

GO GLOW GROW

Activity 1 - Growing Inch by Inch

Directions

1. Discuss **GROW** foods:
 - **GROW** foods help you grow bigger and stronger.
 - **GROW** foods help you to have strong bones and teeth.
 - Some **GROW** foods are made from milk, can you name some?
 - Some **GROW** foods are from animals and plants, can you name some?
2. Tell the children they will be making a **GROW** food chain.
3. Give **GROW** each "**GROW** child a strip." Ask them to draw a picture of a food on it. Tell them to refer to the poster if they need help.
3. While children are drawing, talk about the foods on their strip.
4. One at a time, ask each child to tell the name of their **GROW** food. Write the name of the food on their strip and help the children staple their **GROW** strip to the **GROW** chain.
5. Watch as the chain gets longer! Emphasize that the chain grows link by link, just as the children grow inch by inch!

Note: This activity can be done in small groups and then

Supplies

- **GROW** strips - paper strips cut approximately 2" x 8"
- Crayons
- Stapler
- MyPyramid for Kids poster



Teacher
1

Recipes
1

Recipes
4

Recipes
6

Recipes
11

Recipes
12

Parents
4



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid
for 4 to 6-Year-Olds

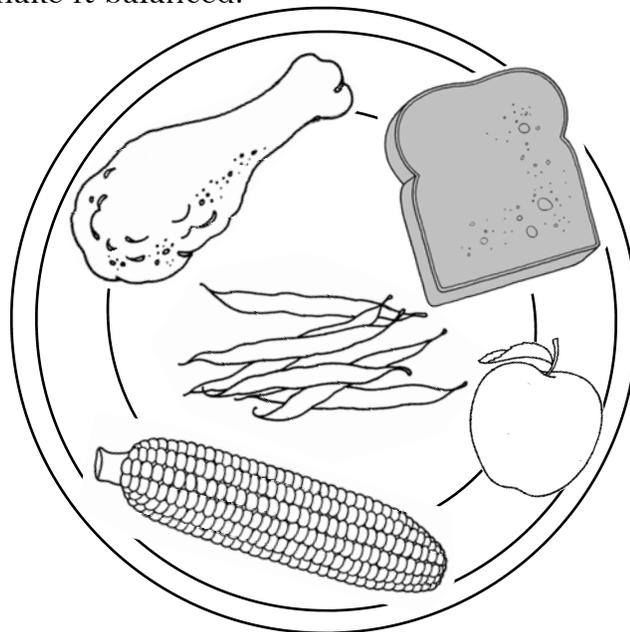
Nutrition Activity MyPyramid Plate

Supplies:

- Paper plate
- Crayons, markers or colored pencils

What to Do:

1. Give your child a paper plate and ask her to draw a family meal.
2. Ask her if she drew food from all the five food groups of the MyPyramid. If not, talk about other foods she could add to her meal to make it balanced.



Did You Know?

Each food group is represented by a different color on MyPyramid.



What to Talk About With Your Child:

- ★ Talk to your child about why it's important to eat foods from all five food groups. Discuss how we need some food from each group every day to grow and be healthy.

Teacher
2

Teacher
4

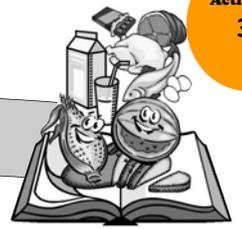
Activities
3-5

Activities
15

Recipes
11

University of California Cooperative Extension

HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid
for 4 to 6-Year-Olds

Activity 1

Read Aloud *Beastly Feast*

Show the children the book. Discuss the cover.

- What do you think this story is about?
- Who is on the cover?
- What are they doing?



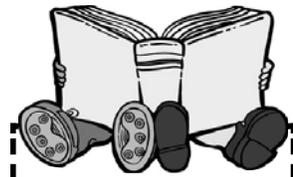
Read the book. Tips for reading aloud:

- Answer questions about the story while reading it. When children are asking questions about the story, you have grabbed their attention.
- Create hand gestures and act out some of the scenes.
Example: *Pretend to drink juice and eat rice.*
- Before reading some of the pages, ask the children what is happening in the illustration.
Example: *Fleas bring peas and flies bring pies.*



Discuss the book. Ask some of these questions:

- Tell something you liked about the story.
Give several children an opportunity to share their favorite part of the story.
- Can you name some of the animals that attended the Beastly Feast?
Armadillo, fishes, bunnies, bees, bears, parrots, antelope, puffins, mosquitoes, moose, mice, fleas, and flies.
- Can you name some of the food that was brought to the Beastly Feast?
Honey, pears, tea, cantaloupe, burritos, juice, rice, carrots, peas, pies, knishes, and muffins.
- Have you eaten some of the foods brought to the Beastly Feast? Which ones?
- Why do we need to eat healthy food?
It helps us grow and play.



Other Books

- * Lois Ehlert ... *Eating the Alphabet—Fruits and Vegetables from A-Z*. This colorful book beautifully displays fruits and vegetables for each letter of the alphabet.
- * Jon J. Muth...*Stone Soup (available in Spanish)*. This story is a lovely retelling of an old tale. The subject matter of sharing and rebuilding a community not only teaches children a sense of community, but it also reminds adults to live in harmony. Food really does bring people together.
- * Marc Brown...*D.W. The Picky Eater (available in Spanish)*. D.W. would never eat liver in a million years, and she won't touch any kind of vegetable. More than anything else in the world, she hates spinach, or so she thinks.

Teacher
2Activities
3-5Recipes
10Recipes
11Recipes
13Parents
1Parents
8Parents
10Field Trip
1

HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds

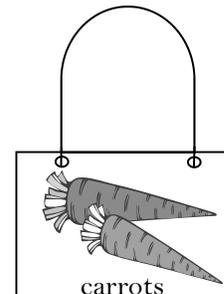


Activity 3 MyPyramid Shuffle

The MyPyramid shows the five food groups. We need to eat from all five food groups every day. The MyPyramid Shuffle will actively engage children in sorting the foods found on the MyPyramid, shaping the foods into a triangle.

Supplies:

- MyPyramid poster
- Food models or food pictures (see appendix)
- 4" x 6" card stock
- Hole punch
- Yarn
- Markers
- Masking tape



Directions:

1. Make one food model name tag for each child in the group. (This can be done in advance or have the children make them.)
 - Select foods for the name tags from each of the five food groups. (Make sure to include some of the foods from the *Beastly Feast*.)
 - Copy the food pictures from the appendix or create your own.
 - Glue models onto card stock.
 - Punch two holes in the top of each card. Cut yarn in 18-24" lengths and thread through the holes. Knot the yarn to create a necklace.
 - Write the name of the food on each name tag.
2. Play the MyPyramid Shuffle:
 - Ask the children to select a food name tag and put it on.
 - Ask the children, one at a time, to tell the name of their food.
I brought _____ to the Beastly Feast.
 - Call out a food group and ask all those with that food group to do a task. Example: *If you are a Milk Group food, moo like a cow. If you are a Fruit Group food, touch your toes. If you are a Meat and Bean Group food, oink like a pig. If you are a Vegetable Group food, do a jumping jack.*
3. Optional: Use masking tape to create a large MyPyramid on the floor taping off each of the food groups. Call out one food group at a time and have the children stand in the food group according to their food name tag.
4. Review why we need to choose healthy foods everyday.



