



Harvest of the Month™

2016-2017



Kindergarten Workbook

Teacher's Guide

Introduction

The California Department of Public Health's Nutrition Education and Obesity Prevention Branch (NEOPB) developed *Harvest of the Month* (HOTM) to engage students in a variety of settings where nutrition education can have the biggest impact: the classroom, cafeteria, home, and community. HOTM features nutrition education tools and resources to support healthy lifestyle habits like eating fruits and vegetables every day. All of the fruits and vegetables featured in this workbook are grown in California and will be in season, which is when they cost less and are fresh. It is important for students to be exposed to a variety of fruits and vegetables. Studies show that healthy eating as well as physical activity can have a profound impact on the body and improve the ability to learn and comprehend. This workbook was created to be used as a supplement to a monthly food experience or tasting in the classroom. Ideally, during or after the food experience, students can complete the activities in the workbook individually, in groups, or as a class.

www.harvestofthemonth.com

Here you will find supplemental materials that may be useful in your classroom including the Educator Newsletters and Parent Newsletters. Click on the Educators' Corner button and you will find resources for each produce item such as botanical images, nutrient graphs, recipes, and literature links.

Extensions and Extras

- Use this pledge in the classroom on HOTM day or any day to remind students about the importance of keeping their bodies healthy.

I Pledge Allegiance to My Health



This pledge can be read daily at school or at home with your family to remind you of all the ways to take care of your body!

I pledge allegiance to my health,
to not compare myself to anyone else.
With fruits and vegetables I'll fill my tray
and get nice and sweaty every day.
I have only this body and this one heart
so today's the day I'm going to start
eating less chips and less sugary drinks
and before I eat I'm going to think!

Name

Introduction

The lesson for each month contains two worksheets for the students to complete: the left page and the right page. Typically on the left page you will find: a large colorful picture illustrating how the produce grows, facts about the produce item, and different standards-based activities depending on the grade level. On the right page, there are various activities that are primarily based on the Health Education and Physical Education standards. The focus of these worksheets is to develop skills such as goal-setting, decision-making, efficacy, and knowledge. Activities may require guidance and explanation in order for the students to complete while other activities may be self-directed.

Introduction

Harvest of the Month is a program that your class will take part in this year. Through participation in this program, you will try fruits and vegetables that you may have never tasted before. All of these fruits and vegetables are grown in California and will be in season, which is when they cost less and are fresh.

You may have seen a food picture called MyPlate. MyPlate is a reminder for people to make healthier food choices. A healthy meal starts with more fruits and vegetables and smaller sizes of protein like meat and grains like rice. Think about how you can change what is on your plate to make it healthier.



Table of Contents

MyPlate	2
Foods Found in MyPlate	3
The Key to a Healthy Life is in Your Hands	4
Rate the Taste	5
September—Peppers	6
October—Grapes	8
November—Root Vegetables	10
December—Apples	12
January—Salad Greens	14
February—Citrus Fruits	16
March—Cooked Greens	18
April—Cucumbers	20
May—Strawberries	22
June—Stone Fruits	24
Be a Fit Kid	26
Appendix 1: Adjectives	27
Glossary of Nutrients	28

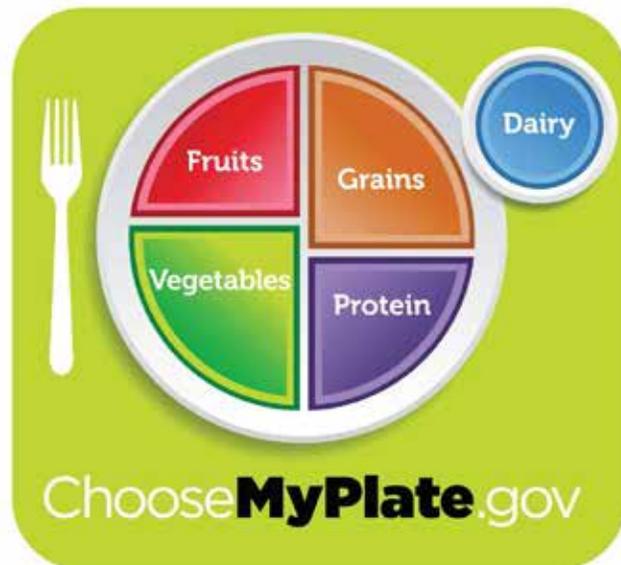


What's on Your Plate?

The United States Department of Agriculture (USDA) launched MyPlate in May 2011 as a reminder to help consumers make healthier food choices. A healthy meal starts with more fruits and vegetables and smaller portions of protein like meat and grains like rice. Use this new food icon with students to remind them of the different food groups there are and how to make a healthy plate.

What's on Your Plate?

Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to non-fat or low-fat (1%) milk.



Vary your protein food choices.

