


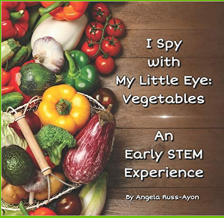


<p><b>Nutrition Objective</b></p>	<p>Teach children the importance of eating a variety of colorful vegetables.</p>									
<p><b>Materials &amp; Ingredients</b></p>	<table border="0"> <tr> <td>1 Bunch radishes</td> <td>Serving bowls</td> <td rowspan="4">  </td> </tr> <tr> <td>2 Broccoli crowns</td> <td>Plastic spoons and knives</td> </tr> <tr> <td>1 Bag snap peas</td> <td>Teacher knife</td> </tr> <tr> <td>2 Yellow bell peppers</td> <td>Cutting board</td> </tr> </table>	1 Bunch radishes	Serving bowls		2 Broccoli crowns	Plastic spoons and knives	1 Bag snap peas	Teacher knife	2 Yellow bell peppers	Cutting board
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<p><b>Food Preparation</b></p>	<ul style="list-style-type: none"> <li>Wash vegetables.</li> <li>Cut into an appropriate number of large pieces so everyone will have a taste.</li> <li>Place in serving containers.</li> </ul>									
<p><b>Lesson Introduction</b></p> 	<p><b>Question of the Day:</b> Why is it important to eat a variety of colorful vegetables? <i>(Different colors provide different nutrients the body needs to be healthy).</i></p> <p><u>Read and discuss:</u> <i>I Spy with My Little Eye: Vegetables</i> by Angela Russ-Ayon</p> <ul style="list-style-type: none"> <li>Refer to the last two pages for vegetable information and open-ended questions.</li> <li>This book introduces opposites in a simple way and provides picture support.</li> </ul> <p>Example: I spy vegetables that are thin. I spy vegetables that are wide.</p> <ul style="list-style-type: none"> <li>Teach the new vocabulary: thin.</li> <li>Use the opposing page to support the opposite: wide.</li> <li>Another idea is to have children guess the opposites by looking at the pictures.</li> <li>Then have fun finding the described vegetables.</li> </ul> <p>TSGOLD: 2c, 8a, 9a, 11a, 11e, 12a, 12b, 17a, 18a, 37, 38</p>									
<p><b>Lesson Process</b></p>	<ul style="list-style-type: none"> <li>Children and adults wash their hands.</li> <li><u>Introduce and discuss</u> the vegetables. Talk about the colors and textures. Ask children if they have ever tried any of these vegetables before.</li> <li>Model using tongs or spoons (rather than fingers) to take food from containers</li> <li>Children serve themselves and use plastic knives to cut the food into smaller bites.</li> <li>Eat together and give children time to taste and comment on the flavors and textures.</li> <li>Children participate in a graphing activity. <i>(see Math Extension on the next page)</i></li> </ul> <p>TSGOLD: 1c, 2c, 7a, 8a, 8b, 11a, 11b, 37, 38</p>									
<p><b>Share your Story</b></p>	<ul style="list-style-type: none"> <li>What did you think about the radish? <i>(it was: spicy, crunchy, bitter, different color on outside and inside, etc.)</i></li> <li>What color is your favorite vegetable and why?</li> <li>What vegetables do you spy at home or the store? <i>(carrots, broccoli, lettuce, etc.)</i></li> </ul> <p>TSGOLD: 2c, 8a, 9a, 9b, 9d, 10a, 10b, 11e, 12a, 12b, 37, 38</p>									
<p><b>School to Home</b></p>	<ul style="list-style-type: none"> <li>Send home family letters to share the fun activities children did in the classroom.</li> </ul>									

# Lesson Extensions

## Math Extension Activity

- After they have tasted each vegetable, show the children the graph and explain the different parts.
  - Ask children to come up one at a time and mark their favorite vegetable on the graph.
  - Together count how many marks each vegetable has and write the number.
  - Which has the most? Which has the least? How do we know this?
  - What other vegetables could we add to our graph?
- TSGOLD: 8a, 8b, 11a, 11c, 12b, 20a, 20c, 37, 38

## I Spy Walk

- Take a walk outdoors (in the building if weather is inclement) and play I spy.
  - Vary your clues: color, shape, size, texture, purpose (I spy something that can be climbed).
  - Children take turns being the describer.
- TSGOLD: 2c, 4, 8a, 8b, 9a, 11a, 11d, 11e, 12a, 12b, 37, 38

# Physical Activity

## Music and Movement

- Find the “Vegetable Song” on YouTube  
<https://www.youtube.com/watch?v=RE5tvaveVak>
  - Children spread out in an outdoor space or around the room. Explain that we are going to listen to the music and follow along singing and moving our bodies.
  - The repetition in this song allows children to catch on quickly.
  - Encourage children to try different ways of moving their bodies while singing along (clap hands, stomp, arm raises, move their hips, squat up and down, jump, etc.)
  - Start the music and join the children by modeling a variety of different moves.
- TSGOLD: 2c, 4, 7a, 11a, 11e, 12b, 35, 37, 38

## Fruit and Vegetable Relay

- Use the fruit and veggie tote provided by COWP; divide into two separate baskets.
  - Children are divided into two teams lined-up behind an empty basket which indicates the starting point.
  - Full baskets are placed at least 10 feet away from starting point.
  - Children run one at a time to the other side to grab a fruit or vegetable and run back to the starting line to drop it in the empty basket.
  - Once the child has had their turn, they go to the back of the line and sit down.
  - Teams can alternate choosing the traveling skill for the next round (skipping, crab crawl, gallop, walk backwards, etc.)
- TSGOLD: 2c, 4, 6, 7a, 8a, 8b, 11a, 11d, 11e, 37

## Physical Education: Using hands and fingers

- Give children as many opportunities as possible to strengthen their fine motor muscles both inside and outside the classroom.
  - Use chalk to draw outside, stress balls to squish during free choice time or for calm down time, have shovels available for digging, playdough for rolling, etc.
  - Building strong muscles in children’s hands will help support large muscle movements (throwing and catching), independent skills (opening containers to eat or drink, feeding themselves, writing their names, etc.), and so much more!
- TSGOLD Objective: 7a Demonstrates fine-motor strength and coordination-uses fingers and hands