

Graphing Your Favorite Fruit

Question of the Day

What do you like about your favorite fruit?

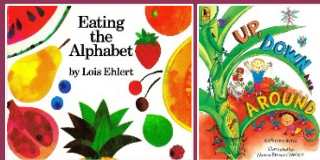
Materials

2 Cans mandarin oranges Can opener
3 Kiwis Cutting board
3 Pears Paper plates
1 Container berries Serving containers
Chef knife (adult use only) Plastic forks



Food Preparation

- Open and rinse mandarin oranges.
- Wash the kiwis, pears, and berries.
- Cut the kiwis and pears into wedges.
- Place all fruits in separate serving containers.



Lesson Process

- Have all children and adults wash their hands (scrub for at least 20 seconds).
- Have children pass the serving containers around to serve themselves the fruits.
- Give children time to practice cutting the fruits into smaller pieces.
- Taste the fruits with the children.
- As you taste one of the fruits, describe the fruit. The kiwi for example: "It is green and juicy. It is tart, but not sweet".
- Give children time to taste the fruits and describe them to the class.
- TSGOLD: 1c, 2c, 7a, 8a, 8b, 9a, 11a, 11b, 18a, 37, 38

Extension Activity: Graphing Fruits

- After they have tasted each fruit, show the children the graph. Explain the different parts of the graph and how they will mark their responses.
- Ask them to come up one at a time and put a mark above their favorite fruit on the graph.
- As a class count how many marks each fruit has and write it at the top.
- Which fruit has the most? Which fruit has the least? How do we know this?
- What other fruits could we add to our graph?
- TSGOLD: 8a, 8b, 11a, 11c, 12b, 20a, 20c, 37, 38

Extension Activity Fruit Salad

- Have children sit in a circle and explain to them that today we are going to make a giant delicious pretend fruit salad. You can use pretend fruit, mixing bowls and wooden spoons if available.
- Each child will get a turn to add their favorite fruit to the big bowl (the middle of the circle or a real bowl).
- After all the fruit has been added, have children use their arms to pretend to give it a big stir.
- Let all the children "taste" the fruit salad and describe what they taste or if they like what they are eating.
- TSGOLD: 2c, 11a, 11d, 11e, 12a, 14b, 37, 38

School to Home

- Please send home the family letters to let parents know about the fun activities shared in their child's classroom!

Physical Activity

What Time Is It Mr. Fox?

- Have children play in a safe, open area. Use cones to denote the start and finish line. Choose one player to be Mr. (or Ms.) Fox.
- To start, have the Fox stand in the middle of the designated play area facing the players. The players then say, "Mr. Fox, Mr. Fox, what time is it?" The fox responds with a certain time (whatever the fox chooses) and the other players should walk forward that many steps.
- This continues until the Fox responds by saying, "**Lunchtime!**" At that point, the Fox chases the players, trying to tag them, as they try to get to the finish line.
- The first player to get to the finish line becomes the Fox for the next game. The goal of the game is to get past the Fox without getting caught.
- TSGOLD: 2c, 4, 6, 8a, 8b, 11a, 11d, 12a, 20a, 20c, 37

Music and Movement

- Play song #7 "Clap Your Hands" from the *Happy and Healthy CD* or download it from the COWP website.
 - Explain to children that they will be clapping hands, waving arms, stomping feet, nodding heads, and swinging arms at a slow and fast pace.
- Start the music and join the children.
- TSGOLD: 2c, 6, 7a, 8a, 8b, 11a, 11b, 11d, 35, 37

Workplace Wellness

Spending time outdoors is beneficial for our mental and physical health. Research shows that spending time in nature, especially in green spaces, can reduce stress, improve cognition and attention, improve sleep, and reduce our risk for cardiovascular issues.

Try one of these ideas to spend more time outside this week:

- Have a picnic. Fill a bag with snacks or dinner and walk to a park to enjoy your meal outdoors.
- Find a nearby hike or walking path. Walking through nature is good for cardiovascular health.
- Enjoy nature without electronics. Visit a park or outdoor space and journal or sit quietly for a short period of time.
- Take an after-dinner walk with friends or family. This is a great way to spend time outside, while also being physically active and bonding with others.
- Have a walking meeting or take a walking break at work.
- Find a new local park to enjoy.

For additional activities, songs & information, visit cowpprogram.com

Graphing Your Favorite Fruit

Learning Objectives/Outcomes

- Children will be able to actively participate and listen to the book.
- Children will be able to identify and describe their favorite fruit.
- Children will be able to demonstrate knowledge about simple graphing.
- Children will be able to demonstrate using fine motor and gross motor skills.

