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.
<table>
<thead>
<tr>
<th>Month</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>1.1</td>
<td>Write a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>Feb</td>
<td>1.2</td>
<td>Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
</tr>
<tr>
<td>Mar</td>
<td>1.3</td>
<td>Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</td>
</tr>
<tr>
<td>Apr</td>
<td>1.4</td>
<td>Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
</tr>
<tr>
<td>May</td>
<td>1.5</td>
<td>Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</td>
</tr>
<tr>
<td>Jun</td>
<td>1.6</td>
<td>Follow simple multiple-step written instructions (e.g., dog/mammal/animal/living things).</td>
</tr>
<tr>
<td>Jul</td>
<td>1.7</td>
<td>capitalize geographical names, holidays, historical characters, and special events correctly.</td>
</tr>
<tr>
<td>Aug</td>
<td>1.8</td>
<td>Spell correctly one-syllable words that have blends, contractions, compounds, or homophones (e.g., “she,” “shoe,” “peace,” “peaceful,” “peacekeeper,” “peaceful”).</td>
</tr>
<tr>
<td>Sep</td>
<td>1.9</td>
<td>Arrange words in alphabetical order.</td>
</tr>
<tr>
<td>Oct</td>
<td>1.10</td>
<td>Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.</td>
</tr>
</tbody>
</table>

**English Language Arts**

**Grade 3 Standard Matrix**
### Grade 3

#### English-Language Arts

**2.1 Listening & Speaking:**

- Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.

**2.2 Listening & Speaking:**

- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

**2.3 Listening & Speaking:**

- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

### Mathematics

**2.7 Number Sense:**

- Determine the unit cost when given the total cost and number of units.

**3.1 Number Sense:**

- Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

**3.3 Number Sense:**

- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

**3.4 Number Sense:**

- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

**2.1 Algebra & Functions:**

- Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

**1.1 Measurement & Geometry:**

- Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

**1.2 Measurement & Geometry:**

- Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fit into the space.
### Grade 3

#### Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.b</td>
<td>Physical Science: Students know sources of stored energy</td>
<td>Students know sources of stored energy, such as food, fuel, and batteries.</td>
</tr>
<tr>
<td>2.b</td>
<td>Physical Science: Students know light is reflected from mirrors and other surfaces.</td>
<td>Students know light is reflected from mirrors and other surfaces. The rays of light are changed at the surface of the mirror.</td>
</tr>
<tr>
<td>5.a</td>
<td>Investigation &amp; Experimentation: Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observations.</td>
<td>Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observations.</td>
</tr>
<tr>
<td>5.c</td>
<td>Investigation &amp; Experimentation: Students will use numerical data in describing and comparing objects, events, and measurements.</td>
<td>Students will use numerical data in describing and comparing objects, events, and measurements.</td>
</tr>
<tr>
<td>5.d</td>
<td>Investigation &amp; Experimentation: Students will predict the outcome of a simple investigation and compare the result with the prediction.</td>
<td>Students will predict the outcome of a simple investigation and compare the result with the prediction.</td>
</tr>
<tr>
<td>5.e</td>
<td>Investigation &amp; Experimentation: Students will collect data in an investigation and analyze those data to develop a logical conclusion.</td>
<td>Students will collect data in an investigation and analyze those data to develop a logical conclusion.</td>
</tr>
</tbody>
</table>

#### History/Social Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td>Social Science: Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills).</td>
<td>Students will identify geographical features in their local region (e.g., deserts, mountains, valleys, hills).</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Social Science: Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</td>
<td>Students will trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Social Science: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</td>
<td>Students will discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Social Science: Discuss the interaction of new settlers with the already established Indians of the region.</td>
<td>Students will discuss the interaction of new settlers with the already established Indians of the region.</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Social Science: Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</td>
<td>Students will understand that some goods are made locally, some elsewhere in the United States, and some abroad.</td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td></td>
</tr>
<tr>
<td>1.15</td>
<td>Physical Education: Perform with a partner a line, circle, and folk dance.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physical Education: Assess and maintain a level of physical fitness to improve health and performance.</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Physical Education: Measure and record improvements in individual fitness activities.</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</td>
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</tbody>
</table>

