



Foods of the Month
USDA MyPlate and Other Fun,
Healthy Activities!

August

All Ages



National Recreation
and Park Association

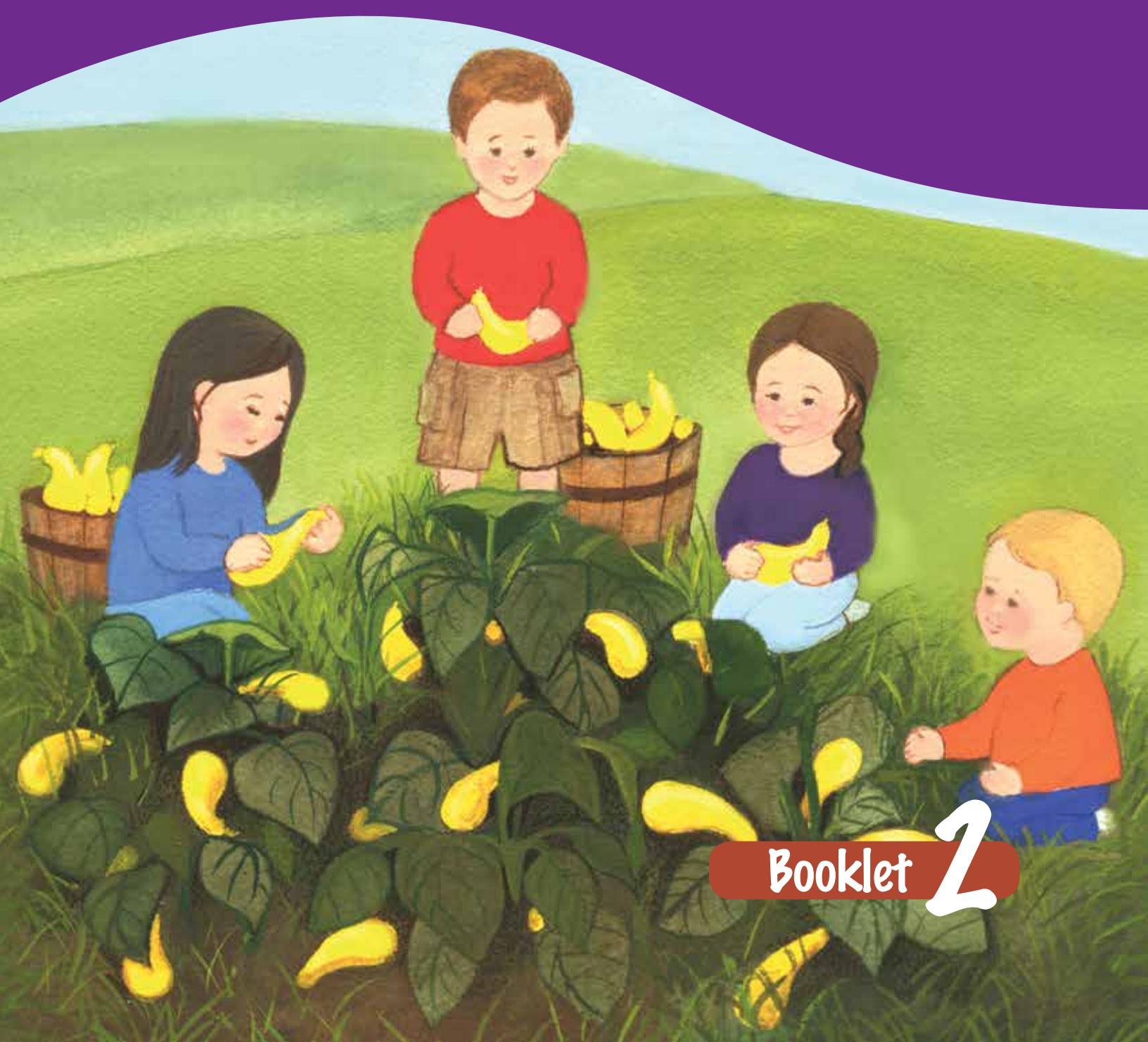
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Grow It, Try It, Like It!

Preschool Fun With Fruits and Vegetables

Crookneck Squash Row



Booklet 2

Welcome to... Crookneck Squash Row at Tasty Acres Farm!

There is a curve waiting on the end of the vines at Crookneck Squash Row. It is the yellow, crookneck squash, a vegetable that children find intriguing. The children explore this unique vegetable experiencing how a crookneck squash looks, feels, smells, and tastes. Children learn how crookneck squash are grown, harvested, and shipped from the farm to farmers' markets and stores. Enjoyable tasting activities are also in store. From crookneck squash quick bread to pasta salad, children are treated to a variety of crookneck squash tastes. Growing at Home materials help shape family fun with Crookneck Squash recipes and activities.

Variation: If crookneck squash is not available in your area substitute another summer squash, such as yellow, sunburst, or patty pan squash.

What's Inside

Crookneck Squash Row Lessons

Planning Chart for Crookneck Squash Row Activities.....	1
A: Lots to Know About Squash Hands-On Activities.....	2
1. Feel That Curvy Shape?.....	2
2. Crookneck Squash...A Look Inside.....	4
3. Crookneck Squash Sandwiches.....	6
B: Crookneck Squash...Where Do You Come From? Planting Activities.....	8
1. Crookneck Squash Start as Seeds.....	8
2. Plant a Crookneck Squash Seed.....	10
3. Plant a Crookneck Squash Seed or Start Outdoors.....	12
C: Crookneck Squash Stories and Songs.....	14
1. Cool Puppy Pup's Crookneck Squash Lunch Party Video	14
2. Reading Activity	16
3. Old MacDonald Had a Farm, Crookneck Squash Style	18
D: Introducing MyPlate Nutrition Education Activities	20
1. Savor the Flavor of Squash.....	20
2. Gosh, I Love Squash!.....	26
a. Crookneck Squash Pasta Salad Recipe.....	28

Growing at Home Materials

Crookneck Squash Growing at Home #1

1. Letter to Home #1	30
2. Squash Quick Bread Recipe	31
3. Crookneck Squash Are Fun to Color Activity	32

Crookneck Squash Growing at Home #2

1. Letter to Home #2.....	33
2. Squash Vegetable Soup Recipe	34
3. What Crookneck Squash Needs to Grow Activity	35

Crookneck Squash Growing at Home #3

1. Letter to Home #3.....	36
2. Crookneck Squash Pasta Salad Recipe	37
3. Counting Crookneck Squash Seeds Activity.....	38

A Plan for Organizing Crookneck Squash Row Activities

Check with local farms and farmers' markets to find out when crookneck squash are in peak season. Crookneck squash are interesting and seeing crookneck squash growing makes a great farm field trip for preschoolers. If a farm is not nearby, visit a produce stand or farmers' market to see fresh crookneck squash.

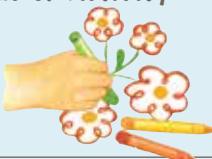


Most activities require only 10-15 minutes; pick a few for each day. In this example, all of the activities from the lesson plans are completed, but spaced out over a 5-day period.

The Crookneck Squash Row lesson plans are designed to be used in their entirety but if your center does not have the time, space or resources to do all the activities select the activities best suited to your center's environment and available resources from Section A: hands-on activities, Section B: planting activities, Section C: crookneck squash stories and songs, and Section D: nutrition education activities. Be sure that the activities you choose help the children meet the objectives listed at the beginning of each lesson plan section. If possible, do the planting activities and enjoy crookneck squash for several weeks. It is an easy vegetable to grow and can be planted in a shrub bed or large container.

Here is one way to arrange the activities in your Crookneck Squash Row. Most activities require only 10-15 minutes; pick a few for each day. In this example, all of the activities from the lesson plans are completed, but spaced out over a 5-day period. Additionally, two activities from the Garden Art and Crafts Section in Booklet I, are added. These activities are fun and useful ways to help reinforce the objectives of each activity. On page 19, it gives tips for creating successful projects and ideas for harvesting fun month after month. The Garden Art and Crafts chart connects the art and crafts to the lesson activities.

Planning Chart for Crookneck Squash Row Activities

Day One	Day Two	Day Three	Day Four	Day Five
A1 Feel That Curvy Shape Hands-on Activity 	A3 Crookneck Squash Sandwiches Hands-on Activity	C1 Cool Puppy Pup Video	B3 Plant a Crookneck Squash Seed or Start Outdoors Planting Activity	D1 Savor the Flavor of Squash Nutrition Education Activity
A2 Crookneck Squash A Look Inside Hands-on Activity	C2 Reading Activity 	B2 Plant a Crookneck Squash Seed 	C3 Old MacDonald Had a Farm Song, Crookneck Squash Style	D2 Gosh, I Love Squash! Nutrition Education Activity 
Garden Art Bookmarks 	B1 Crookneck Squash Start as Seeds Planting Activity	C3 Old MacDonald Had a Farm Song, Crookneck Squash Style 	Garden Craft Seed Art 	C3 Old MacDonald Had a Farm Song, Crookneck Squash Style
Send home Growing at Home Materials #1		Send home Growing at Home Materials #2	C2 Reading Activity 	Send home Growing at Home Materials #3

Revisit the Farm: Rainy Day Fun All Year Long

When the weather changes your outdoor plans, the activities from Tasty Acres Farm provide a welcome opportunity to revisit and remember all the fun and flavor of *Grow It, Try It, Like It!* Sing the songs, watch the video segments, and use the Garden Art and Crafts Section in Booklet I for ideas. Make a rainy day one to reconnect with these fruits and vegetables.

More Ways To Grow – The Crookneck Squash Row unit can be included in other areas of the curriculum. Complementary themes include:

Foods – Vegetables **Shapes** – Curves, Circles **Colors** – Yellow, White **Seasons** – Summer
Opposites – Inside & Outside **Plants** – Vines, Squash **Alphabet** – C, S words **Body** – Senses



A. Lots to Know About Squash

Hands-On Activities

Growing at Home Introduction Letter and Hand Washing and Polite Tasting Guidelines: Send a copy of these resources home before starting the first unit in *Grow It, Try It, Like It!* If you have already sent these resources home, you may omit this step. (See Booklet I, Tool Shed Resources, page 42-44.)

Crookneck Squash Growing at Home #1: Send a copy of this resource home with each child at the start of Section A activities.

Variation: Substitute another summer squash, such as yellow, zucchini, sunburst, or patty pan squash for crookneck squash.

A1: Feel That Curvy Shape

Use the Mystery Box/Bag to create interest by having the children feel the outside of a crookneck squash before revealing the “mystery” item to all.

Objectives

The children will be able to:

- Identify a crookneck squash as a light weight, yellow vegetable with a curved neck;
- Describe the outside appearance and smell of a crookneck squash.

Before the Activity—Hand Washing and Polite Tasting

- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).
- If this is the first activity involving food tasting, talk with the children about polite food tasting habits (see Booklet I, Tool Shed Resources, page 44, for details).



**Activity Length:
15 minutes**

The Activity

- Introduce the Mystery Box/Bag, or reintroduce it if you have used it before.
- One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child.
- Ask each child to describe quietly to you what he/she feels.
- After everyone has guessed, reveal the crookneck squash. Let each child hold the crookneck squash if desired.
- Note the children's guesses that were close (curved, crooked, a plant, food) or correct (crookneck squash).
- Talk about the crookneck squash. Ask the questions below and any other questions you like.
 - ▶ Is a crookneck squash a fruit or a vegetable? (Vegetable)
 - ▶ What shape is it? (Curved like a cane)
 - ▶ What color is it? (Light yellow)
 - ▶ How does the outside of it feel? (Smooth)
 - ▶ Is it light or heavy? (Light)
 - ▶ Is it soft or hard? (Hard)
 - ▶ Does it have a smell? (May have no smell or smell earthy)
 - ▶ Has anyone ever tasted a crookneck squash? (Yes or No)

Words To Grow

Vegetable	Curve
Smooth	Light (weight)
Yellow	Crookneck
Squash	

Activity Conclusion-Tasting

- Conclude the lesson by offering the children a piece of crookneck squash to taste.
- As necessary, remind the children how the group follows polite tasting manners.



Materials Needed

- Crookneck squash (can be the one used in Activity A1)
- Sharp knife
- Cutting board or surface
- Damp cloth and dry towel for wiping and drying hands
- Paper plates and napkins

What To Do Ahead of Time

- Prepare the crookneck squash-wash the outside of the crookneck squash well.
- Assemble supplies; keep the knife in a safe place until ready to use.

A2: Crookneck Squash...A Look Inside

Engage all the senses! The children will see and feel the inside of a crookneck squash, then smell and taste it.

Objectives

The children will be able to:

- Describe the appearance, smell, and taste of a crookneck squash;
- Tell that all of the crookneck squash can be eaten including the seeds, flesh, and peel.

Before the Activity-Hand Washing

- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).



**Activity Length:
15 minutes**

The Activity

- Have the children gather around the area with the crookneck squash and cutting board. Review with children how to be safe around sharp knives: only adults use them, children keep their hands away, and do not touch sharp knives.
- Review what was learned about crookneck squash in Activity A1. If you didn't do Activity A1, tell the children you have a crookneck squash to share today.
- Tell the children crookneck squash grow on the ground. We have to wash the outside very well to remove soil and germs before we cut it open. Tell the children you have already washed the crookneck squash.
- Cut the crookneck squash in half to reveal the inside. Let the children know they will get to touch the inside if they want a little later.
- Cut a section of crookneck squash into small wedges with the peel and seeds intact. On a plate, give each child a small wedge of crookneck squash to look at, touch, and smell.

Activity continued...

- Talk with the children about the inside of the crookneck squash. Ask the following questions and ask additional questions if you like.
 - ▶ What color is the inside of the crookneck squash? (White)
 - ▶ What does the inside of the crookneck squash look like? (Seeds and white flesh of the crookneck squash)
 - ▶ How does the inside feel? (The flesh feels smooth and firm, the seeds feel like small, flat bumps)
 - ▶ How does the crookneck squash smell? (Mild, earthy, or no smell)

Words To Grow

Seeds	Flesh
Peel	Smooth
Cool	Yellow
White	Mild
Crunchy	

Tasting Activity

- Once the children have explored their own piece of crookneck squash, invite them to taste the crookneck squash. Tell the children that all of the parts of the squash may be eaten: flesh, seeds, and peel.
- How does the crookneck squash feel in their mouth? (Smooth, firm, crunchy)
- How does the crookneck squash taste? (Mild)
- After everyone has sampled their own crookneck squash wedge, invite the children to come to the board and feel the squash half with the seeds.
- After the children have felt the half with seeds, have the children wipe their hands on the damp cloth and dry with the towel.
- Cover and refrigerate any remaining untouched crookneck squash for use in the next day or two in future activities or snacks.



Connection to Garden Art and Crafts

Garden Bookmark Art

Activity: Have the children make Garden Bookmarks, with drawings of crookneck squash on them for a creative connection to this activity (see Booklet 1, Garden Art and Crafts Section, page 28).



A3: Crookneck Squash Sandwiches

The children make sandwiches with crookneck squash slices. They explore the feel, smell, and taste of crookneck squash.

Objectives

The children will be able to:

- Make a simple snack with crookneck squash;
- Taste a new food featuring crookneck squash.

Before the Activity-Hand Washing

- Explain that we always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).

Materials Needed

- Crookneck squash, about 1-2 inches in diameter
- Mozzarella or cheddar cheese slices
- Plates and napkins

What To Do Ahead of Time

- Prepare crookneck squash—wash the outside of the crookneck squash well and cut into $\frac{1}{4}$ -inch slices, two per child.
- Cut cheese slices into triangles or squares, one slice per child.
- Prepare a plate for each child with two slices of squash and one piece of cheese on the plate.





Activity Length:
10 minutes

The Activity

- Have each child seated at the table(s).
- Explain that we always wash crookneck squash under running water before they are eaten. Tell the children you have already washed the crookneck squash.
- Give each child a paper plate with at least two thin slices of crookneck squash and one slice of cheese.
- Tell the children they are going to make a sandwich with crookneck squash.
- Show the children how to place the cheese between the crookneck squash slices to make a sandwich. Have the children note the difference in shapes between the round squash slice and the triangle or square cheese slice in the sandwich.
- Remind the children of the interesting curved shape of a crookneck squash.
- After making the crookneck squash sandwiches, invite the children to eat their snack.
- As the children eat, ask them to describe how the crookneck squash:
 - ▶ smells (mild);
 - ▶ feels in the mouth (cool, smooth, firm, and crunchy); and
 - ▶ tastes (fresh).

Words To Grow

Slice	Smooth
Cool	Firm
Crunchy	Round
Triangle	Cheese



B. Crookneck Squash... Where Do You Come From? Planting Activities

Crookneck Squash Growing at Home #2: Send a copy of this resource home with each child at the start of Section B activities.

Materials Needed

- Crookneck squash seed packet
- Yardstick or two 12" rulers
- Drawing of crookneck squash (see Booklet I, Tool Shed Resources, pages 61-62)
- Crookneck squash
- Fork or tongs
- Napkins
- **Optional:** Ranch dressing, or if you have completed the spinach activities, Dilly Spinach Dip (see Spinach Lane Growing at Home #1 Materials, page 31)

What To Do Ahead of Time

- Prepare crookneck squash sticks for tasting.
- Assemble materials in central area.
- Make copies of Crookneck Squash Growing at Home #2—one set per child.

B1: Crookneck Squash Start as Seeds

The children see and touch crookneck squash seeds and learn how far apart to plant seeds.

Objectives

The children will be able to:

- Describe how a crookneck squash grows from a seed into a plant that produces crookneck squash;
- Describe the resources needed to grow crookneck squash.





**Activity Length:
10 minutes**

The Activity

- Tell the children they will learn about how crookneck squash grow. Show the children the crookneck squash seeds. Tell them the seeds are similar to the ones from the inside of the crookneck squash. People buy packets of seeds to grow crookneck squash in gardens.
- Pass the seeds around. Let the children touch and count the seeds.
- Explain that the crookneck squash seeds are planted at least 2 feet apart in the soil. The crookneck squash plants need enough room to spread out when they grow. Have two children hold the rulers between them to show the distance. Have the children return to the group.
- Explain that the crookneck squash seeds are planted in the soil in the spring. The sun and rain help them grow into long vines above the ground. Yellow flowers bloom on the vines. Where the flowers bloom on the vines, crookneck squash will grow during the summer. Show drawing of crookneck squash growing on the vine in a field.
- Explain that crookneck squash are picked when they are tender and still have a shiny or glossy appearance. Squash stems and leaf stalks are prickly so it is best to wear gardening gloves when picking squash. Show drawing of ripe crookneck squash in a field. The squash are taken to a store or a farmers' market where people buy them and take them home to eat. Show drawing of crookneck squash at a farmers' market.
- Have the children wash their hands (see Booklet 1, Tool Shed Resources, page 43, for directions).
- Offer crookneck squash sticks for tasting, using a fork or tongs to serve. Note that sticks are straight, not curved like the whole crookneck squash. Serve squash sticks with dip, if desired.

Words To Grow

Seeds	Soil
Sun	Water
Space	Plants



Connection to Garden Art and Crafts

Gardening Gloves Craft

Activity: Make Gardening Gloves for growing crookneck squash. Explain to the children that squash stems and leaves are prickly and gloves can protect the hands of those picking squash (see Booklet 1, Garden Art and Crafts Section, page 37).

Materials Needed

- Crookneck squash seed packets
- 5 to 6 ounce paper cups, one per child
- Potting mix or soil
- Water for soil in a small spray bottle
- Plastic spoons or scoops, one per child
- Unsharpened pencils, with a line marking $\frac{1}{2}$ inch
- Water proof pens or markers
- Wooden craft sticks
- Table covers, if desired
- Smocks for the children, optional
- Sunny location and/or fluorescent lights if planning to grow plants indoors

What To Do Ahead of Time

- Prepare potting mix or soil.
- Divide into containers, one for every three children.
- Write Crookneck Squash on the wooden plant marker.
- At the table(s), place a small paper cup, three seeds, and a plastic spoon per child.
- Put a small scoop in each container of potting soil if not using spoons.
- Plan to serve Squash Vegetable Soup at snack or mealtime (see Crookneck Squash Growing at Home #2 recipe, page 34).

B2: Plant a Crookneck Squash Seed

The children plant crookneck squash seeds in the soil and learn what the seeds need to grow. (See Booklet I, Tool Shed Resources, Grow Seedlings Indoors, page 53.)

Objectives

The children will be able to:

- Describe the resources needed to grow crookneck squash;
- Experience planting a crookneck squash seed.

Optional Activity: How to Grow a Seedling in a Bag (see Booklet I, Tool Shed Resources, page 52). Display this visual in the classroom. Check daily for progress and compare to the growth of the children's plants



**Activity Length:
15 minutes**

The Activity

- Help each child write his/her name on their cup.
- During the activity, help the children:
 - ▶ Fill their cups about three-quarters full with moist potting soil.
 - ▶ Gently tap the sides and bottom of their container with their index finger to settle but not pack the soil.
 - ▶ Poke three holes in the soil spaced around the cup. Use the marked unsharpened pencil to make holes $\frac{1}{2}$ inch deep.
 - ▶ Place a seed in each hole and gently cover the seeds with soil.
 - ▶ Lightly spray water over the top of the soil; help any children needing assistance.
 - ▶ If using wooden plant markers, stick one in the soil close to the inside curve of the cup.
- During the activity, tell the children:
 - ▶ The seeds will grow in the potting soil as plants grow in the soil outside.
 - ▶ The seeds need soil, water, light, and warmth to grow into plants.

Activity continued...

- ▶ Inside, we can use lights to give plants warmth and light, just as the sun helps outside plants grow.
- ▶ The seeds will grow first into very small plants (seedlings), then into larger plants. These larger plants, if planted outside in a garden, will continue to grow with sunlight and water. Crookneck squash will grow on the larger plants.
- Have the children set their cups in a sunny spot or under lights.
- Have the children check their cups weekly to see the progress of the seeds growing into plants.

Activity Connection to Snack or Mealtime

While eating Squash Vegetable Soup at snack or mealtime, talk about how the seeds planted in the soil will grow plants. The plants will grow and produce crookneck squash after a summer of water, sun, and warmth.



