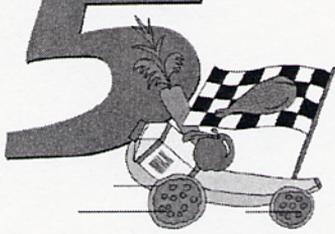


FUEL UP

with



New Jersey School Lunch Program
Race to Good Nutrition

RACE WEEK #4

Veg-up with Vegetables!!

- BASIC LESSON:** This week introduces the vegetable group. Foods from this group are excellent sources of soluble fiber and important vitamins and minerals. These foods provide color, texture and variety to our meals.
- TEACHER PREP:** Please see page 20 for the Food Guide Pyramid document.
- THE RACE:** Encourage students to try new and unusual vegetables that they have not eaten before. The School Lunch meal always includes a serving of vegetable. Encourage children to eat their vegetable or at least have a “no thanks” serving.
- CHECKPOINT:** Students will be racing to the Veg-Up checkpoint.
- PRIZE:** The prize for this week is a pencil sharpener printed with the words “Veg-Up”.
- PARENTS:** A letter/newsletter describing the vegetable group is included.

Veg-Up with Vegetables!!

Fueling your body for the race to good nutrition



LESSON Content

- Introduction to Vegetable Group (health)
- Organize vegetables by color (K-4 art)
- Draw a vegetable race car (G5-6 art)
- Parts of a Plant to Eat (science)
- Alphabetize Vegetables (language arts)
- Salad Toss Game (physical activity)

LEARNING Objectives

- Students will become familiar with foods in the vegetable group (health)
- Students will learn different parts of plants that are eaten (science)
- Students will be able to name and correctly place foods in the group to which they belong in the Pyramid (health)
- Children will learn countries/cultures of origin of certain vegetables (social studies)

Lesson TIME: 30 minutes per lesson

Preparation TIME: 15 minutes to review lesson, make copies of handouts
And assemble needed supplies

MATERIALS Needed

- The Food Guide Pyramid Poster
- Magazines, scissors, glue (G5-6)

NJ CORE CURRICULUM Content Standards for Comprehensive Health & Physical Fitness

The lessons in this week meet Section 2.1 Strand C as follows:

2.1 C (1 + 2) for Kindergarten thru second grade

2.1 C (1 + 2) for grades 3-4

2.1 C (1 + 2) for grades 5-6

The Vegetable Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Pencils, blank paper, Crayons

Lesson:

Using the Food Guide Pyramid poster, ask students to name the vegetables pictured
Ask students to name the colors of each vegetable
Ask students how many servings of vegetables they should eat daily
Ask students to name their favorite vegetable
Ask students to name a vegetable that they would eat with lunch
Ask students to name a vegetable that they would eat with dinner
Ask students to name a vegetable that they would eat as a snack
Ask students to name a vegetable that they have never eaten before
Ask if they would be willing to eat that vegetable. Encourage them to ask their parents to buy and serve it.
Ask students to name the colors of each vegetable shown in the Pyramid
Ask them to name other vegetables and their color (eg not shown in the Pyramid)
(for teacher reference use Color Matching Sheet in Support Materials)

Ask the children to draw a picture of their favorite vegetable and color it. Help them write the name of the vegetable on their picture.

Lesson #2 – Learning Vegetable Names (language)

This lesson will teach names and alphabetical order.

Materials:

Chalkboard, chalk

Lesson:

Ask children to name their favorite vegetables. As they call out the names, write them on the left side of the board. Ask the class to read the name and to pronounce it. Ask the children to name vegetables that they have never tasted. Again, write these on the board and have the children read and pronounce the names.

When all ideas are exhausted, draw a line down the middle of the board. Now, on the right side of the board, ask the children to put the names of the vegetables in alphabetical order. Ask them to identify the vegetables that start with the letter A; then B and so on until all of the vegetables they listed on the left side of the board appear in alphabetical order on the right side of the board.

Lesson #3 – Salad Toss Game (physical activity)(Support Materials)

The Vegetable Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Color Matching Sheets (Support Materials)
Pencils, crayons, blank paper

Lesson:

Using the Food Guide Pyramid poster, ask students to name the vegetables pictured

Ask students to name the colors of each vegetable
Ask students how many servings of vegetables they should eat daily
Ask students to name their favorite vegetable
Ask students to name a vegetable that they would eat with lunch
Ask students to name a vegetable that they would eat with dinner
Ask students to name a vegetable that they would eat as a snack
Ask students to name a vegetable that they have never eaten before
Ask if they would be willing to eat that vegetable. Encourage them to ask their parents to buy and serve it.

