Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

ORGANIZATION OF THE RESOURCE GUIDE

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **Background** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

**TIPS FOR SUCCESS**

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track:

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA's and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn
There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition…By Design. This document was commissioned by State Superintendent of Public Instruction Jack O’Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O’Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

HEALTH & NUTRITION

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

The Healthier US Initiative
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President's Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

Team Nutrition
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

We Can!
http://wecan.nhlbi.nih.gov
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV & computer) time.

Project Lean
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of Creative School Fund-raising Ideas that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center
Phone: 1-888-318-8188
http://www.californiahealthykids.org
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program
Kaiser Permanente Santa Clara Service Area
Community Benefits, Department of Public Affairs
1900 Homestead Road, Second Floor, Building 1
Cupertino, CA 95014
Phone: (408) 366-4175
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program
1814 Franklin Street, Ste. 805
Oakland, CA 94612
Phone: (510) 987-2223
Email: ETPinfo@kp.org
http://www.kp.org/etp
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California
80 Swan Way, Ste. 210
Oakland, CA 94621-1439
Phone: 1-877-324-7901
http://www.dairycouncilofca.org
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health
http://www.kidshealth.org
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health
http://www.hsph.harvard.edu/prc/proj_planet.html
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
PHYSICAL ACTIVITY

The President’s Challenge – You’re It, Get Fit!
http://www.presidentschallenge.org
The President’s Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid
http://www.acefitness.org/ofk
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA
http://www.wsusa.org
This site provides activity resources for individuals with disabilities.

GARDENING RESOURCES

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a nonprofit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)
San Jose, CA 95112
Phone: (408) 282-3105; Fax: (408) 298-5160
http://www.mastergardeners.org/scc.html
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
### ENGLISH-LANGUAGE ARTS

#### 1.0 Writing:
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

#### 2.0 Writing:
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

#### 1.5 Listening & Speaking:
Organize presentations to maintain a clear focus.

#### 1.6 Listening & Speaking:
Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

#### 1.7 Listening & Speaking:
Recount experiences in a logical sequence.

#### 1.8 Listening & Speaking:
Retell stories, including characters, setting, and plot.

#### 1.9 Listening & Speaking:
Report on a topic with supportive facts and details.

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### MATHEMATICS

#### 3.1 Number Sense:
Use repeated addition, arrays, and counting by multiples to do multiplication.

#### 3.2 Number Sense:
Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

#### 4.1 Number Sense:
Recognize, name, and compare unit fractions from 1/12 to 1/2.

#### 4.2 Number Sense:
Recognize fractions of a whole and parts of a group (e.g., one-third of a pie, two-thirds of 15 balls).
**MATHEMATICS**

4.3 Number Sense: Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

1.2 Algebra & Functions: Relate problem situations to number sentences involving addition and subtraction.

1.4 Measurement & Geometry: Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

1.5 Measurement & Geometry: Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

2.0 Algebra & Functions: Construct bar graphs to record data, using appropriately labeled axes.

**SCIENCE**

1.c Physical Science: Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.

2.b Life Science: Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

2.e Life Science: Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

4.c Investigating & Experimenting: Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight, sound).

4.e Investigating & Experimenting: Categorize objects based on shape, size, and color.
<table>
<thead>
<tr>
<th>Social Science</th>
<th>Physical Education</th>
<th>History/Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Social Science: Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.</td>
<td>Physical Education: Explain that water is essential during physical activity.</td>
<td>2.1 Social Science: Compare and contrast basic land use in urban, suburban, and rural environments in California.</td>
</tr>
<tr>
<td>2.2.1 Social Science: Locate on a simple letter-number grid system the specific locations and geographical features in their neighborhood or community.</td>
<td>Physical Education: Measure improvements in individual fitness levels.</td>
<td>2.2 Social Science: Understand how limits on resources affect production and consumption (what to produce and what to consume).</td>
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<tr>
<td>2.2.4 Social Science: Compare and contrast basic land use in urban, suburban, and rural environments in California.</td>
<td>Physical Education: Understand how limits on resources affect production and consumption (what to produce and what to consume).</td>
<td>2.4.1 Social Science: Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</td>
</tr>
<tr>
<td>2.4.2 Social Science: Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</td>
<td>Physical Education: Understand how limits on resources affect production and consumption (what to produce and what to consume).</td>
<td>2.4.3 Social Science: Understand how limits on resources affect production and consumption (what to produce and what to consume).</td>
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</tbody>
</table>

**Physical Education**

- Participate in physical activities for increasing amounts of time that are enjoyable and challenging.
- Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.
- Measure improvements in individual fitness levels.
- Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume.