Connection to Garden Art and Crafts

Decorated Garden Bag:

Have each child make a Decorated Garden Bag by drawing pictures of crookneck squash on them. Use the crookneck squash Decorated Garden Bags to send home each child's cup of planted crookneck seeds (see Booklet I, Garden Art and Crafts Section, page 27).





Materials Needed

- A crookneck squash seed tape
- Garden or flowerbed, 12 feet or longer by 18 inches wide
- Hoe or trowel
- Garden hose with sprinkler nozzle or watering can

What To Do Ahead of Time

- Prepare a seed tape (see Booklet 1, Tool Shed Resources, Make a Seed Tape, page 54).
- Prepare garden or flowerbed for planting by tilling (breaking up) and fertilizing the soil (Booklet 1, Tool Shed Resources, Green Thumb Guide, Gardening Outdoors, page 58).
- Plan to serve crookneck squash at snack or mealtime (see Booklet 1, Tool Shed Resources, Ten Terrific Ways..., page 48).

B3: Plant a Crookneck Squash Seed or Start Outdoors

The children plant crookneck squash seeds or plant start(s) and learn what crookneck squash seeds need to grow into plants.

Objectives

The children will be able to:

- Describe the resources needed to grow crookneck squash;
- Experience planting a crookneck squash seed or start.

Planting Options:

- If you have grown crookneck squash seedlings from seeds inside and hardened the plants for outdoor planting, you can substitute the plants for the seed tape.
- Follow the directions on the back of the crookneck squash seed packet to plant seeds directly into the ground.
- You can also purchase crookneck squash starts at a greenhouse and plant directly into the ground. Refer to starts or plants instead of seeds during the activity.





**Activity Length:
15 minutes**



Green Thumb Guide

Is space limited? Try planting crookneck squash in an existing shrub bed. Miniature varieties of crookneck squash also will grow in a large container; at least 2 feet deep and 2 feet in diameter (see Booklet 1, Tool Shed Resources, Container Gardens, page 55). To adapt this activity to plant in a container, see Plant a Strawberry Jar, Strawberry Patch B3.



Connection to Garden Art and Crafts

Garden Scene Note Cards:
Have the children create a Crookneck Squash Garden Scene Note Card to send to a family member living in another town. The note cards can be mailed with a few seeds and growing instructions (see Booklet 1, Garden Art and Crafts Section, page 30).

The Activity

- Take the children and the crookneck squash seeds or tape seed outside. Explain that today they will plant crookneck squash seeds and learn what seeds need to grow into plants.
- Point to the sun. Ask the children how the sunlight feels on their skin. (Warm)
- Explain that the light and warmth of the sun helps crookneck squash seeds grow into plants that will produce more crookneck squash.
- Show the children the soil in a garden or flowerbed. Let them touch the soil. Ask them how the soil feels. (Wet or dry, hard or soft) Explain that crookneck squash seeds need soil to grow into plants.
- Run some water from a hose or pour some from a container and let the children touch it. Ask how it feels. (Wet) Explain that water helps plants grow. Explain that water for plants usually comes as rain. Plants like crookneck squash need lots of water so farmers' and gardeners use sprinklers in addition to rain to make sure the plants have plenty of water.
- Have the children help lay the prepared seed tapes in the soil at the preferred planting depth of $\frac{1}{2}$ inch, cover with soil, and water. Remind the children of how far apart crookneck squash are planted (at least 2 feet apart).

Activity Connection to Snack or Mealtime

Talk about the crookneck squash seeds planted while eating crookneck squash at snack or mealtime.



C. Crookneck Squash Stories and Songs

C1: Cool Puppy Pup's Crookneck Squash Lunch Party Video

View Cool Puppy Pup's Crookneck Squash Lunch Party Segment with the children. Discuss the crookneck squash facts covered in this delightful video and have them try Cool Puppy Pup's favorite way to eat crookneck squash.

Objective

The children will be able to describe how crookneck squash are grown, harvested, and eaten.

Materials Needed

- Cool Puppy Pup DVD
- TV and DVD Player
- Crookneck squash
- Margarine
- Plates, spoons, and napkins

What To Do Ahead of Time

- Cue the DVD to start at the Crookneck Squash segment.
- Prepare cooked and mashed crookneck squash with a little margarine; keep warm in the oven or reheat in the microwave before serving.





Activity Length:
15 minutes

The Activity

- Gather the children and watch the Crookneck Squash segment of the video.
- After viewing the segment, ask the children to name their favorite part of the video. Use their responses to lead into a discussion about the video. During the discussion, include the questions below to review Cool Puppy Pup's main points from the video segment.
- In the video, did Cool Puppy Pup say:
 - ▶ Crookneck squash was a fruit or a vegetable? (Vegetable)
 - ▶ What shape is crookneck squash? (Fat and round on one end, thin and crooked on the other)
 - ▶ What color is the outside rind? (Light yellow) How does it feel? (Smooth)
 - ▶ Cool Puppy Pup said the inside of crookneck squash is what color? (White)
 - ▶ Are crookneck squash's small white seeds on its inside or outside? (Inside)
 - ▶ Did Cool Puppy Pup say we can eat the skin, the insides, and the seeds? (Yes)
- At Tasty Acres Farm the farmer talked about how crookneck squash grow.
 - ▶ Where do crookneck squash grow? (On a farm)
 - ▶ Do crookneck squash grow on vines above or below the ground? (Above the ground)
 - ▶ Where are crookneck squash shipped after they are picked? (To stores and farmers' markets)
- Have the children name some of the ways that crookneck squash can be eaten: with pasta, in soup, in muffins and bread, or cooked and mashed with just a little margarine.
- Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).
- Conclude the activity by telling the children they are going to eat crookneck squash the way that Cool Puppy Pup likes crookneck squash best of all.
- Serve the cooked and mashed crookneck squash.



Connection to Garden Art and Crafts

Make a Scarecrow: Cut a small crookneck squash in half lengthwise so that the flat, cut surface can be dipped in paint while holding onto the outer portion of the squash. Stamp the curvy shape of crookneck squash on the clothing of the scarecrow in waterproof paints (see Booklet I, Garden Art and Crafts Section, page 38).



C2: Reading Activity

Read story books to the children that are about or include the activities of growing and/or eating fruits and vegetables. Listening to such stories can encourage children to adopt positive behaviors that can last a lifetime, like trying new fruits and vegetables.

Objective

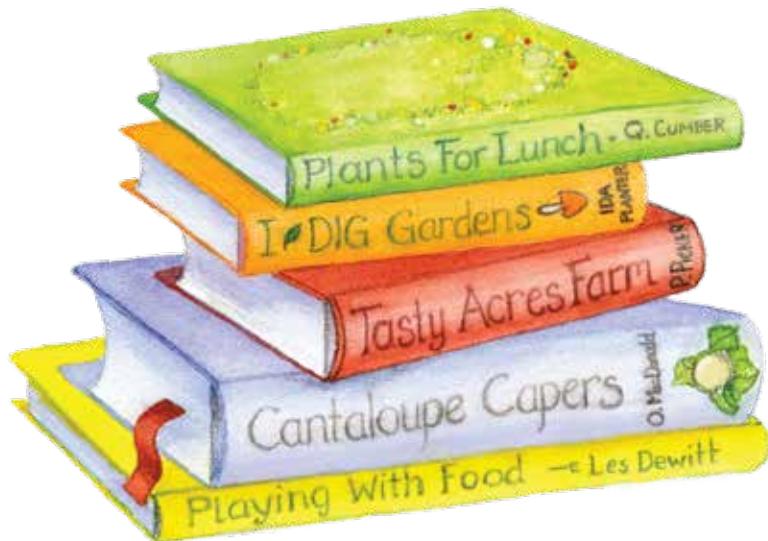
Children will describe the fun and interesting stories about fruits and/or vegetables that were read to them.

Materials Needed

- Books from a library or purchased books
- Space for the children to sit

What To Do Ahead of Time

- Clear a space for the children to sit around you.
- Choose a book from the Harvest of Books list (see the Tool Shed Resources, Booklet 1, page 50).
- Select a book you would like to read and either borrow it from a library or purchase it.
- Use books relevant to fruits and vegetables that may already be available to you.





**Activity Length:
10 to 20 minutes
depending on the
length of the book**

The Activity

- Have the children sit around you as you read them the book.
- Ask the children to listen for the names of fruits and vegetables as the story is read.

Discussion Questions:

- After reading the story, ask the children which fruits and vegetables were named in the story and what happened to them. For example,
 - ▶ Where were the fruits and vegetables grown?
 - ▶ What happened to the fruits and vegetables after they were picked?
 - ▶ Who ate the fruits and vegetables?

Add other questions that relate to the story.





C3: Old MacDonald Had a Farm, Crookneck Squash Style

The children sing about growing and eating crookneck squash and act out motions to this familiar tune.

Objectives

The children will be able to:

- Sing and act out motions to familiar tune;
- Say that being physically active helps us feel good.



**Activity Length:
10 minutes**

Materials Needed

- Crookneck squash lyrics to tune “Old MacDonald Had a Farm”
- Large space for the children to move about

What To Do Ahead of Time

- Become familiar with the words and motions of the song.

The Activity

- Lead the children in singing these new words to the tune “Old MacDonald Had a Farm” and demonstrate the suggested motions or make up new ones.
- Encourage the children to move about as they are singing.
- Explain that skipping, wiggling, stretching, running, jumping, and playing actively every day helps us to feel good and stay healthy.



Old MacDonald Had a Farm, Crookneck Squash Style

The children sing about growing and eating crookneck squash and act out motions to this familiar tune.

1st Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With vines growing here and vines growing there,
Here vines, there vines, everywhere squash vines!
Old MacDonald had a farm, EIEIO!

2nd Verse

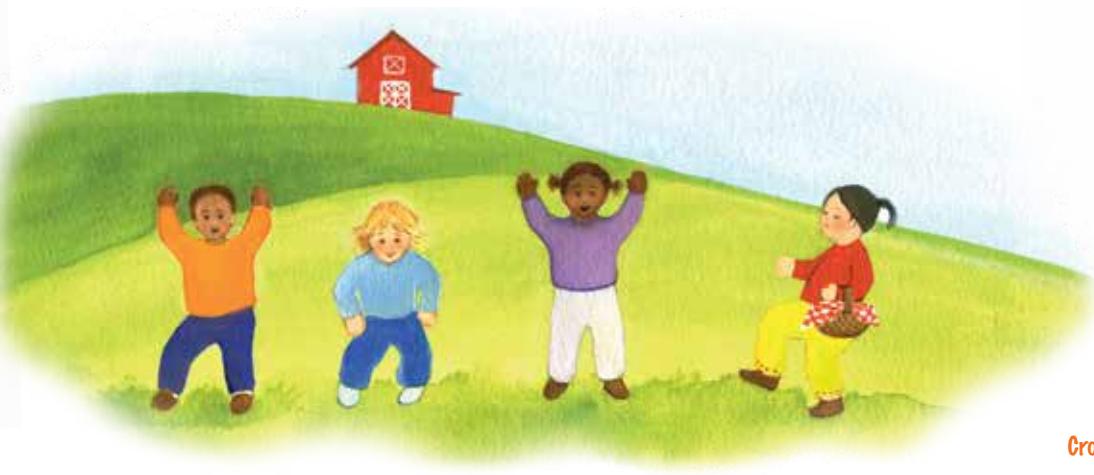
Old MacDonald had a farm, EIEIO!
On this farm he grew crookneck squash, EIEIO!
With sunshine here and sunshine there,
Here sun, there sun, everywhere sun shines!
Old MacDonald had a farm, EIEIO!

3rd Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some squash, EIEIO!
With a harvest here, and a harvest there,
Here a harvest, there a harvest, everywhere a
squash harvest.
Old MacDonald had a farm, EIEIO!

4th Verse

Old MacDonald had a farm, EIEIO!
On this farm he grew some squash, EIEIO!
With a bite, bite here, and a bite, bite there,
Here a bite, there a bite, everywhere a crunchy bite.
Old MacDonald had a farm, EIEIO!



(Skip in place)

(Pretend to carry crookneck squash)
(Wiggle arms to left and right
repeatedly using large, vigorous motions)

(Skip in place)

(Skip in place)

(Pretend to carry crookneck squash)
(Hold hands in circle above head and
jump to face 4 corners & sides of room)

(Skip in place)

(Skip in place)

(Pretend to carry crookneck squash)
(Pretend to wheel a heavy wheelbarrow)
(Pretend to wheel a heavy wheelbarrow)

(Skip in place)

(Skip in place)

(Pretend to carry crookneck squash)
(Pretend to eat crookneck squash)
(Pretend to eat crookneck squash)

(Skip in place)





D. Introducing MyPlate Nutrition Education Activities

Materials Needed

- Eat Smart To Play Hard With MyPlate poster (see Booklet I)
- Crookneck squash and zucchini squash, at least two of each type of squash
- Plates and napkins

What To Do Ahead of Time

- Review the foods and activities depicted on the poster.
- Display the poster.
- Add a photo or illustration of zucchini to the Vegetables group of the poster.
- Cut a crookneck squash and a zucchini squash in half.
- Prepare slices of crookneck squash and zucchini squash with the skin and seeds intact, at least one per child.
- Make copies of *MyPlate* coloring page (new or use copies from a previous D1 activity), one per child.
- Copy Crookneck Squash Growing at Home #3—one set per child.

Crookneck Squash Growing at Home #3: Send a copy of this resource home with each child at the start of Section D activities.

D1: Savor the Flavor of Squash

Introduce the children to the *Eat Smart To Play Hard With MyPlate* poster. The children find crookneck squash and other summer squash (zucchini) in the Vegetables group. They taste the difference between zucchini and crookneck squash.

Objectives

The children will be able to:

- Say that crookneck squash is found in the Vegetables group;
- Say that eating vegetables like crookneck squash help keep us healthy;
- Compare crookneck squash to zucchini squash;
- Say that being physically active every day helps us feel good and is fun;
- Say that eating foods from the different food groups each day helps us grow and be healthy;
- Identify a food from each of the five food groups.

Before the Activity—Hand Washing and Polite Tasting

- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).
- If necessary, remind the children about polite food tasting habits (see Booklet I, Tool Shed Resources, page 44, for details).



Activity Length:
25 minutes; 30 minutes
if optional coloring
activity conducted

The Activity

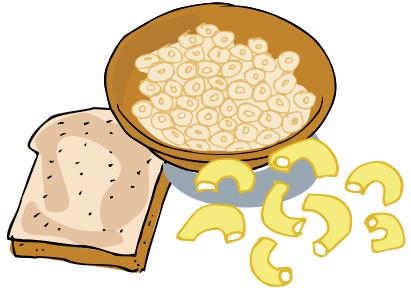
Learning the Food Groups

- Seat the children in a semicircle on the floor in view of the *Eat Smart To Play Hard With MyPlate* poster.
- Tell the children today they are going to learn about ways to be healthy and have fun every day. Tell the children that the best part is they like to do what helps them be healthy: they like to eat a variety of foods and they like to play.
- Point out the *Eat Smart To Play Hard With MyPlate* poster to the children. Ask the children to tell you what they see on the poster. Accept all correct answers, such as food, specific foods by name, children playing, and specific activities by name, etc.
- Explain that MyPlate shows the five food groups a person should eat from each day. Each food group has its own color. The Fruit Group is red, the Vegetable Group is green, the Grains Group is orange, the Dairy Group is blue, and the Protein Foods Group is purple. Eating foods from each food group helps us to be healthy and grow

This activity continues on the following pages.



Grains



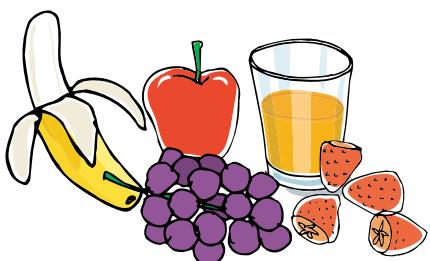
- Point to the orange band of color on the poster and ask the children to name the color (orange). Tell the children that foods made from grains are in the Grains group represented by the orange color band. Point to the bread and the cereal in the Grains group on the orange band of the poster and state that bread and cereal give us energy to play. Ask two children to come to the poster, point to a food in the orange section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Grains group also give us energy to play.
- Children this age may not know what a grain is. Tell them grains come from plants such as wheat, oats, and corn. Grains are used to make foods like cereal, bread, and pasta.

Vegetables



- Point to the green band of color on the poster and ask the children to name the color (green). Tell the children that foods from plants called vegetables are in the Vegetables group represented by the green color band. Point out the crookneck squash in the Vegetables group on the green band of the poster. Ask the children to name this vegetable (crookneck squash). Ask the children to name a crookneck squash's color (yellow). Explain that eating a yellow/orange-colored vegetable, like a crookneck squash, often is a way to be healthy. Ask two children to come to the poster, point to a vegetable in the green section, and name the vegetable. After each child names a vegetable, repeat the name of the vegetable and state that _____ (the vegetable named) and other foods from the Vegetables group also help keep us healthy.

Fruits



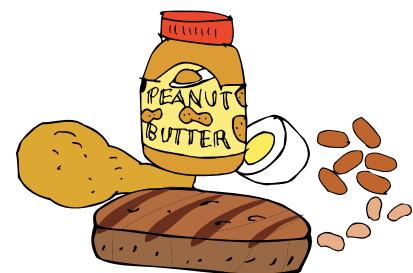
- Point to the red band of color on the poster and ask the children to name the color (red). Tell the children that foods from plants called fruits are in the Fruits group represented by the red color band. Point to the peach and strawberry shown in the Fruits group on the red band of the poster and state that peaches and strawberries help keep us healthy. Ask two children to come to the poster, point to a fruit in the red section, and name the fruit. After each child names a fruit, repeat the name of the fruit, and state that _____ (the fruit named) and other foods from the Fruits group help keep us healthy.

- Point to the blue band of color on the poster and ask the children to name the color (blue). Tell the children that milk and foods made from milk are in the Dairy group represented by the blue color band. Point to the milk and yogurt in the Dairy group below the blue band and state that milk and yogurt help us build strong bones. Tell the children that it is good to choose low-fat and fat-free milk, yogurt, and cheese when given a choice. Ask two children to come to the poster, point out a food in the blue section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Dairy group also help us build strong bones.



Protein Foods

- Point to the purple band of color on the poster and ask the children to name the color (purple). Tell the children that foods from animals and some plants are in the Protein Foods group represented by the purple color band. Point to the meat, fish, egg, beans and peanut butter in the Protein Foods group below the purple band and state that they help our muscles grow. Ask two children to come to the poster, point out a food in the purple section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Protein Foods group also help our muscles grow. (Note: if only foods that come from animals are selected, point out a food from plants and name it. If only foods from plants are selected, point out a food that comes from animals and name it.)





Review Activity

- While the children are still seated, point to each food group color band on the *Eat Smart To Play Hard With MyPlate* poster.
- Ask the children to name the food group each color represents and to name a food from that group.

- **Orange** – Grains group
- **Green** – Vegetables group
- **Red** – Fruits group
- **Blue** – Dairy group
- **Purple** – Protein Foods group

Tasting Activity

- Show the children the crookneck squash and zucchini. Tell the children that zucchini is a squash similar to crookneck squash but different in color.
- Give the children squash samples to taste. Note both are firm, crunchy, and taste mild.
- After tasting the samples of squash, invite the children to feel and smell the different squash halves. Discard halves at end of lesson or reserve to use for Stamped Wrapping Paper.
- Ask the children to name different ways to eat vegetables like squash at different meals and snacks. Accept all answers such as fresh slices or sticks, in vegetable salads, baked in muffins, etc.

Be Active—Crookneck Squash Skip

Note to Caregiver: Active play and movement are important for every child's growth and development. Although they may seem to be active and energetic, most children do not get the amount of physical activity they need for good health. Child care programs should provide opportunities for young children (2 to 6 years of age) to engage in 90 to 120 minutes (1 ½ to 2 hours) of moderate to vigorous physical activity each day.

Several short periods of activity (10-20 minutes each) work well for young children and are easy to plan into the day. Examples of moderate to vigorous physical activity that kids this age enjoy include: playing on outdoor play equipment, dancing to music, taking a nature (or garden) walk, relay races, movement games, hopping, skipping, galloping, and riding a tricycle or bicycle. For additional information on physical activity for young children, refer to the Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program at <http://teamnutrition.usda.gov/Resources/nutritionandwellness.html>.

- Point to the various activities depicted on the *Eat Smart To Play Hard With MyPlate* poster. Ask the children to tell you why it is important to be physically active and play every day, i.e., it helps you be strong and healthy, and is fun. Tell the children that today they will learn to be physically active in a way that reminds them of the crookneck squash they just tasted.
- Take the children to a large open space or outdoors. Ask the children to stand in a large circle, standing so that one arm can be extended into the circle and one arm can be extended outside of the circle. Show the children how to extend the arm on the outside of the circle over the head and curve in toward the inside of the circle, similar to the curve of a crookneck squash. Tell the children they are going to skip around the large circle with their arms curved like crookneck squash while you call out the word “squash.” When the children hear you say the word “squish,” they will stop skipping and lower their arms. The children turn to face the opposite direction and curve the opposite arm over their heads like the curve of a crookneck squash. The children skip around the large circle as you call out the word “squash.” When they hear the word “squish,” the children stop, change directions, and curve the opposite arm over their heads to repeat skipping until the activity is concluded.
- Have the children curve their arms like crookneck squash, and say, “I, 2, 3, Squash, Squash, Squash. (repeat saying squash several more times)...Squash!”
- Continue to have the children skip in a large circle for several minutes. If desired, increase the activity difficulty for older children by occasionally asking the children to skip backwards in the large circle for one round of skipping.
- Conclude the activity by telling the children it is fun to eat squash and be physically active by doing a Crookneck Squash Skip.

Optional Concluding Activity: Have the children sit at tables with coloring supplies. Distribute a copy of *MyPlate* coloring page (see Booklet I, Tool Shed Resources, page 83) to each child. Ask the children to color the Vegetables section green and draw and color a crookneck squash near the Vegetables section of *MyPlate* or use the Blackline Master of a crookneck squash (see Booklet I, Tool Shed Resources, page 74) and have the children color the crookneck squash. With older children have them copy the dot-to-dot outline of the word “Vegetables”. Ask the children to draw a favorite way they like to be physically active on the page. If desired, collect the sheet for use in future fruit and vegetable units in *Grow It, Try It, Like It!*



D2: Gosh, I Love Squash!

