

November - Lesson Plan Grades K-I

THE COLOR WAY



Objectives

Identify at least one new colorful fruit or vegetable that could be eaten for breakfast.

Learn new ways to eat colorful fruits and vegetables.

Supplies Needed

November

Pick a **better** snack™ & **ACT** bingo card

“Your Breakfast” worksheet

Pictures of Fruits and Vegetables

Background

November is the last month that Pick a better snack™ the Color Way will be highlighted. The messages are: Eat more fruits and vegetables for snacks, and Eat a variety of fruits and vegetables by choosing different colors each day.

MyPyramid offers two additional messages. “Focus on fruits” emphasizes whole fruits over fruit juice. “Vary your veggies” encourages children and adults to eat a variety of vegetables with particular emphasis on two colors: dark green and orange. Children in the United States eat too many white potatoes, especially French fries. Baked sweet potato wedges would be better choice but many kids have never tasted a sweet potato. They also might enjoy a Taco Tater that uses tomatoes and avocado to top off a plain baked potato. Pick a better snack™ the Color Way activities can open the door to a flavor-filled, colorful diet!

Think about flowers and the variety of colors and smells that they produce. What a shame it would be if there were only daisies in flower gardens. Fruits and vegetables offer the same kind of variety. Color can be thought of as a sign or code that signals there are particular vitamins and other nutritious chemicals in that fruit or vegetable. The dark green and orange vegetables are particularly nutritious; therefore, they receive special attention in MyPyramid.

A rainbow of colorful recipes are provided on the Pick a better snack™ web site at the Iowa Department of Public Health. Google “Pick a better snack the color way” or go to http://www.idph.state.ia.us/pickabetersnack/the_color_way.asp. The Taco Tater recipe can be found among the avocado recipes!

MyPyramid web site provides recommendations for the quantity an individual should eat of each food group. This is based on age, gender, and level of physical activity. The more advanced tools on the web site (i.e. My Tracker) incorporate an individual’s weight, as well. In general, children should be encouraged to eat a total of three to four cups of fruits and vegetables each day.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

**Do the Activity:
Colorful Eating**

Review “Your Breakfast” worksheet. Ask kids why they should eat breakfast. It is also important to eat fruits and vegetables with different colors at each meal, including breakfast. If students add blueberries to their cereal, what color will they provide? *blue*

Show a picture of blueberries to help children who have never seen or tasted them. Can they think of a berry that is red?
strawberry or raspberry

Ask children to brainstorm about ways to add color to his/her breakfast. Have pictures of colorful fruits and vegetables on hand to show the class as children offer their ideas. Group the pictures by color on the blackboard or on a large sheet of paper. Use the activity sheet to draw or write the names of fruits and vegetables they would like to eat at breakfast.

Potential answers: Strawberries, raspberries, blueberries, banana, orange, grapefruit, cantaloupe, tomato juice, watermelon, omelet with green pepper and tomatoes, carrot sticks or baby carrots, slice of vegetable pizza left over from dinner, or salsa with eggs and beans.

Talk It Over:

Ask children to show their colorful breakfasts to their neighbor in the classroom. Did they like some of the ideas that their classmate shared?

Apply:

Pass out the bingo card for November. Ask children to name the colors of fruits and vegetables that are featured on the card. Which ones have they tasted before? Which ones are new? If your school or program provides tasting opportunities, assure the kids that they will have a chance to try one or more of the featured fruits and vegetables.

The pear on the card looks green. It may turn another color as it ripens. What is that color? (yellow) What color is found inside the pear? So what are the three colors that could be provided by a pear? *green, yellow, white*

Extend the Activity



**Art, Music
& PE**

Offer construction paper, scissors, and glue at a learning center for the students to create their own colorful meal.



**Language Arts
& Reading**

Kindergarten: As a class create sentences about what students like to eat for breakfast.

First graders: Write in their journals about how they feel when they eat breakfast and how they feel if they skip breakfast.



Math

Use the November bingo card to practice counting. Some suggested questions:

1. Count the number of fruits and vegetables.
2. Count the number of fresh fruits and vegetables.
3. Name the colors of vegetables and fruit.
4. Count the number of green fruit or vegetables.
5. Count the number of orange fruit or vegetables.