Using the Color Matching Sheets:

Ask students to name the colors of each vegetable shown in the Pyramid
Ask them to name other vegetables and their color (eg not shown in the Pyramid) (for a reference, refer to the Support Materials section)
Handout the Color Matching Sheet. (Support Materials) Have each student write the name of one food for each color in the square and then draw and color that food.

Lesson #2 – Parts of a Plant to Eat (science)

Materials:

Roots, Leaves, Stems, Seeds, Fruits & Pods (Support Materials)
Chalkboard, chalk

Lesson:

Explain each of the parts of a plant to students and give an example of each. On the board write the first plant part – for example, ROOTS. Ask the students to call out the names of roots that they eat. Refer to the handout for a complete list. Next write SEEDS on the board and repeat the participation process.

Ask children which part of the plant they like to eat
Ask them to name a vegetable representing that part of the plant
Ask them to name a plant part that they have never eaten
(surprisingly, you may find children who have never eaten green leafy vegetables! Not even head lettuce!)

Ask them to taste a new vegetable before the end of the week and report back to the class . Offer to reward them with one “free” day when they will be able to advance around the race track by one day even though they did not eat one of each of the five food groups on that day.

Lesson #3 – Learning Vegetable Names (language)

This lesson will teach names and alphabetical order.

Materials:

Chalkboard and chalk
Pencils and paper

Lesson:

Ask children to name their favorite vegetables. As they call out the names, write them on the board. Ask the class to read the name and to pronounce it. Ask the children to name vegetables that they have never tasted. Again, write these on the board and have the children read and pronounce the names.

When all ideas are exhausted, ask the children to put the names of the vegetables in alphabetical order. Ask them to identify the vegetables and write them down in alphabetical order. Tell them to start with the letter A; then B and so on until all of the vegetables they listed on the board appear in alphabetical order on their paper.

Lesson #4 – Salad Toss Game (physical activity)(Support Materials)

The Vegetable Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Color Matching Sheets (Support Materials)
Pencils, blank paper, Crayons

Lesson:

Using the Food Guide Pyramid poster, ask students to name the vegetables pictured

Ask students to name the colors of each vegetable
Ask students how many servings of vegetables they should eat daily
Ask students to name their favorite vegetable
Ask students to name a vegetable that they would eat with lunch
Ask students to name a vegetable that they would eat with dinner
Ask students to name a vegetable that they would eat as a snack
Ask students to name a vegetable that they have never eaten before
Ask if they would be willing to eat that vegetable. Encourage them to ask their parents to buy and serve it.

Using the Color Matching Sheets:

Ask students to name the colors of each vegetable shown in the Pyramid
Ask them to name other vegetables and their color (eg not shown in the Pyramid) (for a reference, refer to the Support Materials section)
Handout the Color Matching Sheet (Support Materials). Have each student write the name of one food for each color in the square and then draw and color that food.

Lesson #2 – Parts of a Plant to Eat (science)

Materials:

Roots, Leaves, Stems, Seeds, Fruits & Pods reference (Support Materials)
Roots, Leaves, Stems, Seeds, Fruits & Pods handout (Support Materials)
Chalkboard, chalk
pencils

Lesson:

Distribute the handout. Explain each of the parts of a plant to students and give an example of each. On the board write the first plant part – for example, ROOTS. Ask the students to write the names of roots that they eat in the roots square on their handout. When all have finished writing, ask the class to call out names of roots that they eat. Write these on the board.

Proceed to SEEDS and so forth until all parts have been cover. (Note that “fruit” refers to vegetables where the fruit of the vegetable plant is eaten rather than the stem, leaf, etc. For example, a cucumber is the “fruit” of a vegetable plant.)

Ask children which part of the plant they like to eat

Ask them to name a vegetable representing that part of the plant

Ask them to name a plant part that they have never eaten

(surprisingly, you may find children who have never eaten green leafy vegetables! Not even head lettuce!)

Ask them to taste a new vegetable before the end of the week and report back to the class . Offer to reward them with one “free” day when they will be able to advance around the race track by one day even though they did not eat one of each of the five food groups on that day.