The children taste a new crookneck squash recipe and talk about different ways to eat crookneck squash.

Objectives

The children will be able to:

- Taste crookneck squash in a combination food, Crookneck Squash Pasta Salad;
- Describe many different ways to eat crookneck squash.

Before the Activity-Hand Washing and Polite Tasting

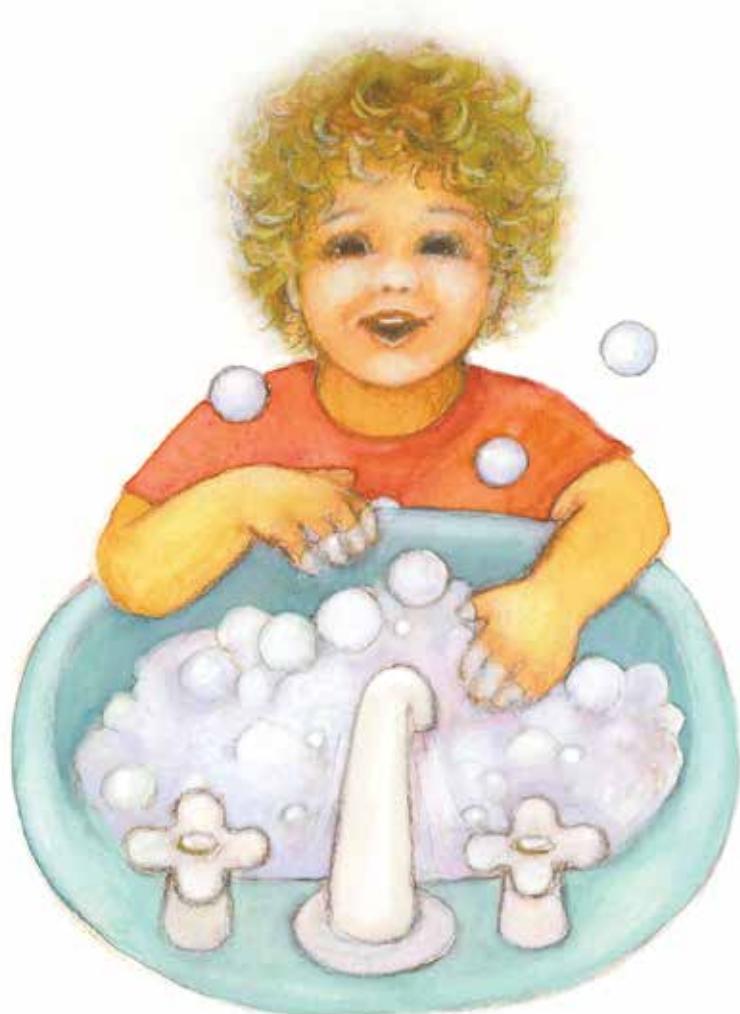
- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet 1, Tool Shed Resources, page 43 for directions).
- If necessary, remind the children about polite food tasting habits (see Booklet 1, Tool Shed Resources, page 44, for details).

Materials Needed

- Pasta Salad Recipe ingredients—see the Child Care Center version of this recipe on page 28
- Plates, spoons, and napkins

What To Do Ahead of Time

- Prepare the recipe.
- Prepare table(s).





Activity Length:
10-15 minutes

The Activity

- Seat the children at the table(s).
- Ask the children to share what they remember learning about crookneck squash.
- Encourage responses such as how and where crookneck squash grows; how it looks, feels, smells, and tastes; and other material covered in the unit.
- Tell the children that the unit on crookneck squash ends with a celebration of a new way to eat crookneck squash. Crookneck squash can be part of a mixture of other foods.
- Show the children the Crookneck Squash Pasta Salad and talk about the other foods in the salad.
- Serve the children Crookneck Squash Pasta Salad.
- As the children are eating, ask:
 - ▶ What crookneck squash recipes have they made with their parents?
 - ▶ What different ways have they eaten crookneck squash?
 - ▶ What new ways do they think crookneck squash could be eaten?
- Give suggestions such as soups, salads, or as a side dish (e.g., squash and apples), in breads and muffins, and also cut into sticks and served with low-fat dip.

Words To Grow

Salad Crookneck Squash
Carrot Pasta
Mixture



Crookneck Squash Pasta Salad

For the Child and Adult Care Food Program

Preparation Time: 20 minutes, including cooking time

Yield: 10 $\frac{1}{2}$ -cup child-size portions (may vary slightly depending on type of pasta used) $\frac{1}{2}$ cup serving provides the equivalent of $\frac{1}{4}$ ounce of cooked lean meat alternate and $\frac{1}{8}$ cup of vegetable towards CACFP meal pattern

- **$\frac{1}{2}$ cup pasta (macaroni, rotini, small shells), uncooked**
- **1 small crookneck or yellow squash (approximately 1 cup)**
- **1 medium carrot (approximately $\frac{1}{2}$ cup)**
- **1 $\frac{1}{2}$ cups fresh spinach leaves, washed and dried, and stems removed**
- **4 oz low-fat or fat-free cheddar cheese, cubed (1 cup)**

Dressing:

- **5 Tbsp reduced-fat or fat-free mayonnaise**
- **1 $\frac{1}{2}$ Tbsp orange juice**
- **$\frac{1}{2}$ tsp dried sweet basil**
- **$\frac{1}{2}$ tsp prepared mustard**
- **$\frac{1}{2}$ tsp garlic powder**
- **$\frac{1}{4}$ tsp black pepper**

1. Cook pasta with water according to directions on the package.
2. Drain pasta. Chill in refrigerator if desired while preparing vegetables.
3. Wash the squash and carrots under cool tap water and scrub with a vegetable brush. Trim ends and remove any bad spots. Do NOT peel either the squash or the carrots.
4. Dice the squash and shred the carrots then place them in a medium-size bowl.
5. Wash the fresh spinach in cool tap water with a salad spinner or colander and thoroughly dry. Remove stems and any bad leaves. Stack several spinach leaves on top of each other and roll together. Slice crosswise through the roll, making very thin slivers of spinach.
6. Add the pasta, spinach, and cheese to the squash-carrot mixture; toss to combine.
7. Make the dressing in a small bowl. Thoroughly blend the mayonnaise, orange juice, dried basil, prepared mustard, garlic, and black pepper.
8. Pour dressing over the salad mixture and toss to evenly distribute the dressing.
9. Serve immediately or refrigerate and serve chilled.

Variation: Substitute another summer squash, such as zucchini, sunburst, or patty pan squash for crookneck squash. Substitute your favorite Italian salad dressing for a change of taste.

Cooking with Children

Young children can:

- Wash hands first
- Help wash and scrub carrots and squash
- Help use a salad spinner to wash spinach
- Dry spinach leaves washed in a colander between sheets of paper towel
- Wipe up spills

Adults should cook pasta and use a sharp knife to cut all vegetable pieces, make dressing, and toss salad



Nutrients per 1 child-size serving of $\frac{1}{2}$ cup (using elbow macaroni):

Calories 65, Protein 3.9 g, Carbohydrate 7.4 g, Total Fat 2.3 g, Saturated Fat .7 g, Cholesterol 5 mg, Vitamin A 1935 IU, Vitamin C 4.1 mg, Iron 0.6 mg, Calcium 60 mg, Sodium 140 mg, Dietary Fiber 0.8 g

Growing at Home Materials... for Crookneck Squash Lessons



Crookneck Squash Growing at Home #1

Home Activities From Grow It, Try It, Like It!

Dear Parents and Guardians:

A uniquely shaped vegetable is the focus of the next unit in our series. Crookneck squash is the vegetable we are learning about each day in your child's activities.

Today your child learned many things about crookneck squash. We had hands-on experiences with this vegetable to observe how it looks, feels, smells, and tastes. Your child has learned that crookneck squash:

- Are curved, not straight;
- Are a light yellow color outside;
- Are white and firm on the inside;
- Have flat, white seeds on the inside; and
- Have parts that can all be eaten—peel, insides, and seeds.

We tasted crookneck squash today and will taste more squash dishes in the days to come. Help your child continue learning about the many tastes of squash. Make a family recipe that includes crookneck squash with your child. Flavorful **Squash Quick Bread**, the attached recipe, is a great recipe choice.

Crookneck Squash Are Fun To Color! is an activity that your child can do at home with you. Try to do this activity in the next day or two; it will help your child remember what we have learned about crookneck squash. Having fun experiences with healthful foods like crookneck squash improves the chances your child will try vegetables in new ways at home—and at child care!

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director

Tip:

Let your child choose a new fruit or vegetable from the produce department. Be adventurous and try new foods together.

Squash Quick Bread

Preparation Time: 20 minutes

Serves: 24 child-size servings of $\frac{1}{2}$ of a $\frac{3}{4}$ "-thick slice of bread or $\frac{1}{2}$ muffin

Serves: 12 adult-size portions of one $\frac{3}{4}$ "-thick slice of bread or 1 muffin

- **1 ½ cups shredded crookneck squash,
3 to 5 small squash, see Tip below**
- **1 cup all-purpose flour**
- **1 cup whole-wheat flour**
- **1 Tbsp baking powder**
- **½ tsp salt**
- **¼ cup sugar**

Cooking Time: 20-25 minutes for muffins,
35-40 minutes for bread

- **¾ tsp ground cinnamon**
- **½ tsp ground nutmeg**
- **1 large egg, beaten**
- **¼ cup canola oil**
- **1 cup low-fat or fat-free milk**
- **Nonstick cooking spray**

1. Preheat oven to 375 degrees Fahrenheit.
2. Wash the squash and trim ends. Do NOT peel. Shred squash. Press the shredded squash between paper towels to remove excess moisture, if necessary.
3. Into large mixing bowl, mix flours, baking powder, salt, sugar, cinnamon, and nutmeg until blended. Add shredded squash and toss with dry ingredients to coat shreds.
4. Into small mixing bowl, beat the egg with fork.
5. Add canola oil and low-fat or fat-free milk to beaten egg and mix.
6. Add egg/oil mixture to dry ingredients. Mix only until ingredients are combined. The batter should be slightly lumpy.
7. Spray a 9"x5"x3" loaf pan with nonstick cooking spray. For muffins, spray a 12-cup muffin pan or line pan with paper baking cups.
8. Pour mixture into loaf pan or muffin pan, filling each cup about $\frac{3}{4}$ full.
9. Bake for 35-40 minutes for loaf or 20-25 minutes for muffins, or until toothpick inserted in center comes out clean and bread is lightly brown.
10. Cool in pan for 10 minutes. Remove from pan and cool completely before slicing loaf into 12 $\frac{3}{4}$ " slices and serve. Muffins can be served warm.

Variation: Substitute 2 cups 100% whole-wheat pastry flour for the all-purpose and whole-wheat flours.

Use a mini-muffin pan and reduce the cooking time to 10-12 minutes. Substitute zucchini for yellow summer squash.

Tip: It is best to purchase small squash because they contain smaller seeds and have less water. If large squash are used, remove the seeds before grating. Purchase one pound of squash for each loaf or dozen muffins. Try this recipe with zucchini or summer squash for a change.

Cooking with Children

Young children can:

- Wash hands first
- Help wash squash
- Help dry shredded squash between paper towels
- Help mix dry ingredients
- Help beat egg

Adults should cut and shred squash, combine wet and dry ingredients, transfer batter to pan(s), and do all steps involved with hot oven.



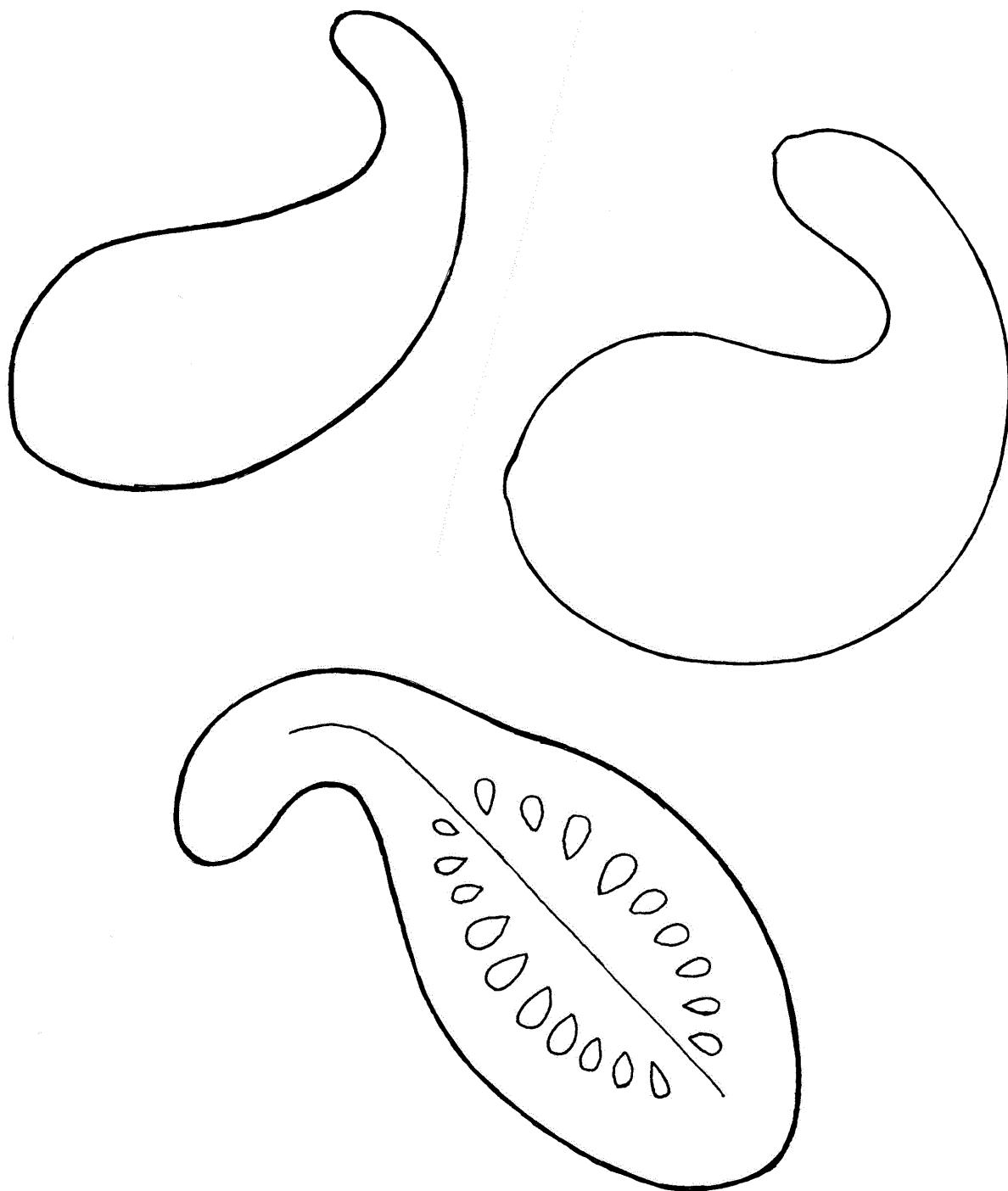
Nutrients (using low-fat milk) per 1 child-size serving of $\frac{1}{2}$ of a $\frac{3}{4}$ " thick slice of bread: Calories 74, Protein 2 g, Carbohydrate 10.7 g, Total Fat 2.8 g, Saturated Fat 0.3 g, Cholesterol 10 mg, Vitamin A 48 IU, Vitamin C 1.2 mg, Iron 0.6 mg, Calcium 52 mg, Sodium 118 mg, Dietary Fiber 0.9 g

Crookneck Squash Are Fun To Color!

Dear Parents and Guardians:

Crookneck squash is a light yellow color. Young squash has smooth skin. As the squash grows, the skin becomes slightly bumpy. The inside of the squash is white and firm. Crookneck squash has flat, white seeds on the inside. Help your child color

the drawings of crookneck squash below. After the activity, taste slices of raw crookneck squash with your child's favorite dip or even peanut butter. Raw vegetables like squash are a great snack choice.



Crookneck Squash Growing at Home #2

Home Activities From Grow It, Try It, Like It!



Dear Parents and Guardians:

We have learned more about crookneck squash! We are learning how to grow these curvy vegetables.

Today your child learned how crookneck squash is grown and harvested. He/she has learned that crookneck squash:

- Start from the flat white seeds found inside the squash;
- Grow on vines above the ground;
- Need soil, water, sun, and time to grow;
- Have stems and leaf stalks that are prickly; and
- Are picked when they are tender and shiny.

Help your child continue learning about crookneck squash at home by making the colorful **Squash Vegetable Soup** recipe. Your child will enjoy helping make this recipe; the entire family will enjoy eating it. It is sure to become a favorite family recipe featuring crookneck squash.

What Crookneck Squash Needs To Grow activity (attached) gives your child the opportunity to share with you what plants need to grow. Your child loves to tell you what he or she has learned. Talking about how plants like crookneck squash grow reinforces the activities we have completed. Take this opportunity to support the learning and tasting activities we promote daily.

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director



Tip:

Help your child experience the same food in different ways. For example, serve crookneck squash raw for a snack, dice it fine to add to tossed salad, and add chunks to soup. What ideas do you have?

Squash Vegetable Soup

Preparation Time: 25-35 minutes

Serves: 16 child-size $\frac{1}{2}$ -cup servings

Serves: 8 adult-size 1-cup servings

- 1 Tbsp canola oil
- $\frac{1}{2}$ cup chopped onion
- 1 tsp minced garlic, fresh or from jar
- 2 15-oz cans of low-sodium chicken or beef broth
- 1 15-oz can diced tomatoes with Italian seasoning in juice
- 2 cups cubed crookneck squash, $\frac{1}{2}$ inch cubes or smaller
- 1 12-oz bag frozen mixed vegetables (peas, carrots, and corn)
- 1 15-oz can small white beans, drained
- Shredded low-fat or fat-free mozzarella cheese and croutons for garnish, if desired

1. In large pot or Dutch oven, heat oil over medium heat. Add onions and cook until tender.
2. Add garlic and cook 2 more minutes.
3. Add broth, tomatoes with juice, cubed squash, and frozen vegetables; bring to a boil.
4. Reduce heat to medium low, cover, and simmer for 15-20 minutes until vegetables are tender.
5. Add white beans and heat for 5-10 minutes until heated through.

Ladle into soup bowls. Garnish with shreds of mozzarella cheese and croutons, if desired.

Variation: Substitute another summer squash, such as yellow, zucchini, sunburst, or patty pan squash.

Option: Substitute 2 tablespoons dried minced onion and 1/8 teaspoon dried minced garlic for fresh. Omit oil and start at step 3; add dried onion and garlic with other ingredients.

Cooking with Children

Young children can:

- Wash hands first
- Help wash squash
- Help ladle cubed squash and frozen vegetables into cool broth/tomato mixture in pan
- Wipe up spills
- Sprinkle cheese and croutons gently over soup bowls

Adults should do all steps involving the stove.



Nutrients per 1 child-size serving of $\frac{1}{2}$ cup: Calories 64, Protein 3.8 g, Carbohydrate 9.8 g, Total Fat 1.4 g,

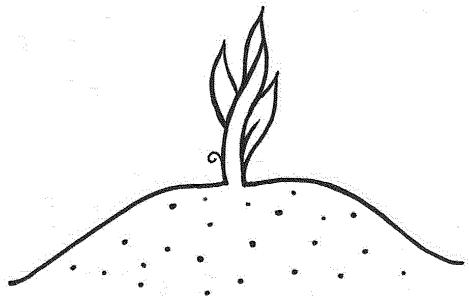
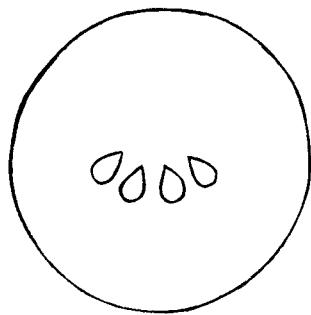
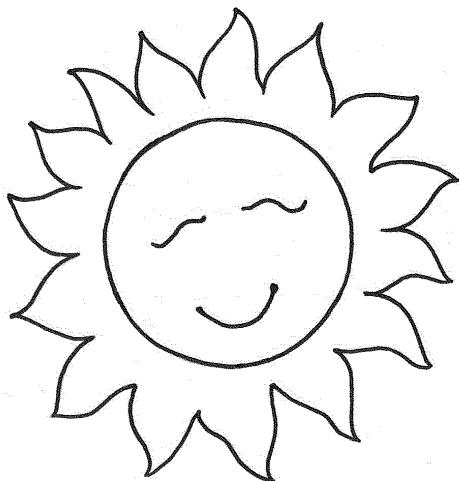
Saturated Fat 0.2 g, Cholesterol 0 mg, Vitamin A 1132 IU, Vitamin C 6.1 mg, Iron 1.2 mg, Calcium 38 mg, Sodium 64 mg, Dietary Fiber 2.7 g

What Crookneck Squash Needs To Grow

Dear Parents and Guardians:

Crookneck squash plants start from the flat white seeds found inside the squash. Squash grow on vines above the ground. They can grow in home gardens or on large farms. Squash grows fast, particularly in hot weather. Squash stems and leaf

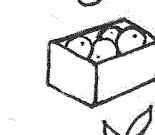
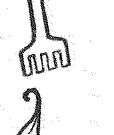
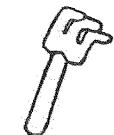
stalks are prickly so it is best to wear gloves when picking squash. Squash is picked in late summer or early fall. Ask your child to look at pictures below and draw a circle around the things a crookneck squash needs to grow.



1. sun, 2. rain, 3. soil

Crookneck Squash Growing at Home #3

Home Activities From Grow It, Try It, Like It!



Dear Parents and Guardians:

The crookneck squash unit we have enjoyed in our daily activities is completed. We finished our lessons on this vegetable today.

Ask your child about crookneck squash and how this vegetable is prepared and served. He/she has learned that crookneck squash can be:

- Cut into slices or sticks and served with low-fat dip;
- Added to soups, salads, or cooked as a side dish i.e., squash and apples;
- Baked in products such as quick breads and muffins.

You can help your child continue learning about different ways to use crookneck squash at home by making the attached recipe, **Crookneck Squash Pasta**

Salad. Ask your child to help prepare this or a family recipe that includes crookneck squash. It's a sure-fire way to encourage your child to eat a new food.