**Science &
Health**

Place large plastic plates and paper food models (such as from National Dairy Council) at a learning center. Encourage students to make colorful meals.

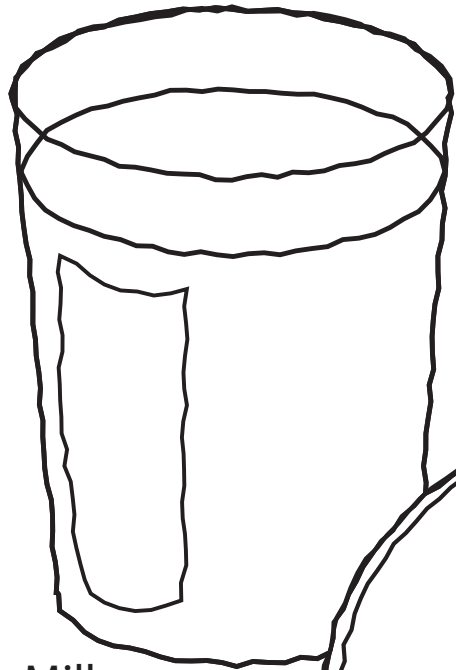


Social Studies

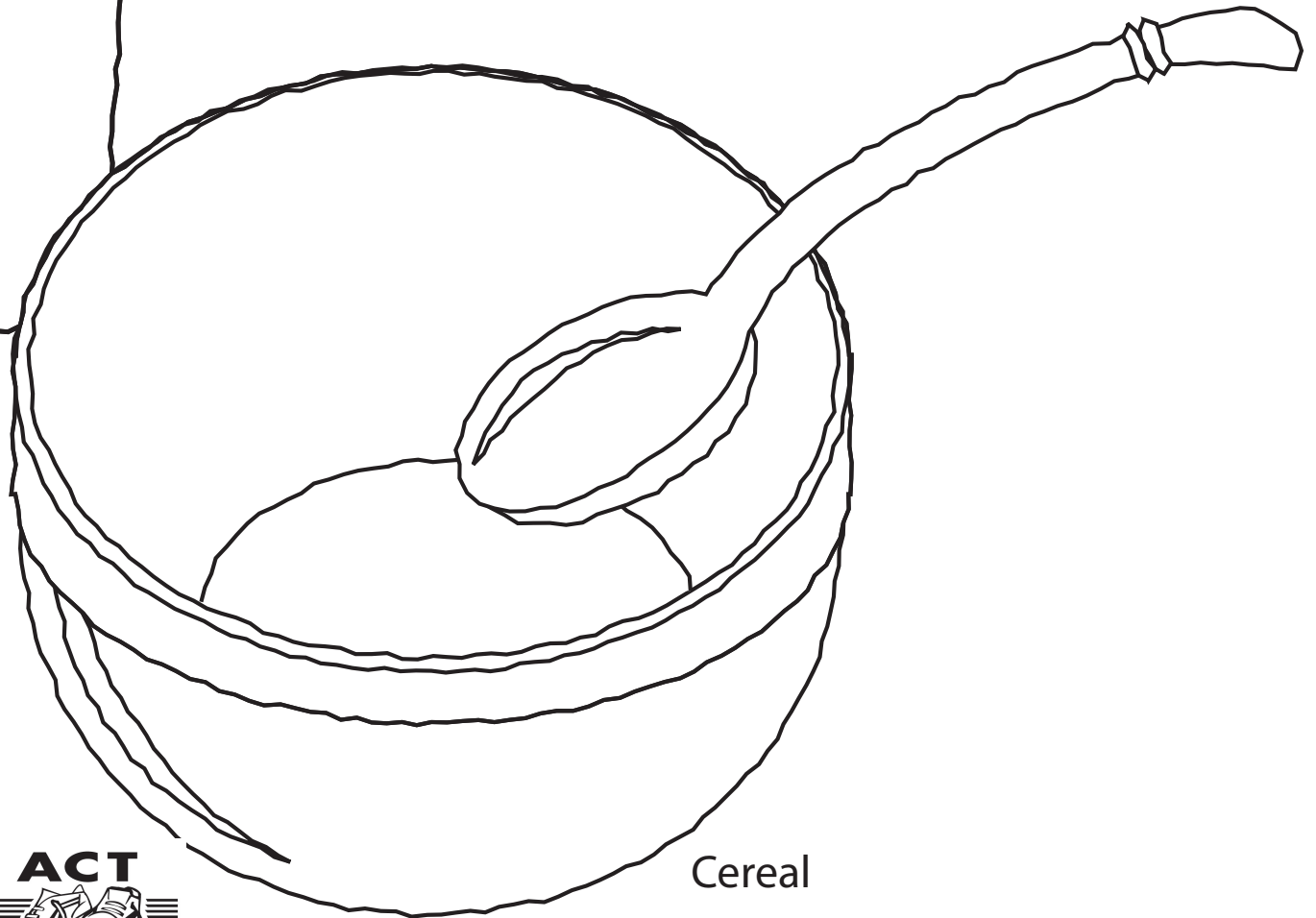
Encourage students to go to the grocery store with their families to explore fruits and vegetables in the five color groups. Students might report back to the class on their discoveries.