Nutrition Education

Materials

- Cutting board
- Chef knife (adult use only)
- Can opener
- Plastic forks
- Paper plates
- Serving containers



Recipe Prep

- All children and adults wash their hands (scrub for at least 20 seconds).
- Open and rinse mandarin oranges.
- Rinse the kiwis, pears, and berries.
- Cut the kiwis and pears into wedges.
- Place fruits in separate serving containers.

Recipe Process

- Pass the serving containers around and instruct children to serve themselves some fruits.
- Give children time to practice cutting the fruits into smaller pieces.
- Taste the fruits with the children.
- As you taste one of the fruits, describe it. For example, "This kiwi is green and juicy. It is tart, but not too sweet".
- Give children time to taste the fruits and describe them to the class.
- After they have tasted each fruit, show the children the graph. Have them come up one at a time and put a mark above their favorite fruit on the graph. Discuss what the graph shows.

Extension Questions

- Which fruit that we tried was your favorite?
- What do they smell, feel and look like?
- Are any of these fruits new to you? Which ones?

TS GOLD Standards

Social-Emotional- 1c, 2c

Physical- 7a

Language- 8a, 8b, 9a, 9b, 9d, 10a, 10b

Cognitive- 11a, 11b, 11c, 12a, 12b

Mathematics- 20a, 20b, 22

English Language Acquisition 37, 38

Physical Activity

Materials

- Cones
- COWP *Happy and Healthy* CD

Activity Process

With Equipment

- Have children play in a safe, open area. Use cones to denote the starting line and finish line.
- Choose one player to be Mr. (or Ms.) Fox.
- To start, have the Fox stand in the middle of the designated play area facing the players standing at the starting line. The players then say, "Mr. Fox, Mr. Fox, what time is it?" The fox responds with a certain time (whatever the fox chooses) and the other players should walk forward that many steps.
 - For example, if the fox says, "It's five o'clock," the players should take five steps forward.
- This continues until the Fox responds by saying, "Lunchtime!" At that point, the Fox chases the players, trying to tag them as they try to get past him to the finish line.
- The first player who gets to the finish line becomes the Fox for the next game. The goal of the game is to get past the Fox without getting caught.
- To make the game more challenging and help children develop more physical skills, have them hop their steps on one foot or even skip forward.

Without Equipment

- Play song #7 "Clap Your Hands" from the COWP *Happy and Healthy* CD or download it from the COWP website.
- Explain to children that they will be clapping hands, waving arms, stomping feet, nodding heads, and swinging arms at a slow and fast pace.
- Start the music and join the children!

TS GOLD Standards

Social-Emotional- 2c

Physical- 4, 6, 7a

Language- 8a, 8b

Cognitive- 11a, 11b, 12a

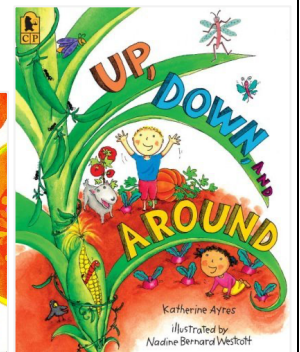
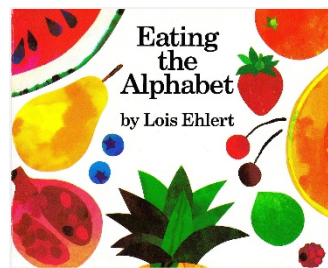
Mathematics- 20a, 20c

The Arts- 35

English Language Acquisition- 37

Literacy

- Read the book, *Eating the Alphabet* by Lois Ehlert or *Up, Down, and Around* by Katherine Ayres. Give children time to look at the pictures and comment on what they see.
- Discuss different types of fruits.
- Ask the children the nutrition question of the day: “What do you like about your favorite fruit?” Allow time to discuss.
- Ask children additional follow up questions.
 - Why is it important to eat fruits every day?
 - What fruits do you eat at home?
 - What are different ways to eat fruits?
(Smoothies, frozen, in yogurt, on pizza, etc.)



TS Gold standards

Language- 8a, 9a, 9b, 9d, 10a, 10b

Cognitive- 11a, 11b, 11e, 12a, 12b





Literacy- 17a, 18a

English Language Acquisition-37, 38

Reminders

- Adjust the activities to best fit your weekly schedule.
- Send family letters home to all families by the end of the delivery week.
- When you have completed the lesson, record it on your classroom COWP log.
- Reach out to your COWP contact with any questions or feedback.