**History/Social Science**

- Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
- Compare and contrast basic land use in urban, suburban, and rural environments in California.
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
- Understand how limits on resources affect production and consumption (what to produce and what to consume).
Physical Education:
Explain that the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Physical Education:
Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity and social behavior, including how to maintain healthy habits during physical activity.

Health Framework Expectation:
Students will demonstrate ways in which they can enhance and maintain their health and well-being.

Health Framework Expectation:
Students will understand and demonstrate how to promote positive health practices within the school and community, including how to promote positive health habits and demonstrate how to maintain healthy habits during physical activity.

Physical Education Expectation:
Explain how to manage stress levels and the benefits of exercise on mood and physical health.

Physical Education Expectation:
Explain how nutrition affects physical performance and the importance of a balanced diet for athletes.

Grade 2

Full Year Learning
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Find the fruit &amp; vegetable</td>
<td>Find the fruit &amp; vegetable</td>
<td>List all of the fruits &amp; vegetables you can think of. Add to your favorite fruits &amp; vegetables.</td>
<td>Ask your family if they like to eat a red fruit.</td>
<td>Eat a green veggie today.</td>
</tr>
<tr>
<td>Keep track of your fruit &amp; veggie intake.</td>
<td>Keep track of your fruit &amp; veggie intake.</td>
<td>Make a list of your favorite fruits &amp; vegetables. How many do you eat in a week?</td>
<td>Try a new fruit or veggie today.</td>
<td>Eat a green veggie today.</td>
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<tr>
<td>Aim for at least 5 a day.</td>
<td>Choose a new veggie each week.</td>
<td>The rainbow: for each color of fruit and veggie you name one veggie today.</td>
<td>Can you name one veggie today?</td>
<td>Would you like to see what fruits &amp; veggies are available this month?</td>
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<tr>
<td>Instagram &amp; Facebook</td>
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<td>Lunes</td>
<td>Martes</td>
<td>Miércoles</td>
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<td>Fruta o vegetal hoy. Prueba una nueva.</td>
<td>Hz y una libra de frutas de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
<td>Haz una libra de frutas y vegetales de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
<td>Hz y una libra de frutas de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
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<tr>
<td>Ve a un mercado de frutas y vegetales.</td>
<td>Fruta hoy. Haz una libra de frutas y vegetales de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
<td>Hz y una libra de frutas de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
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</tr>
<tr>
<td>Disponibilidad de frutas y vegetales frescos en el mercado.</td>
<td>Hz y una libra de frutas de su fruta favorita. Recuerda, haces de frutas y vegetales, ganas de peso.</td>
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The Produce for Better Health Foundation, in collaboration with the National Cancer Institute and National Institutes of Health, has declared September 5-A-Day Month. The goal is to encourage everyone to eat at least five fruits and vegetables a day. The 2005 Dietary Guidelines are clear and simple with regards to fruits and vegetables: “Focus on Fruits” and “Vary Your Veggies.” Everyone, old and young alike, should aim to consume a variety of different colors on a daily basis. Remember the goal is to eat a minimum of five a day, but why stop there? More matters!

Consume at least 5 servings of fruits and vegetables each day, and regularly aim for a variety of colors.

Fruits and vegetables provide the body with a variety of different nutrients. These nutrients help the body stay healthy, resist infections, and ensure proper growth and development. Different fruits and vegetables provide the body with different nutrients, so it is important to consume a variety every day. The more colors you and your students eat the better! Fruits and vegetables are also high in fiber (which is good for the digestive tract) and generally low in fat (which is good for the heart). People who eat a lot of fruits and vegetables daily are also less likely to eat excess sweets.

When possible, look for fresh fruits and vegetables that are in season – check the local farmers’ markets. Otherwise, look for frozen, dried, or even canned options. If you or your students consume fruit or vegetable juice, be sure it is 100% juice (listed right above the Nutrition Facts food label).

Throughout the month, younger students can learn to classify fruits and vegetables and begin to appreciate that they are grown on farms and do not “magically” appear on the grocery store shelves. Older students can start to look more globally at fruit and vegetable production and learn where in California, the U.S., or the world different fruits and vegetables come from. Regardless of their age, students will continue to hit barriers as they work toward increasing their consumption of fruits and vegetables. Addressing those challenges is beneficial for students of all ages, as well as their teachers.