Teacher
2

Activities
2

Activities
3

Activities
5

Recipes
11

Recipes
13

Parents
1

Parents
8

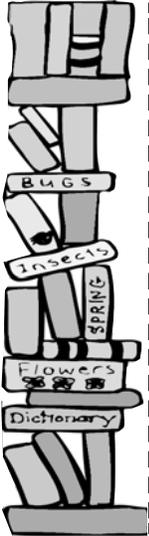
Parents
10

Field Trip
1



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds



Review

Ask children these questions to review the lesson.

1. Show the children MyPyramid. Ask them what it is called.
MyPyramid.
2. How do we use MyPyramid?
To select healthy foods so we can grow and play.
3. Can you name the five food groups?
Grain, vegetable, fruit, milk, and meat and beans groups.



Other Things To Do:

- ★ **Make a Healthy Plate.** Give children a paper plate and ask them to draw pictures of foods from each of the food groups to make a healthy meal.
- ★ **Play Food Group Relay.** Place plastic foods or pictures of food at one end of the room. Call the name of a food and ask children to run to the pile, find the food, and put it in a grocery bag.
- ★ **Play Food Sorting Game.** Place pictures of different foods on a table. Ask children to sort by color, shape, size, food group, or other characteristics
- ★ **Stock a Grocery Store.** Collect all types of empty food cartons and create a grocery store. Ask children to shop for healthy meals.

Teacher
2

Activities
2-4

Recipes
11

Recipes
13

Parents
1

Parents
8

Parents
10

Field Trip
1

HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through My Pyramid
for 4 to 6-Year-Olds

Physical Activity

Water Dance

These easy to make wrist bands will add even more fun to your exercise time.

Supplies:

- Ribbon or yarn
- Scissors
- Elastic tie
- Music, optional

Did You Know?

Physical activity builds both large and small muscles needed for good coordination and fitness.



How to Make Dancing Water Wrist Band:

1. Cut ribbon or yarn to desired length.
2. Tie ribbon or yarn to elastic tie. Make sure child will not step on ribbon, once it is on their wrist.

What to Do:

1. Put on the Dancing Water Arm Wrist Band.
2. Show your child how to move and dance like water. Try some of these:



- ★ **Melting Ice** - Stand stiff and then begin to slowly wiggle your way down to the floor.
- ★ **Ocean Wave** - Hold your arms out to the side. Slowly move them up and down like waves.
- ★ **Rushing River** - Stand tall. Put your hands together in front of you. Raise them over your head and then back to the front. Add foot movements to show the river moving faster.

Teacher
3Activities
7-11Activities
18Recipes
5Recipes
7Recipes
10-12Recipes
14-16Parents
5Parents
9Parents
11



HAPPY HEALTHY ME. . .

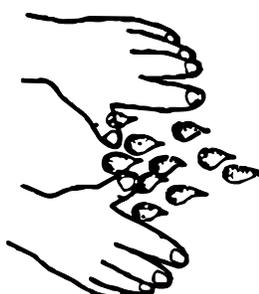
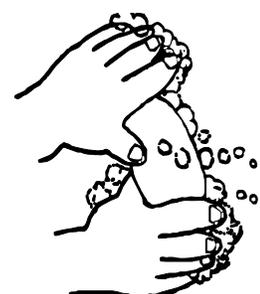
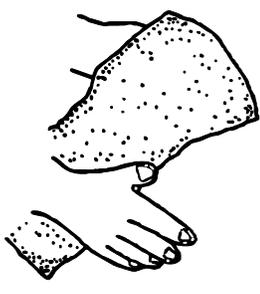
Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds

Nutrition Activity

Steps to Hand Washing

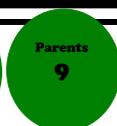
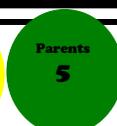
Understanding the proper way to wash hands is essential in fighting germs.

-  Wet hands under warm running water.
-  Lather hands well with soap. Wash palms, back of hands, fingers, and under fingernails for at least 20 seconds. Sing the “ABC’s” or the “Happy Birthday” song twice.
-  Rinse hands with warm running water.
-  Dry hands with a paper towel.
-  Turn off faucet with the paper towel.

<p>Get Hands Wet 1</p> 	<p>Lather With Soap 2</p> 
<p>Rinse Off Soap 3</p> 	<p>Dry With Clean Towel 4</p> 

 **Did You Know?**

Hand washing is the single most important thing to do to prevent the spread of disease.



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds



Poems, Songs, and Finger Plays

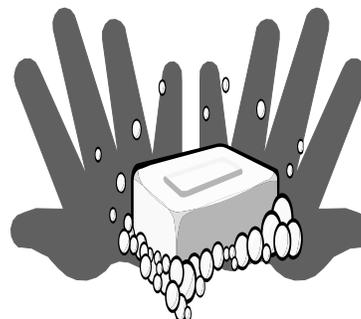
Reinforce the lesson by doing these poems, songs, and finger play with physical activity movements.

Wash, Wash, Wash Your Hands

Tune: Row, Row, Row Your Boat

Wash, wash,
Wash your hands
Wash them nice and clean.
Scrub them here (*together*),
Scrub them there (*on tops of hands*),
And scrub them in between
(*in between fingers*).

SONG



This is the Way We Wash Our Hands

Tune: Mulberry Bush

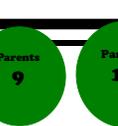
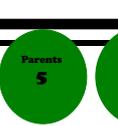
(*Hand washing motions—top, together and in between*)

This is the way we wash our hands,
Wash our hands,
Wash our hands,
This is the way we wash our hands,
Before we eat our food.

Variations:

- ... After we play outside.
- ... After we play with pets.
- ... After we use the potty.
- ... After we sneeze or cough.

SONG



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds



Activity 1

Read Aloud *Wash Your Hands!*



Show the children the book. Discuss the cover.

- What do you think the book is about?
- Who is on the cover?
- What is she doing?



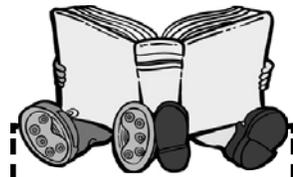
Read the book. Tips for reading aloud:

- Ask questions as you read and listen to children's answers. If children ask you questions as you are reading, stop and discuss. It is important to answer their question before it is forgotten. When they ask questions about the story, you have grabbed their attention!
- Get into the book and act out some of the scenes – shake with fright when the maid describes the horrible germs and nasties or pout like the Little Princess.



Discuss the book. Ask some of these questions:

- Did you like the story? Tell a part that you liked.
Give several children an opportunity to share their favorite part of the story.
- How did she wash her hands?
With soap and warm water.
- Do you think that the maid washed her hands?
Listen to responses.
- Do you wash your hands?
- Look for ways during the day to relate activities or conversations to the story.