GRAPHING FRUITS – Sample Graph

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Oranges 	Kiwi 	Pears 	Berries 

STANDARDS REINFORCED

Photocopy this form and save for your records

Lesson Name: Graphing Your Favorite Fruits

Date lesson conducted: _____

Lesson conducted by: _____

SUMMARY OF NUTRITION ACTIVITIES

- Children will be able to actively participate and listen to the book.
- Children will be able to identify and describe their favorite fruit.
- Children will be able to demonstrate knowledge about simple graphing.
- Children will be able to demonstrate various fine-motor and gross-motor skills.

REINFORCING TEACHING STRATEGIES GOLD (TSGOLD) OBJECTIVES FOR DEVELOPMENT AND LEARNING.

Social-Emotional

1. Regulates own emotions and behaviors
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - c. Interacts with peers

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands

Language

8. Listens to and understands increasingly complex language
 - c. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking

12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections

Literacy

17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
22. Compares and measures

The Arts

35. Explores dance and movement concepts

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

REINFORCING HEAD START / EARLY LEARNING OUTCOMES FRAMEWORK

Domain: Perceptual, Motor, and Physical Development

- Sub-Domain: Fine Motor
- Sub-Domain: Health Safety And Nutrition

Domain: Language and Communication

- Sub-Domain: Attending And Understanding
- Sub-Domain: Communicating And Speaking
- Sub-Domain: Vocabulary

Domain: Literacy

- Sub-Domain: Comprehension And Text Structure

Domain: Approaches to Learning

- Sub-Domain: Emotional And Behavioral Self-Regulation
- Sub-Domain: Cognitive Self-Regulation (Executive Functioning)
- Sub-Domain: Initiative And Curiosity
- Sub-Domain: Creativity

Domain: Social and Emotional Development

- Sub-Domain: Relationships With Adults
- Sub-Domain: Relationships With Other Children
- Sub-Domain: Emotional Functioning
- Sub-Domain: Sense Of Identity And Belonging

REINFORCING COLORADO ACADEMIC STANDARDS

Comprehensive Health

- CH.P.2.1 Distinguish between healthy and unhealthy foods.
- CH.P.2.2 Develop self-management skills and personal hygiene skills to promote healthy habits.
- CH.P.3.1 Children develop healthy relationships and interactions with adults and peers.
- CH.P.4.1 Identify ways to be safe while at play.

Dance

- DA.P.1.1 Demonstrate simple phrases of movement safely in time and space.

Music

- MU.P.1.2 Respond to rhythmic patterns and elements of music using expressive movement.

Physical Activity

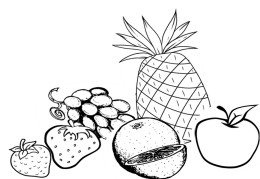
- PE.P.1.1 Travel in a variety of directions using basic locomotor skills and demonstrate understanding of personal and general space.
- PE.P.2.1 Recognize the positive feelings experienced during and after physical activity.
- PE.P.3.1 Demonstrate understanding of positive social interaction with teachers and peers.
- PE.P.4.1 Understand basic safety rules and principles.

Reading, Writing and Communicating

- RW.P.1.1 Children comprehend and understand the English language (Receptive Language).
- RW.P.1.2 Children use language to convey thoughts and feelings (Expressive Language).
- RW.P.2.1 Children understand and obtain meaning from stories and information from books and other texts.

Family Letter

Graphing Fruits



Graphing Fruits

Eating a variety of fruit provides nutrients vital for the health and maintenance of your body. This week your child tasted four different delicious fruits and discovered everyone's favorites. They learned that eating fruits will help them stay healthy and grow strong. They tasted mandarin oranges, kiwis, pears, and berries. Ask your child which fruit they like best.

Recipe

Nutrition Facts	
6 servings per container	
Serving size	(201g)
Amount Per Serving	
Calories	160
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	0%
Total Carbohydrate 41g	15%
Dietary Fiber 4g	14%
Total Sugars 36g	
Includes 8g Added Sugars	16%
Protein 1g	2%
<small>Not a significant source of vitamin D, calcium, iron, and potassium</small>	
<small>*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Mixed Fruit Salad:

Ingredients:

- 1 Can mandarin oranges
- 1 Can fruit cocktail
- 1 Can pineapple chunks
- 2 Apples, chopped
- 1 Banana, sliced

Directions:

1. Wash hands
2. Drain and rinse the canned fruit
3. Mix all ingredients together except bananas
4. Cover and chill, add bananas just before serving
5. Refrigerate leftovers



Physical Activity

Play "What Time is it Mr. Fox?" with your child. This game helps children practice counting.