_____ 's Breakfast

Can you add your favorite colorful fruits and vegetables to your breakfast?



Milk



Cereal



November - Lesson Plan Grades K-I

FOCUS ON FRUITS



Objectives

Learn the special characteristics of cranberries and pears.

Learn that cranberries and pears are colorful and easy to eat as snacks.

Learn that sugar is provided naturally in fruits.

Supplies Needed

November

Pick a **better snack**[™] & **ACT** bingo card

Orange

Knife

Orange Food Coloring

Glass

Sugar

Taste Opportunities

Featured Fruits:

Cranberries

Pears

Background

Cranberries: Cranberry plants have drooping, pink flowers, and small, sour, seedy fruit. The small, or European, cranberry grows wild in marshlands of temperate and colder regions of Europe and North America. The large, or American, cranberry is cultivated in the northeastern United States in sand-covered bogs that can be flooded or drained at will. Flooding protects the vines from frosts and freezing weather and destroys insect pests. Most of the cranberry crop produced in the United States each year is canned as sauce or jelly or bottled as juice.

Why do cranberries remain tart, even after they ripen, unlike other fruits? The difference is that as most fruit ripens in the wild, it relies on animals to disperse the seeds. The fruit has to tempt animals – and to taste good, it has to be sweet. Cranberries, however, don't need animals to spread their seeds. They grow naturally along the banks of streams, where ripe berries can simply plop into the water and float off to a new location.

Pears: Pears are a pome fruit relative of the apple. Pears rank second to the apple as the most popular fruit grown in the United States. They can be eaten and used in a lot of the same ways as the apple. One distinct feature of the pear besides the shape is the soft texture. This soft texture is the result of the starch converting to sugar after being picked from a tree to ripen. There are more than 3,000 known varieties of pears in the world. U.S. production comes from states in the Northwest, plus New York, Pennsylvania, Michigan, and California. Imports come from South America, Canada, New Zealand, and South Africa. Varieties of pears include Anjou, Bartlett, Bose, Comice, Forelle, and Seckel. Pears have a sweet, rich flavor and come in a variety of colors including green, golden yellow and red. Among varieties there are only subtle differences in flavor and texture.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

Do the Activity:
Orange Squeeze

Demonstrate making 100% orange juice by squeezing an orange into a glass. In another glass, mix water, sugar and orange food coloring making an orange drink. Compare eating an orange (juice plus section membranes), drinking the squeezed juice, and drinking soda pop or fruit flavored drinks.

Strain the juice to show students what pulp is. Note that sugar does not need to be added to orange juice to make it sweet.

A small amount of orange juice and orange drink could be placed in two small paper cups for each child to compare the tastes.

If children drink 100 percent juice, it counts on their bingo card.

Talk It Over:

Ask the students which they like best: orange sections, orange juice or orange drink.

Not all fruits are naturally sweet. Have the students tasted a raw cranberry? They are very tart. What about a dried cranberry? They may taste sweet, but that is because sugar has been added. A plain cranberry may be too tart for most people.