Foods Found in MyPlate

Foods Found in MyPlate expands on the food groups that were explained in the MyPlate page. There are examples for the students to learn about what foods they can find in each food group. This information can help students understand how to include different food groups in their meals. Some worksheet activities may ask students to create a healthy meal or breakfast; this page can offer ideas for those activities.

Foods Found in MyPlate



FRUITS

- Apples
- Bananas
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes
- Kiwis
- Oranges
- Peaches
- Pineapple
- Plums
- Prunes
- Raisins
- Raspberries
- Strawberries
- Watermelon
- 100% fruit juice



GRAINS

- Breakfast cereal
- Brown rice
- Corn flakes
- Crackers
- Grits
- Macaroni
- Noodles
- Oatmeal
- Popcorn
- Pretzels
- Spaghetti
- Tortillas like corn, flour, and whole wheat
- Whole wheat bread, cereals crackers and pastas



VEGETABLES

- Asparagus
- Beans like lima, kidney, and pinto*
- Beets
- Bell peppers**
- Broccoli
- Carrots
- Cauliflower
- Corn**
- Dark green leafy lettuce
- Green beans**
- Green peas*
- Kale
- Lettuce
- Potatoes
- Pumpkin**
- Radish
- Spinach
- Squash**
- Sweet potatoes
- Tomatoes**
- Tumip
- Vegetable juice
- Zucchini**



PROTEIN FOODS

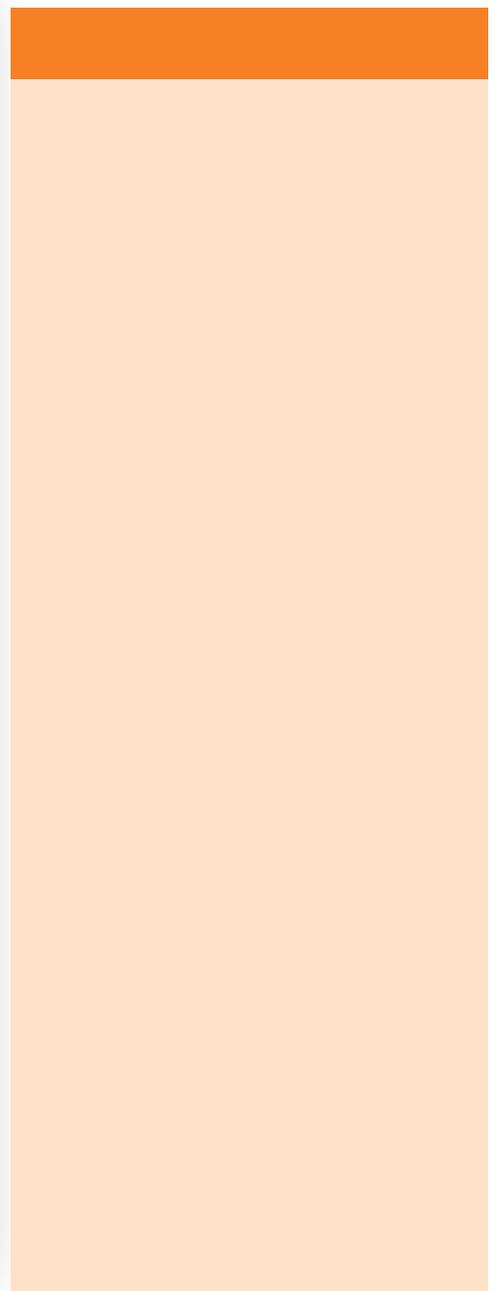
- Beans and peas (see vegetables)
- Beef
- Chicken
- Eggs
- Fish
- Nuts like almonds, cashews, and walnuts
- Peanut butter
- Sunflower seeds
- Turkey
- Veggie burger



DAIRY

- Cheese
- Non-fat or low-fat milk
- Non-fat or low-fat yogurt

*beans and peas can also go in the protein group
**these vegetables are the fruit part of the plant because they contain the seeds of the plant



What's in a Cup?

