "Did you like the cheese that you thought would be your favorite?" Were their predictions correct?

Song: "The Farmer in the Dell"

Beans

- Store beans in a cool dry spot.
- Do not add salt or acidic ingredients when cooking beans. Salt or acid toughens beans and lengthens the cooking time.
- Beans are a good source of protein, fiber, and iron.
- Pureed beans can be added to soup to thicken it.

BEANS



Nutrition Activity—Sorting Beans and Making Soup

Objective: Children will develop an awareness that beans are a good source of protein and that they come in many different sizes and colors.

Materials:

Bowl of Mixed Dry Beans
Ingredients and Recipe for Multibean Soup
Tape (*for labeling the jar of beans*)
Bowls/Spoons
Egg Cartons
Jar (*or clear container*)
Place Mats
Pitcher of Water
Stockpot

1) Set up each table with place mats and a bowl of mixed beans. Set aside a jar or clear plastic container, masking (or colored) tape, and a pitcher of water.

2) Give each child a scoop of beans on a place mat.

3) Sort, name, and discuss characteristics of beans. Use egg cartons to sort.

4) Put beans back in the bowl, then scoop some into the jar (about one-quarter full). Place tape on the jar at the level of the beans and write the date on it. Fill the jar with water and cover. Set aside and check daily to observe and document any changes.

Note: Throw beans away after the project.

5) Have the children help measure out and put the beans in a pot for soup. Make bean soup (*see recipe*) and serve for lunch or snack. Point out different kinds of beans in the soup for children to taste.

Extension: Have empty bean cans for sorting and matching to dry beans.

Related Activities or Ideas

- Vegetable chili
- Baked beans
- Cheesy bean dip
- Bean corn salad
- Bean dip
- Bean and cheese burritos

Multibean Soup

(Makes 30 one and one-half ounce servings of meat alternate)

6 oz. Dry Great Northern Beans
6 oz. Dry Pink Beans
6 oz. Dry Kidney Beans
1 lb. Dry Pinto Beans
7 cups Water

(*continued on next page*)

(continued)

1 gal. Chicken Broth, Canned or Homemade

1 Dry Bay Leaf

¼ tsp. Dry Thyme

½ tsp. Garlic Powder

1 lb. ½" Diced Fresh Potatoes

¾ lb. Diced Fresh Carrots

1½ T. Onions, Dried

12 oz. Macaroni

2 cups Low-fat Milk, Hot

¼ tsp. Salt

⅛ tsp. Black Pepper

1 lb. Frozen Corn

1) Soak beans in water overnight in the refrigerator. Thoroughly drain and discard water. Rinse beans and drain thoroughly.

2) In a pot, combine soaked beans, chicken broth, bay leaves, thyme, and garlic powder. Bring to a boil over medium heat. Reduce heat, cover, and simmer until beans are tender, about 1 hour.

3) Add potatoes, carrots, and onions. Simmer covered, until tender, about 20 minutes.

4) Add pasta, milk, salt, and pepper. Return to a simmer and cook uncovered for 15 minutes. Add corn. Cook until the corn is heated.

5) Remove bay leaf. Put soup into serving containers.

Mathematics

Learning Experiences:

One-to-one correspondence

Sorting

Counting

Characteristics

Questions to Support Mathematics Experiences:

How many different kinds of beans did we find?

Why did you group these beans together? What is the same or different about them?

How many beans do you have in each group?

Which bean is the smallest or biggest?

Science

Learning Experiences:

Observation skills

Absorption

Cooking

Questions to Support Science Experiences:

How did the beans change after we soaked them?

What other changes are happening?

Why do we throw the beans out after we soak them for several days?

How different do beans look after they are cooked?

What do they smell like when they are cooking?

Which bean in the soup do you like the best?

What else could we put in the soup (next time we make it)?

Literacy

Vocabulary Builders:

Absorb	Ferment	Rotten
Bean	Legume	Simmer
Dry	Protein	Soak

Kinds of Beans:

Black	Great northern	Pinto
Black-eyed peas	Kidney	Red
Cranberry	Lentils	Soy
Fava	Lima	Split peas
Flageolets	Mung	
Garbanzo	Navy	

Books:

Amanda Bean's Amazing Dream: A Mathematical Story by Cindy Neuschwander (1998)

One Bean by Anne Rockwell; pictures by Megan Halsey (1999)

Activity to Support Literacy

Eat different kinds of beans prepared in various ways throughout the week, then graph children's favorites. Let children put their names under their favorite bean dish. See "Activity to Support Literacy" in the Introduction for instructions on how to make name strips.

Bean Soup	Bean Burritos	Bean Dip	Bean Salad
Child's name	Child's name	Child's name	Child's name
Child's name			

Song: "One Little Bean"