Lesson #3 – Salad Toss Game (physical activity)(Support Materials)

The Vegetable Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Color Matching Sheets (Support Materials)
Pencils, blank paper
Crayons

Lesson:

Using the Food Guide Pyramid poster, ask students to name the vegetables pictured

Ask students to name the colors of each vegetable

Ask students how many servings of vegetables they should eat daily

Ask students to name their favorite vegetable

Ask students to name a vegetable that they would eat with lunch

Ask students to name a vegetable that they would eat with dinner

Ask students to name a vegetable that they would eat as a snack

Ask students to name a vegetable that they have never eaten before

Ask if they would be willing to eat that vegetable. Encourage them to ask their parents to buy and serve it.

Using the Color Matching Sheets:

Ask students to name the colors of each vegetable shown in the Pyramid

Ask them to name other vegetables and their color (eg not shown in the Pyramid) (for a reference, refer to the Support Materials section)

Handout the Color Matching Sheet. Have each student write as many names as they can think of for foods in each color group. (see Support Materials)

Using at least one food of each color group, have each child draw a vegetable race car.

Lesson #2 – Parts of a Plant to Eat (science)

Materials:

Roots, Leaves, Stems, Seeds, Fruits & Pods reference (Support Materials)

Roots, Leaves, Stems, Seeds, Fruits & Pods handout (Support Materials)

Chalkboard, chalk

pencils

Lesson:

Distribute the handout. Explain each of the parts of a plant to students and give an example of each. On the board write the first plant part – for example, ROOTS. Ask the students to write the names of roots that they eat in the roots square on their handout.

When all have finished writing, ask the class to call out names of roots that they eat.

Write these on the board.

Proceed to SEEDS and so forth until all parts have been cover. (Note that “fruit” refers to vegetables where the fruit of the vegetable plant is eaten rather than the stem, leaf, etc. For example, a cucumber is the “fruit” of a vegetable plant.)

Ask children which part of the plant they like to eat

Ask them to name a vegetable representing that part of the plant

Ask them to name a plant part that they have never eaten

(surprisingly, you may find children who have never eaten green leafy vegetables! Not even head lettuce!)

Ask them to taste a new vegetable before the end of the week and report back to the class . Offer to reward them with one “free” day when they will be able to advance around the race track by one day even though they did not eat one of each of the five food groups that day.

Lesson #3 – Salad Toss Game (physical activity)(Support Materials)

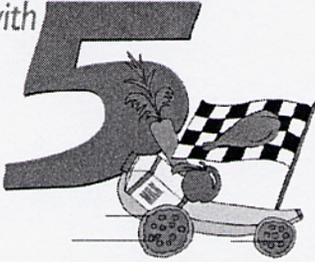
SUPPORT MATERIALS

Week #5

Veg-Up with Vegetables

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New Jersey School Lunch Program
Race to Good Nutrition



This week's Veg-Up with Vegetables Recipe:

Dear Parent,

This week in our NJ Race to Good Nutrition, your child will be learning about vegetables. There are literally hundreds of vegetables available in our grocery stores. Everything from artichokes to zucchini and from familiar ones like a potato to unusual ones like parsnips or watercress.

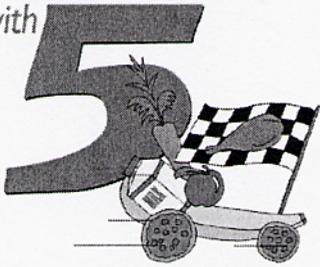
Vegetables are our richest source of vitamins and trace minerals. They add color, flavor and texture to our meals. Most can be served raw or cooked to unlock aromas and natural flavor.

The School Lunch Meal includes a serving of vegetable daily. Encourage your child to eat the vegetable offered as part of their school meal. If you pack your child's lunch, be sure to include a vegetable. Raw vegetables make a great bag lunch addition or a refreshing after school snack. Kids love to dip vegetables. A simple dip of plain yogurt with a dash of dried herbs or seasoning makes an easy and tasty dip.

This week's prize is a pencil sharpener printed with the words "Veg-Up." Encourage your child to eat their vegetables everyday with lunch so that they can keep racing to victory in the NJ Race to Good Nutrition.

FUEL UP

with



New Jersey School Lunch Program
Race to Good Nutrition



This week's Veg-Up with Vegetables Recipe:

OVEN ROASTED VEGETABLES

This is a simple and fail proof recipe for a delicious side dish. The truth is that you can use almost any vegetables you like or have on hand in the dish. Pay attention to color and texture. For example, if you use carrots (orange) then make sure to include something green (bell pepper, okra, or sweet peas). Also include something that is aromatic – that is, that releases lots of aroma when cooked. For example, onion or garlic or celery. This will fill the kitchen with great smells and get your family started salivating for dinner!