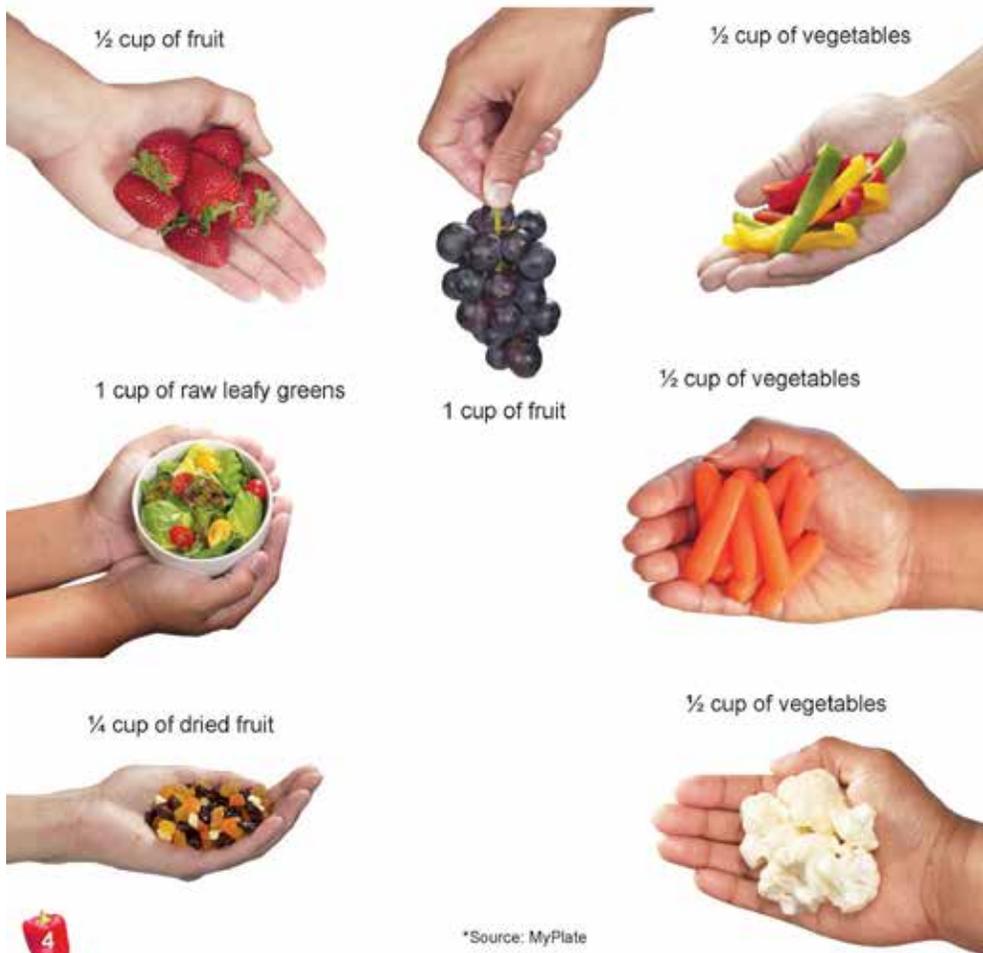
This page explains how many cups of fruits and vegetables children should be eating every day. In order for students to understand what a cup is, there are examples below using hands. This can also help students understand basic fractions.

Extensions and Extras

- For detailed information on what counts as a cup, visit:
- Fruit: <http://www.choosemyplate.gov/fruit>
- Vegetables: <http://www.choosemyplate.gov/vegetables>

The Key to a Healthy Life is in Your Hands

You do not need to carry measuring cups with you to eat your recommended amount of fruits and vegetables. In general, children your age should eat 1½ cups of vegetables and 1-1½ cups of fruit every day.*



Rate the Taste

Rate the Taste can be used in different ways. This can be a class activity where the students take a poll and mark it on the board, or students can mark their individual preference for the fruit or vegetable.

Keep in mind children don't always take to new foods right away. It may take a child up to 15 tastes before he or she likes a food. It is OK if a child does not like a food, but encourage him or her to try it again in the future.

Fruit or Vegetable	I like it	I am not sure if I like it	I did not like it	I will try this again
Peppers				
Grapes				
Root Vegetables				
Apples				
Salad Greens				
Citrus Fruits				
Cooked Greens				
Cucumbers				
Strawberries				
Stone Fruits				

Extensions and Extras

- Encourage the students to share with their families which fruits and vegetables they would like to eat again. If you prepared a recipe in class, make copies available for those children who want to try making it at home.

September

Learning Objectives

- Name a nutrient found in peppers.
- Describe how peppers grow.
- Draw a picture of a pepper.
- Draw a healthy and balanced meal.
- Identify the five food groups in MyPlate.

Preparation

- Review both pages of activities for September.
- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of peppers.
- Ask students to use adjectives to describe how the peppers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Complete the *Rate the Taste* on page 5.
- Review the fun facts.
- Watch the pepper farmer video.
- Complete the drawing activity.
- Complete the *MyPlate* activity.

Extensions and Extras

- Areas to highlight and discuss with students monthly:

How the produce grows

Fun Facts

Other produce varieties

Recipe idea: click the hyperlink to view the recipe and/or prepare the recipe in class. Please note for this month: you can slice the peppers and use it with this dip.

Standard alignment where applicable: Common Core State Standards for Math and Language Arts, Next Generation Science Standards, Health Education Standards, and Physical Education Standards.

September Peppers

Peppers are fruits because they have seeds.

Peppers have vitamin C.

Vitamin C helps your body heal cuts.