**Health Framework**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate ways in which they can enhance and maintain their health and well-being.</td>
</tr>
<tr>
<td>5</td>
<td>Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate and demonstrate positive health practices and how to provide positive health practices.</td>
</tr>
</tbody>
</table>

**Grade 3 Physical Education**

- **May:** Perform a line dance with a partner.
- **June:** Measure and record improvements in individual fitness activities.
- **July:** Describe and record the changes in heart rate before, during, and after physical activity.
- **August:** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
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VIII. April: Consumer Beware

IX. May: Ready, Set, Go!
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<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Tuesday</strong></td>
<td><strong>Wednesday</strong></td>
<td><strong>Thursday</strong></td>
<td><strong>Friday</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Día</td>
<td>Semana</td>
<td>Acción</td>
<td></td>
<td></td>
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<tr>
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<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Prueba una nueva fruta o vegetal hoy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Lleva cuenta de tu consumo de frutas y vegetales esta semana. Procura que sean por lo menos 5 al día.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>¿Puedes mencionar una fruta y un vegetal por cada color del arco iris?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Come un vegetal anaranjado hoy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Encuentra la fruta y el vegetal del mes en <a href="http://www.cdc.gov/nccdphp/dnpa/5aday/month">www.cdc.gov/nccdphp/dnpa/5aday/month</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Septiembre</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Día</th>
<th>Semana</th>
<th>Acción</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>Haz una lista de tus frutas y vegetales favoritos. Regístrate en el refrigerador de tu casa.</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Come una fruta oja hoy.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Come un vegetal verde hoy.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Pregunta a tu familia cuáles son sus frutas y vegetales favoritos.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Ve a un mercado este fin de semana para voz frutas y vegetales que sean 5 al día.</td>
</tr>
</tbody>
</table>

**Nota:** Sigue llevando cuenta de tu consumo de frutas y vegetales el próximo mes. Procura que sean más de 5 al día.
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.

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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.

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5 A Day

Activities Linked to 3rd Grade Content Standards & Framework

• Have students demonstrate knowledge of levels of specificity among grade-appropriate fruit and vegetable names and explain the importance of these relationships (e.g. carrot/vegetable/food).

• Follow simple multi-step written fruit and vegetable recipes to make food for the class to share. Ask the cafeteria staff for assistance.

• Students can write stories about where their favorite fruits and vegetables come from. They can then share these stories out loud.

• Have students write a letter or invitation to their peers inviting and encouraging them to eat more fruits and vegetables. Write the letter from the perspective of a specific fruit or vegetable.

• Include one-syllable fruit and vegetable names on students’ spelling list.

• Have students put a group of fruits and vegetables in alphabetical order.

• Create or use math problems that students can solve that include fruits and vegetables. For example, students can learn about money by looking at the cost of food in the market. They can determine the unit cost of a fruit or vegetable when given the total cost and the number of items purchased.

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

• Help students solve simple problems involving the functional relationship between two quantities using fruits and vegetables.

• Discuss the production of fruits and vegetables in Blossom Valley.

• 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.

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Grades 3-4
Selected Reading List Linked to 3rd Grade Content Areas

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 Amazing Potato, by Milton Meltzer – Language Arts, Social Science

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

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

Bananas! by Jacqueline Farmer – Science
• Students can practice their writing, researching, and penmanship skills by writing about their favorite fruits and vegetables. They can then share these stories out loud.

• Include grade-appropriate fruit and vegetable names on students’ spelling list.

• Students can set up an interview for their families, friends, or classmates to ask about their fruit and vegetable consumption habits. Once they have collected the data, they can use that information to identify the modes and medians and graph the data to explain their results to others.

• Identify waterways in California in relation to where fruits and vegetables are grown.

• As a class, go to the farmer’s market this month to see what is available. Encourage students to ask farmers where in California the foods came from.

• Construct maps of California and start to look more closely at exactly where fruits and vegetables are grown and why. How does produce get from one part of California to another?

• Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. How did this impact the availability of fruits and vegetables?

• 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?

**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 Amazing Potato*, by Milton Meltzer – Language Arts, Social Science

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

- *Bananas!* By Jacqueline Farmer – Science

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

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