Talking about crookneck squash with your child provides many ways for him/her to show what they've learned. The activity **Counting Crookneck Squash Seeds** is a great activity to do with your child. After you count the seeds, count how many different fruits and vegetables your child likes to eat. Encourage your child to try new and different foods at child care—and at home!

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director

Tip:

Ask your child to be on spill patrol when a recipe calls for steps only an adult can do. Armed with a paper towel or damp cloth, your child can help keep the counter neat and the conversation sweet while you cook.

Crookneck Squash Pasta Salad

Preparation Time: 20 minutes, including cooking time

Serves: 10 child-size $\frac{1}{2}$ cup servings,

Serves: 5 adult-size 1 cup servings

- $\frac{1}{2}$ cup pasta (macaroni, rotini, small shells), uncooked
- 1 small crookneck or yellow squash (approximately 1 cup)
- 1 medium carrot (approximately $\frac{1}{2}$ cup)
- 1 $\frac{1}{2}$ cups fresh spinach leaves, washed and dried, and stems removed
- 4 oz low-fat or fat-free cheddar cheese, cubed (1 cup)

Dressing:

- 5 Tbsp reduced-fat or fat-free mayonnaise
- 1 $\frac{1}{2}$ Tbsp orange juice
- $\frac{1}{2}$ tsp dried sweet basil
- $\frac{1}{2}$ tsp prepared mustard
- $\frac{1}{2}$ tsp garlic powder
- $\frac{1}{4}$ tsp black pepper

1. Cook pasta with water according to directions on the package.
2. Drain pasta. Chill in refrigerator if desired while preparing vegetables.
3. Wash the squash and carrots under cool tap water and scrub with a vegetable brush, trim ends and remove any bad spots. Do NOT peel either the squash or the carrots.
4. Dice the squash and shred the carrots then place them in a medium-size bowl.
5. Wash the fresh spinach in cool tap water with a salad spinner or colander and thoroughly dry. Remove stems and any bad leaves. Stack several spinach leaves on top of each other and roll together. Slice crosswise through the roll, making very thin slivers of spinach.
6. Add the pasta, spinach, and cheese to the squash-carrot mixture; toss to combine.
7. Make the dressing in a small bowl. Thoroughly blend mayonnaise, orange juice, dried basil, prepared mustard, garlic, and black pepper.
8. Pour dressing over the salad mixture and toss to evenly distribute the dressing.
9. Serve immediately or refrigerate and serve chilled.

Variation: Substitute another summer squash, such as zucchini, sunburst, or patty pan squash for crookneck squash.

Substitute your favorite Italian salad dressing for a change of taste.

Cooking with Children

Young children can:

- Wash hands first
- Help wash and scrub carrots and squash
- Help use a salad spinner to wash spinach
- Dry spinach leaves washed in a colander between sheets of paper towel and
- Wipe up spills

Adults should cook pasta and use a sharp knife to cut all vegetable pieces, make dressing, and toss salad



Nutrients per 1 child-size serving of $\frac{1}{2}$ cup (using elbow macaroni):

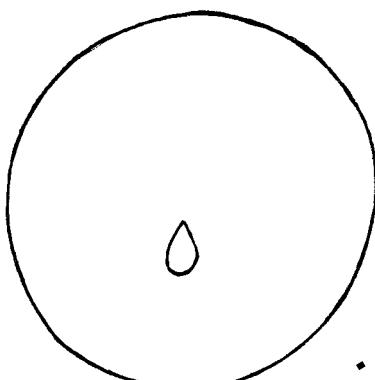
Calories 65, Protein 3.9 g, Carbohydrate 7.4 g, Total Fat 2.3 g, Saturated Fat .7 g, Cholesterol 5 mg, Vitamin A 1935 IU, Vitamin C 4.1 mg, Iron 0.6 mg, Calcium 60 mg, Sodium 140 mg, Dietary Fiber 0.8 g

Counting Crookneck Squash Seeds

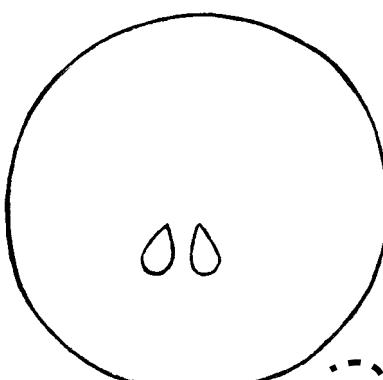
Dear Parents and Guardians:

When children are familiar with new foods, they are more willing to taste new foods. In child care, your child has learned what the inside of crookneck squash looks like. Crookneck squash have many white, flat seeds. Help your child count the number of seeds in each squash half and trace the numbers

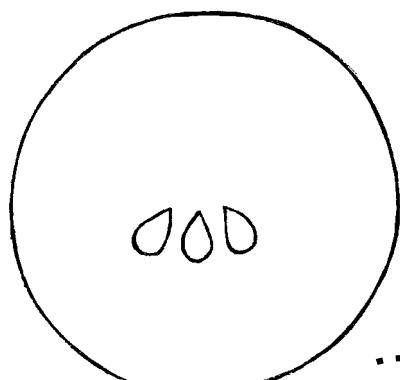
under each picture. Guide their hand as they trace the numbers, if necessary. Have your child count different ways to enjoy eating crookneck squash. Write those ideas on the lines below the traced numbers. Make a plan to enjoy a crookneck squash recipe this week!



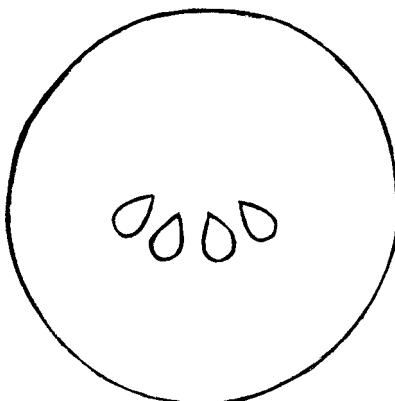
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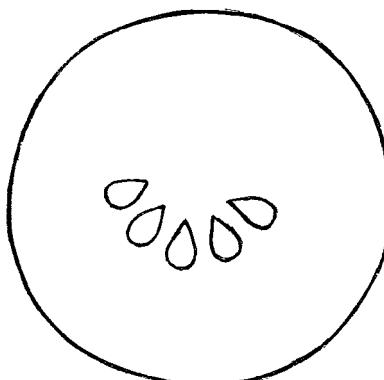
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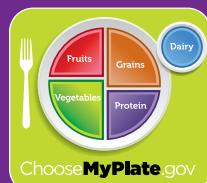
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4



5



United States Department of Agriculture • Food and Nutrition Service
Find more fun resources at these Web sites:

teamnutrition.usda.gov
choosemyplate.gov

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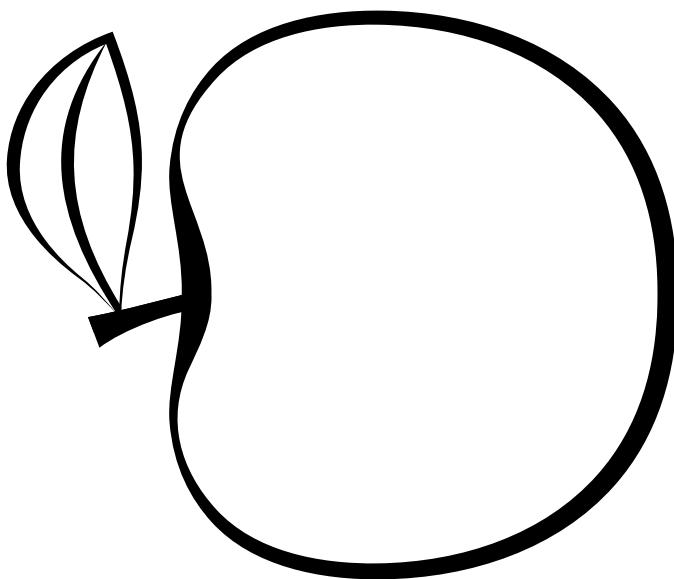
United States Department of Agriculture

Fruits

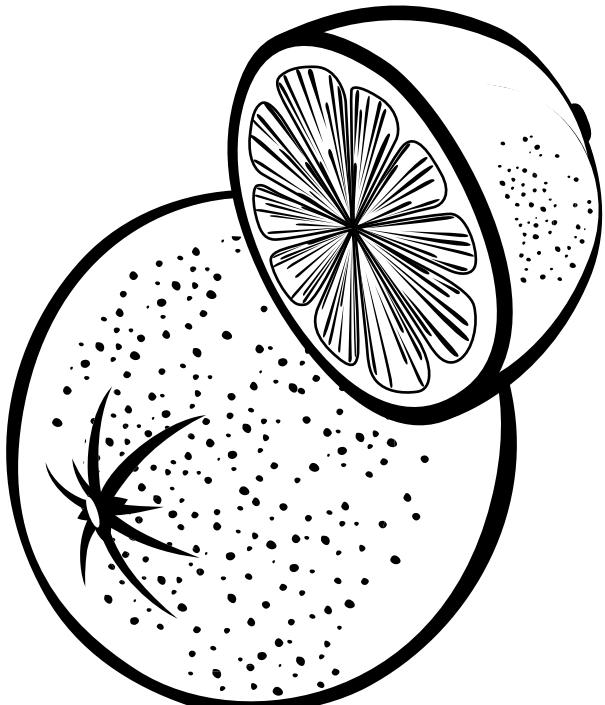


Sight words: the, is, eat, are, I

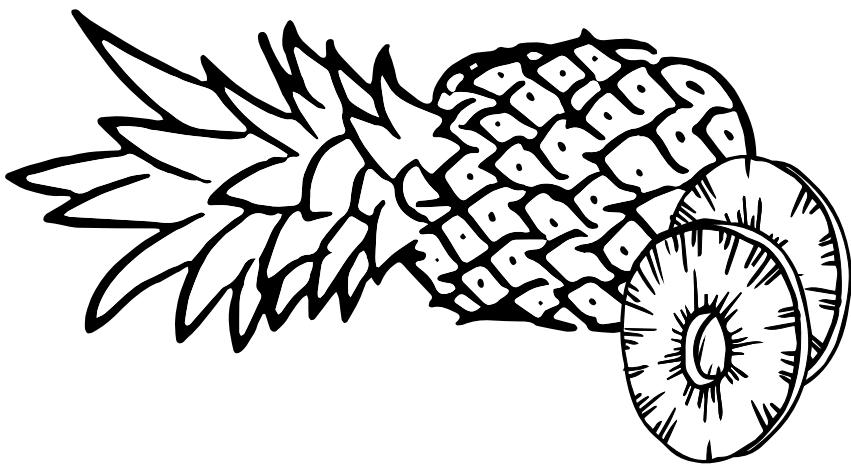
This book belongs to:



The apple is red.

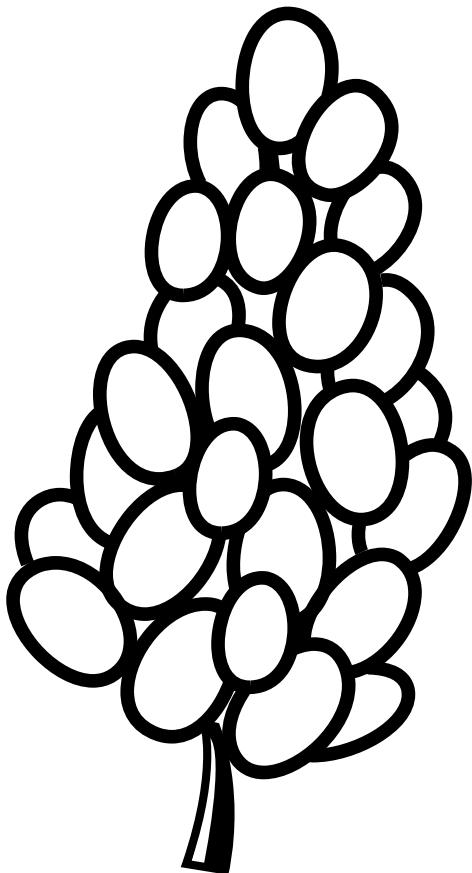


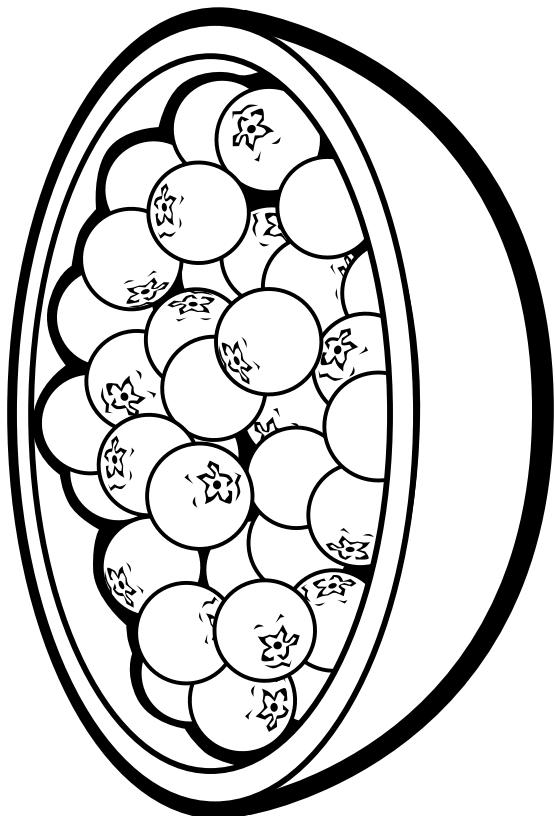
The orange is orange.



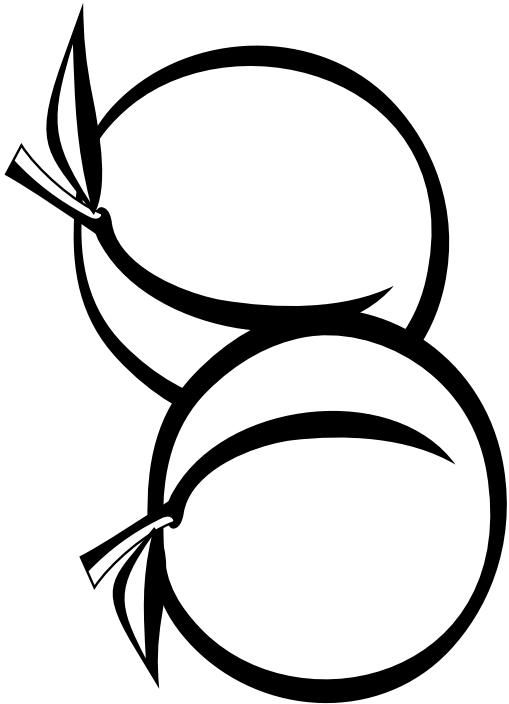
The pineapple is yellow.

The grapes are green.

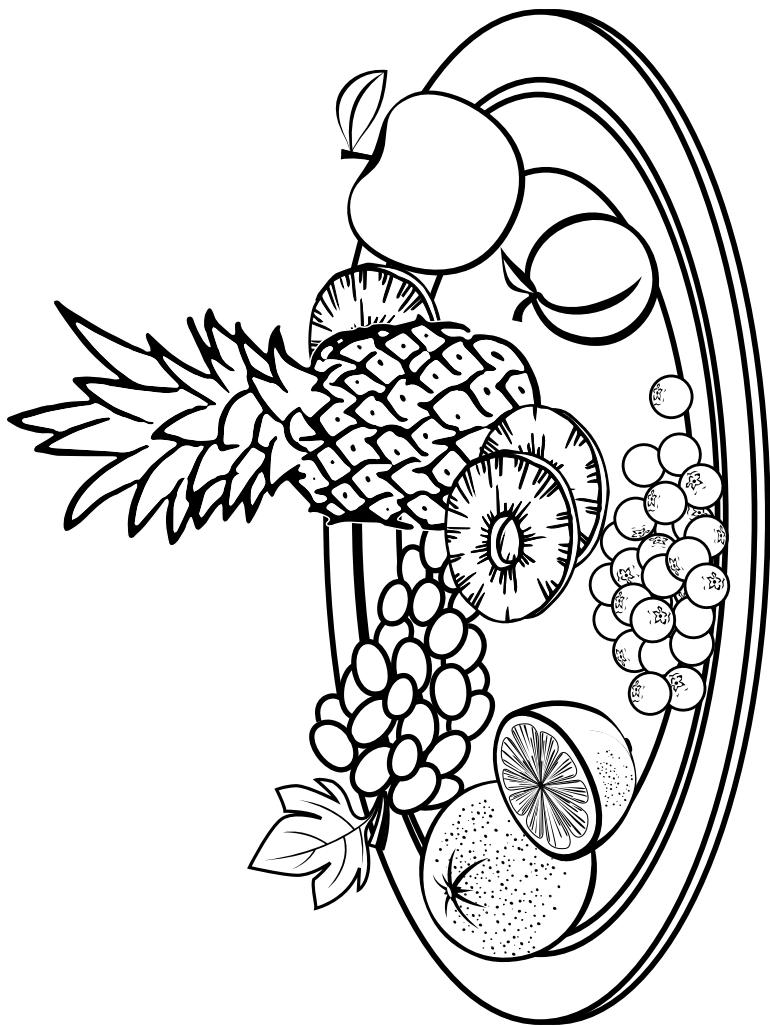




The berries are blue.

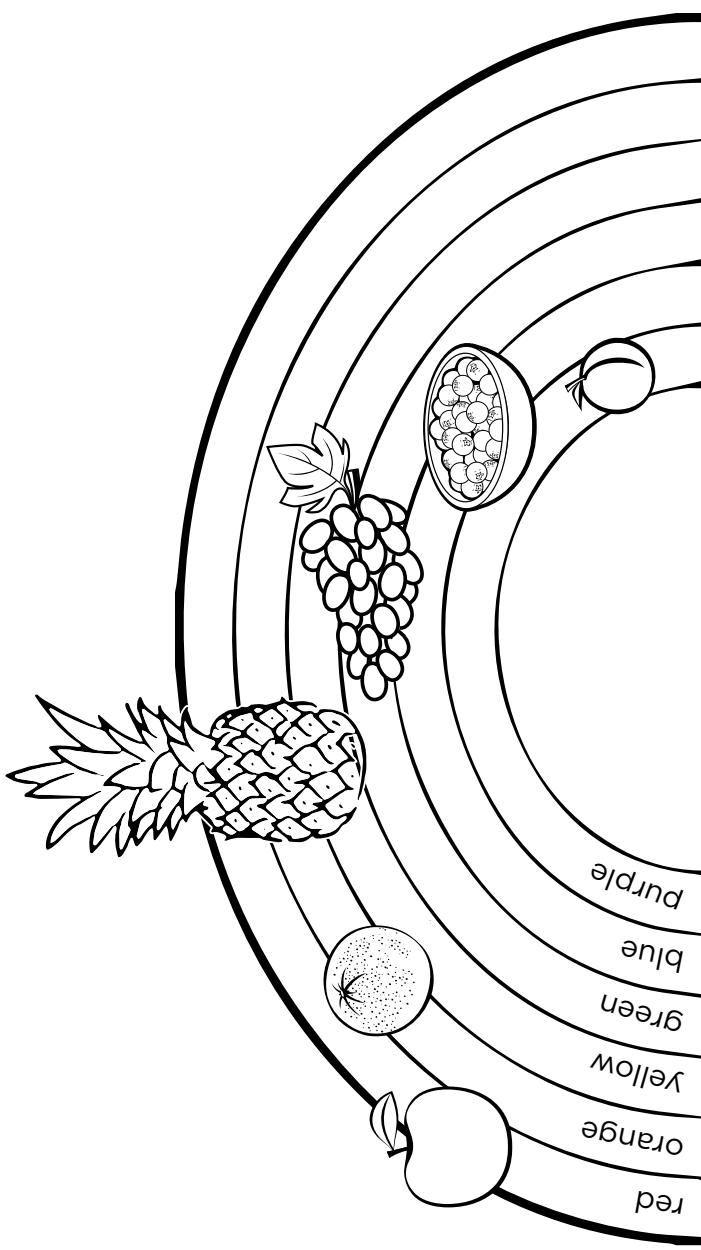


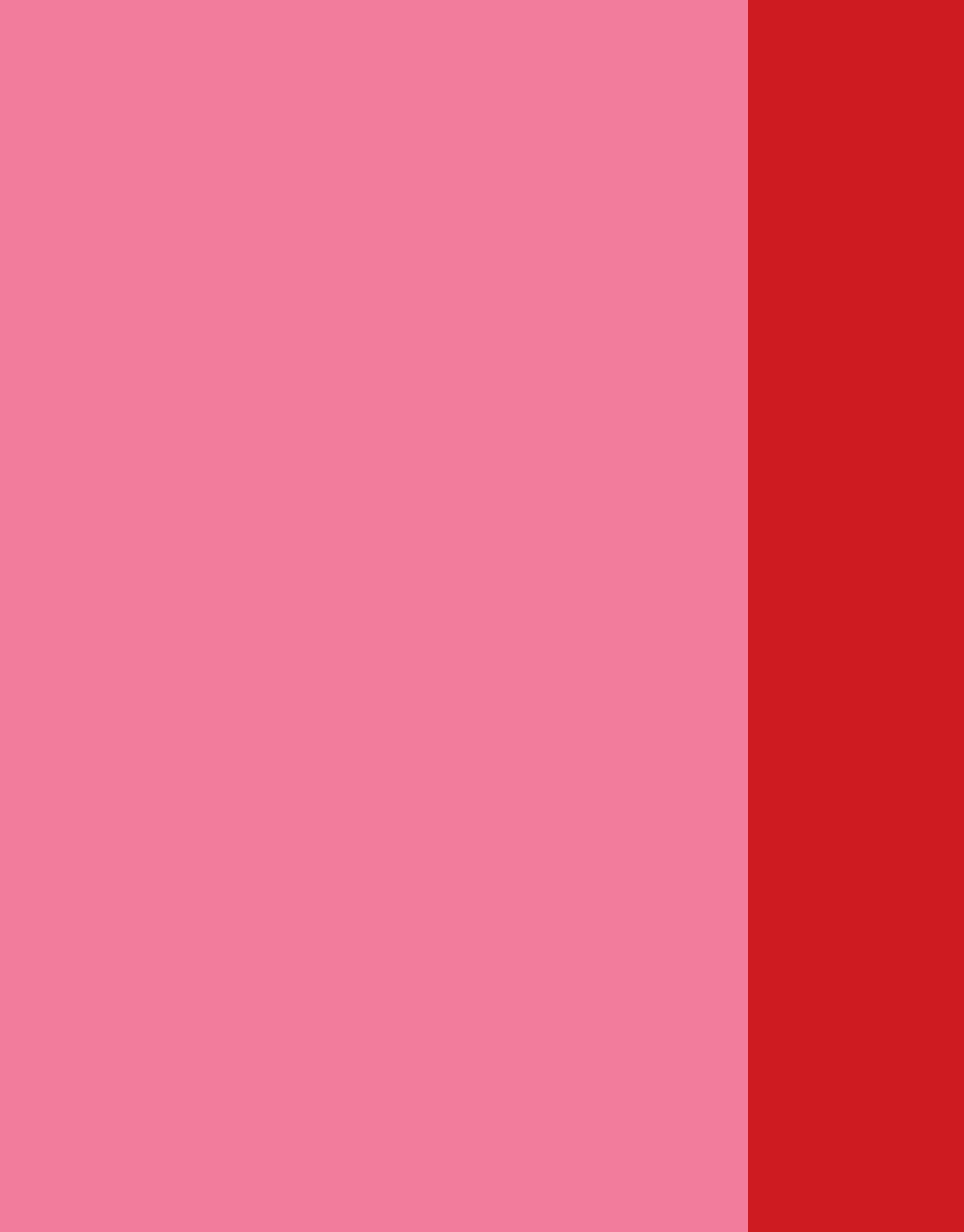
The plums are purple.