Other Books

- * Wendy Wakefield Ferrin... *Germs on Their Fingers*. Read the story about differences between good germs and bad germs in English then flip it over and begin again in Spanish.
- * Melvin Berger... *Germs Make Me Sick*. An introduction to bacteria and viruses combines charts and diagrams with humorous text. Colorful illustrations, explain how the body fights against germ invasion.
- * Bobbie Katz... *Germs! Germs! Germs! (available in Spanish)*. A rhyming story that introduces young children to germs and where they live, from food left out of the refrigerator to the inside of the body.



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid for 4 to 6-Year-Olds

Activity 2 Before and After

Helping children understand the importance of destroying germs and knowing when they should wash their hands is the first step to preventing the spread of disease in a preschool or home. Regularly practicing proper hand washing is essential.

Supplies:

- Hand washing cards, pages 11 and 13.

Directions:

1. After reading **Wash Your Hands!**, talk to the children about why it is important to wash their hands.

To kill the germs and nasties. To keep us healthy. So we don't get sick.

2. Ask if the children can remember in the story when the Little Princess washed her hands.

After she played outside, used the potty, played with her dog, and sneezed. (Other times: After taking out the trash).

Before she ate her cake. (Other times: Before preparing food, playing with small children, brushing and flossing their teeth, and going to bed).

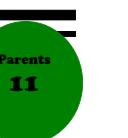
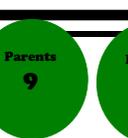
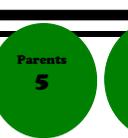
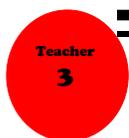
3. Show the children the hand washing cards. Ask the children to sort the cards according to when they should wash their hands, before or after. Discuss the importance of hand washing as you sort the cards.



Extend the Activity:

1. Make hand prints with tempera paint and construction paper. Have the children draw pictures of germs and "nasties" on one print. Talk about how germs get on our hands and how to remove them with proper hand washing.

Wash Hands Before	Wash Hands After
✓ Eating	✓ Using the Bathroom
✓ Preparing Food	✓ Blowing Nose
✓ Playing with Small Children	✓ Playing with Pets
✓ Brushing and Flossing Teeth	✓ Playing Outside
✓ Going to Bed	✓ Taking out the Trash



HAPPY HEALTHY ME. . .

Moving, Munching & Reading Through MyPyramid
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Activity 3

This is the Way We Wash Our Hands!

Just knowing the importance of hand washing isn't enough to stop the spread of germs and viruses. Children need to wash their hands with soap and warm water and scrub for at least 20 seconds to be effective. This fun activity will help them see how germs can stay hidden on their hands.

Supplies:

- Foam cups
- Petroleum jelly
- Glitter
- Soap
- Warm water
- Paper towels

Directions:

1. Ask the children to summarize what they have learned already about germs and the need for hand washing.
2. Tell them you are going to show them how germs can stick to our hands. Make a mixture of $\frac{1}{4}$ cup of petroleum jelly and $\frac{1}{2}$ teaspoon of glitter. Put a small amount (size of pencil eraser) of the mixture into each child's hand. Show them how to rub the mixture into their hands.
3. Next, have the children go to the sink and wash their hands. (Let them use their own techniques).
4. Ask the children to look at their hands. Do they see any glitter (germs) remaining?
In most cases, the children will have lots of the mixture remaining. Discuss how germs also stick to our hands and get under our finger nails when we don't wash well.
5. Now teach the children the steps of proper hand washing.



- Wet your hands with warm running water.
- Add soap, rub your hands together making a soapy lather. (Do this away from the running water. Rub the front and back of the hands.)
- To make sure the children wash their hands long enough sing "This is the Way We Wash Our Hands" (see song on page 7). Singing through twice is about 20 seconds.
- Rinse your hands well under the warm water. Let the water run back into the sink, not down your arms.
- Turn off the water and wipe dry with a clean paper towel.

6. Practice singing the song with the children and teach them to sing it every time they wash their hands.

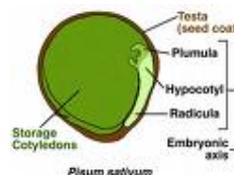
Teacher
3Activities
6-10Activities
18Recipes
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10-12Recipes
14-16Parents
5Parents
9Parents
11

Activity: Tiny, Tiny Seeds Growing Up to Be Tall

Children will discover the delicious and crispy taste of peas while learning to follow sequential steps, and reviewing the letters of the alphabet.

Materials

- 2 or 3 large, fresh garden pea pods for each child.
- Enough plastic spoons, and small plastic bag for each child.
- Paper towels, small plates, spray water bottle
- 3 or 4 medium-size plastic or paper bowls
- 1 empty half-gallon milk carton or juice container for each child (or similar size box)
- 2 cups of soil per child
- 1 package of (dried) green pea seeds



What To Do Next

1. **Before children arrive:** Have all the items ready for the activity. Have pea pods washed.
2. Show children how to open the pea pod and pick out the seed. Give each child 2-3 fresh garden pea pods.
3. Ask children to open their fresh peas, remove the seeds, and place them on their paper plates. Tell the children to count the seeds. Ask children to select all the pods that are the same size. Are they big or small?
4. **Teacher Lesson:** Show the package of green pea seeds. Explain how plants grow from seeds we place in the soil.
5. **Mini Garden Experiment:** Give each child an empty milk carton and a cup of soil. Ask them to spoon some soil into their carton and place two or three seeds into the soil. Children should moisten the soil before placing the cartons around the window.
6. **Seed Experiment:** Give each child a piece of paper towel and spray bottle. Ask children to place the wet towel inside the clear plastic bag and to place one or two dried seeds in between the paper towel. Seal the bag and hang them with a clip near the window.
7. **Review:** Go over the experiments. Children will observe how peas grow in the soil and in the plastic bag. Explain that plants, like people, need care and food. The light and water is food for them to grow. Children will spray water everyday, or as needed depending upon the weather. Tell the children they will take care of their pea plants and watch them grow. Ask the children to act out "Little Green Seed":
 - Pointing at themselves, they say "I am a little green (or brown) seed..."
 - Bending forward, say "Rolled up in a tiny ball."
 - Sitting with legs crossed, say "I'll wait for the rain and sunshine..."
 - Stand up and say "To make me big and tall."

8. **Cooking:** Have children wash their hands and help prepare the recipe from the front page.

Connections to California State Department of Education Child Desired Results: 3 Years to Pre-K

Activity: CDR 1: Language 12, 13, 14, 15; CDR 2: Learning 16, 17; Cognitive Competence 18, 20; Math 22, 24, 26, 27, 28

Cooking in the Classroom: CDR 1: Self-Regulation 9, 10, 11; CDR 2: Learning 16, 17; CDR 3: Motor Skills 35; CDR 4: Safety and Health 39

For more information on nutrition information, visit www.cachampionsforchange.net. For food stamp information, call 800-452-3462. This activity is funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

Activity: Round, Round Around the World!