1) Do a fruit and vegetable inventory at home. Do you have enough for everyone to eat at least five servings a day? For fruit juice to count, it must be “100% fruit juice” (see the top of the Nutrition Facts label).

2) Discuss ways to increase the quantity and variety of fruits and vegetables in the home. Increase variety by increasing color!

3) Let children choose which fruit or vegetable is served for dinner each night.

4) Encourage everyone to try at least one new fruit or vegetable this month.

5) Pack a piece of fruit in everyone’s lunch.

6) Visit a local farmers’ market to see what is available this time of year.

7) Ask someone in the produce section at your local grocery store for a new fruit or vegetable to try.

www.fitforlearning.org
1) Have students kick off the month with a fruit and vegetable taste-testing party in the cafeteria.

2) Create a student food service advisory committee to promote new fruits and vegetables in the cafeteria. This committee could continue throughout the school year.

3) Highlight fruits and vegetables in the cafeteria and find ways to increase the quantity and variety available.

Use fruit and vegetable snacks, pens, pencils, erasers, or stickers (see http://www.5aday.org for materials to purchase or see the American Cancer Society for free materials) as class rewards instead of candy. You can also ask a local grocery store or farm to sponsor a fruit and vegetable taste-testing party!

Produce for Better Health Foundation
http://www.5aday.org
http://www.pbhfoundation.org
Download a set of activity sheets or an entire curriculum from 5aday.org (Educators Section). There is also information about “5-A-Day Month” activities (Programs and Events Section). In addition, kids will find some pages just for them!

Dole
http://www.dole5aday.com
This is a great site with lots of fun facts about fruits and vegetables as well as free activities to download and print (tracking materials, parent information sheets, newsletters, and many activity sheets). A Scope and Sequence Chart is available to help you see how the activities fulfill national academic standards. There are separate sections for kids (including on-line activities), teachers, parents, and food service workers to get appropriate information. Coming in 2006, they will also have an entire section devoted to information and materials in Spanish.

California Department of Health Services
P.O. Box 942732, MS 7204
Sacramento, CA 94234-7320
Phone: 1-888-EAT-FIVE (1-888-328-3483)
Fax: (916) 449-5414
http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday
This is California’s 5-A-Day website. The information provided is designed to empower low-income individuals and families to increase their fruit and vegetable consumption. 5-A-Day Power Play materials can be used in 4th and 5th grade classrooms and are available in English and Spanish.

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid.gov food guidance system which will be discussed more thoroughly in November. However, this site does provide a lot of information about fruit and vegetable consumption – why it is important and tips to reach consumption goals.

www.fitforlearning.org
California Federation of Certified Farmers’ Markets
P.O. Box 1813
Davis, CA 95617
Phone: (530) 753-9999
http://www.cafarmersmarkets.com
Locate farmers’ markets in Santa Clara County and learn about California commodities. You will also find information about farmers’ market school tours!

Fresh Fruit and Vegetable Photo Cards
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item: 001365; 142 Photo Cards; 8 7/8” x 9 1/2”; Price: $45.00; 1997)
This set of beautiful photo cards teaches students about 142 different fruits and vegetables. The front of each card displays a fruit or vegetable with its name in English and in Spanish (when available). On the reverse side is a bar graph displaying a nutritional analysis, suggested serving size, and other information.

American Cancer Society
Santa Clara County Unit
747 Camden Ave, Ste. B
Campbell, CA 95008
Phone: (408) 871-1062; Fax: (408) 871-2993
http://www.cancer.org (National Website)
Call the local office for a FREE copy of their Healthy Me (K-3) or Spring into Health (4-6) curricula. Both offer several lesson plans devoted to increasing fruit and vegetable consumption and making healthier life choices. Additional materials are offered to schools free of charge – bookmarks, posters, folders, etc.

Centers for Disease Control
http://www.cdc.gov/nccdphp/dnpa/5aday
5-A-Day Tips – Link to basic tips on increasing fruit and vegetable intake, energizing the family, washing fruits and vegetables, and more. Each month a fruit and vegetable are featured with nutritional information, tips on how to prepare them, and great tasting recipes. Information is also available in Spanish – nutrition information, recipes and advice. Great detailed information on the colors of fruits and vegetables (some information may be more appropriate for older students in a science class).

U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute
http://www.5aday.gov
This is one of the main 5-A-Day websites and most of the information is for educators. It has some good details and facts on colors and phytonutrients for older students. Several lists of curricula and activities are available for purchase from different states (free and at cost resources).