- Watch this video to learn about a pepper farmer! <http://bit.ly/1F4AJpV>
- Draw a picture of your favorite pepper from the video.

peppers grow on a bush,

Sweet Peppers

Chili Pepper

Purple Bell Pepper

Jalapeno

Pea Dippin' Good
bit.ly/TastingTrios

5

RI.K.1, WK.2, WK.6, SL.K.2, SL.K.3, SL.K.5

As mentioned earlier, this right side of the workbook will have different activities based on the Health Education standards and Physical Education standards. The focus of these activities is to develop skills such as goal-setting, decision-making, efficacy, and knowledge. These skills are critical for students to understand the relationship between food, their health, and academic achievement.

"... the garden furnishes abundance of subject matter for use in the composition, spelling, reading, arithmetic, geography, and history classes. A real bug found eating on the child's cabbage plant in his little garden will be taken up with a vengeance in his composition class. He would much prefer to spell the real, living radish in the garden than the lifeless radish in the book. He would much prefer to figure on the profit of the onions sold from his garden than those sold by some John Jones of Philadelphia."

- George Washington Carver (1864-1943)

MyPlate

MyPlate shows the five food groups using a plate. Each part of the plate shows an important food group. The red part is the fruit group. The green part is the vegetable group. The orange part is the grain group. The purple part is the protein group. The blue part is the dairy group. Draw in healthy foods you would like to eat from the five food groups. Use the *Foods Found in MyPlate* on page 3 to help you. For more activities, games, and videos visit: ChooseMyPlate.gov/kids



Extensions and Extras

- Visit this site for more MyPlate coloring pages.
<http://www.choosemyplate.gov/printable-materials>

October

Learning Objectives

- Name a nutrient found in grapes.
- Describe how grapes grow.
- Draw a picture of a grape.
- Dramatize how you will ask a family member for your favorite fruit or vegetable.

Preparation

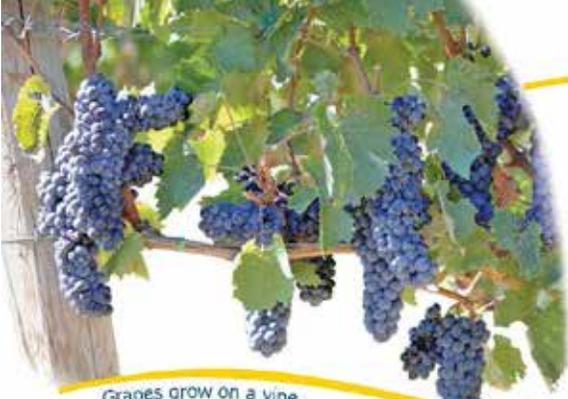
- Review both pages of activities for October.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to read the online book.

Overview of Lesson

- Conduct a taste test of grapes.
- Ask students to use adjectives to describe how the grapes look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Quick and Creamy Grape Shake* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



October ■ Grapes

Grapes are a fruit.

Grapes have vitamin K.

Vitamin K helps your blood act like glue and stick together on top of a cut.



- Read *Fruit is a Suitcase for Seeds!* at bit.ly/FruitSuitcase to learn more about fruit.
- What color is your favorite grape? Draw a picture of your favorite grape below.

Quick and Creamy Grape Shake
<http://bit.ly/1G9VokK>



8

RFK1, WK 2, WK 3; SLK1, 2, SL K3, SL K5, NGS ES3 A, K-ES3-1, JALS1-1

Overview of Lesson, continued

- Review fun facts.
- Read the online book, *Fruit is a Suitcase for Seeds!*.
- Complete the drawing activity.
- Complete the *Power Up with Fruits and Vegetables!* activity.

Power Up With Fruits and Vegetables!

Did you know that fruits and vegetables have important vitamins that your body needs? Vitamins help you grow and stay healthy. Look at some of the ways vitamins help you.

Vitamin C



Helps heal your cuts



Helps keep your gums healthy

Vitamin A



Helps keep your skin healthy



Helps you see

Draw a picture of a healthy you eating your favorite fruit or vegetable.



Share with your classmates how you will ask a family member for your favorite fruit or vegetable.

Extensions and Extras

- Use the *Glossary of Nutrients* on page 28 of the student workbook to learn more about vitamins and minerals.

November

Learning Objectives

- Name a nutrient found in root vegetables.
- Describe how root vegetables grow.
- Draw a root vegetable.
- Recognize the health benefits and academic benefits of physical activity.
- Participate in brain breaks during the school day.