I eat fruit.

I eat a rainbow. Yum!







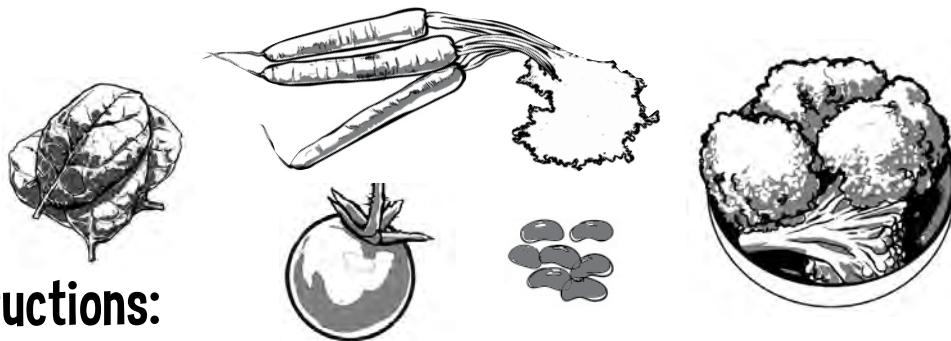
Discover other nutrition education materials developed under the U.S. Department of Agriculture's Team Nutrition initiative at:
<http://teamnutrition.usda.gov>.



LESSON 4 HANDOUT 2 Fuel Up With Veggies...Zoom to the Finish! (Page 1 of 2)

Know how you can really get your engine going? Make half your plate fruits and veggies. They'll help you be your best at school and at play.

Are you fueling up with enough dark-green, red, and orange veggies, and beans and peas during the week? Take the challenge to track your meals for three days to find out if, and how fast, you can zoom across the finish line!



Challenge Instructions:

1) TRACK: For 3 days, write down everything you eat and drink (at meals, snacks, or in between) in your **Garden Journals**. Circle all the veggies. (See example on right.)

2) EVALUATE: Make a list of each new vegetable you tried. Then, sort the vegetables you ate into the five vegetable subgroups: **Dark-Green, Red and Orange, Beans and Peas, Starchy, and Other**.

3) ZOOM AROUND THE TRACK:

- Use the track on the next page. For each vegetable portion you eat, move one space on the track. You cannot count the same vegetable twice. (For example, If you eat broccoli on Day 1 for lunch and dinner, you can only count it once. But if you eat it also on Day 2, you can move another space.)
- Write down the name of the vegetable in each space you move through.
- Give yourself a **Turbo Boost!** For each **NEW** vegetable you eat, you earn one extra space! Write it into the empty space.
- You may not cross the finish line until you have eaten at least one veggie from EACH of the following subgroups: **Dark-Green, Red and Orange, Beans and Peas**. Circle them clearly on the track.

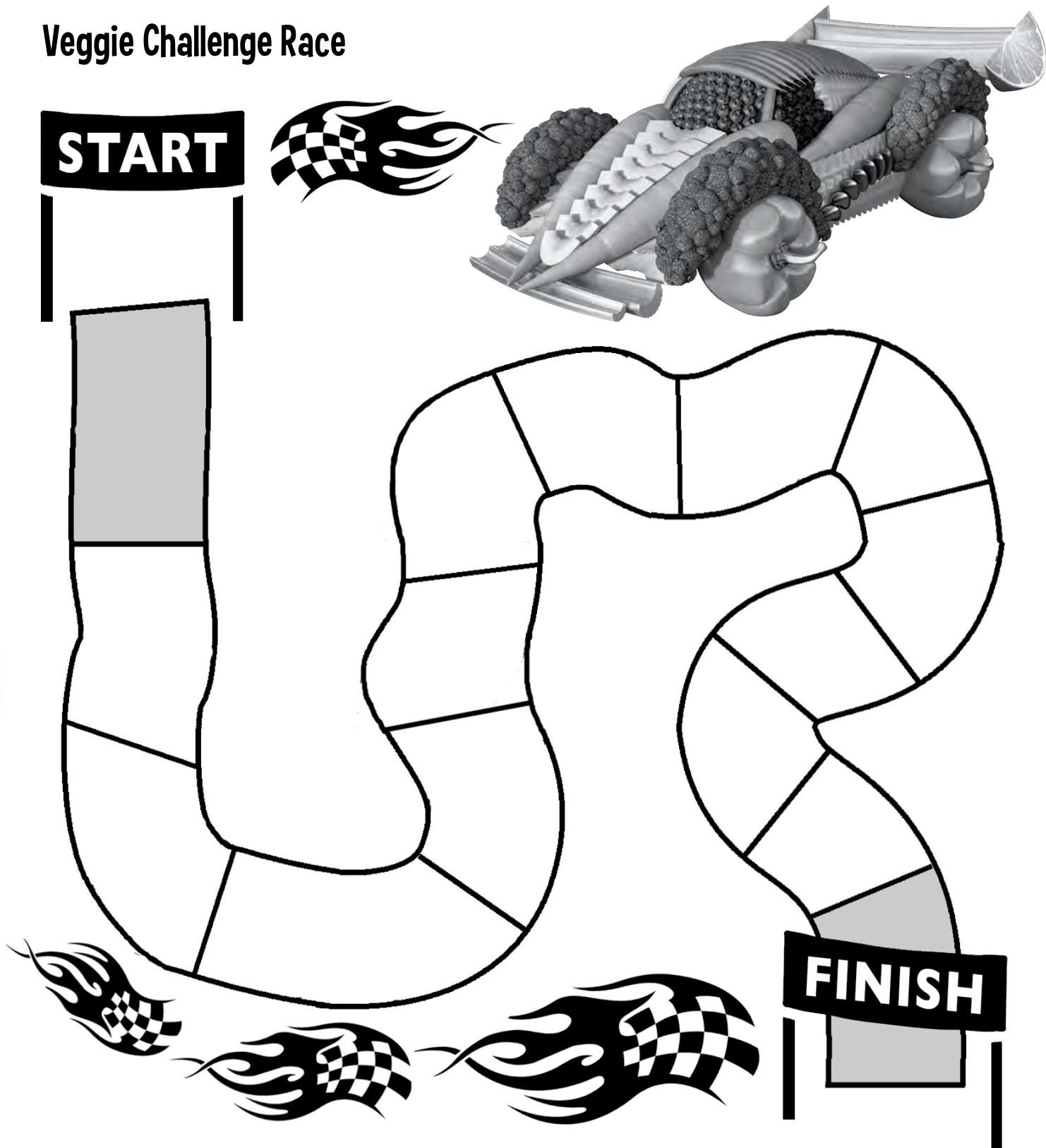


Tip! The more variety you eat, the faster you'll move around the track!

Fuel Up With Veggies...Zoom to the Finish! (Page 2 of 2) LESSON 4 HANDOUT 2

Name: _____ Date: _____

Veggie Challenge Race



United States Department of Agriculture

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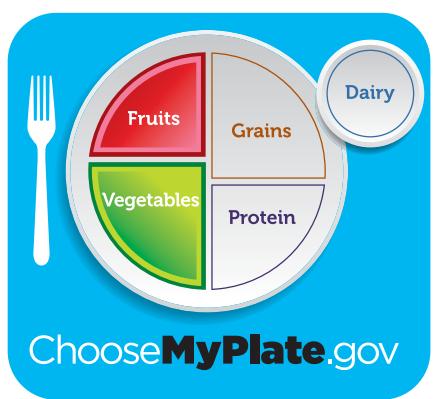
Make Half of Your Plate Fruits and Vegetables

Directions:

Start with a class discussion. Have each student list his or her favorite fruit and vegetable. Ask the students how much of their plates are normally taken up by fruits and veggies. Ask them how they feel about trying new fruits and vegetables. What could make it easier?

List and discuss the following tips:

- » Choose fresh, frozen, canned, or dried fruits and vegetables. (Which forms are the best?)
- » Eat red, orange, and dark green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes. (What are some examples of dishes you like that include these foods?)
- » Use fruit as snacks, salads, or desserts. (Why is fruit a good dessert choice?)
- » Keep raw, cut-up vegetables handy for quick snacks. (List some veggies you could use for this.)
- » Choose whole or cut-up fruits more often than fruit juice. (Why is this a good idea?)
- » Check juice labels to ensure that they are 100% juice.



ChooseMyPlate.gov

ACTIVITY: Crazy Colors

You will need:

- Crazy Colors worksheet for each student, timer

Directions:

- » Set a timer for 1 minute, 2 minutes, or whatever amount fits the needs of the students. Instruct the students to list as many fruits and vegetables as they can for each color (you may decide to have students work in pairs for this). When the timer sounds, have the students count how many foods they came up with for each color. The person or group with the most foods listed wins.
- » **Variation (older students):** Have each group tell the class the foods they recorded. If another group has the same foods, they must cross them off. The winning group is the one with the most foods left on the list.
- » **Variation (younger students):** Draw the foods under each color heading.



Crazy Colors Worksheet

Crazy Colors

Green	White	Red	Yellow/Orange	Blue/Purple

Crazy Colors Worksheet Key

Green	White	Red	Yellow/Orange	Blue/Purple
Artichokes	Bananas	Beets	Apricots	Black currants
Arugula	Brown pears	Blood oranges	Butternut squash	Black salsify
Asparagus	Cauliflower	Cherries	Cantaloupe	Blackberries
Avocados	Dates	Cranberries	Carrots	Blueberries
Broccoflower	Garlic	Guava	Golden kiwifruit	Dried plums
Broccoli	Ginger	Papaya	Grapefruit	Eggplant
Broccoli rabe	Jerusalem artichoke	Pink grapefruit	Lemon	Elderberries
Brussel sprouts	Jicama	Red grapefruit	Mangoes	Grapes
Celery	Kohlrabi	Pomegranates	Nectarines	Plums
Chayote squash	Mushrooms	Radicchio	Oranges	Pomegranates
Chinese cabbage	Onions	Radishes	Papayas	Prunes
Cucumbers	Parsnips	Raspberries	Peaches	Purple Belgian endive
Endive	Potatoes	Red apples	Persimmons	Purple potatoes
Green apples	Shallots	Red bell peppers	Pineapples	Purple asparagus
Green beans	Turnips	Red chili peppers	Pumpkin	Purple cabbage
Green cabbage	White corn	Red grapes	Rutabagas	Purple carrots
Green grapes	White nectarines	Red onions	Sweet corn	Purple figs
Green onion	White peaches	Red pears	Sweet potatoes	Purple grapes
Green pears		Red peppers	Tangerines	Purple peppers
Green peppers		Red potatoes	Yellow apples	Raisins
Honeydew		Rhubarb	Yellow beets	
Kiwifruit		Strawberries	Yellow figs	
Leafy greens		Tomatoes	Yellow pears	
Leeks		Watermelon	Yellow peppers	
Lettuce			Yellow potatoes	
Limes			Yellow summer squash	
Okra			Yellow tomatoes	
Peas			Yellow watermelon	
Snow peas			Yellow winter squash	
Spinach				
Sugar snap peas				
Watercress				
Zucchini				

Nutrient Knowledge Flashcards (Page 1 of 3) LESSON 3 HANDOUT 1

Name: _____

Date: _____

What is a nutrient?

Nutrients are the substances in food that help us grow, play hard, and stay healthy. Eating a variety of vegetables not only keeps meals interesting, but also helps the body get the nutrients it needs to be healthy. That's because different veggies have different amounts of vitamins, minerals, fiber, and protein. Eating from all five of the **MyPlate** vegetable subgroups each week helps us get the variety we need: **Dark Green Vegetables, Red and Orange Vegetables, Beans and Peas, Starchy Vegetables, and Other Vegetables.**

Cut out, fold, then tape or glue edges of flashcards together. Use them to test your knowledge about nutrients in fruits and veggies. Then quiz your friends and family!

Clues <ul style="list-style-type: none">• Helps my body heal cuts and scratches• Keeps my teeth and gums healthy• Found in fruits and veggies like oranges, grapefruits, kiwi, tomatoes, strawberries, bell peppers, potatoes, and broccoli	Vitamin C (Vitamin) FOLATE (Also known as "Folic Acid")
Clues <ul style="list-style-type: none">• Helps protect my eyes and skin• Found in dark-green veggies (like spinach and kale), red and orange fruits and vegetables (like carrots, cantaloupe, sweet potato, and tomatoes)	Vitamin A (Vitamin)
Clues <ul style="list-style-type: none">• Helps my body form red blood cells• Found in dark-green veggies (especially spinach), asparagus, Brussels sprouts, beans and peas, and oranges	

FOLD



Name: _____

Date: _____

Clues	Clues
<ul style="list-style-type: none"> Keeps my muscles and nervous system working right Helps my body keep a normal heartbeat and blood pressure normal Found in fruits and veggies like bananas, dried apricots, cantaloupe, orange juice, sweet potatoes, white potatoes, white beans, kidney beans, tomato sauce, and spinach 	<ul style="list-style-type: none"> My body uses it to carry oxygen from my lungs to the rest of my body Vitamin C helps my body absorb (take in) more of it Found in dried fruits (like raisins), beans and peas, and dark-green leafy vegetables (like spinach)
Clues	Clues

FOLD

**Carbohydrate****Iron**
(Mineral)**Potassium**
(Mineral)

Nutrient Knowledge Flashcards (Page 3 of 3) LESSON 3 HANDOUT 1

Name: _____

Date: _____

Clues <ul style="list-style-type: none">A type of carbohydrate that my body cannot digest, but has many overall health benefitsMay lower my risk of heart disease and diabetes	Clues <ul style="list-style-type: none">My body uses this to build healthy muscle, skin, bone, and tissueAlso used for energyFound in beans and peas	Clues <ul style="list-style-type: none">Provides energy and helps my body absorb (take in) certain vitaminsLiquid forms, like oils from avocados and olives, are heart healthy and provide some vitamins.Solid forms (at room temperature), like butter and stick margarine, may be added when foods are prepared. Eating too much solid fat is not good for my heart.

FOLD

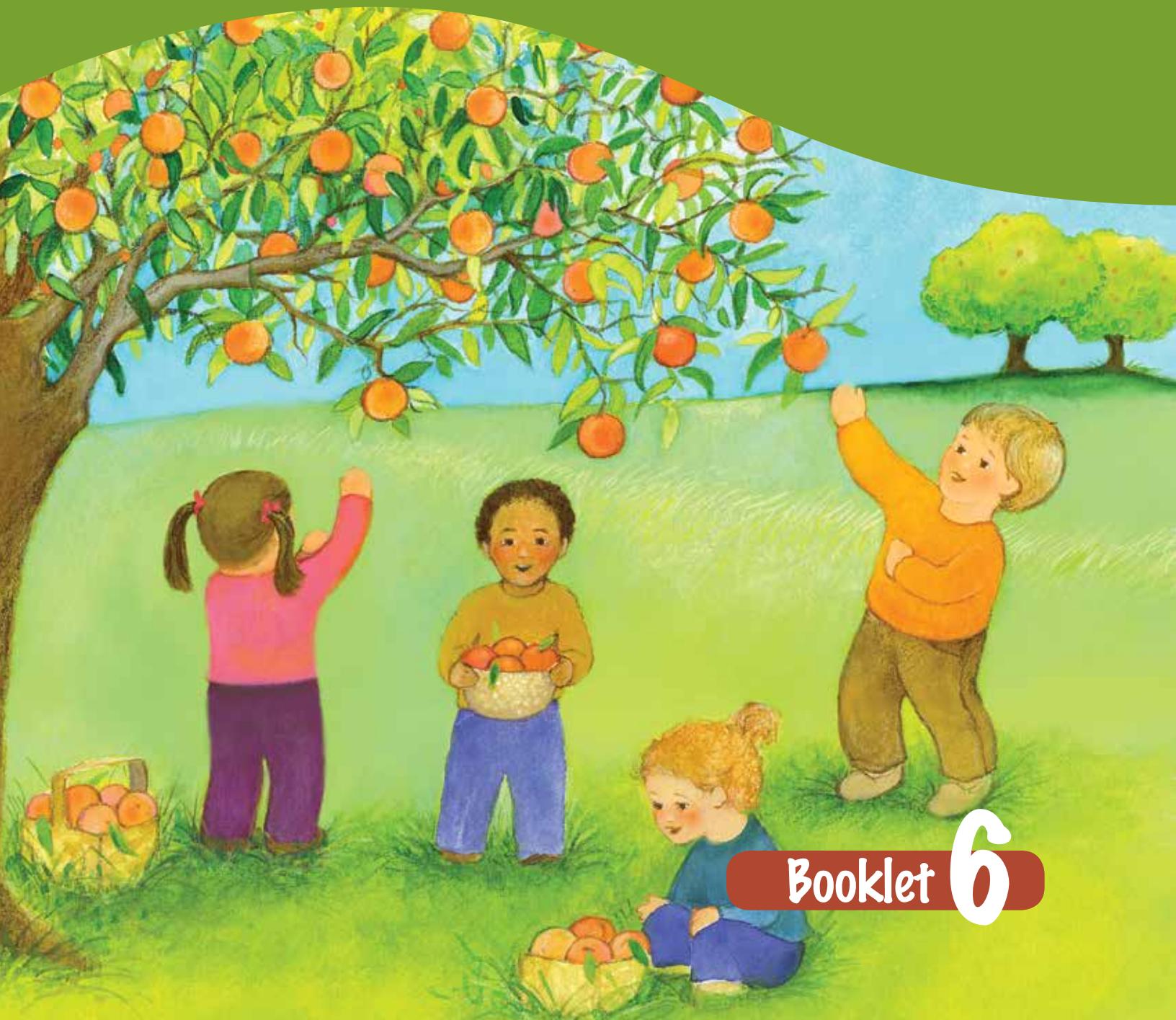




Grow It, Try It, Like It!

Preschool Fun With Fruits and Vegetables

Peach Tree Orchard



Booklet **6**

Welcome to... Peach Tree Orchard at Tasty Acres Farm!

Close your eyes, tip your head back, and breathe in the sweetly scented air at Peach Tree Orchard. Look high above your head to find this fuzzy-skinned fruit. Children will reach new heights as they experience how a peach looks, feels, tastes, and smells. Peach Tree Orchard highlights how peaches grow from pits into trees. Then, the trees grow peaches that are picked and shipped to farmers' markets and stores. Youngsters' taste buds are treated to fresh peaches and peaches in delicious recipes. The learning and tasting experiences branch out further through Growing at Home activities.

What's Inside

Peach Tree Orchard Lessons

Planning Chart for Organizing the Peach Tree Orchard Activities 1

A: Teach About Peach Hands-On Activities 2

- 1. Something Feels Fuzzy 2
- 2. Peach...A Look Inside 4

B: Peach...Where Do You Come From? Planting Activities 6

- 1. Peach Trees Grow From Pits 6
- 2. Make and Grow a Pretend Peach Tree 8

C: Peach Stories and Songs 12

- 1. Cool Puppy Pup's Peach Lunch Party Video 12
- 2. Reading Activity 14
- 3. Old MacDonald Had a Farm, Peach Style 16

D: Introducing MyPlate Nutrition Education Activities 18

- 1. Reach for the Peach 18
- 2. Party with Peaches 24
 - a. Peach Muffins with Oatmeal Topping 26

Growing at Home Materials

Peach Growing at Home #1

- 1. Letter to Home #1 28
- 2. Peaches Ala Mode Recipe 29
- 3. Peachy Picture Frame Activity 30

Peach Growing at Home #2

- 1. Letter to Home #2 31
- 2. Peach Cobbler Recipe 32
- 3. Peaches Grow On Trees! Activity 33

Peach Growing at Home #3

- 1. Letter to Home #3 34
- 2. Peach Muffins with Oatmeal Topping Recipe 35
- 3. Peaches Taste Good Any Way You Eat Them! Activity 36

A Plan For Organizing the Peach Tree Orchard Activities

Check with local farms and farmers' markets to find out when peaches are in peak season. Learning about peaches is fun and seeing peaches growing makes a great orchard field trip for preschoolers. If an orchard is not nearby, have the children visit a produce stand or farmers' market to see fresh peaches.



Most activities require only 10-15 minutes; pick a few for each day. In this example, all of the activities from the lesson plans are completed, but spaced out over a 5-day period.

The Peach Orchard lesson plan is designed to be used in its entirety but if your center does not have the time, space, or resources to do all the activities, select the activities best suited to your center's environment and available resources from Section A: hands-on activities, Section B: planting activities, Section C: peach stories and songs, and Section D: nutrition education activities. Be sure that the activities you choose help the children meet the objectives listed at the beginning of each lesson plan section.