Children learn about round shapes and sizes while they practice comparing and contrasting different variety of cabbages.

Materials

- Different sizes of round objects (ball, yarn ball, apple, balloon, etc.)
- Cabbages of different colors and shapes (minimum of two)
- Measuring tapes, or strips of long paper or string
- Measuring cup (1 - 2 cup sizes)
- Poster with pictures of the round object used in the activity.



What To Do Next?

1. **Before the children arrive:** Place all the different types of round objects on a table. Have measuring tapes or string available. Have all your teaching utensils out.
2. **Sitting at a table:** Explain to the children that in front of them are different kinds of round items. Some are larger than others. Can they see the differences? Pointing at each item, ask if the item is large, medium, small, or baby-sized.
3. **Show the cabbage:** Ask what is the shape of the cabbage? Place cabbage in a clear plastic bag. Ask children to take turns and guess its weight (heavy, light, easy to lift). Pass the cabbage around.
4. **Divide into small groups:** Allow time for them to measure each of the round items. Help them write down their findings. Show children how to measure.
5. **Poster.** Hang the poster paper with the picture of the round items and their measurement.
6. **Circle Time:** Ask children about their findings. Which of the items are the same? Which are different? How many items were the same sizes? The teacher can measure all the items and record their sizes. Now measure the cabbage and compare the sizes. Which are bigger, smaller, or the same?
7. **Review:** Upon completion, go over the exercise and explain again that measuring tapes are used to measure the size of objects from small to large. But, they do not measure their weight (heavy or light.)
8. **Cooking :** Children wash their hands to help prepare the recipe on the front page.

Connections to California Department of Education Child Desired Results: 3 Years

Activity: CDR 1: Language 12, 13, 14, 15; CDR 2: Learning 16, 17; Cognitive 18, 20; Math 22, 24, 26, 27, 28

Cooking in the Classroom: CDR 1: Self-Regulation 9, 10; CDR 2: Learning 16, 17; CDR 3: Motor Skills 35; CDR 4: Safety and Health 39

Teacher
3Activities
18Recipes
15

For more information, visit www.cachampionsforchange.net. For food stamp information, call 1-800-433-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

Activity: Picking Peaches!

Children will learn about peaches and their nutritional value, while practicing the alphabet and comparing and contrasting some of the fruit properties.

Materials

1. One peach and one nectarine
2. Various peach and nectarine pits.
2. One knife and paper plate
3. Letters of the alphabet



What To Do Next?

1. **Sit in a circle:** Show children a peach and ask them to tell you the name of the fruit and the first letter of the word. With finger in the air, write the letter "P" and say "P" is for peach. Show the letter P in the alphabet.
2. Search for more fruits or vegetables starting with the letter "P." Write the letter "P" in the air again as you say "peas," "potatoes," and "pears", etc.
3. Show a nectarine and ask for the first letter of the word. Write the letter "N" in the air as you say nectarine. Show the letter N in the alphabet.
4. **Pass:** The peach and nectarine around to each child. Ask them to describe and compare smell, shape, and smoothness.
5. **Pass around the pits you collected:** Cut the nectarine open to show the children the pit. Ask the children to compare the pit they have with the one of the nectarines you cut open. Are they the same or different?
6. Children sing the "Picking Peaches" song to the tune of "Are you sleeping Brother John?" ("Frère Jacques"). Teach the lyrics to the children, adding movement to each verse. Then have everyone sing the song together:

Picking peaches, picking peaches,
From the tree, from the tree.
Picking all the peaches.
Picking all the peaches.
From the tree, from the tree.

Eating Peaches, eating peaches
Yum, yum, Yum! Yum, yum, yum!
Peaches are all fuzzy,
Peaches are all fuzzy,
And good for me!
And good for me!

Climb the ladder, climb the ladder.
Climb up high, climb up high.
Hello, everybody.
Hello, everybody.
Look at me, look at me!

7. **Cooking:** Have the children wash their hands to help prepare the recipe on the front page.

Connections to California Department of Education Child Desired Results: 3 years to Pre-K

Activity: CDR 1: Language 12, 13, 14, 15; CDR 2: Learning 16, 17; Cognitive Competence 18, 19; Literacy 30

Cooking in the Classroom: CDR 1: Self-Regulation 9, 10, 11; CDR 4: Safety and Health 39

CARROTS



Carrots contain more natural sugar than any other vegetable, except beets.



Storing carrots in moisture-retaining plastic packaging preserves their freshness.



Unwrapped carrots in the produce section lose their freshness and sweetness.



Teacher
2

Activities
2

Activities
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3

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1

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3



CARROTS

Nutrition Activity—Exploring and Eating Carrots

Objective: Children will develop an awareness that a carrot is a vegetable and that carrots are of different lengths.



Materials:

Carrots	Large Bowl
Colander	Scrubbers
Cutting Board/Trays	Tubs of Water
Knives/Spreader Knife	
Rulers or Other Measuring Tools	
Paper and Pens (<i>for charting lengths of carrots</i>)	

- 1) Bring out whole carrots (with green tops if possible). Tell the children that carrots are vegetables that grow under the dirt.
- 2) Give each child a carrot and provide a tool for measuring it. Discuss the differences in the carrots' lengths and record them on paper.
- 3) Allow children to try putting carrots in order by size (smallest to largest). Measure the carrots.
- 4) Let children scrub carrots in tubs of water. Then rinse.

5. Cut carrots lengthwise and then allow children to cut into sticks. Place carrots in a bowl.
- 6) Serve carrots raw or slightly steam and serve at mealtime.

CAUTION: Raw carrots may be a choking hazard for young children.

Extension: Have packets of seeds for carrots and other vegetables available. Make a chart display of the seeds and a picture of the vegetable. Compare the sizes of the seeds to the sizes of the vegetables.

Related Activities or Ideas

-  Carrot bread or muffins
-  Carrot-orange juice
-  Carrot soup
-  Shredded carrots in salad



Mathematics

Learning Experiences:

Measurement and tools
Counting
Seriation

Questions to Support Mathematics Experiences:

- How long is your carrot?
- How many sticks can you get out of your carrot?
- Which stick is the skinniest, fattest, longest, or shortest?
- Is the carrot smaller or bigger than your finger?
- How should we cut this carrot to get circles?
- What other shapes can we get by cutting this carrot?



Science

Learning Experiences:

- Predicting and reflecting
- Gardening
- Sprouting

Questions to Support Science Experiences:

- What do you think carrot seeds look like?
- How do carrots grow? (Remember when we dug up potatoes?)
- Why does your carrot crunch when you eat it?
- How do you think one carrot grew longer than the other?
- What will happen if we cut the top off the carrot and put the top in water?