Pears come in many colors: green, yellow and red. Pears may be hard when you buy them in the store, but they will get softer and sweeter as they ripen. Then you can eat them. They may change color as they ripen.

Fruit is good for your body. Think about eating fruit for snacks every day.

Apply:



Taste Opportunity

Pick a **better** snack™ reminds you that it is easy to eat fruits as snacks.

Cut up a pear for the students to sample. Sample a fresh cranberry and compare to a dried cranberry. Note the dramatic differences between the two tastes. They can then put an "X" through the bingo square of the fruit that they sampled.

How would you get a pear ready to eat as a snack?
Pear – **Wash. Eat. (How easy is that?)**

How would you get dried cranberries or cranberry juice blends ready for a snack?

Cranberries – **Open. Eat. (How easy is that?)**

Juice – **Pour. Drink. (How easy is that?)**

On the back of the Pick a **better** snack™ & **ACT** bingo card there is information for parents and grandparents. Take the bingo card home and ask an adult to help you prepare the recipe on the back.

Extend the Activity



Art, Music & PE

Place construction paper, scissors, and glue or glue sticks in a learning center. Encourage the students to make their own funny face out of fruits and vegetables that they create such as on the activity sheet. Felt cutouts of different fruits and vegetables could be used with a flannel board.



Language Arts & Reading

Ask “When does your family eat cranberries? Does your family drink cranberry juice? Does your family eat pears? Do they like fresh pears or canned pears?”

Write a story about cranberries (class activity).



Math

In small groups, have children count how many physical activities are on the bingo card this month. Which fruits are offered twice? How many squares are on the bingo card. (Copies of the bingo card can be printed from the Pick a **better** snack™ web site:

http://www.idph.state.ia.us/pickabetersnack/snack_act.asp)



Science & Health

Have the children guess whether they think the cranberry, pear or small pumpkin will sink or float in a bowl of water or classroom sink. The cranberry and pumpkin will float because they have air inside.

Read Summer by Ron Hirschi, Cobblehill Books, 1991. Baby animals grow, play, and learn from their parents.



Social Studies

Study where pears and cranberries grow. Find those places on a map.

VARY YOUR VEGGIES



Objectives

Learn the special characteristics of pumpkins and sweet potatoes.

Learn that a sweet potato can be eaten in similar ways to a white potato.

Supplies Needed

November

Pick a **better snack**[™] & **ACT** bingo card

Large sweet potato

Large white potato

“Grow a Sweet Potato Vine” handout

“Sweet Potato Fries” handout

Taste Opportunities

Featured vegetables:

Pumpkin

Sweet potato

Pumpkin and a sweet potato snacks for tasting (Optional)

Background

The Dietary Guidelines released in 2005 suggests that you “Vary Your Veggies.” Eat more dark green veggies, such as broccoli, kale and other dark leafy greens; orange veggies, such as carrots, sweet potato, pumpkin and winter squash; and beans and peas, such as pinto beans, garbanzo beans, split peas and lentils. The featured vegetables on this month’s bingo card help kids meet the recommendation of eating more orange veggies.

Pumpkin: The pumpkin is native to warmer parts of the United States and is an economically important member of the gourd family. Pumpkins come in many varieties, with such names as Spooktacular, Funny Face, Jumpin’ Jack, Munchkin, and Sweetie Pie. They also range in sizes from Jack-be-Little miniatures to giant Mammoth Golds that weigh in at hundreds of pounds. The current world record holder topped the scales at 1,131 pounds! The seeds from a carved jack-o’-lantern make a great snack and addition to salads, soups and casseroles. If you are interested in cooking fresh pumpkins, look for those labeled as “pie pumpkins” or “sweet pumpkins.”