Here is one way to arrange the activities in your Peach Tree Orchard. Most activities require only 10-15 minutes; pick a few for each day. In this example, all of the activities from the lesson plans are completed, but spaced out over a 5-day period. Additionally, two activities from the Garden Art and Crafts Section in Booklet I are added. These activities are fun and useful ways to help reinforce the objectives of each activity. On page 19, it gives tips for creating successful projects and ideas for harvesting fun month after month. The Garden Art and Crafts chart connects the art and crafts to the lesson activities.

Planning Chart for Peach Tree Orchard Activities

Day One	Day Two	Day Three	Day Four	Day Five
A1 Something Feels Fuzzy Hands-on Activity 	B2 Make and Grow a Pretend Peach Tree Activity	B2 Make and Grow a Pretend Peach Tree Activity	B2 Make and Grow a Pretend Peach Tree Activity	B2 Make and Grow a Pretend Peach Tree Activity
B2 Make items for Pretend Peach Tree	A2 Peach...A Look Inside Hands-on Activity	C1 Cool Puppy Pup Video	Garden Seed Art 	D1 Reach for the Peach Nutrition Education Activity 
B2* Make and Grow a Pretend Peach Tree Activity	B1 Peach Trees Grow from Pits Planting Activity	Garden Art Produce Placemats 	C3 Old MacDonald Had a Farm Song, Peach Style 	D2 Party With Peaches Nutrition Education Activity
Send Home Growing at Home Materials #1	C3 Old MacDonald Had a Farm Song, Peach Style 	Send Home Growing at Home Materials #2	C2 Reading Activity 	Send Home Growing at Home Materials #3

*This plan includes how to show the growth of the peach tree (B2) over a week. If desired, do B2 as a single day activity on Day 3 and send Peach Growing at Home Materials #2 home at the end of that day.

Revisit the Farm: Rainy Day Fun All Year Long

When the weather changes your outdoor plans, the activities from Tasty Acres Farm provide a welcome opportunity to revisit and remember all the fun and flavor of *Grow It, Try It, Like It!* Sing the songs, watch the video segments, and use the Garden Art and Crafts Section in Booklet I for ideas. Make a rainy day one to reconnect with these fruits and vegetables.

More Ways to Grow – The Peach Tree Orchard unit can be included in other areas of the curriculum.

Complementary themes include:

Foods – Fruits **Colors** – Yellow, Orange **Seasons** – Summer **Opposites** – Inside & Outside

Plants – Trees, Blossoms, Pits **Alphabet** – P Words **Shapes** – Round **Body** – Senses





A. Teach About Peach Hands-On Activities

Materials Needed

- A peach, whole and washed
- Container of peach pieces, at least one piece per child
- Napkins and spoons
- Mystery Box/Bag
- Paper and pencil
- Tennis ball (optional)

What To Do Ahead of Time

- Wash peaches; prepare bite-size pieces; keep pieces out of sight.
- Place a clean, fresh peach in the Mystery Box/Bag.
- Make copies of Peach Growing at Home #1—one set per child.
- Review Make a Mystery Box or Bag (see Booklet 1, Tool Shed Resources, page 45).

Growing at Home Introduction Letter and Hand Washing and Polite Tasting Guidelines: Send a copy of these resources home before starting the first unit from *Grow It, Try It, Like It!* If you have already sent these resources home, you may omit this step. (See Booklet 1, Tool Shed Resources, page 42-44.)

Peach Growing at Home #1: Send a copy of this resource home with each child at the start of the Section A activities.

A1: Something Feels Fuzzy

Use the Mystery Box/Bag to create interest. The children feel the outside of a peach before revealing the “mystery” item to all.

Objectives

The children will be able to:

- Identify a peach as a lightweight, round fruit;
- Describe the outward appearance and smell of a peach.

Before the Activity—Hand Washing and Polite Tasting

- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet 1, Tool Shed Resources, page 43, for directions).
- If this is the first activity involving food tasting, talk with the children about polite food tasting habits (see Booklet 1, Tool Shed Resources, page 44 for details).



Activity Length:
15 minutes

The Activity

- Introduce the Mystery Box/Bag, or reintroduce if you have used it before.
- One at a time, ask each child to come and feel inside the box or bag without looking. If a child seems afraid, feel inside the box/bag with the child.
- Ask each child to describe quietly to you what he/she feels.
- After everyone has guessed, reveal the peach. Let each child hold the peach, if desired.
- Note the children's guesses that were close (round, a plant, food) or correct (a peach).
- Talk about the peach. Ask the questions below and any other questions you like.
 - ▶ Is a peach a fruit or a vegetable? (Fruit)
 - ▶ What shape is it? (Round, like a ball)
 - ▶ What color is the outside? (Yellow and red)
 - ▶ How does the outside of it feel? (Fuzzy like a baby chick or a tennis ball)
 - ▶ Does it have a smell? (May have no smell or smell sweet like a flower)
 - ▶ Is it light or heavy? (Small, round, and light like a tennis ball—let the children feel the tennis ball, if available)
 - ▶ Has anyone ever tasted a peach? (Yes or No)

Words to Grow

Round	Fuzzy
Light (weight)	Yellow
Red	Fruit

Activity Conclusion - Tasting

- Conclude the lesson by offering the children a piece of a peach to taste.
- Give each child a piece on a spoon and a napkin.
- As necessary, remind children how the group follows polite tasting manners.



Materials Needed

- A peach (can be the one used in Activity A1 if not bruised)
- Sharp knife
- Cutting board
- Damp cloth and dry towel for wiping and drying hands after exploring the peach
- Paper plates and napkins, one each per child

What To Do Ahead of Time

- Prepare the peach—wash the outside of a peach well.
- Assemble supplies in a central area; keep the knife in a safe place until ready to use.

A2: Peach...A Look Inside

Engage all the senses! The children see and feel the inside of a peach, then smell and taste it.

Objectives

The children will be able to:

- Describe the appearance, smell, and taste of a peach;
- Tell that all of the peach can be eaten except the pit.

Before the Activity-Hand Washing

Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43 for directions).



**Activity Length:
15 minutes**

The Activity

- Have the children gather around the area with the peach and cutting board. Review with children how to be safe around sharp knives: only adults use them, children keep their hands away, and do not touch sharp knives.
- Review with the children what they learned about a peach in Activity A1. If you didn't do Activity A1, tell the children you have a peach to share with them today.
- Tell the children we have to wash the outside of a peach with lots of water to remove soil and germs before we cut it open. Tell the children you have already washed the peach.
- Cut the peach in half to reveal the inside. Have paper towel handy to wipe up extra juices. Let the children know they will get to touch the peach half with the pit in a few minutes.
 - ▶ Cut the peach half without the pit into small slices with the skin intact; make enough slices for one per child present.
- On a plate, give each child a small slice of a peach to look at, touch, and smell.

Activity continued...

- Talk with the children about the inside of the peach. Lead the children through the questions below and ask additional questions if you like.
 - ▶ How does the outside of the peach feel? (Fuzzy)
 - ▶ What color is on the inside of the peach? (Light orange)
 - ▶ What was in the center of the peach? (A large seed called the pit that is not eaten)
 - ▶ How does the inside flesh feel? (Cool and smooth)
 - ▶ How does the peach smell? (Sweet)

Words to Grow

Fuzzy	Smooth
Pit	Rough
Hard	Juicy
Sweet	

Tasting Activity

- Invite the children to taste the peach. (Note—if desired make additional peach slices available for seconds.)
 - ▶ How does the peach feel in their mouth? (Smooth and juicy)
 - ▶ How does the peach taste? (Sweet)
- After everyone has sampled a peach slice, invite the children to feel the half peach with the pit intact. After everyone has explored the pit, ask the children what differences they felt between the flesh of the peach and the pit.
 - ▶ How does the pit feel? (Rough and hard)
- After the children have felt the peach and pit, have the children wash their hands (see Booklet I, Tool Shed Resources, page 43 for directions).



Tips: Save the pit for use in Activity B1. Discard any pieces of a peach that have been touched but not eaten.

Dip any remaining untouched peach in a mixture of 1 teaspoon lemon juice mixed in 1 cup of water. Cover and refrigerate for use in the next day or two in future activities or snacks.



Connection to Garden Art and Crafts

Garden Seed Art: Decorate a peach shape with yellow, orange, and red seeds. Try popcorn and millet for yellow, dye pumpkin seeds orange, and use red lentils for red (see Booklet I, Garden Art and Crafts Section, page 34).



B. Peach... Where Do You Come From? Planting Activities

Peach Growing at Home #2: Send a copy of this resource home with each child at the start of the Section B activities.

Materials Needed

- Peach pits, at least two
- Drawings of peaches growing on trees and in a grocery store (see Booklet I, Tool Shed Resources, page 69-70)
- Plates and napkins

What To Do Ahead of Time

- Assemble materials in a central area.
- Make copies of Peach Growing at Home #2—one set per child.
- Plan to serve Peach Cobbler or peaches in some form at meal or snack time (see Peach Cobbler Recipe, page 33).

B1: Peach Trees Grow From Pits

The children see and touch peach pits. They learn that peach trees grow in an orchard.

Objectives

The children will be able to:

- Describe how peaches grow from a pit into a tree that produces peaches;
- Describe the resources needed to grow peaches.

Optional Activity: Visit a local farm or nursery and see how peaches grow.





Activity Length:
10 minutes

The Activity

- Tell the children that today they will learn how peaches grow. Show the children the peach pits.
- Pass the pits around. Let the children touch and count the pits.
- Explain that the peach pits are seeds. They are planted in the soil. Explain that the sun and rain help the pits grow into trees that stand above the ground. It takes a long time, at least 3 years, for a peach tree to grow big enough to produce a peach. Compare this length of time to the ages of the children.
- Show drawing of a peach tree growing in an orchard.
- Explain that an orchard is a field where many trees that produce fruits and nuts grow.
- When the trees are at least 3 years old, flowers called blossoms appear on the trees in the spring of the year. Where the blossoms were on the tree, peaches will grow during the summer.
- Explain that the peach is ripe when the skin becomes a nice shade of yellow/red and the peach feels firm.
- Explain that when peaches are ripe, they are picked from the trees. The peaches are taken to a store or a farmers' market where people buy them and take them home to eat. Show the drawing of peaches at the grocery store.
- Have the children wash their hands (see Booklet 1, Tool Shed Resources, page 43 for hand washing directions).

Words to Grow

Pit	Soil
Sun	Water
Tree	Blossom
Peach	Orchard



Connection to Garden Art and Crafts

Painted Pots: Have the children make the Painted Pot, (see Booklet 1, Garden Art and Crafts Section, page 35), and fill the pot with peach-scented potpourri for a unique gift.

Activity Connection to Snack or Mealtime

While eating Peach Cobbler or peaches in some form at snack or mealtime, talk about how peaches grow (see Booklet 1, Tool Shed Resources, Ten Terrific Ways...,page 48).

B2: Make and Grow a Pretend Peach Tree

The children make a pretend peach tree and learn about the growing stages of peaches.

Materials Needed

- Brown paper, at least 4 feet in height, cut to look like a tree trunk with limbs
- Green paper, cut to look like peach leaves
- Peach Blackline Masters, include one set per child (see Booklet 1, Tool Shed Resources, page 78)
- Drawing of peaches (See Booklet 1, Tool Shed Resources, page 69)
- Crayons, markers, or colored pencils (Yellow-green, orange, and red)
- Blunt-tip scissors
- Reusable adhesive or double stick tape

What To Do Ahead of Time

- Create a paper peach tree and attach to a wall.
- Copy and cut out, from white paper, one peach blossom per child.
- Copy and cut out, from yellow paper, one set of peaches (2", 3", 4") per child
- Organize the supplies.
- Plan to serve peaches in some form at snack or mealtime (see Booklet 1, Tool Shed Resources, Ten Terrific Ways...,page 48).

Note: As described, this is a weeklong activity. Should you wish to complete this activity in one day, make the materials at the beginning of the day. Follow the steps to Grow a Pretend Peach Tree throughout the day and end with harvesting peaches at the end of the day. See Grow a Pretend Peach Tree Daily Steps at the end of the activity to complete on a single day.

Objectives

The children will be able to:

- Experience making a pretend peach tree;
- Describe the resources needed to grow peaches.

Option: Paint a tree trunk, limbs, and leaves on a large piece of white paper; at least 4 feet in height.





The Activity

- Have each child seated at the table(s), near the supplies.
- Tell the children that peaches grow from seeds called peach pits that are planted in the ground. The pit needs soil, water, sun, and time to grow into a peach tree.
- When the tree is at least 3 years old, the tree grows flowers called peach blossoms every spring. The blossoms fall away and peaches grow where the flowers were. At first the peaches are small, hard, and slightly yellow-green with some orange in color.
- By the middle of summer, the peaches have grown larger, are changing in color to have less green and more orange and red.
- By the end of the summer, the large peaches on the tree are soft, round, and creamy yellow with orange-red in color. Once the peaches are ripe, they are picked and sent to stores or farmers' markets. That is where we buy peaches to take home and eat.
- Tell the children they are going to make a pretend peach tree. Show drawing of peaches growing on a tree.
- Ask the children to finish adding color to the yellow paper peaches. The smallest peach (2" size) is the least ripe; it appears yellow-green with some orange. The medium size peach (3" size) is growing and ripening; it appears to have a little yellow-green, more orange and the beginning of red tones. The largest peach (4" size) is ripe and ready to pick; it is yellow-orange with more red. Help any children who need assistance.
- Have the children cut each colored peach from the sheet. Help any children who need assistance. Have each child write his or her name on the back of each of the three peaches; assist any children needing help.

Activity Length:
15 minutes
to prepare
materials; 5
minutes a day
to simulate how
peaches grow

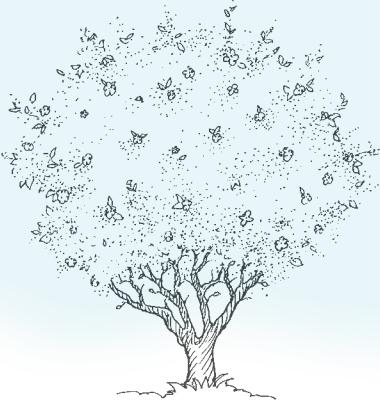


Connection to Garden Art and Crafts

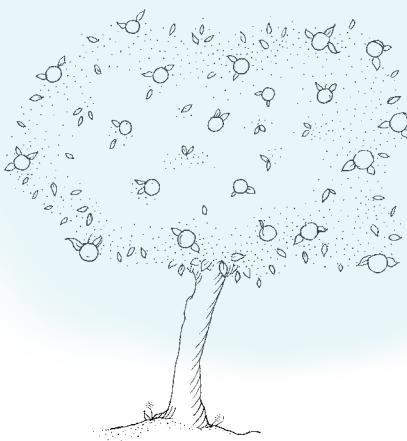
Get double duty from the Make a Pretend Peach Tree Activity—save the large peach to use in the Tasty Acres Mobile and add all the fruits and vegetables featured at Tasty Acres Farm (see Booklet I, Garden Art and Crafts Section, Tasty Acres Mobile, page 31).

Grow a Pretend Peach Tree...Daily Steps

- **Day 1:** Help the children attach a peach blossom to the tree with reusable adhesive or tape. As the blossoms are added, remind the children that the tree has grown for 3 years before it produces blossoms.



- **Day 3:** Replace the 2" peaches with the 3" ones. As the medium size peaches are added, remind the children that peaches grow larger during the summer on the tree. Talk with the children about the resources needed for the tree to grow peaches (water; sun, soil, and time).



- **Day 2:** Remove the blossoms and place the 2" peaches in the blossom positions. As the small peaches are added, remind the children that peaches start to grow where the blossoms were located on the tree. Talk with the children about the resources needed for the tree to grow peaches (water; sun, soil, and time).

- **Day 4:** Replace the 3" peaches with the 4" ones. As the large size peaches are added, remind the children that after peaches reach their full size, they ripen on the tree. Talk with the children about the resources needed for the tree to grow peaches (water; sun, soil, and time).



- **Day 5:** Continue the lesson by celebrating with a pretend harvest of the 4" peaches from the tree. Talk with the children about the resources needed for the tree to grow peaches (water, sun, soil, and time).





C. Peach Stories and Songs

C1: Cool Puppy Pup's Peach Lunch Party Video

View Cool Puppy Pup's Peach Lunch Party segment with the children. Discuss the peach facts covered in this delightful video and have them try Cool Puppy Pup's favorite way to eat a peach.

Objective

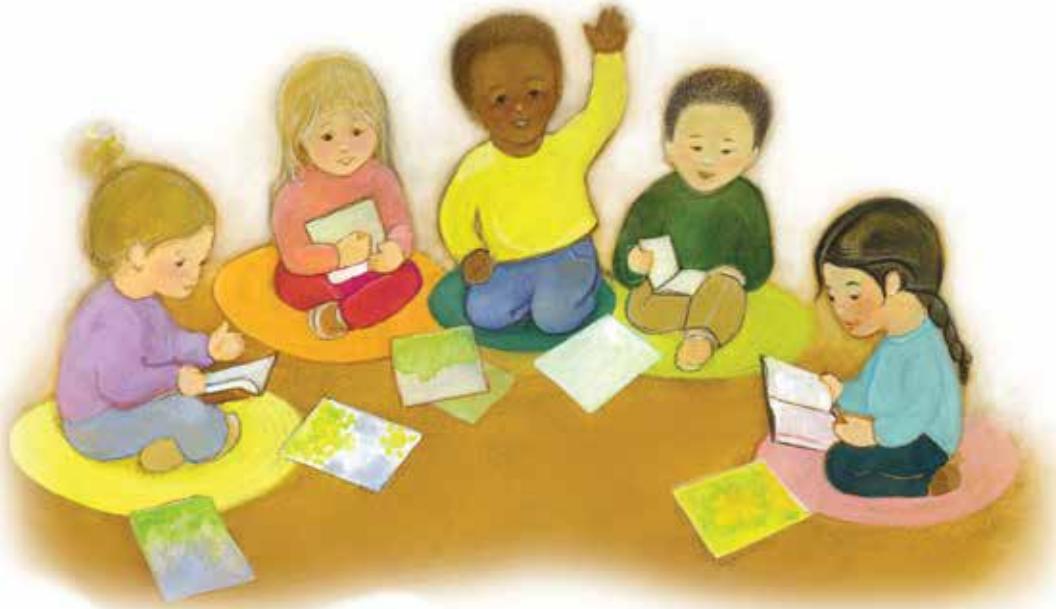
The children will be able to describe how peaches are grown, harvested, and eaten.

Materials Needed

- Cool Puppy Pup DVD
- TV and DVD player
- Fresh peach slices, at least one per child
- Plates and napkins

What To Do Ahead of Time

- Cue the DVD to start at the Peach segment.
- Prepare the peach slices.





Activity Length:
15 minutes

The Activity

- Gather the children and watch the Peach segment of the video.
- After viewing the segment, ask the children to name their favorite parts of the video. Use their responses to lead into a discussion about the video. During the discussion, include the questions below to review Cool Puppy Pup's main points from the video segment.
- In the video, did Cool Puppy Pup say:
 - ▶ A peach was a fruit or a vegetable? (Fruit)
 - ▶ What shape is a peach? (Round like a ball)
 - ▶ What color is the outside? (Yellow, orange, and red)
 - ▶ How does it feel? (Fuzzy and soft)
 - ▶ Cool Puppy Pup said the inside of a peach is what color? (Yellow-orange)
- At Tasty Acres Farm, the farmer talked about how peaches grow.
 - ▶ Do peaches grow above or below the ground? (Above the ground on trees in an orchard)
 - ▶ What did he call the large seed inside a peach? (A pit)
 - ▶ What colors are a peach when it is ripe and picked? (Yellow and red)
 - ▶ Where are peaches shipped after they are picked? (To stores and farmers' markets)
- Have the children name some of the ways that a peach can be eaten. (In shakes, with cottage cheese and lettuce, in a peach pie, or fresh as they are)
- Have the children wash their hands (see Booklet 1, Tool Shed Resources, page 43).
- Conclude the activity by telling the children they are going to eat a fresh sliced peach, the way that Cool Puppy Pup likes to eat a peach best of all.
- Serve the peach slices.



Connection to Garden Art and Crafts

Peach Garden Stones: Have the children make Peach Garden Stones (see Booklet 1, Garden Art and Crafts Section, page 36) and place them at the base of the Pretend Peach Tree (see Activity B2: Make and Grow a Pretend Peach Tree, page 8-9).



C2: Reading Activity

Read story books to the children that are about or include the activities of growing and/or eating fruits and vegetables. Listening to such stories can encourage children to adopt positive behaviors that can last a lifetime, like trying new fruits and vegetables.

Objective

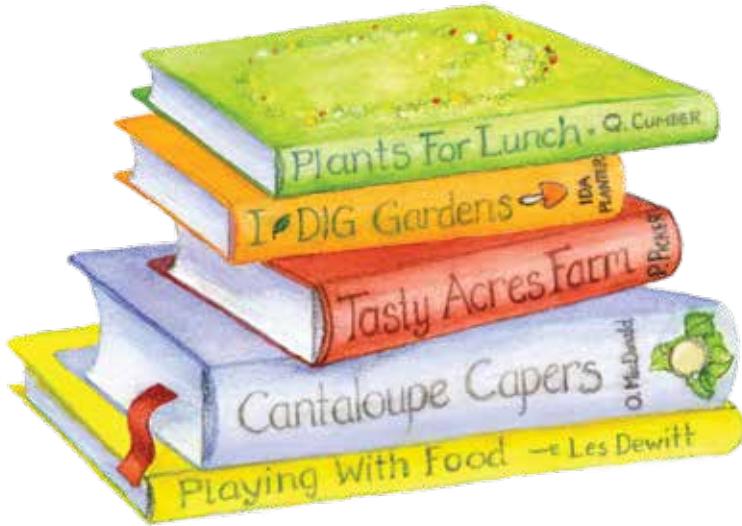
Children will describe the fun and interesting stories about fruits and/or vegetables that were read to them.

Materials Needed

- Books from a library or purchased books
- Space for the children to sit

What To Do Ahead of Time

- Clear a space for the children to sit around you.
- Choose a book from the Harvest of Books list (see Booklet I, Tool Shed Resources, page 50).
- Select a book you would like to read and either borrow it from a library or purchase it.
- Use books relevant to fruits and vegetables that may already be available to you.