Literacy

Vocabulary Builders:

Carrot	Raw	Stick
Crisp	Root	Sweet
Crunchy	Scrub	Thick
Garden	Shortest	Thin
Longest	Skinny	Vegetable

Kinds of Carrots:

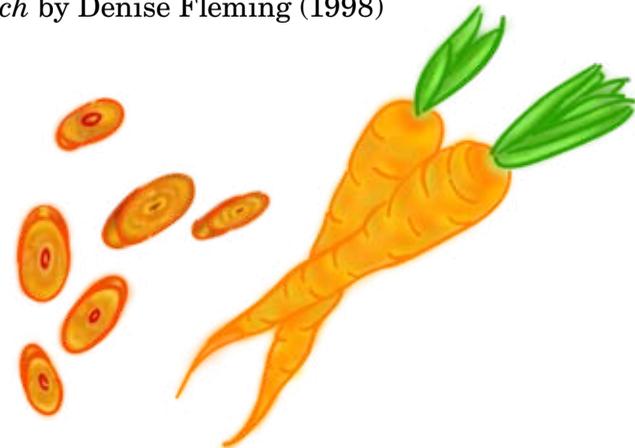
Baby Carrots	Nantes
Carrots	Red Cored Chanteray
Danvers	Thumbelina (small round)

Books:

Carrot Seed by Ruth Krauss; pictures by Crockett Johnson (1993)

The Enormous Carrot by Vladimir Vagin (1998)

Lunch by Denise Fleming (1998)



Activity to Support Literacy

On chart paper, draw three large horizontal carrots (to make a “K-W-L” chart).

In the first carrot:

Write the letter “K” (know). Ask the children what they know about carrots. Record their answers in the carrot.

In the second carrot:

Write the letter “W” (what). Ask the children what they want to know about carrots. Record their answers in the carrot.

In the third carrot:

Write the letter “L” (learn). Ask the children, what did they learn about carrots? Record their answers in the carrot.

Songs: “Growing Veggies”

“Carrot Chant”



TRAIL MIX

 Trail mix is a popular snack with hikers because it contains lots of nutrients and is easy to carry and eat.

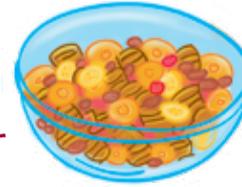
CAUTION:

Conduct this trail mix activity with older children (four years of age and older). Hard foods (such as nuts) and sticky foods (such as raisins and dried fruit) can be potential choking hazards for children younger than four years of age. DO NOT allow children with known allergies to nuts to add them to their trail mix.





TRAIL MIX



Nutrition Activity—Making Trail Mix

Objective: Children will be able to classify ingredients as grains, dehydrated fruits, nuts, or seeds and will be able to count the items as they make their own trail mix.



Materials:

Ingredients for Trail Mix

Measuring Cups or Spoons Scoops

Self-seal Sandwich Bags

Markers for Labeling

- 1) Set up a table with bowls of trail mix ingredients and the other materials.
- 2) Write the children's names on the self-seal sandwich bags.
- 3) Show and name the ingredients, allowing children to have small samples. Pass the bowls around and have children scoop and name ingredients of their choice into their bag.
- 4) Count how many ingredients the children put in their trail mix.
- 5) Seal bags and serve at mealtime or bring on a field trip.

Related Activities or Ideas

- Dehydrate fruit for trail mix. (Refer to Dried Fruits Lesson)
- Sort and taste nuts in the shell.

Trail Mix

Choose at least one item from each group.

Dried Fruits*	Grains	Nuts/Seeds*
Apples	Bran flakes	Almonds
Apricots	Cheerios	Peanuts
Cranberries	Chex	Pumpkin seeds
Dried fruit medley	Granola	Sunflower seeds
Pineapple		Walnuts
Prunes	*CAUTION: Seeds, nuts and dried fruit may be choking hazards for young children. Chop finely.	
Raisins		



Literacy

Vocabulary Builders:

Color	Energy	Snack
Crunchy	Mix	Sticky
Dehydrated	Shape	Sweet
Dried	Size	

Books:

I Went Walking by Sue Williams (1996)

We're Going on a Bear Hunt by Helen Oxenbury and Michael Rosen (1997)

Activity to Support Literacy

At circle time, act out the song, "A Hiking We Will Go," to the tune of "Hi-Ho the Dairy-O."

Graph the ingredients that the children chose for their trail mix. Count up the totals for each ingredient (e.g., two children chose to put raisins in their trail mix). Discuss the graph with the children.



Trail Mix

	Bananas	Oat rounds	Granola	Raisins	Sunflower seeds	Walnuts
Tyler		X		X	X	
Sarah	X		X	X		X
Totals	1	1	1	2	1	1

Extension: Set up a camping corner in the classroom: tent, child's lantern, picnic basket, "fire"—red, orange, and yellow tissue paper.

Song: "Raisins Are Grand"



SALAD BAR



Vegetables are high in vitamins, minerals, and fiber; are low in calories; and have little or no fat.



To get the greatest nutritional benefit, harvest and eat vegetables immediately because nutrients are lost during storage





SALAD BAR



Nutrition Activity—Creating Your Own Salad

Objective: Children will be able to use tools to help prepare a salad bar, classify proteins and vegetables, and create their own colorful healthful salad.



Materials:

- Prewashed Ingredients for Salad Bar
- Cutting Boards/Trays Salad Spinner
- Knives/Spreader Knives Small Bowls
- Large Tub(s) of Water Tongs
- Salad Dressing Towels

- 1) Set up a table where children can prepare (cut, chop, or slice) salad ingredients, as appropriate.
- 2) Set up a salad bar with appropriate utensils. Classify items as proteins or vegetables.
- 3) Send children to the salad table a few at a time, allowing them to fill their bowl and return to the lunch table. Provide small cups of dressing.
- 4) Have children name their choices of ingredients and describe how their salads are the same or different.

Related Activities or Ideas

-  Pasta salad bar
-  Fruit salad bar
-  Taco (salad) bar

Salad Bar

(Offer at least four vegetables and two sources of protein.)

Vegetables

- Avocados
- Bell peppers
- Broccoli
- Cabbage
- Carrots
- Celery
- Cucumbers
- Jicama
- Lettuce
- Olives
- Tomatoes

Protein Foods

- Beans
- Cheese
- Hard-cooked eggs
- Slivered almonds
- Sunflower seeds



CAUTION: Seeds and raw hard vegetables may be choking hazards for young children.





Literacy

Vocabulary Builders:

Black	Leaf	Vegetable
Bunch (of lettuce)	Orange	White
Crisp	Protein	Yellow
Crunchy	Red	
Green	Variety	

Books:

Come Into My Garden by Cynthia Rothman (1994)

The Surprise Garden by Zoe Hall (1999)

Activity to Support Literacy

On chart paper, write the names of ingredients used in the salad bar and classify them as proteins or vegetables.

After eating the salads, graph what children put in their salads.

“What ingredient did most children put in their salad?”

“Who put the most items in their salad?”

Our Salads

	Vegetables			Protein	
	Broccoli	Carrots	Lettuce	Cheese	Eggs
Tyler		X	X	X	
Lucy	X	X	X	X	X
Sadie	X		X	X	

Song: “Munch, Munch, Munch”



SONGS AND FINGER PLAYS

Healthy Habits

Bubbly

Bubbly, bubbly, bubbly clean,
 Inside . . . outside . . . in between.
 Rinse them, rinse them, wipe them dry,
 Tell those germs to say good-bye!



