



Healthy and Active Preschoolers provided by the California Department of Education, Nutrition Services Division, through an interagency agreement with the California Professional Nutrition Education and Training (Cal-Pro-NET) Center at Fresno City College.

Wonderful Winter Fruits and Vegetables

Cauliflower



Carrots



Potatoes



Broccoli



Squash



Vegetable Soup



Oranges



CAULIFLOWER



Cauliflower is a flower.



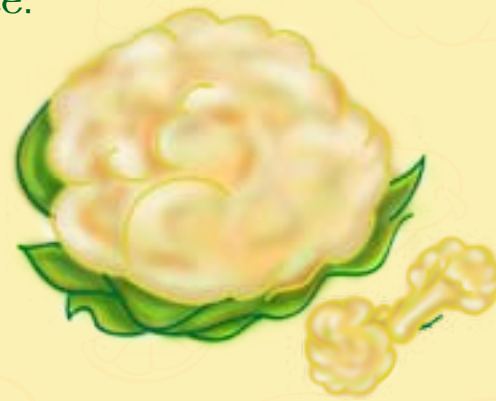
Frozen cauliflower generally has less vitamin C than fresh cauliflower.



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.





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*) Pitcher
Measuring Cups Cups
Variety of Juicers
(*hand, electric, and hand crank*)

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

- 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:

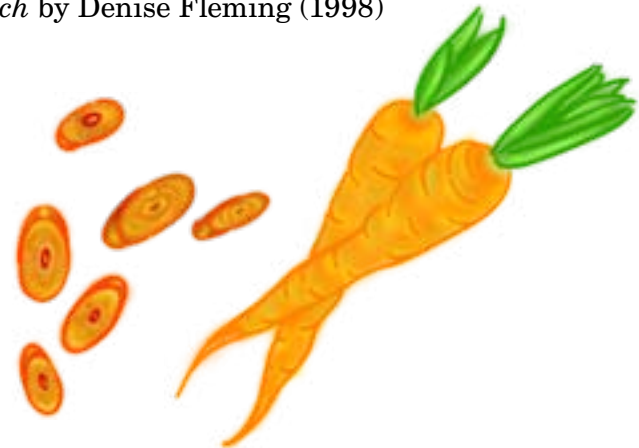
| | |
|--------------|--------------------------|
| Baby Carrots | Nantes |
| Carrots | Red Cored Chanteray |
| Danvers | Thumbelina (small round) |

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 (<i>for serving dip</i>) | |

- 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 tsp. Sugar |
| 1 cup Mayonnaise (low-fat) | ½ tsp. Salt |
| 1 tsp. Garlic Powder | 1 tsp. Onion Powder |
| ½ cup Instant Nonfat Dry Milk | |
| 1 T. Parsley (preferably fresh) | |
| ¼ tsp. Black or White Pepper | <i>(continued on next page)</i> |

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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.

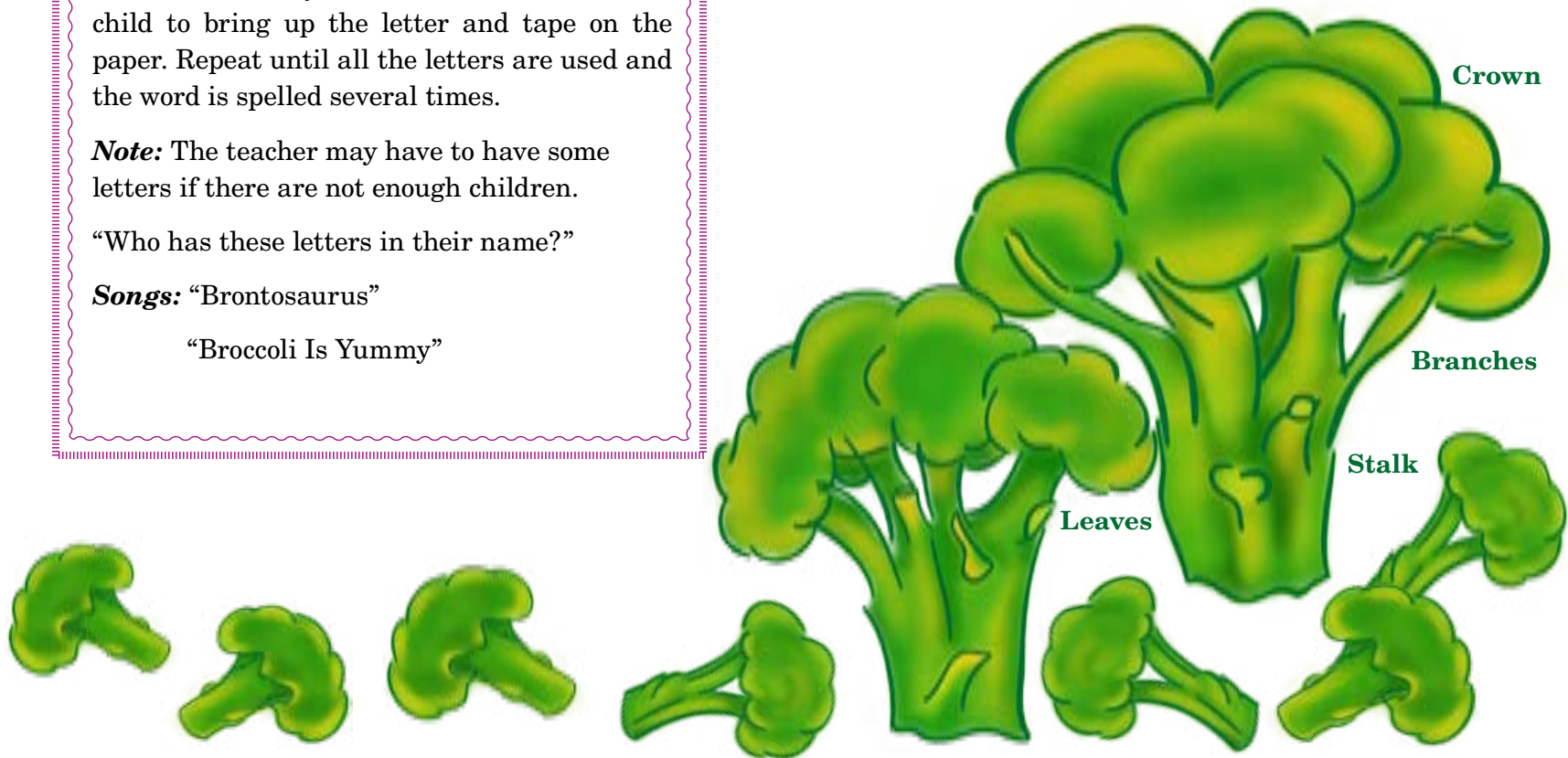
Make sure that there are enough letters for each child to have one. Let each child pick a card. Point to the word on the paper and starting with the letter “b,” have children raise their hand if they have the letter. Choose one child to bring up the letter and tape on the paper. Repeat until all the 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 (<i>of all varieties</i>) | Squash (<i>winter or spring</i>) | |
| Broccoli | Corn | Potatoes |
| Carrots | Green beans | Spinach |
| Cauliflower | Onions | Tomatoes |
| Celery | Peas | |

Books:

Growing Vegetable Soup by Lois Elhert (1990)

I Eat Vegetables! 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"