Preparation

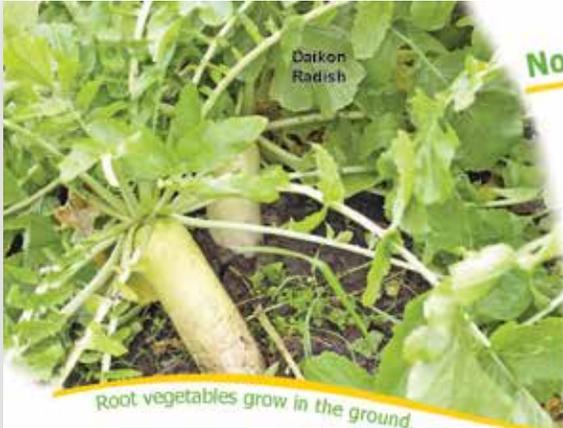
- Review both pages of activities for November.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of a root vegetable.
- Ask students to use adjectives to describe how the root vegetable looks, tastes, feels, smells, and sounds. Refer to page 27 in the student workbook for examples.
- Visit the *Dig Into Roots* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



November • Root Vegetables

Root vegetables include potatoes, beets, jicama, and onions.

Most root vegetables have vitamin C.

Vitamin C keeps your gums healthy.



- Watch this video to learn about carrots!
<http://bit.ly/1u8F3Qs>
- What is your favorite root vegetable?
Draw a picture of your favorite root vegetable below.

Dig Into Roots
bit.ly/TastingTrios



10

RI.K.1, WK.2, WK.8, SL.K.2, SL.K.3, SL.K.5

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about root vegetables.
- Complete the drawing activity.
- Complete the *Brain Breaks!* activity.

Brain Breaks!

Physical activity has many health benefits. It is good to be physically active every day because it:

- Gives you more energy
- Helps you keep a healthy body weight
- Helps build and keep healthy bones, muscles, and joints

Research has shown that brief bursts of exercise before taking tests helps students do better. In addition, regular activity breaks during the school day can help sharpen students' ability to focus and stay on task. When taking a break, do activities that get the body moving and the heart pumping, such as dancing, jumping, or running in place.

As a class, visit vimeo.com/album/1637740. This is a link to a list of over 50 *JAMmin' Minute* videos. *JAMmin' Minute* is a very quick and easy way to add exercise into the school day. After viewing the various videos, vote on activities that you would like to do in class to get a brain break. Use the space below to write what video your class chose and when you will take your brain break. Your teacher can help you complete this table.



JAMmin' Minute Video Number	Time of Day

Extensions and Extras

- One of the goals of this activity is to permanently implement brain breaks or short bursts of physical activity throughout the school day. It is encouraged to make this a part of your daily activities.

December

Learning Objectives

- Name a nutrient found in apples.
- Describe how apples grow.
- Draw an apple.
- Draw a picture of a salad.
- State to a family member why eating fruits and vegetables keeps us healthy.

Preparation

- Review both pages of activities for December.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the videos.

Overview of Lesson

- Conduct a taste test of apples.
- Ask students to use adjectives to describe how the apples look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Complete the *Rate the Taste* on page 5.
- Review the fun facts.
- Watch the apple farmer video.
- Complete the drawing activity.
- Complete the *Make a Super Salad!* activity.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.

Please note: there is an advertisement that needs to be closed before the video will start. Look for the small "x" on the top right-hand corner of the video screen to close the advertisement.

December Apples

Apples are fruits.

Apples have fiber.

Fiber helps move food through your body.

Gala Apples

Apples grow on a tree.

Fuji

Granny Smith

Golden Delicious

- Watch this video to learn about an apple farmer! <http://bit.ly/RGYWRA>
- What is your favorite color apple? Draw a picture of your favorite apple below.

Apple Trio
bit.ly/TastingTrios

R1.X.1, WK.2, WK.8, SL.K.2, SL.K.3, SL.K.6

Make a Super Salad!

It is important to eat vegetables every day. Eating salad is a great way to get the vegetables you need to grow, to be strong, and to be healthy. Draw a picture of a salad you would like to eat at dinner. Here are some suggestions to include in your salad:



Broccoli	Carrots	Kale	Mushrooms	Tomato	Avocado
					



Share what vegetables you included in your salad with a family member. Tell them why eating vegetables keeps your body healthy. Eating vegetables keeps your body healthy because...

Extensions and Extras

- For more suggestions to include in the salad, refer to page 3.

January

Learning Objectives

- Name a nutrient found in salad greens.
- Describe how salad greens grow.
- Draw a salad green.
- Identify drinks with added sugar.
- Plan to make a change to drink more water.