Wash, Wash

(Tune: "Row, Row, Row Your Boat")

Wash, wash, wash your hands,
 (*pretend washing hands*)
 Wash before you eat.
 Happily, Happily, Happily, Happily,
 Washed hands are so neat!



Wash Your Hands

(Tune: "Jingle Bells")

Wash your hands,
 Soap your hands,
 Rub them to and fro.
 Rinse your hands, Dry your hands,
 Then you're all set to go!



Cleaning the Table

(Tune: "The Farmer in the Dell")

We're cleaning up the table,
 We're cleaning up the table,
 We're putting all the dishes away,
 We're cleaning up the table.



Washing Dishes

(Tune: "My Bonnie Lies Over the Ocean")

We put the water in the dishpan.
 We put some dish soap too.
 We wiggle our hands in the water,
 And the bubbles come tumbling through.
 Soap suds, soap suds.
 You feel good and clean dishes, too-oo-oo.
 Soap suds, soap suds.
 You feel good and clean dishes, too.



Teacher
3

Activities
6-17

Recipes
ALL

Field Trips
1

Garden
ALL



Pears

Eat a Pear

(Tune: "Twinkle, Twinkle, Little Star")

How I'd like to eat a pear,
Eat it here or eat it there.
I would even climb a tree,
Then I'd have it just for me.
How I'd like to eat a pear,
Eat it here or eat it there.



Bananas

Bananas Are My Favorite Fruit

Bananas are my favorite fruit. (*Make fists.*)
I eat them every day. (*Hold up one finger.*)
I always take one with me, (*Act as if putting one in pocket.*)
When I go out to play. (*Wave good-bye.*)
Bananas give me energy, (*Make a muscle.*)
To jump around and run. (*Move arms as if running.*)
Bananas are my favorite fruit. (*Rub stomach.*)
To me they're so much fun! (*Point to self and smile.*)



Melons

Sing a Song of Fruit

(You can vary the kinds of fruits in the song.)

(Tune: "Ten Little Indians")

One little, two little, three little melon balls;
Four little, five little, six little banana slices;
Seven little, eight little, nine little apple chunks;
Ten little blueberries.



Apples

Apples and Bananas

I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat apples and bananas.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to eat, eat, eat ee-ples and bee-nee-nees.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to ite, ite, ite i-ples and by-ny-nys.
I like to oot, oot, oot oo-ples and boo-noo-noos.
I like to oot, oot, oot oo-ples and boo-noo-noos.



 **Way Up High in the Apple Tree** 
(Finger Play)

Way up high in the apple tree, (*Hold arms up high.*)
Two little apples smiled at me. (*Look at two hands up high.*)
I shook the tree as hard as I could, (*Shake arms.*)
Down came the apples (*Arms fall.*)
Mmm, mmm, mmm, mmm, were they good! (*Rub stomach.*)



(Tune: "Row, Row, Row Your Boat")

Choose, choose, choose some fruits,
And eat them every day.
They give you vitamin A and C,
And help you work and play.

 **Juicy Fruit**
(Tune: "Are You Sleeping?")

What is green?
What is red?
What is big?
What is round?
What has lots of seeds?
What is fun to eat?
Juicy, juicy treat.



 **Fruit Fun** 

Chorus: Kemo, Kimo, Kewe
With a hi hi ho and hi hi he

An APPLE is a fruit that is fun to eat.
(Chorus)

An ORANGE is a fruit that is fun to eat
(Chorus)

A BANANA is a fruit that is fun to eat.
(Chorus)

A KIWI is a fruit that is fun to eat.
(Chorus)



(Tune: "This Old Man")

I like raisins,
They sure are grand.
I have five raisins in my hand,
I have 1-2-3-4-5 raisins right now,
They'll disappear; let me show you how.

I have some raisins as before,
There were 5 and now there's 4.
I have 1-2-3-4 raisins right here,
I'll make another disappear.

(Repeat, Repeat, Repeat)





Pumpkin

I'm a Little Pumpkin

(Tune: "I'm a Little Teapot")

I'm a little pumpkin,
 Orange and round. (*Hold arms out in a circle.*)
 Here is my stem, (*Place fist on head.*)
 There is the ground. (*Point down.*)
 When I get all carved up, (*"Cut" palm with hand.*)
 Don't you shout! (*Shake head and wave finger.*)
 Just open me up, (*"Open" top of head with hand.*)
 And scoop me out! (*"Scoop out" stomach.*)



Cauliflower, Cauliflower,
 Please pass me the cauliflower.
 Build my muscles, build my tower,
 Please pass me the cauliflower.

Cauliflower (song)

I'm a flower pick me and eat me.
 I'm a flower pick me and eat me.
 I'm a flower pick me and eat me.
 So I can make you strong.



Cauliflower

(Tune: "Are You Sleeping?")

Cau-li-flower, Cau-li-flower
 I eat you, I eat you.
 You make me grow big and strong.
 You make me grow big and strong.
 I like you, I like you.



Ten little potatoes,
 I dug deep down, (*making motion as if you are digging a hole*)
 And see what I found,
 Ten little potatoes (*hold up ten fingers*).
 Hiding underground,
 Shook off the dirt, (*make shaking motion with fists*)
 Put them in a sack, (*pretend to sling sack over back*)
 Ten little potatoes (*hold up ten fingers*).
 Carried on my back,
 Chop them, cook them, (*making chopping motion*)
 And right before my eyes,
 Ten little potatoes (*hold up ten fingers*)
 Turned into oven fries.

One Potato, Two Potato

One potato, two potato, three potato, Four!
Five potato, six potato, seven potato, More!



Squish squash, wash the squash
Squish squash, dry the squash
Squish squash, cut the squash
Squish squash, scoop the squash
Squish squash, cook the squash
Squish squash, mash the squash
Squish squash, eat the squash
So so good!



(Tune: "Three Blind Mice")

An orange is an orange.
An orange is an orange.
It is not blue.
It is not red.
It is not purple nor pink nor gray.

An orange is simply not colored that way.
An orange is an orange.



(Tune: "Happiness Runs in a Circular Motion")

We plant our seeds,
In the ground below.
With water and sun,
They sprout and grow.
Carrots and squash,
Potatoes and peas,
Yummy green beans,
Pass the broccoli please.

Carrot Chant

Carrot, carrot—you are my favorite!
Rabbits go munch, munch, munch.
I go crunch, crunch, crunch!





Broccoli

Brontosaurus

My name is brontosaurus.

I'm a very funny guy, HA! HA!

I like to eat my trees (broccoli) and look up in the sky.



Broccoli Is Yummy

(Tune: "Are You Sleeping?")

I like broccoli, I like broccoli.

How 'bout you, how 'bout you?

Broccoli is yummy, yummy in the tummy,

Good for me, good for you!