Choose a starting line and a finish line. You can designate lines with objects such as cones. To start, have the Fox stand in the middle of the play area. The players on the starting line say, "Mr. Fox, Mr. Fox, what time is it?". The fox responds with a time (whatever the fox chooses) and the other players walk forward that many steps. For example, if the fox says, "Five o'clock", players step forward 5 steps. This continues until the fox says, "Lunchtime". At that point, the fox chases the players as they try to cross the finish line. The first player to the finish line becomes the new fox.



Text2LiveHealthy

Text2LiveHealthy
Fun tips to keep your family healthy

We will send you free weekly texts that inspire and inform you and your family on ways to eat well and be active together. You will also receive recipes, resources and information about events in your area.

To sign up, text the word "FOOD" to the phone number 21333 and answer 3 simple questions.

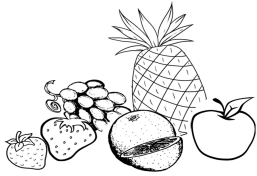


SNAP-Ed
Division of Food & Energy Assistance

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This institution is an equal opportunity provider.

Carta Familiar

Gráficos de Frutas



Gráficos de Frutas

Comer una variedad de frutas proporciona nutrientes vitales para la salud y el mantenimiento de su cuerpo. Esta semana su hijo(a) probó cuatro frutas diferentes y deliciosas, y descubrió las favoritas de todos los demás. Los niños aprendieron que comer frutas les ayudará a mantenerse saludables y crecer fuertes. Probaron mandarinas, kiwi, peras y bayas. Pregúntele a su hijo(a) qué fruta le gusta más.

Receta

Nutrition Facts	
6 servings per container	
Serving size	(201g)
Amount Per Serving	
Calories	160
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	0%
Total Carbohydrate 41g	15%
Dietary Fiber 4g	14%
Total Sugars 36g	
Includes 8g Added Sugars	16%
Protein 1g	2%
<small>Not a significant source of vitamin D, calcium, iron, and potassium</small>	
<small>*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

Ensalada de Frutas Mixtas:

Ingredientes:

- 1 lata de mandarinas en gajos
- 1 lata de cóctel de frutas
- 1 lata de piña en trozos
- 2 manzanas picadas
- 1 plátano, en rebanadas

Instrucciones:

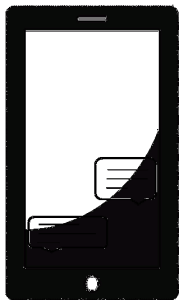
- Lavarse las manos
- Escurrir y enjuagar la fruta enlatada
- Mezclar todos los ingredientes, excepto el plátano
- Tapar y enfriar, agregar el plátano justo antes de servir
- Refrigerar lo que sobra



Actividad Física

Juegue "¿Qué hora es Señor Zorro?" con su hijo(a). Este juego ayuda a los niños a practicar contar números.

Elija una línea de salida y una línea de llegada. Puede designar esta línea con objetos como conos. Para empezar, haga que el Zorro se pare en el medio del área de juego. Los jugadores en la línea de salida dicen: "Señor Zorro, Señor Zorro, ¿qué hora es?". El zorro responde con una hora (la que el zorro elija) y los otros jugadores avanzan ese mismo número pasos. Por ejemplo, si el zorro dice "las cinco en punto", los jugadores avanzan 5 pasos. Esto continúa hasta que el zorro dice "es hora del almuerzo". En ese punto, el zorro persigue a los jugadores mientras tratan de cruzar la línea de llegada. El primer jugador que cruza la línea de llegada se convierte en el nuevo zorro.



Text2LiveHealthy

Text2LiveHealthy
Consejos divertidos para mantener a su familia saludable

Le enviaremos mensajes de texto gratuitos semanales que inspiren e informaran a usted y a su familia sobre maneras de comer bien y mantenerse activos juntos. También recibirá recetas, recursos e información sobre eventos en su área.

Para registrarse, mande por mensaje de texto la palabra "**COMIDA**" al número de teléfono **21333** y conteste 3 sencillas preguntas.