Preparation

- Review both pages of activities for January.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

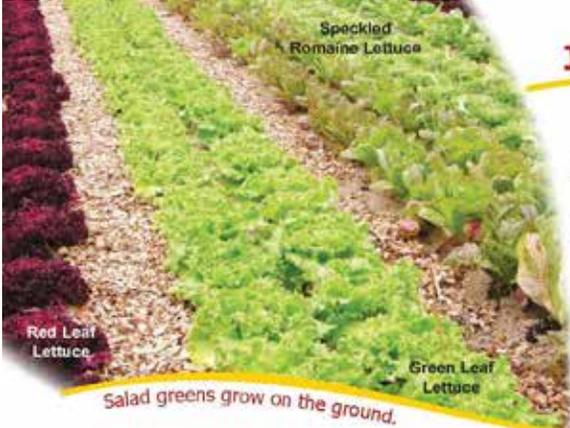
Overview of Lesson

- Conduct a taste test of salad greens.
- Ask students to use adjectives to describe how the salad greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Spinach Cranberry Salad* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer's story.



January • Salad Greens

Salad greens are vegetables.
Salad greens have vitamin A.
Vitamin A helps keep your eyes healthy.



- Watch this video to learn about a farmer who grows spinach!
<http://bit.ly/1NCzqD8>
- What is your favorite salad green?
Draw a picture of your favorite salad green below.

Spinach Cranberry Salad
bit.ly/TastingTrios



14

RI.K.1, WK.2, WK.8, SL.K.2, SL.K.3, SL.K.5

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a farmer.
- Complete the drawing activity.
- Complete the *We Love Water!* activity.

We Love Water!

You have more of a chance of getting cavities if you drink sugary drinks. Drink water instead of sugary drinks. Water is good for your health.

Draw a circle around the drinks that do not have added sugar. Draw an "X" on the drinks that have added sugar.



Instead of _____

I will try to drink

more _____

Extensions and Extras

- Students watch what you say as well as what you do. Think about what you may be eating or drinking in front of your students and how that may impact their own decisions. Strive to role model healthy habits.

February

Learning Objectives

- Name a nutrient found in mandarins.
- Describe how citrus fruits grow.
- Draw a citrus fruit.
- Identify healthy snacks.
- Make a goal to eat healthy snacks.

Preparation

- Review both pages of activities for February.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of citrus fruits.
- Ask students to use adjectives to describe how citrus fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Sunny Breeze* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.
- Review the fun facts.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer's story.



February ■ Citrus Fruits

Mandarins are a citrus fruit.

Citrus fruits have potassium.

Potassium helps your muscles stay healthy.

- Watch this video to learn about a citrus farmer! <http://bit.ly/1Dqo85t>

- What is your favorite citrus fruit? Draw a picture of your favorite citrus fruit below.



Sunny Breeze
bit.ly/TastingTrios



Overview of Lesson, continued

- Watch the citrus farmer video.
- Complete the drawing activity.
- Complete the *Eat Healthy Foods: The Choice is Yours!* activity.

Eat Healthy Foods: The Choice is Yours!

Did you know that food gives you the energy you need to do the physical activities you love? Picking foods that are good for you helps fuel up your body. Look at the foods in the vending machine. Circle the healthy foods. Put an "X" through the less healthy foods.



1. How many healthy foods did you circle? _____

2. Draw a picture of a healthy snack you will eat this week.

Extensions and Extras

- Discuss with students if they have made any changes to what they drink or eat since last month's *Rethink Your Drink* activities.
- Encourage your students to speak with their parents about the snacks they bring to school. Snacks with little or no nutrients may impact their behavior and their ability to pay attention in class.

March

Learning Objectives

- Name a nutrient found in greens.
- Describe how greens grow.
- Draw greens.
- Identify healthy breakfast foods.
- Draw a healthy and balanced breakfast.

Preparation

- Review both pages of activities for March.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of greens.
- Ask students to use adjectives to describe how greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Krazy Kale Salad* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



March • Cooked Greens

Greens are vegetables.
Greens have calcium.
Calcium keeps bones strong.

Greens grow on the ground.

- Watch this video to learn about a farmer who grows greens!
bit.ly/GrowingGreens
- What greens do you like to eat? Draw a picture of your favorite greens below.

Krazy Kale Salad
bit.ly/TastingTrios



18

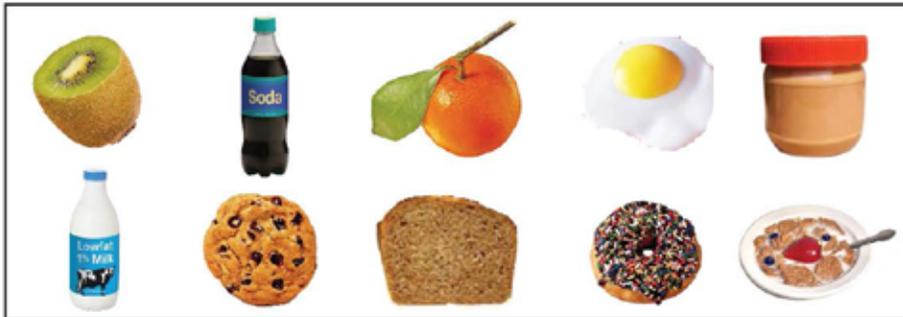
RI.K.1, WK.2, WK.6; SL.K.2, SL.K.3, SL.K.5