Vegetable Soup

The Soup Is Boiling Up

(Tune: "The Farmer in the Dell")

The soup is boiling up.

The soup is boiling up.

Stirring slowly around we go,

The soup is boiling up.



First we add the broth.

First we add the broth.

Stirring slowly around we go,

The soup is boiling up.



Next we add some carrots.

Next we add some carrots.

Stirring slowly around we go,

The soup is boiling up.

(Continue with similar verses, adding whatever vegetables the children want.)



Rice

Rice Chant

Rice, rice, brown, wild, and white,

Try it in the morning, noon or night.

Short grain, long grain, minute rice too,

I like rice, How about you?





(Also Muffins in the Oven)

Biscuits in the oven, gonna watch 'em rise.
Biscuits in the oven, gonna watch 'em rise.
Biscuits in the oven, gonna watch 'em rise.
Right before my very eyes.



When they get ready, gonna jump and shout.
When they get ready, gonna jump and shout.
When they get ready, gonna jump and shout.
Roll my eyes and bug them out. Hey hey!

Gonna clap my hands and stomp my feet.
Clap my hands and stomp my feet.
Clap my hands and stomp my feet.
Right before the very next beat.



(Tune: "On Top of Ole Smokey")

On top of spaghetti, all covered with cheese,
I lost my poor meatball, when somebody sneezed.
It rolled off the table, and onto the floor,

And then my poor meatball, rolled out of the door.
It rolled in the garden, and under a bush,
And then my poor meatball, was nothing but mush.



(Tune: "Row, Row, Row Your Boat")

Roll, roll, roll the tortilla,
Roll it flat and round.
Grill it, grill it, grill it, till it's golden brown.



Granola
Making Granola

(Tune: "Yes Ma'm")



Repeat the verbs and use hand motions to act out.

Are you going to mix the granola? Yes Ma'm!
Are you going to measure the oats? Yes Ma'm!
Are you going to sprinkle the seeds? Yes Ma'm!
Are you going to drizzle the molasses? Yes Ma'm!
Are you going to stir the granola? Yes Ma'm!
Are you going to pour in on the pan? Yes Ma'm!
Are you going to bake it in the oven? Yes Ma'm!
Are you going to eat it up? Yes Ma'm!
MMM GOOD!



Yogurt

Do You Like Your Yogurt?

(Tune: "Do Your Ears Hang Low?")

Do you like your yogurt?

Do you like it in a bowl?

Do you like to eat it fast?

Do you like to eat it slow?

Do you like it topped with fruits?

Do you like it topped with nuts?

Do you like your yogurt?



Yes I like my yogurt

And I like it in a bowl.

And I like to eat it fast

And I like to eat it slow.

And I like it topped with fruits

And I like it topped with nuts.

Yes I like my yogurt!



Please pass me the yogurt, the yogurt, the yogurt.

Please pass me the yogurt so I can get healthy.

It has calcium and protein and vitamins for my body.

Please pass me the yogurt so I can get healthy.



Peanut Butter

Peanut Sat on a Railroad Track

Oh, a peanut sat on a railroad track,

Its heart was all a flutter.

The choo choo train came down the track,

Toot! Toot! Peanut butter!

Oh, a peanut sat on a railroad track,

Its heart was all a-flutter.

Along came the train at __ o'clock,

Uh oh! Peanut butter!



The Munching Mix Song

(Tune: "The Farmer in the Dell")

Chorus:

I love to munch (*smile and rub stomach with hand*),

I love to munch,

Munching, munching, munching, munching,

I love to munch.

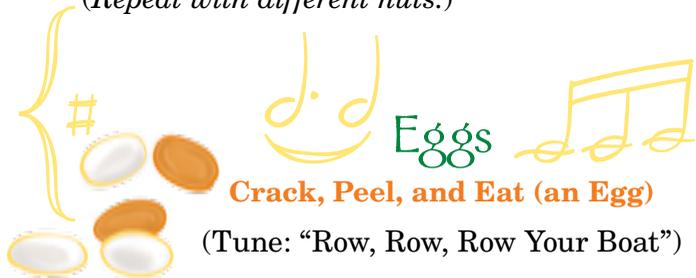
What's to munch, you say?



(*Stop singing song and ask children for the name of a nut.*)

(*continued on next page*)

The walnut goes crunch (*make crunch sound*),
 The walnut goes crunch,
 Munching, munching, munching, munching,
 The walnut goes crunch.
 (*Repeat with different nuts.*)



Crack, crack, crack the egg,
 Crack it if you can.
 Cracking, cracking, cracking the egg,
 I can, can, can.

Peeling, peeling, peeling the egg,
 Peeling it if you can.
 Peeling, peeling, peeling the egg,
 I can, can, can.

Eat, eat, eat the egg,
 Eat it if you can.
 Eating, eating, eating the egg,
 I can, can, can.

 (*Substitute children's names for the word "I."*) 



The farmer in the dell, the farmer in the dell,
 Hi-ho the dairy-o, the farmer in the dell.
 The farmer takes a wife (husband, spouse, friend),
 the Farmer takes a wife,
 Hi-ho the dairy-o, the farmer takes a wife.

The wife/husband takes a child.
 The child takes a nurse (traditional version or
 change to "teacher").
 The teacher takes a dog.
 The dog takes a cat.
 The cat takes a rat.
 The rat takes the cheese.
 The cheese stands alone.

Note: One child is the "farmer" and chooses another child to be the "wife" or "husband." That child then chooses another child to join them as the "child" and so on. The child who is the "cheese" may state which kind of cheese he or she is after the tasting activity has been done!





(Tune: "Ten Little Indians")

One little, two little, three little bean beans,
 Four little, five little, six little bean beans,
 Seven little, eight little, nine little bean beans,
 Ten little beans in a bowl, bowl, bowl.



(Tune: "Twinkle, Twinkle Little Star")

Dig a hole deep in the ground.
 Spread some tiny seeds around.
 Pat them down, so they will keep.
 They are lying fast asleep.
 Rain will help the seeds to grow.
 Sunshine keeps them warm I know.



Lunch, lunch, lunch;
 It's fun to try new foods.
 Eat different kinds each day for growth and good
 moods.

Munch, munch, munch;
 Lettuce, tomatoes, cucumbers.
 It is good to eat.

Crispy, crunchy vegetables:
 Simply can't be beat.

Munch, munch, munch;
 Broccoli, cauliflower, jicama.
 They are healthy too.
 Crispy, crunchy vegetables:
 They are so good for you.





Trail Mix

Raisins Are Grand

(Tune: "This Old Man")

I like raisins,
They sure are grand.
I have five raisins in my hand.
I have 1-2-3-4-5 raisins now,
They'll disappear, let me show you how.

I have some raisins as before,
There were 5 and now there's 4.
I have 1-2-3-4 raisins right here,
I'll make another one disappear.

(Repeat, repeat, repeat.)