Activity Length:
10 to 20 minutes
depending on the
length of the book

The Activity

- Have the children sit around you as you read them the book.
- Ask the children to listen for the names of fruits and vegetables as the story is read.

Discussion Questions:

- After reading the story, ask the children which fruits and vegetables were named in the story and what happened to them. For example,
 - ▶ Where were the fruits and vegetables grown?
 - ▶ What happened to the fruits and vegetables after they were picked?
 - ▶ Who ate the fruits and vegetables?

Add other questions that relate to the story.





C3: Old MacDonald Had a Farm, Peach Style

The children sing about growing and eating peaches and act out the motions to this familiar tune.

Objectives

The children will be able to:

- Sing and act out motions to a familiar tune;
- Say that being physically active helps us feel good.



**Activity Length:
10 minutes**

Materials Needed

- Peach lyrics to tune “Old MacDonald Had a Farm”
- Large space for the children to move about

What To Do Ahead of Time

- Become familiar with the words and motions of the song.

The Activity

- Lead the children in singing these new words to the tune “Old MacDonald Had a Farm” and demonstrate the suggested motions or make up new ones.
- Encourage the children to move about as they are singing.
- Explain that skipping, wiggling, stretching, running, jumping, and playing actively every day helps us to feel good and stay healthy.



Old MacDonald Had a Farm, Peach Style

The children sing about growing and eating peaches and act out motions to this familiar tune.

1st Verse

Old MacDonald had an orchard, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a peach tree here and a peach tree there,
Here a tree, there a tree, everywhere a peach tree!
Old MacDonald had an orchard, EIEIO!

2nd Verse

Old MacDonald had an orchard, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a blossom here and a blossom there,
Here a blossom, there a blossom, everywhere
peach blossoms!
Old MacDonald had an orchard, EIEIO!

3rd Verse

Old MacDonald had an orchard, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a fuzz, fuzz here, and a fuzz, fuzz there,
Here some fuzz, there some fuzz, everywhere
peach fuzz.
Old MacDonald had an orchard, EIEIO!

4th Verse

Old MacDonald had an orchard, EIEIO!
In this orchard he grew some peaches, EIEIO!
With a bite, bite here, and a bite, bite there
Here a bite, there a bite, everywhere a healthy bite.
Old MacDonald had an orchard, EIEIO!

(Skip in place)

(Pretend to carry a basket of peaches)

(Pretend to be trees reaching high
into the air stretching tall)

(Skip in place)

(Skip in place)

(Pretend to carry a basket of peaches)

(Wiggle fingers – blossoms – to the left and
right, moving arms until above head)

(Skip in place)

(Skip in place)

(Pretend to carry a basket of peaches)

(Pretend to climb a tree and pick peaches)

(Pretend to climb a tree and pick peaches)

(Skip in place)

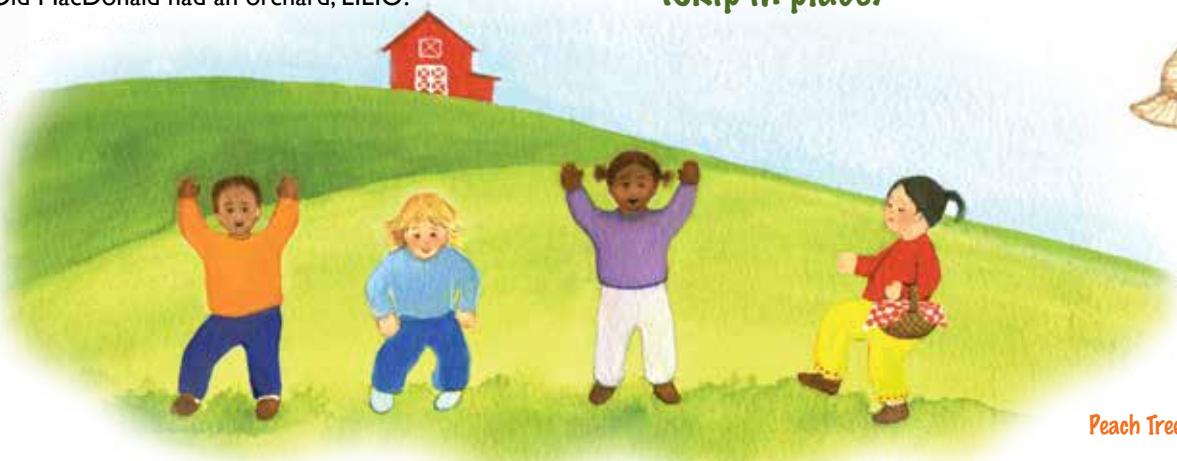
(Skip in place)

(Pretend to carry a basket of peaches)

(Pretend to eat peach)

(Pretend to eat peach)

(Skip in place)





D. Introducing MyPlate Nutrition Education Activities

Materials Needed

- Eat Smart To Play Hard With MyPlate poster (see Booklet I)
- Peaches, nectarines and/or apricots, at least two each
- Spoons, plates, and napkins

What To Do Ahead of Time

- Review the foods and activities depicted on the poster.
- Display the poster.
- Add a photo or illustration of a cantaloupe to the Fruits group of the poster.
- Slice a peach, nectarine, and/or an apricot in half with the pit intact in one half. Put halves back together to make a whole piece of fruit to use in the activity.
- Prepare bite-size pieces of peach, nectarine, and/or apricot.
- Make copies of MyPlate coloring page (new or use copies from a previous D1 activity), one per child.
- Copy Peach Growing at Home #3—one set per child.

Peach Growing at Home #3: Send a copy of this resource home with each child at the start of the Section D activities.

D1. Reach for the Peach

Introduce the children to the *Eat Smart To Play Hard With MyPlate* poster. The children find a peach and other fruits with pits in the Fruits group. They taste the difference between an apricot, a nectarine, and a peach.

Objectives

The children will be able to:

- Say that peaches are found in the Fruits group.
- Say that eating fruits like peaches help keep us healthy;
- Compare peaches to nectarines and/or apricots (other fruits with a pit or stone);
- Say that being physically active every day helps us feel good and is fun;
- Say that eating foods from the different food groups each day helps us grow and be healthy;
- Identify a food from each of the five food groups.

Before the Activity-Hand Washing and Polite Tasting

- Explain that we always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).
- If necessary, remind the children about polite food tasting habits (see Booklet I, Tool Shed Resources, page 44 for details).



Activity Length:
25 minutes; 30 minutes
if optional coloring activity conducted

The Activity

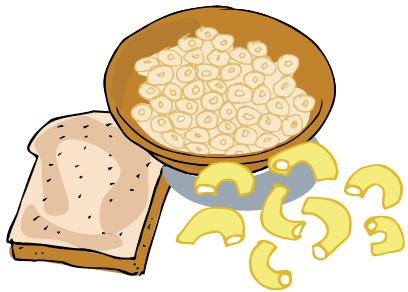
Learning the Food Groups

- Seat the children in a semicircle on the floor in view of the *Eat Smart To Play Hard With MyPlate* poster.
- Tell the children today they are going to learn about ways to be healthy and have fun every day. Tell the children that the best part is they like to do what helps them be healthy: they like to eat a variety of foods and they like to play.
- Point out the *Eat Smart To Play Hard With MyPlate* poster to the children. Ask the children to tell you what they see on the poster. Accept all correct answers, such as food, specific foods by name, children playing, and specific activities by name, etc.
- Explain that MyPlate shows the five food groups a person should eat from each day. Each food group has its own color. The Fruit Group is red, the Vegetable Group is green, the Grains Group is orange, the Dairy Group is blue, and the Protein Foods Group is purple. Eating foods from each food group helps us to be healthy and grow.

This activity continues on the following pages.

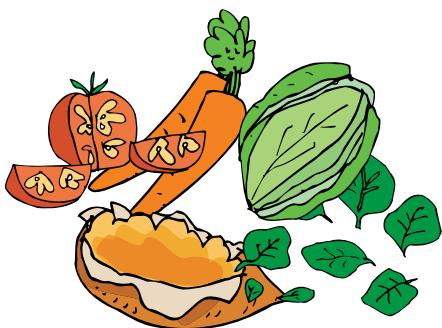


Grains



- Point to the orange band of color on the poster and ask the children to name the color (orange). Tell the children that foods made from grains are in the Grains group represented by the orange color band. Point to the bread and the cereal in the Grains group on the orange band of the poster and state that bread and cereal give us energy to play. Ask two children to come to the poster, point to a food in the orange section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Grains group also give us energy to play.
- Children this age may not know what a grain is. Tell them grains come from plants such as wheat, oats, and corn. Grains are used to make foods like cereal, bread, and pasta.

Vegetables



- Point to the green band of color on the poster and ask the children to name the color (green). Tell the children that foods from plants called vegetables are in the Vegetables group represented by the green color band. Point to the broccoli and the sweet potatoes in the Vegetables group below the green band of the poster and state that vegetables such as sweet potatoes and broccoli help keep us healthy. Ask two children to come to the poster, point to a vegetable below the green section, and name the vegetable. After each child names a vegetable, repeat the name of the vegetable and state that _____ (the vegetable named) and other foods from the Vegetables group also help keep us healthy.

Fruits



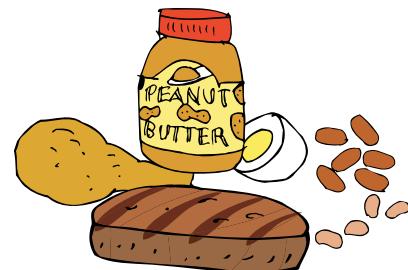
- Point to the red band and ask the children to name the color of the band (red). Tell the children that foods from plants called fruits are in the Fruits group represented by the red color band. Point to the peach and strawberry in the Fruits group below the red band of the poster and state that fruits such as peaches and strawberries help keep us healthy. Ask two children to come to the poster, point to a fruit in the red section, and name the fruit. After each child names a fruit, repeat the name of the fruit, and state that _____ (the fruit named) and other foods from the Fruits group help keep us healthy.

- Point to the blue band of color on the poster and ask the children to name the color (blue). Tell the children that milk and foods made from milk are in the Dairy group represented by the blue color band. Point to the milk and yogurt in the Dairy group on the blue band and state that milk and yogurt help us build strong bones. Tell the children that it is good to choose low-fat and fat-free milk, yogurt, and cheese when given a choice. Ask two children to come to the poster, point out a food in the blue section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Dairy group also help us build strong bones.



Protein Foods

- Point to the purple band of color on the poster and ask the children to name the color (purple). Tell the children that foods from animals and some plants are in the Protein Foods group represented by the purple color band. Point to the meat, fish, egg, beans and peanut butter in the Protein Foods group on the purple band and state that they help our muscles grow. Ask two children to come to the poster, point out a food in the purple section, and name the food. After each child names a food, repeat the name of the food, and state that _____ (the food named) and other foods from the Protein Foods group also help our muscles grow. (Note: if only foods that come from animals are selected, point out a food from plants and name it. If only foods from plants are selected, point out a food that comes from animals and name it.)





Review Activity

- While the children are still seated, point to each food group color band on the *Eat Smart To Play Hard With MyPlate* poster.
- Ask the children to name the food group each color represents and to name a food from that group.

- **Orange** – Grains group
- **Green** – Vegetables group
- **Red** – Fruits group
- **Blue** – Dairy group
- **Purple** – Protein Foods group

Tasting Activity

- Show the children the peach, nectarine, and apricot whole and then remove the half without the pit to reveal the inside of the fruit.
- Tell the children that these fruits with pits are similar to a peach.
- Give the children a napkin, spoon, and a plate with samples of each fruit to taste and compare to a peach. Note all three are similar in color, are juicy, and taste sweet.
- Invite the children to feel and smell the fruit halves with pits intact. Discard the fruit at end of lesson.
- Ask the children to name different ways to eat yellow/orange fruits like peaches, nectarines, and apricots at different meals and snacks. Accept all answers such as on cereal, in fruit salads, plain or with yogurt, etc.

Be Active-Peach Reach Stretch

Note to Caregiver: Active play and movement are important for every child's growth and development. Although they may seem to be active and energetic, most children do not get the amount of physical activity they need for good health. Child care programs should provide opportunities for young children (2 to 6 years of age) to engage in 90 to 120 minutes (1 $\frac{1}{2}$ to 2 hours) of moderate to vigorous physical activity each day.

Several short periods of activity (10-20 minutes each) work well for young children and are easy to plan into the day. Examples of moderate to vigorous physical activity that kids this age enjoy include: playing on outdoor play equipment, dancing to music, taking a nature (or garden) walk, relay races, movement games, hopping, skipping, galloping, and riding a tricycle or bicycle. For additional information on physical activity for young children, refer to the Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program at <http://teamnutrition.usda.gov/Resources/nutritionandwellness.html>."

- Point to the various activities depicted on the “*Eat Smart To Play Hard With MyPlate*” poster. Ask the children to tell you why it is important to be physically active and play every day, i.e., it helps you be strong and healthy, and is fun. Tell the children that today they will learn to be active in a way that reminds them of the peach they just tasted.
- Ask the children to extend their arms out to the side and spread apart from each other so that no child is easily able to touch another child’s fingers. When children are spaced around the room, ask them to lower their arms and listen carefully. Tell the children that stretching is an important way to be active. Ask the children to watch you show them a special stretch that celebrates peaches.
- Tell the children they are going to pretend to harvest peaches while they do the Peach Reach Stretch. Show the children how to reach high above their head with the right arm and pick a peach from the imaginary tree limb above. Repeat the stretch with the left arm. Show the children how to reach high above their heads with both hands and then slowly lower the arms toward the toes, bending forward at the waist. Gently roll the spine up to a standing position. Show how to pretend to extend the left arm from the shoulder to reach for a peach to the left, bring the hand to the center of the body, then pretend to pass the peach to the right, and then extend the right arm from the shoulder to the right side, stretching the arm.
- Ask the children to do the Peach Reach Stretch with you several times. During each stretch, remind the children of the stages of how peaches grow.
- Conclude the activity by telling the children it is fun to eat peaches and be physically active by doing a Peach Reach Stretch.

Optional Concluding Activity: Have the children sit at tables with coloring supplies. Distribute a copy of the *MyPlate* coloring page (see Booklet I, Tool Shed Resources, page 83) to each child. Ask the children to color the Fruits group section of Myplate red and draw and color peaches near it or use the Blackline master of a peach (see Booklet I, Tool Shed Resources, page 79) and have the children color the peach yellow and red. With older children have them copy the dot-to-dot outline of the word “Fruits”. Ask the children to draw a favorite way they like to be physically active on the page. If desired, collect the sheet for use in future fruit and vegetable units in *Grow It, Try It, Like It!*



Connection to Garden Art and Crafts

MyPlate Placemat: Laminate the children’s *MyPlate* coloring page and use this placemat to review that peaches are in the Fruits group and that being physically active every day helps us feel good and is fun (see Booklet I, Garden Art and Crafts Section, page 29).



D2: Party With Peaches

The children taste a new peach recipe and talk about different ways to eat peaches.

Objectives

The children will be able to:

- Taste peaches in a combination food, Peach Muffins With Oatmeal Topping;
- Describe many different ways to eat peaches.

Before the Activity-Hand Washing and Polite Tasting

- Explain that we should always wash our hands before preparing and eating food. Have the children wash their hands (see Booklet I, Tool Shed Resources, page 43, for directions).
- If necessary, remind the children about polite food tasting habits (see Booklet I, Tool Shed Resources, page 44 for details).

Materials Needed

- Peach Muffin With Oatmeal Topping Recipe ingredients
—see the Child Care Center version of this recipe on page 26
- Napkins

What To Do Ahead of Time

- Prepare the recipe.
- Prepare table(s).





Activity Length:
10-15 minutes

The Activity

- Seat the children at the table(s).
- Ask the children to share what they remember learning about peaches.
- Encourage responses such as how and where a peach grows, how it looks, feels, smells, and tastes, and other material covered in the unit.
- Tell the children that the unit on peaches ends with a celebration of a new way to eat peaches. Peaches can be combined with other foods and eaten in many different ways.
- Show the children the Peach Muffins With Oatmeal Topping and talk about the foods in the recipe. If making a recipe as part of the activity, make it at this point.
- Serve the children Peach Muffins With Oatmeal Topping.
- As the children are eating, ask:
 - ▶ What peach recipes they have made with their parents?
 - ▶ What different ways have they eaten peaches?
 - ▶ What new ways do they think peaches could be eaten?
- Give suggestions such as peaches in fruit shakes, salads, desserts, cooked in main dishes with chicken or pork, served with cottage cheese, in muffins, or on top of French toast, pancakes, or waffles.

Words to Grow

Peach	Fruit Shakes
Salad	Muffin
Cottage Cheese	Topping



Peach Muffins with Oatmeal Topping

For the Child and Adult Care Food Program

Preparation Time: 15 minutes

Cooking Time: 25-30 minutes

Yield: 24 child-size portions of $\frac{1}{2}$ full-size muffin or 1 mini-muffin

$\frac{1}{2}$ full-size muffin provides $\frac{1}{2}$ slice of bread towards CACFP meal pattern

Muffin Batter

- $\frac{1}{2}$ cup quick-cook oatmeal
- $\frac{1}{2}$ cup enriched all-purpose flour
- $\frac{1}{2}$ cup whole-wheat pastry flour
- $\frac{1}{4}$ tsp salt
- $\frac{1}{2}$ Tbsp baking powder
- $\frac{1}{2}$ tsp ground cinnamon
- $\frac{1}{4}$ tsp ground nutmeg
- $\frac{3}{4}$ cup sugar
- 1 cup low-fat or fat-free plain yogurt
- 1 large egg
- 2 Tbsp canola oil
- $\frac{1}{2}$ cup canned peaches (packed in water or juice), drained thoroughly and diced
- nonstick cooking spray

1. Preheat oven to 375 degrees Fahrenheit.
2. Make the topping; combine oatmeal, flour, sugar, and oil in small bowl and mix with fork.
3. Make muffin batter; in large bowl, mix the oatmeal, flour, salt, baking powder, cinnamon, nutmeg, and sugar.
4. In a separate bowl, mix yogurt, egg, and oil until smooth.
5. Add the yogurt mixture to the dry ingredients. Mix only until the ingredients are combined, about 1 minute. The batter will be slightly lumpy.
6. Gently stir in the diced peaches.
7. Spray a 12-muffin pan or 24-mini muffin pan with nonstick cooking spray.
8. Divide the batter evenly in the muffin pan, filling each cup about $\frac{3}{4}$ full.
9. Sprinkle oatmeal topping evenly over each muffin, about 1 teaspoon per muffin or $\frac{1}{2}$ teaspoon per mini muffin.
10. Place muffin pan on a lower oven rack and bake for 25-30 minutes or until toothpick inserted in center of muffin comes out clean. Mini muffins will take less time; about 10-12 minutes.

Variations: Substitute whole-wheat pastry flour for all the flour (all-purpose and whole-wheat) listed in the recipe. Decrease sugar in batter to $\frac{1}{2}$ cup and substitute 1 cup low-fat or fat-free peach flavored yogurt for plain.

Cooking with Children

Young children can:

- Wash hands first
- Stir dry ingredients with supervision
- Stir wet ingredients with some assistance
- Sprinkle topping on top of muffin batter

Adults should combine topping, combine dry and wet batter ingredients, prepare muffin tins, and do all steps involving the use of an oven.



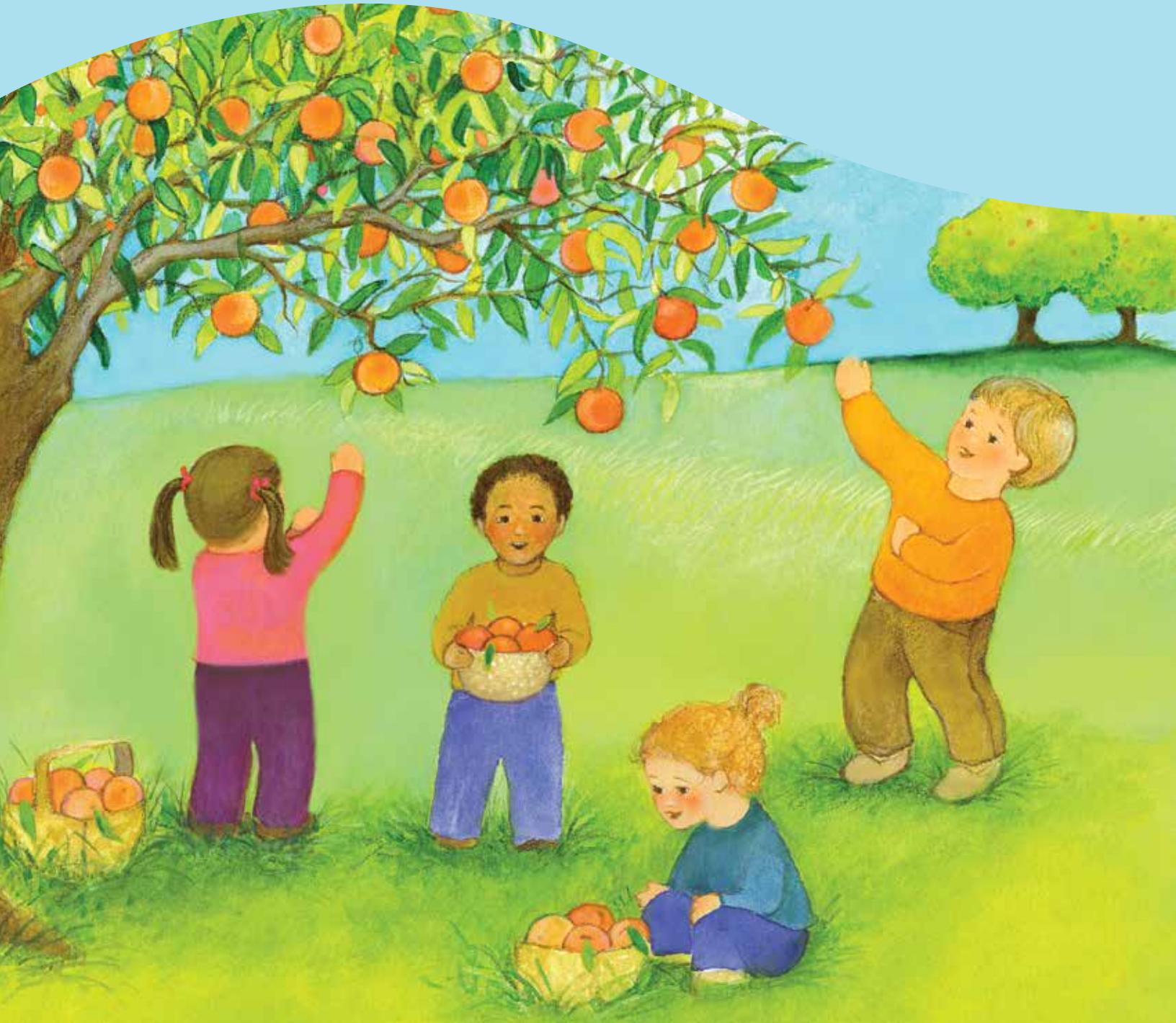
Nutrients per 1 child-size portion of $\frac{1}{2}$ full-size muffin: Calories 85, Protein 1.8 g, Carbohydrate 14.9 g,

Total Fat 2.3 g, Saturated Fat 0.3 g, Cholesterol 9 mg, Vitamin A 41 IU, Vitamin C 0.3 mg, Iron 0.5 mg, Calcium 37.1 g,

Sodium 64 mg, Dietary Fiber 0.8 g

Growing at Home Materials...