Sweet potato: Sweet potatoes are a Native American plant that was the main source of nourishment for early homesteaders and for soldiers during the Revolutionary War. These tuberous roots are among the most nutritious foods in the vegetable kingdom. They are packed with calcium, potassium, and vitamins A and C. This is why one colonial physician called them the “vegetable indispensable.” Sweet potatoes are often confused with yams, but yams are large, starchy roots grown in Africa and Asia. Yams can grow up to 100 pounds and are not common in American supermarkets. Nutritionally, sweet potatoes greatly outweigh yams. Because of the common use of the term “yam,” it is acceptable to use this term when referring to sweet potatoes. Sweet potatoes contain an enzyme that converts most of its starches into sugars as the potato matures. This sweetness continues to increase during storage and when they are cooked.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov

**Do the Activity:
Color Your Potato**

Hold up a large white potato, such as a Russet. Ask children to describe the various ways they and their family like to eat white potatoes. *Mashed, baked, French fries, scalloped, etc.*

Cut open the potato, what color is inside? *White*

Ask children to name another potato that has a different color inside. *Sweet potato*

Cut open the sweet potato to show the orange color inside.

Review the various ways the children liked eating white potatoes. Can they eat the sweet potato prepared in the same ways? *Yes, even fries can be made in a healthier way by making the Sweet Potato Fries recipe on the activity sheet.* (Note: November bingo card also has similar recipes.) Hand out "Sweet Potato Fries" worksheet.

How Many Can You Name?

What are the names of fruits and vegetables that have one color on the outside and another color on the inside? *Sweet potatoes are brown on the outside and yellow or orange on the inside.*

Sweet and Funny (learning center activity)

Have the students create funny sweet potato character with Mr. Potato Head[®] game pieces or construction paper.

Talk It Over:

Pumpkins and sweet potatoes belong to what color group?
Yellow/orange

What are the different ways pumpkins and sweet potatoes are sold? *Fresh, canned*

It is important to "Vary Your Veggies." You should try to eat more orange veggies like sweet potatoes and pumpkin.

Apply:

Pick a **better** snack™ reminds you that it is easy to eat vegetables as snacks.



**Taste
Opportunity**

The featured vegetables on the November cards are pumpkins and sweet potatoes. Can you think of ways to eat pumpkin as snacks? Sweet potatoes?

“Ask me about sweet potatoes” stickers are available through the Pick a **better** snack™ program. Check with your site coordinator for availability. Encourage children to tell their family if they would like to eat more sweet potatoes at home.

Try one of the suggestions below for students to sample. They can then put an “X” through the bingo square of the vegetable(s) that they sampled.

What would you do (with adult help) to the featured November bingo card vegetables to get them ready to eat as a snack?

Pumpkin seeds – **Wash. Bake. Eat. (How easy is that?)**

Sweet Potatoes – **Wash. Cut. Bake. Eat. (How easy is that?)**

This pumpkin pudding recipe could be prepared ahead or in class and stored in a cooler. Place a small amount in a paper cup for each child to have a taste.

INGREDIENTS:

- 1 (3.4 ounce) package instant vanilla pudding mix
- 1 (12 fluid ounce) can evaporated milk (2% or skim)
- 1 (15 ounce) can 100% pure pumpkin
- 1 tablespoon pumpkin pie spice

DIRECTIONS:

Beat pudding mix and evaporated milk according to package directions in large bowl; refrigerate for 5 minutes. Add pumpkin and pumpkin pie spice; mix well. Refrigerate for 10 minutes or until ready to serve.

Take the bingo card home and try the recipe on the back.

Extend the Activity**Art, Music
& PE**

Place dried pumpkin seeds along with other seeds and beans, glue, and heavy paper at a leaning center. Encourage students to create their own design or picture.

**Language Arts
& Reading**

Place Pumpkin, Pumpkin by Jeanne Titherington (Greenwillow Books, 1986) in a learning center with the audio tape and a tape player. In this book a child plants a pumpkin seed and after watching it grow, carves it, and saves some seeds to plant in the spring.

**Math**

Purchase pumpkins and sweet potatoes in three sizes (small, medium, and large). Help the students to compare and label the three sizes. Encourage the students to make connections to other things such as the sizes of the bears in The Three Bears or the goats in The Three Billy Goats Gruff.

**Science &
Health**

Place a variety of pumpkins and sweet potatoes at a leaning center for students to explore with their five senses (except taste). Grow your own sweet potato. Hand out "Grow a Sweet Potato Vine" worksheet.