Overview of Lesson, continued

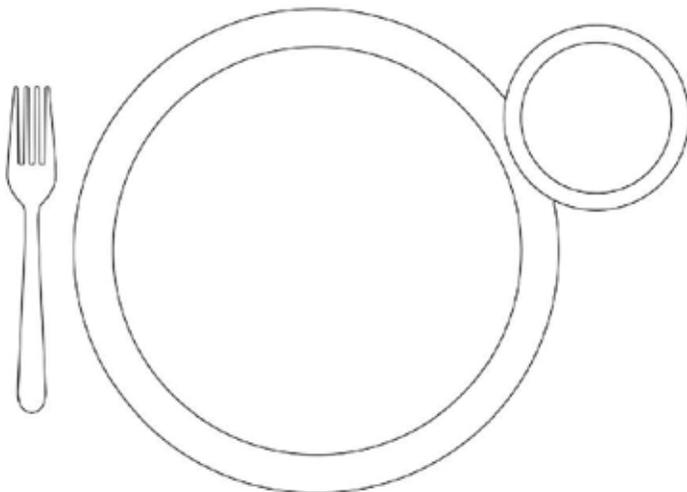
- Review the fun facts.
- Watch the video about a farmer.
- Complete the drawing activity.
- Complete the *Power Up Your Day with Breakfast!* activity.

Power Up Your Day with Breakfast!

Eating breakfast every morning is the smart thing to do. Breakfast is the most important meal of the day. It helps “power up” your body so you have the energy to do the physical activities you love. Did you know that eating breakfast can also help you do better in school? Circle all the foods that can be part of a healthy breakfast. Put an “X” through the less healthy breakfast choices.



Draw a picture of a healthy breakfast. Use the *Foods Found in MyPlate* on page 3 to help you.



Extensions and Extras

- Skipping breakfast or not having access to breakfast can negatively impact students’ school performance and health. Encourage your students to eat breakfast either at school or home for the best start every day.

Learning Objectives

- Name a nutrient found in cucumbers.
- Describe how cucumbers grow.
- Draw a picture of a fruit or vegetable.
- Identify the parts of plants we eat.

Preparation

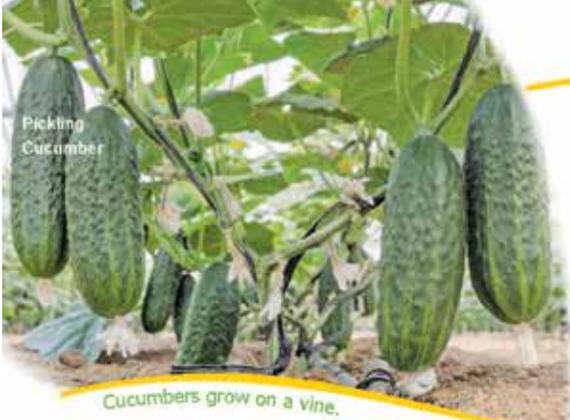
- Review both pages of activities for April.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of cucumbers.
- Ask students to use adjectives to describe how cucumbers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Cool Cucumber Cuties* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



Pickling Cucumber

April • Cucumbers

Cucumbers are fruits because they have seeds.

Cucumbers contain a lot of water.

Water helps your body work right.

Cucumbers grow on a vine.

- From the cotton in our jeans to the food on our tables, to our landscaped yards and playing fields, we all depend on agriculture. Watch this video to learn what grows in California and how it affects you! bit.ly/LearnAboutAg - *It's All About You!*
- What California fruits and vegetables did you see in the video? Which one is your favorite? Draw a picture of your favorite fruit or vegetable from the video.



Slicing Cucumber

Cool Cucumber Cuties
bit.ly/TastingTrios



20

RI.K.1.WK.2.WK.8; SLK.2.SLK.3.SLK.5;

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about California agriculture.
- Complete the drawing activity.
- Complete the *The Parts of Plants We Love to Eat* activity.

The Parts of Plants We Love to Eat

Vegetables are an important part of a healthy diet. Did you know that vegetables come from different parts of a plant? When we eat carrots, we are eating the root of the plant. Asparagus is the stem of the plant. Lettuce is the leaves of the plant and broccoli is the flower. Draw a line from the vegetable to the plant part.



Carrots

Root



Asparagus

Leaves



Broccoli

Stem



Lettuce

Flower



Learning Objectives

- Name a nutrient found in strawberries.
- Describe how strawberries grow.
- Draw a strawberry.
- Identify fruits and vegetables to try in the future.

Preparation

- Review both pages of activities for May.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of strawberries.
- Ask students to use adjectives to describe how strawberries look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Strawberry Shortcake* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.
- Review the fun facts.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



May ■ Strawberries

Strawberries are a fruit.