Preheat the oven to 325 degrees.

In an ovenproof pan, put the following quantities to serve 4 people:

- 1 starchy vegetable cut into 1 inch cubes
(this can be potato, rutabaga, turnip, parsnips, etc)
- 1 green vegetable cut into small pieces
(this can be broccoli, snow peas, asparagus, etc)
(do not use leafy vegetables for roasting)
- 1 orange or yellow vegetable cut into small pieces
(this can be carrot, yam, crookneck squash, etc)
- 1 aromatic vegetable cut into small pieces
(this can be onion, celery, garlic)

To this mixture, add 2 Tablespoon Extra Virgin Olive Oil and 1 Tablespoon of dried herbs such as rosemary or thyme or sage. Toss until all vegetables are coated with the oil/herb mix.

Bake for 35-40 minutes until vegetables are soft when pierced with a fork.

COLOR MATCHING SHEET

Teacher's reference

Vegetables are perhaps the most colorful and shapely of all the foods we eat! Here is a list of vegetables by color.

Purple:

Beets
Kidney beans
Radicchio
Purple cabbage
Purple potatoes

Red:

Tomatoes
Red peppers
Red potatoes
Rhubarb

Yellow:

Corn
Rutabaga

Orange:

Carrots

White:

Cauliflower
Cucumber
Garlic & onion
Garbanzo & Navy beans
Jicama
Mushrooms
Turnips
Potato

Green:

Lettuce & other leafy greens
Asparagus
Bell pepper
Broccoli
Celery
Green beans
Snow and Sweet peas
Spinach, Kale, Collards

COLOR MATCHING SHEET

G1-4 activity

Vegetables are perhaps the most colorful and shapely of all the foods we eat! Write the name of a vegetable for each color. Then draw and color that vegetable.

PURPLE

RED

ORANGE

YELLOW

WHITE

GREEN

Roots, Leaves, Stems, Seeds, Fruits & Pods

Teacher's reference

We eat Roots:

Beets
Carrots
Onions & leeks
Parsnips
Carrots
Radishes
Potatoes, all kinds
Rutabaga
Turnips
Yams

We eat Seeds:

Beans
Peas

We eat Pods:

Chili peppers
Green beans
Snow peas
Okra

We eat Leaves:

Brussels sprouts
Cabbage, all kinds
Chard
Spinach
Turnip and beet greens
Kale
Lettuce, all kinds
Watercress
Parsley, Cilantro

We eat Stems:

Asparagus
Bamboo shoots
Broccoli
Mushrooms

We eat "Fruits":

Squash
Artichokes
Avocado
Bell peppers
Cucumbers
Eggplant

Roots, Leaves, Stems, Seeds, Fruits & Pods

Name _____

List roots that we eat

List leaves that we eat

List stems that we eat

List seeds that we eat

List fruits that we eat

List pods that we eat

SALAD TOSS GAME

The object of this game is to build a tasty tossed salad.

Cut 3x5 cards in half, preparing enough for each child in the class to have one card. On each card write the name of a vegetable that can be eaten raw. For example, jicama, snow peas, green onion, carrots, etc.

Fold the papers in half and place them in a container (hat, bowl, coffee can). Each child draws out a paper and reads it to discover what vegetable they are.

Now they must assemble a group of other vegetables to make a tossed salad. Allow the children to run around the room searching for good vegetables to mix with themselves. Every salad must contain at least three vegetables.

For example, a salad might consist of garbanzo beans, green onion and romaine lettuce. Or it could be jicama, bell pepper, tomato, iceberg lettuce and green onions.

Ask the children to think about what the vegetable might taste like and then to try to compliment or match that taste with another vegetable.

When all the salads are “assembled,” ask each group to call out what vegetables are in their salad. Feel free to critique their choices. For example, if a salad contains only three types of lettuce it will not be very interesting. Or if a salad contains both garlic and onion it will have too much of the same flavors. After each salad, ask the class if the salad sounds “good enough to eat.”

Now that the children have the idea, tell them to make new salads by joining with other vegetables. Again, critique their “assemblage.”

At the conclusion of the game, remind the children of the wonderful combinations they have created. Invite them to ask their parents to help them make a tossed salad at home.