For additional resources related to starting a school garden, please see the Dear Teacher letter at the front of this Resource Guide.
Activities Linked to Kindergarten Content Standards & Framework

- Students can learn to identify and sort foods into fruits or vegetables and count the number in each group. You can then use fruits and vegetables to further explain addition and subtraction.

- Have the students describe common fruits and vegetables in general and specific language.

- Students can compare fruits and vegetables to common geometric shapes (e.g. an apple is like a circle, squash is like an oval).

- As a class, you can keep track of the number of times students eat fruits and vegetables and record the results throughout a week or the whole month using pictures or graphs.

- As students learn about the various parts of a plant, pay particular attention to which parts we eat as fruits and vegetables.

- Match descriptions of jobs related to the production or selling of fruits and vegetables to the names of those people that hold those jobs (e.g. farmer, cafeteria worker, grocery store clerks).

- Discuss some of the barriers to increasing fruit and vegetable intake. As a class, can you come up with some ways to overcome these barriers?

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Selected Reading List

- Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains, by Deborah Hopkinson - Language Arts, Social Science

- I Will Never Not Ever Eat a Tomato, by Lauren Child – Language Arts

- The Very Hungry Caterpillar, by Eric Carle – Language Arts, Science

- Rock It, Sock It, Number Line, by Bill Martin Jr & Michael Sampson – Mathematics

- Corn is Maize: The Gift of the Indians, by Aliki – Science, Social Science

- Growing Vegetable Soup, by Lois Ehlert – Science

- How a Seed Grows, by Helene Jordan – Science
• Have students write brief expository descriptions of eating their favorite fruit or vegetable using sensory details. Students can then share their description out loud.

• You can use fruits and vegetables to explain addition and subtraction.

• Students can compare fruits and vegetables to common geometric shapes (e.g. an apple is like a circle, squash is like an oval).

• Construct maps (or locate items on maps) of local neighborhoods paying particular attention to the grocery stores, farmers’ markets, and farms.

• Learn how location, weather (seasons), and environment impact which foods are available and which food choices people make.

• Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

• Discuss some of the barriers to increasing fruit and vegetable intake. As a class, can you come up with some ways to overcome these barriers?

Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains, by Deborah Hopkinson - Language Arts, Social Science

Shape Up! Fun with Triangles and Other Polygons, by David Adler – Mathematics

Buried Treasure: Roots and Tubers, by Meredith and Tom Hughes – Science

One Good Apple: Growing Our Food for the Sake of Our Earth, by Catherine Paladino – Science

The Hungry Caterpillar, by Eric Carle – Language Arts, Science

I Will Never Not Ever Eat a Tomato, by Lauren Child – Language Arts

Rock It, Sock It, Number Line, by Bill Martin Jr & Michael Sampson – Mathematics

Corn is Maize: The Gift of the Indians, by Aliki – Science, Social Science

How a Seed Grows, by Helene Jordan – Science
Activities Linked to 2nd Grade Content Standards & Framework

- Write grade-appropriate stories about eating fruits and vegetables. Students can then share these stories out loud.

- Use fruit and vegetable examples to set up multiplication and division problems (instead of using cookies and candies).

- When explaining fractions, use whole fruits and vegetables (e.g. oranges or tomatoes) instead of a pizza or pie.

- Students can interview their family members regarding their fruit and vegetable consumption. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple related questions.

- When learning about the reproduction of plants, pay particular attention to the fruits and vegetables that are commonly eaten by students in the class.

- When looking at different fruits and vegetables, classify them based on two or more physical characteristics (e.g. color, size, shape, taste).

- Students can record how many fruits and vegetables they consume over a week and construct bar graphs to record and display data.

- Locate places on maps of local neighborhoods that sell or produce fruits and vegetables - grocery stores, farmers’ markets, and farms.

- Walk to a nearby farmers’ market to see what fruits and vegetables are available this time of year.

Selected Reading List

- *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains*, by Deborah Hopkinson - Language Arts, Social Science

- *The Hungry Caterpillar*, by Eric Carle – Language Arts, Science

- *I Will Never Not Ever Eat a Tomato*, by Lauren Child – Language Arts

- *Rock It, Sock It, Number Line*, by Bill Martin Jr & Michael Sampson – Mathematics

- *Eating Fractions*, by Bruce McMillan – Mathematics

- *Corn is Maize: The Gift of the Indians*, by Aliki – Science, Social Science

- *Bananas!*, by Jacqueline Farmer – Science


- *How a Seed Grows*, by Helene Jordan – Science

www.fitforlearning.org