

March POM Lesson Plan Grades 4 or 5

Introduction

- Introduce yourself.

Ask students if they remember last month's POM (broccoli). Ask them if they tried it in any other form throughout the month at home. Also ask if they tried the recipe in their parent newsletter.

Nutrition Component

Objectives

- Identify at least one new colorful fruit or vegetable that could be eaten for lunch.
- Learn new ways to eat colorful fruits and vegetables.
- Introduce the concept of eating cups of fruits and vegetables.

Supplies Needed

- Fruit & Vegetable Bracelet (see p. 9 for instructions to make bracelet)
- School Lunch Menus (1 for every group of students)
- Poster of Rainbow of Fruits and Vegetables
- Colors of Our Lunch Menu worksheet for each student

Background

The messages are:


- Eat more fruits and vegetables for snacks, *and*
- Eat a variety of fruits and vegetables by choosing different colors each day.

MyPyramid offers two additional messages. "Focus on fruits" emphasizes whole fruits over fruit juice. "Vary your veggies" encourages children and adults to eat a variety of vegetables with particular emphasis on two colors: dark green and orange. Children in the United States eat too many white potatoes, especially French fries. Baked sweet potato wedges would be better choice but many kids have never tasted a sweet potato. They also might enjoy a Taco Tater that uses tomatoes and avocado to top off a plain baked potato.

Think about flowers and the variety of colors and smells that they produce. What a shame it would be if there were only daisies in flower gardens. Fruits and vegetables offer the same kind of variety. Color can be thought of as a sign or code that signals there are particular vitamins and other nutritious chemicals in that fruit or vegetable. The dark green and orange vegetables are particularly nutritious; therefore, they receive special attention in MyPyramid.

MyPyramid web site provides recommendations for the quantity an individual should eat of each food group. This is based on age, gender, and level of physical activity. The more advanced tools on the web site (i.e. My Tracker) incorporate an individual's weight, as well. In general, children should be encouraged to eat a total of three to four cups of fruits and vegetables each day.

<p>Do the Activity:</p>	<p>For the following activity, do not emphasize a right or wrong answer for classifying fruits and vegetables by color; the main message is eat a variety of colors. You can hang up a poster of the rainbow of fruits and vegetables to help students brainstorm.</p> <p>In small groups, review the school’s lunch menu for five days. CCSD lunch menus may be accessed at http://ccsd.net/foodservice/1-Menus.html Classify the fruits and vegetables into color groups. Have a student from each small group share how many times each color was represented. Is there one color that is represented more than others? An activity sheet to record the colors is provided.</p> <p>Ask children to brainstorm about ways to improve the variety of colorful fruits and vegetables on the cafeteria menu. Create a list of ideas that could be presented to the cafeteria manager.</p> <p>Discuss how important it is to eat fruits and vegetables with different colors throughout the day – meals and snacks. MyPyramid identifies subgroups of dark green and orange vegetables. Are there dark green and orange vegetables on the menu?</p>
<p>Apply:</p>	<p>Refer to the Fruit and Vegetable bracelet (see p. 9 for instructions to make bracelet). Ask the students to wear the bracelet with the knot facing out (like a watch face would) and all of the beads facing the inside of the wrist (opposite the knot). Each time they eat a fruit, move an “F” bead toward the knot. Each time they eat a vegetable, move the “V” bead the opposite way toward the knot. At the end of the day, all “F” and “V” beads should be moved around to the knot.</p> <p>Note: we don’t teach serving sizes anymore but instead teach cups of fruits and vegetables. Kids between the ages of 9-13 should get about 1½ - 2½ cups of vegetables and 1½ cups of fruits (actual needs very according to gender and activity level) daily. Download “How many fruits and veggies do you need?” http://www.fruitsandveggiesmatter.gov/downloads/General_Audience_Brochure.pdf page 3 to quickly calculate how many fruits and vegetables your students need each day.</p> <p>Use a half-cup to measure various vegetables and fruits. Frozen vegetables and fruits are easy to use. Place the half cup on a plate or in a bowl. Ask the students if they would normally eat this amount? Using a half-cup as a standard portion, have the children create a day’s menu that would provide a total of four cups of fruits and</p>

	<p>vegetables. How many colors did they include?</p>
<p>Talk It Over:</p> 	<p>The fruit and vegetable bracelet is a tracking tool to help keep track of how many fruits and vegetables are eaten throughout the day.</p> <p>Another tracking tool that is available on the internet is the “Kid’s Challenge” offered by the Southern Nevada Health District. Students can join the challenge by going to www.gethealthyclarkcounty.org and clicking on the Kid’s Challenge icon with “Bouncy” on it. This is a great way to track progress towards achieving a goal of eating healthier or being more active. If a student logs on 3 or more times per week he/she will be eligible for a prize drawing.</p> <p>If students are permitted computer use, encourage them to participate in the Kid’s Challenge.</p>