Strawberries have phytochemicals.

Phytochemicals help your body stay healthy.

Phytochemicals give fruits and vegetables their bright colors.

Strawberries grow on the ground.

- Watch this video to learn how strawberries get to the store!
<http://bit.ly/V6dJYn>
- Draw a picture of a strawberry below.



Strawberry Shortcake
bit.ly/TastingTrios



22

RI.K.1, WK.2, WK.8, SL.K.2, SL.K.3, SL.K.5

Overview of Lesson, continued

- Watch the video about strawberries.
- Complete the drawing activity.
- Complete the *Delicious Fruits and Vegetables* activity.

Delicious Fruits and Vegetables

Look at the pictures below of some of the delicious fruits and vegetables!

Draw a blue circle around the fruits and vegetables you have tried before. Draw an orange circle around the fruits and vegetables you would like to try. Talk with your classmate about the fruits and vegetables you would like to try.



kale



sweet potato

persimmon



tomato



pear



avocado

beet



corn



June

Learning Objectives

- Name a nutrient found in stone fruits.
- Describe how stone fruits grow.
- Draw a stone fruit.
- Identify healthy snacks.
- Make a goal to eat healthy snacks.

Preparation

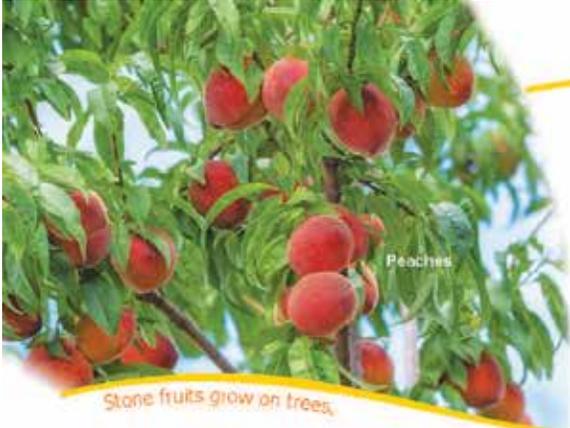
- Review both pages of activities for June.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of stone fruits.
- Ask students to use adjectives to describe how stone fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the *Peachy Parfait* recipe and encourage students to make the recipe at home.
- Complete the *Rate the Taste* on page 5.

Extensions and Extras

- Review your *HOTM* Educator Newsletter for additional activities and information or visit <http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx> to view it online.



Stone fruits grow on trees.

June • Stone Fruits

Stone fruits have a large seed or stone in the middle of the fruit.

Stone fruits have vitamin A.

Vitamin A keeps your skin healthy.

- Watch this video to learn about a farmer who grows peaches!
<http://bit.ly/1GzPxan>
- What is your favorite stone fruit? Draw a picture of your favorite stone fruit below.



Peachy Parfait
bit.ly/TastingTros



R1.K.1, WK.2, WK.8, SLK.2, SLK.3, SLK.5

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a peach farmer.
- Complete the drawing activity.
- Complete the *Let's Choose Healthy Snacks!* activity.

Let's Choose Healthy Snacks!

Snack time can be a great time to eat foods that provide your body with wonderful vitamins and minerals. Your body and brain need vitamins and minerals to grow strong and give you the energy you need to play and learn.

Not all snacks on television are healthy snacks. Some foods with added sugar and fat are less healthy choices. Look at the snack choices below and use the word box to write the name of the food. Next, draw a circle around the food that would be a healthy snack choice.

fries	crackers	orange	donut
chips	milk	soda	celery

_____		or		_____
-----				-----
_____		or		_____
-----				-----
_____		or		_____
-----				-----
_____		or		_____
-----				-----

Tell your friend which healthy snack you will choose this week.

Extensions and Extras

- Encourage your students to speak with their parents about the snacks they bring to school. Snacks with little or no nutrients may impact their behavior and their ability to pay attention in class.

Acknowledgements

The *Harvest of the Month* workbooks are developed by
San Bernardino County Superintendent of Schools
Education Support Services Branch—Healthy SBCSS
in partnership with San Bernardino County Public Health Nutrition

Melodee Lopez, RD
Operations Manager

Farrah Northcott, MS, RD, CLS
Assistant Operations Manager

Candice Crump, MS, RD
Nutrition Educator

Erin Haugh, MPH
Nutrition Educator

Rajwinder Kaur, MPH
Nutrition Educator

Jeri Mobley, MPH
Nutrition Educator

Lissette Koyoc-Sansores
Nutrition Program Specialist/Biliterate

Melynda Paxton
Program Technician



This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from the U.S. Department of Agriculture's (USDA) Supplemental Nutrition Assistance Program-Education, known in California as CalFresh. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.