**Social Studies**

Encourage students to ask their parents to take them to a pumpkin farm if your community has one.

Grow A Sweet Potato Vine

You will need:

adult supervisor, a sweet potato (some sweet potatoes have been treated to inhibit sprouting; look for one with little purple bumps on the skin or a few white roots showing), toothpicks, a quart-size glass or plastic jar with wide mouth and water.

Later you will need: a hanging pot and potting soil.

1. With the help of an adult, pierce the middle of sweet potato with 2 toothpicks, one on each side. (Make sure pointier end of potato faces down into the water.)

2. Place it in jar.

3. Add lukewarm water until it covers half the sweet potato.

4. Place jar in a warm, shady place, making sure to maintain water level.

5. Change water about once a week. In about 2 weeks you should see roots. Two weeks later you should see tiny red sprouts.

6. Move plant to a bright window. Leaves will begin to grow. When the growth is 6" high, transplant to hanging pot.

7. Fill pot with potting soil to an inch from the top. Plant sweet potato seedling in the center and gently pack soil around it. Keep plant in sunny spot and water every couple of days.



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PHYSICAL ACTIVITY

Objectives

Learn that physical activity has a variety of benefits for everyday life.

Supplies Needed

November

Pick a **better snack**[™] & **ACT** bingo card

Background

Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important part in building strong bones and muscles. It also helps keep bodies healthy and prevents diseases later in life, such as heart disease and cancer. Having fun with physical activity while at a young age will encourage continued physical activity resulting in a healthy active lifestyle.

Brains need lots of oxygen. This need is satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children exercise enough to develop a healthy heart and lungs.

Physical activity has a host of health benefits.¹

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)

Elementary age students should be active 60 minutes most days of the week. Being active as a child will make it easier to be active when they are adults. Physical activity is essential for a happy, healthy lifestyle.

¹National Association for Sport and Physical Education, Physical Best Activity Guide, Elementary Level

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov

Do the Activity:

Barnyard Walk

Today we are going to go for a pretend walk on a farm.

Read the following story and have the youth stand next to their seat and act out the actions.

We are at grandma's house and we are going outside. Let's walk to the door.

(walk in place)

Open the door, but don't let it bang shut!

(use arm motion to pretend opening and closing the door)

We run to the barn. *(run in place)*

Keep running, we are almost there!

Jump in the hay. *(jump in place)*

Climb the ladder to the hayloft to see the kittens. *(pretend to climb)*

Let's pick up one of the kittens and pet it. *(Bend over and pick up the kitten then pretend to pet it)*

Got to keep going, so let's put the kitten down and go back down the ladder.

(bend over and then pretend climbing down the ladder)

It's time to go see the pigs! Let's run!

(run in place)

Stop and look-there are some ducks on the pond. Let's run over there.

(have the youth stop running and then start again)

Stop-we must be very quiet or we will scare the baby ducks.

Let's tiptoe over to the pond.

(tiptoe in place)

Listen, *(stop)* I hear grandma calling. Let's run back to the house.

(run in place)

Teacher Note: You may want to repeat this story everyday or create a simple routine that could be done each morning to get everyone started!

Talk It Over:

What are some of the physical activities we just did?
(running, jumping, bending, walking, climbing)

What other physical activities have you done today?
(rode my bike to school, carried the garbage out, walked to the bus)

What are your favorite activities? *(playing in the snow, riding my bike, swimming in the summer, climbing on the jungle gym)*

at recess, etc.)

How do you feel when you don't get to be active? (*tired, like I can't sit still, etc.*)

How do you feel when you are active?

Apply:

Discuss why it is important to be active. (*strong bones, muscles, and improve lungs so we can get oxygen to our brains*)

Ask the students:

What are some activities you could do in November outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the November bingo card?

- Play
- Walk
- Stretch
- Climb
- Swing
- Skip
- Toss
- Jump
- Dance
- Ride

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, the climb square could be climbing a jungle gym, a rope, a climbing wall, a tree, etc.

This activity was adapted from *The Youth Curriculum Sourcebook: A Guide For Developing Nutrition Education Programs For EFNEP/4-H Youth Ages 6 – 11*.