Produce of the Month Component

<p>Objectives</p> <ul style="list-style-type: none"> • Learn the special characteristics of carrots. • Learn that vegetables are easy to eat as snacks. <p>Supplies Needed</p> <ul style="list-style-type: none"> • March POM parent newsletters • Fresh bunch of carrots with greens attached, jar of baby food, can of carrots, pkg. of seeds, etc. • Baby carrots for each student to taste • Low fat ranch dressing or hummus • Small paper plates • Napkins • Plastic serving gloves 	<p>Background</p> <p>Carrots originated in Asia, near Afghanistan. At that time, carrots were shades of purple! In the 16th century, orange carrots were developed in Holland in honor of William I of Orange. The orange-colored carrots were shipped from Europe to the early American settlers.</p> <p>Carrots grow in a host of other colors including white, yellow, or red. The carrot is a plant with a thick, fleshy, deeply colored root, which grows underground, and feathery green leaves that emerge above ground. Carrot roots have a crunchy texture and a sweet and minty aromatic taste, while the greens are fresh tasting and slightly bitter.</p> <p>Most people refer to carrots as the vegetable that is good for our eyes. This is because carrots are an excellent source of beta-carotene that converts to a vitamin A in our bodies. Vitamin A is very important for healthy eyesight, skin, growth, and helps our body resist infection. In fact, carrots contain a group of plant pigments called carotenoids, and beta carotene is a member of this group. These plant pigments (white, yellow, purple and orange) were first identified in carrots and therefore their name was derived from the word carrot. Carotenoids are linked to reducing chronic diseases such as cancer and heart disease.</p>
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<ul style="list-style-type: none"> • Anti-bacterial gel 	<p>There are many varieties of carrots. Carrots can be as small as two inches or as long as three feet, ranging in diameter from one-half of an inch to over 2 inches. The world record carrot weighed in at 18.98 lbs. and was grown in Alaska. Carrots are usually sold packaged in plastic bags. Baby carrots were once longer carrots that have been peeled, trimmed to 2 inches or smaller in length and packaged. True baby carrots are removed from the ground early and actually look like miniature carrots.</p> <p>Carrots are biennial plants, meaning they have a 2 year lifecycle. During their first year they grow the tap root that we harvest after about 3 months and eat (carrot). A flower appears in the 2nd year. A carrot is not a fruit and therefore contains no seeds, but the flowers produce seeds that are as small as a period on this paper. One teaspoon may contain up to 2000 carrot seeds!</p>
<p>Talk It Over: What parts of the plant do we eat?</p>	<p>Tell the students that foods are examples of roots, stems, leaves, fruits, flowers, and seeds. Divide the class into five groups-roots, stems and seeds, leaves, flowers, and fruits. Have the groups research fruits and vegetables that come from the part of the plant their group is named. What meal/food examples contain their fruit or vegetable?</p> <ul style="list-style-type: none"> • Roots – carrots, turnips, beets, and radishes. Look for examples with leafy tops to remind your students that the part we eat grows underground. • Stems – celery and asparagus • Seeds – corn • Leaves – spinach, cabbage, kale, and all kinds of lettuce • Fruits – apples, pears, plums, mangoes, squash, tomatoes, oranges, cucumbers, green peppers, and eggplant • Flowers – broccoli and cauliflower <p>Class Q & A</p> <ul style="list-style-type: none"> • What do you know about carrots? <i>Share the background of carrots.</i> • Carrots are roots. Do you remember what the root part of a plant does? <i>Roots function like feet. They help plants stay firmly in the soil. They take up water for the plants. Nutrients from the soil enter plants through their roots and help them grow. The water and minerals move from the roots to the stems.</i> • What color group would carrots fit into? <i>Yellow/orange</i>

<p>Apply: Taste Opportunity</p>	<p>Produce of the Month reminds the students that it is easy to eat vegetables as snacks. Ask: Is there anyone who has never eaten a carrot?</p> <p>Prepare carrots to sample. Ask students if they think they would be able to taste any difference between a sliced large carrot and a baby carrot. Offer a small amount of ranch dressing to anyone who wants it, but ask the students to try the carrots without the dressing first. Remind them that they can then move a bead on their bracelet for the vegetable that they just sampled.</p> <p>What would you do (with adult help) to carrots to get them ready to eat as a snack?</p> <p>Wash. Eat. Or Peel. Eat. (How easy is that?)</p>
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Physical Activity Component