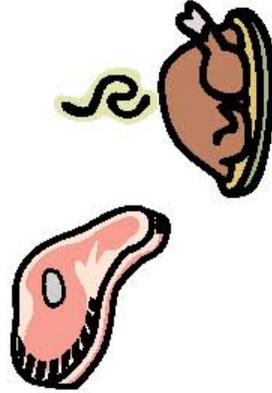


Iron

Goals and Background for Iron Lessons

Objective-The child will:

- Know that iron is a mineral
- Identify iron-rich foods
- Taste iron-rich foods
- Share benefits of iron-rich foods



Background Information

Iron is essential for body function. Iron is in red blood cells that carry oxygen throughout the body. Lack of iron can lead to anemia, the most common nutrition deficiency in the world. Children over 1 year of age need 10 mg of iron daily. Vitamin C increases the absorption of iron.

Sources of Iron

Iron-rich foods include lean meats, dry beans, eggs, green leafy vegetables, raisins, whole-grain bread, pasta, oatmeal, spinach and iron-fortified breads and cereals.

71

Teacher
1

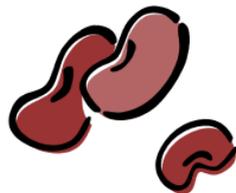
Teacher
2

Parents
17

Iron

Functions of Iron

1. Makes several proteins in the body.
2. Makes red blood cells.
3. Helps body produce energy.



Side Effects of Iron

Too much: An iron overdose can lead to poisoning or death; keep supplements out of children's reach. It is difficult to get too much iron from eating foods.

Too little: Iron deficiency anemia, which can lead to delay in development and impaired mental function.

Infants and toddlers are at greatest risk for iron deficiency.

Iron Know How

Starting at about 6 months children can be introduced to iron-fortified cereals. Provide two or more sources of iron daily. Vitamin C rich foods should be eaten at the same meal with iron foods to increase iron absorption. Adequate iron in the diet can help reduce the harmful effects of lead if a child is exposed to lead.

Iron Lesson 1

Activity Description: Children will use their senses to identify different iron-rich foods.

Materials:

eggs

dried beans

tuna

bandanas

bowl

dry cereal

fresh spinach

egg noodles

paper sacks

whisk

raisins

whole grain bread

enriched rice-cooked & uncooked

plastic margarine tubs



Activity Goals:

Children will use their senses to become more familiar with iron-rich food.

Iron

Sensory Activity:

Cover children's eyes with a bandana or towel. Have children identify the sounds of the foods using only their sense of hearing.

Crack an egg

Shake dried beans

Beat eggs in a bowl with whisk

Put samples of foods in small, margarine type containers. Cut a slit in the lid. Have children use their sense of smell to identify the foods.

Tuna

Raisins

Whole-grain bread

Place foods in paper sack. Ask children to reach into the bag and identify the foods by touch only. Talk about how the foods feel: smooth, bumpy, fuzzy, round, long, large or small

Dry beans

Uncooked enriched rice

Cooked enriched rice

Dry cereal

Raisins

Fresh spinach

Egg noodles

Whole grain bread

Pictures of the foods used in the activity can be cut and glued or drawn onto a sheet of paper to assist with the guessing.

Iron

Iron Lesson 2

Activity Description: Children will learn about iron-rich foods while making a meal.

Materials:

taco shells

tomato sauce

fresh spinach

water

grated cheese

cooked and crumbled ground beef

Iron-Smart Poem



Activity Goals:

Children prepare a meal their way with iron-rich foods.

Iron

Food Activity:

Taco Spinners

- 8 c. fresh spinach, washed and cut to bite size pieces
- 1 lb. ground beef, brown and crumble
- 16 oz. grated Mexican blend cheese
- 4 Roma tomatoes, chopped
- 8 whole wheat soft taco shells, cut in half

Have each child prepare their own taco by filling shell with: $\frac{1}{2}$ c. of spinach, $\frac{1}{2}$ ounce cooked ground beef, 1 ounces of grated cheese, 1 T. tomato chunks. Heat until cheese melts, if desired.

Servings: 16

The taco can count towards a meat, grain/bread, and vegetable serving which meets the requirement for 1-5 year olds at meals.

Iron

Circle Activity:

Read the Iron-Smart Poem next card, and then use the following discussion questions. What does a siren remind you to do? What foods could you eat to get iron? What do beans, cereal, beef, and spinach give us? Do we need to eat these foods everyday? How does iron help us work and play when we eat these foods?

Iron-Smart Poem was taken from Head Start Nutrition Education Curriculum developed as part of contract number 105-85-1527.

Circle Activity:

Name each ingredient in Taco Spinners. Describe ingredients using their senses. Discuss which ingredients come from plants and which come from animal sources.

Iron

IRON-SMART POEM

Chorus

Hip, hip, hip, hooray I ate those foods today!
Now I can zip, zip, zip, whenever I work or
play.

Whenever I hear a siren,
It reminds me to eat some iron.
Beef or beans and spinach, too,
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Taco, beef steak and roast, too
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Oysters, flour and meat, too
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Taco, beef steak and roast, too
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Oysters, flour and meat, too
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Spaghetti with meat sauce too.
Will help me do all I do.

Chorus

Whenever I hear a siren,
It reminds me to eat some iron,
Whole wheat breads and hamburger, too,
Will help me do all I do.

Chorus

Iron Lesson 3

Activity Description: Children will go on a scavenger hunt to find the ingredients to make lunch.

Materials:

small containers or paper sacks

water

pot

beef

enriched rice

recipe card

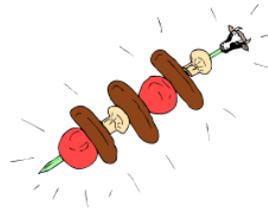
cooking spray

chicken

teriyaki sauce

food models or pictures of foods
oven or grill

pineapple



Activity Goal:

Children will work together to find all the “pieces” of an iron-rich meal.

Iron

Literacy Activity:

Read Chicken Soup with Rice by Maurice Sendak.

Dramatic Play Activity:

Have children prepare meals with pretend food in a play kitchen. Encourage use of food combinations for meals including meats, fruits, vegetables, and grains.

Sensory Activity:

Let children eat Kabobs (recipe next card) with fingers to feel the different textures of food they are eating.

Iron

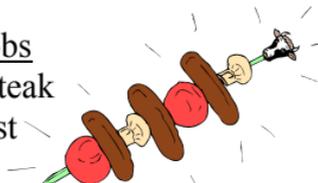
Food Activity:

Skewer-less Beef and Chicken Kabobs

1 lb. beef flank steak, or other lean steak

1 lb. chicken boneless, skinless breast

1-20 oz. can pineapple chunks



teriyaki sauce

olive oil cooking spray

Slice beef and chicken in chunks, add pineapple and place in 9*13 pan. Onions and green peppers could be added if desired. Sprinkle with Teriyaki sauce. Give a quick spray with olive oil. Put on grill or place in hot oven. Cook 20-25 minutes until chicken juices run clear.

While kabobs are cooking, prepare rice according to package directions.

Servings: 12

One serving is provides 1 ½ ounces meat and ⅛ c. fruit.

Note: Prepare ahead of time, as raw meat is unsafe for small children.