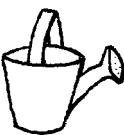
for Peach Tree Orchard Lessons





Peach Growing at Home #1

Home Activities From Grow It, Try It, Like It!



Dear Parents and Guardians:

Our series of lessons about Tasty Acres Farms from *Grow It, Try It, Like It!* has us exploring The Peach Orchard. We are doing a variety of activities throughout your child's day featuring information and experiences with peaches.

Today your child learned about peaches and how this fruit looks, feels, smells, and tastes. We learned that peaches:

- Are round;
 - Are creamy yellow in color with a little bit of red on the outside;
 - Have a fuzzy peel;
 - Are a light orange color on the inside;
 - Have a large seed on the inside called a “pit”; and
 - Are sweet and juicy to eat.

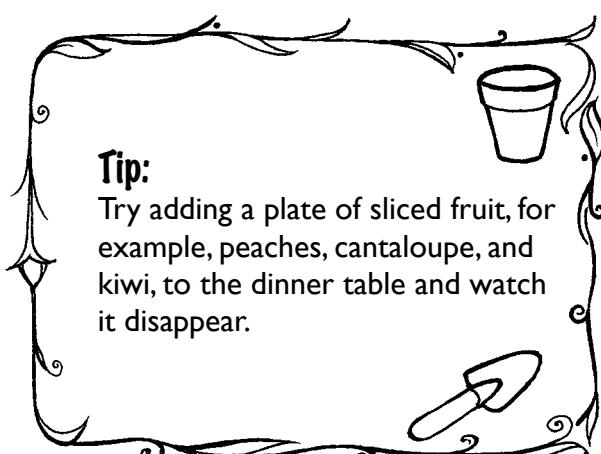
Continue the learning at home by trying the easy **Peaches Ala Mode** recipe on the following page. Have your child help you make this simple recipe for a great snack or light dessert. Or make a family recipe with your child that includes peaches.

Along with the recipe is an activity sheet, **Peachy Picture Frame**. Talk with your child about peaches while he/she colors the frame. Help your child assemble the frame and put a favorite photo in the finished frame.

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director



Peaches Ala Mode

Preparation Time: 5 minutes

Serves: 12 child-size portions of 1 half peach and 2 tablespoons yogurt

Serves: 6 adult-size portions of 1 whole peach and 4 tablespoons yogurt

- **6 medium fresh peaches (1½ lb)—washed, pitted, and sliced**
- **1½ cups low-fat or fat-free vanilla or peach yogurt**
- **2 Tbsp cinnamon (optional)**

1. Place slices of one peach in a serving dish for each adult serving. Use $\frac{1}{2}$ sliced peach for each child portion.
2. Spoon 4 tablespoons of yogurt over top of slices for each adult serving. Use 2 tablespoons of yogurt for each child serving.
3. Sprinkle with cinnamon, if desired.
4. Serve immediately.

Variations: Substitute low-fat or fat-free versions of cottage cheese, frozen yogurt, or ice cream for the yogurt. Substitute well drained, canned peach slices (packed in water or juice) or frozen peach slices (thawed) for fresh peach slices.

Cooking with Children

Young children can:

- Wash hands first• Help wash peaches in a colander
- Scoop yogurt or cottage cheese with a $\frac{1}{4}$ -cup or tablespoon measure
- Sprinkle with cinnamon

Adults should use a sharp knife and cutting board to cut peaches in half, remove pit, and slice peaches.



Nutrients per 1 child-size serving of $\frac{1}{2}$ peach and 2 tablespoons yogurt: Calories 50, Protein 1.8 g, Carbohydrate 10.5 g, Total Fat 0.5 g, Saturated Fat 0.22 g, Cholesterol 1 mg, Vitamin A 171 IU, Vitamin C 3.5 mg, Iron 0.14 mg, Calcium 50 mg, Sodium 18 mg, Dietary Fiber .8 g

Peachy Picture Frame

Dear Parents and Guardians:

Find out what your child has learned about peaches while he/she makes a “peachy” picture frame. After your child colors the peaches bright yellow and red, cut the picture frame out along the thin dotted

outline. Cut out the box along the dashed line to create the photo opening. Fold the frame in half along the solid line and insert a favorite photo. Use tape or glue to seal the frame closed.

Fold on solid line

Cut along dotted lines for
photo opening

Peach Growing at Home #2

Home Activities From Grow It, Try It, Like It!

Dear Parents and Guardians:

Our lessons on peaches continued today. The lessons are included in your child's activities throughout the day.

Today your child learned how peaches are grown and harvested. He/she learned that peaches:

- Grow from a peach pit planted in the soil;
- Need soil, sun, rain, and time to help the pits grow into trees;
- Grow on trees; and
- Are picked when they turn a nice shade of yellow/red and feel firm.

Eating peaches at home is a great way to support the activities we are doing during the day. You can help your child continue learning at home. Together, make **Peach Cobbler**. It is fun to make and tastes great. Or, if you prefer, make a family recipe with your child that includes peaches.

The attached activity **Peaches Grow on Trees!** reviews what we have learned about peaches. Do this activity at home with your child. Encourage your child to learn about healthful foods like fruits and vegetables, including peaches. Your child may be more willing to try new and different foods at child care—and at home!

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director

Tip:

Invest in a sturdy footstool for your child to stand on while helping in the kitchen. Or seat your child on a stool so that he or she may easily reach the countertop or table to help prepare food.



Peach Cobbler

Preparation Time: 35 minutes

Serves: 12 child-size portions of $\frac{1}{12}$ of a 1 $\frac{1}{2}$ -quart baking dish

Serves: 6 adult-size portions of $\frac{1}{6}$ of a 1 $\frac{1}{2}$ -quart baking dish

Cooking Time: 25-30 minutes

- 1 29-ounce can of peach slices (packed in water or juice)
- $\frac{1}{2}$ cup whole-wheat flour
- $\frac{1}{2}$ cup enriched all-purpose flour
- $\frac{1}{3}$ cup quick-cook oatmeal

- $\frac{1}{4}$ cup sugar
- 2 tsp baking powder
- 1½ Tbsp canola oil
- $\frac{1}{2}$ cup low-fat or fat-free milk
- Nonstick cooking spray

1. Preheat oven to 350 degrees Fahrenheit.
2. Drain liquid from peach slices.
3. Spray an ovenproof 1 $\frac{1}{2}$ -quart dish with non-stick spray. Add peach slices.
4. In a large mixing bowl, combine the flours, oatmeal, sugar, and baking powder. Mix well with a fork.
5. Add oil and low-fat or fat-free milk to dry ingredients and mix until smooth.
6. Drop the dough on top of peach slices by spoonfuls, covering peaches.
7. Bake in oven for about 30 minutes or until fruit bubbles and the topping is slightly brown.
8. Remove from oven. Let cool before serving. Serve warm and garnish with a small scoop of low-fat or fat-free vanilla frozen yogurt, if desired.

Variations: Use 3 cups of very ripe fresh or frozen (thawed) peach slices. Sprinkle slices with 1 tablespoon of sugar. Substitute whole-wheat pastry flour for all the flour (all-purpose and whole-wheat) in the recipe. Avoid fruits canned in heavy syrup; use fruits canned in water or juice.

Cooking with Children

Young children can:

- Wash hands first
- Help drain peach slices with a colander
- Sprinkle sugar over fresh or frozen peach slices
- Stir dry ingredients with supervision

Older children may be able to help drop spoonfuls of topping on peaches.

Adults should coat dish with non-stick spray, combine dry and wet ingredients, drop spoonfuls of topping, and do all steps involving the use of an oven.



Nutrients (using low-fat milk) per 1 child-size serving of $\frac{1}{12}$ of 1-quart baking dish: Calories 48, Protein 1.1 g, Carbohydrate 9, Total Fat 1.1 g, Saturated Fat .1 g, Cholesterol 0 mg, Vitamin A 120 IU, Vitamin C .7 mg, Iron 0.4 mg, Calcium 32 mg, Sodium 44 mg, Dietary Fiber 0.9g

Peaches Grow on Trees!

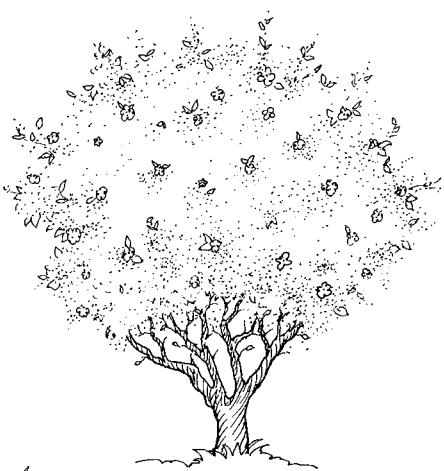
Dear Parents and Guardians:

Review what your child has learned about growing peaches. Read aloud the picture captions and help your child number the pictures in order from 1 to 5, showing the stages of growing peaches.

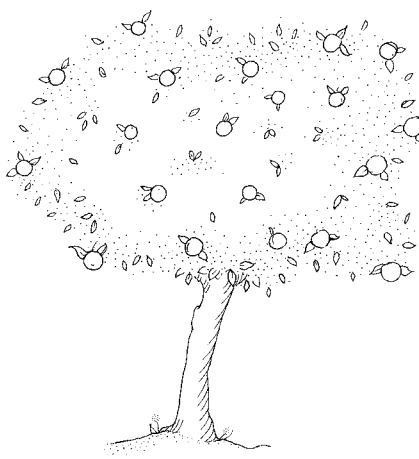
Then, have your child color the pictures. Later, cut the colored pictures apart and help your child glue the pictures on a piece of paper in the correct order.



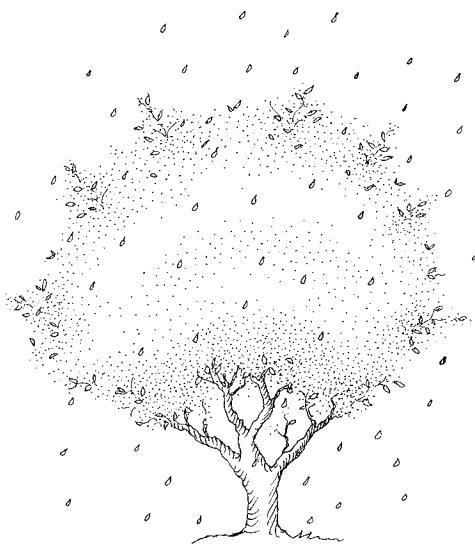
Planting a peach pit _____



Peach tree has blossoms _____



Peaches growing on a tree _____



Rain on the peach tree _____



Picking ripe peaches _____

Answers:

- (1) Planting a peach pit; (2) Rain on the peach tree; (3) Peach tree has blossoms; (4) Peaches growing on a tree; (5) Picking ripe peaches

Peach Growing at Home #3

Home Activities From Grow It, Try It, Like It!

Dear Parents and Guardians:

Our unit on peaches is coming to a close. We've enjoyed learning about this juicy fruit.

Today your child learned more about peaches and different ways this fruit is prepared and served. He/she learned that peaches can be:

- Used in fruit shakes;
- Served on pancakes;
- Served with cottage cheese;
- Baked in muffins and cobblers; and
- Cooked with chicken or pork.

Make a date with your child to prepare together the easy **Peach Muffins With Oatmeal Topping** recipe (attached) or another favorite family recipe that includes peaches. Cooking together is a great way to spend time with your child. Watch your child's smile grow when offering family members a food made with his or her own hands.

Encourage your child to think of new ways to eat peaches. The attached activity sheet **Peaches Taste Good Anyway You Eat Them** will help you and your child make up a new recipe using peaches. Encourage your child to be more adventurous in trying foods by talking about new ways to enjoy a favorite fruit like peaches. Help your child be willing to try new and different recipes that contain familiar foods.

Please call if you have questions about this activity or want more information.

Sincerely,

Child Care Center Director

Tip:

Did you know the average cost of a piece of fruit or vegetable is less than the price of a snack pack or candy bar AND fruits and vegetables provide vitamins, minerals, fiber, and most importantly, FLAVOR!

Peach Muffins with Oatmeal Topping

Preparation Time: 15 minutes

Serves: 24 child-size portions of $\frac{1}{2}$ full-size muffin or 1 mini-muffin

$\frac{1}{2}$ full-size muffin provides $\frac{1}{2}$ slice of bread towards CACFP meal pattern

Cooking Time: 25-30 minutes

Muffin Batter

- $\frac{1}{2}$ cup quick-cook oatmeal
- $\frac{1}{2}$ cup enriched all-purpose flour
- $\frac{1}{2}$ cup whole-wheat pastry flour
- $\frac{1}{4}$ tsp salt
- $\frac{1}{2}$ Tbsp baking powder
- $\frac{1}{2}$ tsp ground cinnamon
- $\frac{1}{4}$ tsp ground nutmeg

- $\frac{3}{4}$ cup sugar
- 1 cup low-fat or fat-free plain yogurt
- 1 large egg
- 2 Tbsp canola oil
- $\frac{1}{2}$ cup canned peaches (packed in water or juice), drained thoroughly and diced
- Nonstick cooking spray

Oatmeal Topping:

- $\frac{1}{4}$ cup quick-cook oatmeal
- 1 Tbsp all-purpose flour
- 1 Tbsp sugar
- 1 Tbsp canola oil

1. Preheat oven to 375 degrees Fahrenheit.
2. Make the topping; combine oatmeal, flour, sugar, and oil in small bowl and mix with fork.
3. Make muffin batter; in large bowl, mix the oatmeal, flour, salt, baking powder, cinnamon, nutmeg, and sugar.
4. In a separate bowl, mix yogurt, egg, and oil until smooth.
5. Add the yogurt mixture to the dry ingredients. Mix only until the ingredients are combined, about 1 minute. The batter will be slightly lumpy.
6. Gently stir in the diced peaches.
7. Spray a 12-muffin pan or 24-mini muffin pan with nonstick cooking spray.
8. Divide the batter evenly in the muffin pan, filling each cup about $\frac{3}{4}$ full.
9. Sprinkle oatmeal topping evenly over each muffin, about 1 teaspoon per muffin or $\frac{1}{2}$ teaspoon per mini muffin.
10. Place muffin pan on a lower oven rack and bake for 25-30 minutes or until toothpick inserted in center of muffin comes out clean. Mini muffins will take less time; about 10-12 minutes.

Variations: Substitute whole-wheat pastry flour for all the flour (all-purpose and whole-wheat) listed in the recipe. Decrease sugar in batter to $\frac{1}{2}$ cup and substitute 1 cup low-fat or fat-free peach flavored yogurt for plain.

Cooking with Children

Young children can:

- Wash hands first
- Stir dry ingredients with supervision
- Stir wet ingredients with some assistance
- Sprinkle topping on top of muffin batter

Adults should combine topping, combine dry and wet batter ingredients, prepare muffin tins, and do all steps involving the use of an oven.



Nutrients per 1 child-size portion of $\frac{1}{2}$ full-size muffin: Calories 85, Protein 1.8 g, Carbohydrate 14.9 g, Total Fat 2.3 g, Saturated Fat 0.3 g, Cholesterol 9 mg, Vitamin A 41 IU, Vitamin C 0.3 mg, Iron 0.5 mg, Calcium 37.1 g, Sodium 64 mg, Dietary Fiber 0.8 g

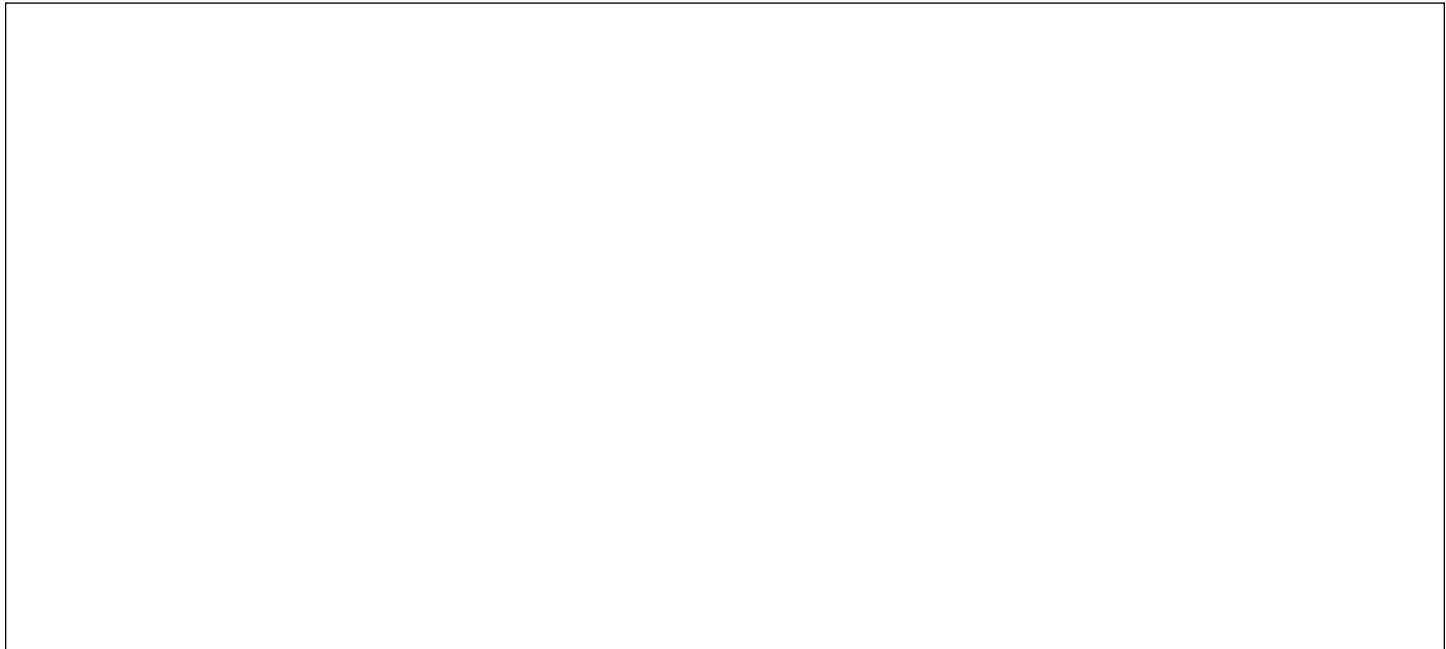
Peaches Taste Good...Any Way You Eat Them!

Dear Parents and Guardians:

Help your child make up a new recipe using peaches. Have your child draw a picture of the recipe in the top box. You can write the recipe name next to the picture. As your child tells you, list all the ingredients

first and the steps next on the lines below. If possible, make the recipe! A cookbook might help you find something similar to try.

Help your child create and draw a picture of the recipe in the box below.



Ingredients _____

How to make _____

Notes

Notes



United States Department of Agriculture • Food and Nutrition Service
Find more fun resources at these Web sites:

teamnutrition.usda.gov
choosemyplate.gov

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MyPlate Word Blanks

"Cook-Off Craze"

How to play: Fold the paper in half so that the story is hidden. Read the Word Blanks below and fill in a word for each one. Match the numbered words from your word list with numbered blanks in the story. When you've finished, read your funny story out loud! You can also play with friends by writing down their choices for the word list, adding their words to the story, and then reading their special story to them.

WORD LIST

1. Noun: _____
2. Your name: _____
3. Friend's name: _____
4. Verb (ending in "ing"): _____
5. Verb (ending in "ing"): _____
6. Green vegetable: _____
7. Noun (plural): _____
8. Noun (plural): _____
9. Color: _____
10. Orange/red vegetable: _____
11. Grain food: _____
12. Lean protein food: _____
13. Dairy food: _____
14. Noun (plural): _____
15. Adjective: _____
16. Fruit: _____
17. Verb (ending in "ing"): _____
18. Verb (past tense): _____

----- Fold Here -----

"Cook-Off Craze"

It was the end of the school year, and summer was just around the corner. It was almost time for the annual (1) _____ County School End-of-Year Cook-Off! (2) _____ and (3) _____ entered themselves in the cook-off. They knew they had a good chance of winning if they used fresh veggies from Grandma and Grandpa's garden — the secret to their recipe! They were ready to start (4) _____!

Once they got the pot of water (5) _____, they began adding the ingredients. While (2) _____ chopped up the (6) _____, (3) _____ washed the (7) _____. (8) _____ and (9) _____ cabbage were next. After this, they threw in some grated (10) _____, going crazy with all of their yummy fresh veggies! Making sure they didn't forget some grains, they added some whole wheat (11) _____, and for protein power, chopped (12) _____. For a finishing touch, they sprinkled some low-fat (13) _____ on top. *Voilà!* Summer Garden Soup!

The day of the cook-off finally arrived and they were ready. The event was a huge success! At the end of the day, it came time for the group of (14) _____ to announce the winners. After Runner-Up went to a (15) _____ (16) _____ frozen yogurt, (2) _____ and (3) _____ were (17) _____ their breath. "And first place, with the highest score, goes to (2) _____ and (3) _____'s Summer Garden Soup!!!" They were so happy that they (18) _____ all day long!