<p>Objectives</p> <ul style="list-style-type: none"> • Define physical activity. • Demonstrate physical activity. <p>No Supplies Needed</p>	<p>Background</p> <p>Children should be physically active for 60 minutes a day. Physical activity, physical fitness, exercise and physical education are terms that are often used interchangeably, but can have very different meanings.</p> <ul style="list-style-type: none"> • <u>Physical Activity</u>: any bodily movement produced by skeletal muscles that result in an expenditure of energy. • <u>Physical fitness</u>: a set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability. • <u>Exercise</u>: physical activity that is planned or structured. It involves repetitive body movement done to improve or maintain one or more of the components of physical fitness: cardio-respiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition. <p>Being physically active will make children healthier, build a strong body and help them feel better about themselves. It is important that children and adolescents are encouraged to be physically active by doing things that interest them. This will help them establish an active lifestyle early on.</p>
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<p>Do the Activity: The 12 Days of Fitness</p>	<p>“The 12 days of Fitness” Students will act out the following fitness song. “On the first day of fitness, my trainer gave to me...”</p> <ol style="list-style-type: none"> 1. Stork stand 2. Scissors (feet apart then cross in front, feet apart then cross in back) 3. Muscle poses 4. Jabs and punches 5. Hula hoops 6. Jumping ropes (imaginary rope) 7. Jabs and punches 8. Jogs in place 9. Touch your toes 10. Knee lifts 11. Raise the roofs 12. Jumping Jacks
<p>Talk It Over:</p>	<p>Review definition of physical activity. <i>Physical activity is any bodily movement that uses energy (i.e. running, walking, and playing).</i></p> <p>Review how many minutes children should be physically active a day. <i>60</i></p> <p>How long is 60 minutes? <i>Two recesses, two television shows, etc.</i></p> <p>Ask students if they have been successful with getting 1 hour of physical activity a day. Make a list of benefits of being physically active.</p> <p>As a class review the benefits of physical activity. Those benefits are:</p> <ul style="list-style-type: none"> • Strengthens the heart • Strengthens muscles and bones • Increases energy (to play longer) • Allows performance of more work with less effort (carry my toys without becoming tired or needing help) • Reduces stress and tension (get along better with others) • Improves ability to learn (get homework done faster) • Increase self-confidence and self-esteem (greater social opportunities)



How Does Your Garden Grow?

What parts of the plant do we eat?

Circle your answers.

Broccoli	Root	Stem	Leaf	Flower	Fruit	Seed
Carrot	Root	Stem	Leaf	Flower	Fruit	Seed
Cauliflower	Root	Stem	Leaf	Flower	Fruit	Seed
Celery	Root	Stem	Leaf	Flower	Fruit	Seed
Corn	Root	Stem	Leaf	Flower	Fruit	Seed
Cucumber	Root	Stem	Leaf	Flower	Fruit	Seed
Kidney Bean	Root	Stem	Leaf	Flower	Fruit	Seed
Lettuce	Root	Stem	Leaf	Flower	Fruit	Seed
Potato	Root	Stem	Leaf	Flower	Fruit	Seed
Pumpkin	Root	Stem	Leaf	Flower	Fruit	Seed
Tomato	Root	Stem	Leaf	Flower	Fruit	Seed

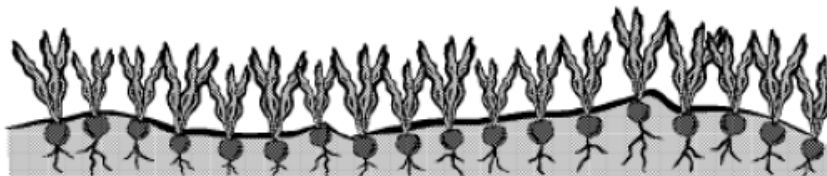
Why did the little boy bury eggplants in his backyard?
He wanted to grow chickens.

Why shouldn't you tell secrets on a farm?
Because the cornstalks have ears, the potatoes have eyes, and the beans-talk.

Growing Scramble

Can you unscramble these gardening and farming words?

1. croartt.....
2. lovesh
3. morsw.....
4. stompoc
5. esdse
6. earc
7. sawtr
8. remanu
9. esdew
10. ostor
11. veesia
12. trawe
13. nensushi.....
14. ilso.....
15. letrow



Pizza Garden

You can plan a pizza garden. Grow tomatoes and oregano for the sauce. What vegetables do you want to add for the topping?

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Colors of Our Lunch Menu

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Fruits and Veggie for Week
Blue/Purple Group						
Green Group						
White Group						
Yellow/Orange Group						
Red Group						

How many times was each color represented? _____

Is there one color that was represented more than others? _____

**Teacher's Resource: This page could be laminated and reused as a daily activity following lunch.*

Adapted from *Is There a Rainbow on Your Plate* @ www.5aday.com

Fruit & Vegetable Tracker Bracelet

This handy little bracelet works for both boys and girls to help them keep track of how often they eat fruits and vegetables throughout the day.

Supplies Needed per Bracelet:

- 6x6mm plastic letter beads cubes, 2 each of the letter "F" and 3 each of the letter "V" (see http://www.beadsrfun.com/Letter-Beads-Number-Beads-Charms-6x6mm-Plastic-Letter-Beads-Cube/c257_403/index.html for an example of the beads)
- Black stretch beading cord, as thick as possible (o ring cord is good)
- Jewelry glue

Instructions:

1. Choose largest stretch cord that will fit the hole inside the beads.
2. With scissors, cut the beading cord 1-2" larger than the size you want (about 7-8" long).
3. Insert beading cord into 2 each "F" beads and then 3 each "V" beads.
4. Carefully grasp both free ends of cord and tie in a knot as close to the ends as possible.
5. Place a dot of jeweler's glue (or craft glue) on top of the knot and let dry.