The California Department of Public Health’s Nutrition Education and Obesity Prevention Branch (NEOPB) developed Harvest of the Month (HOTM) to engage students in a variety of settings where nutrition education can have the biggest impact: the classroom, cafeteria, home, and community. HOTM features nutrition education tools and resources to support healthy lifestyle habits like eating fruits and vegetables every day. All of the fruits and vegetables featured in this workbook are grown in California and will be in season, which is when they cost less and are fresh. It is important for students to be exposed to a variety of fruits and vegetables. Studies show that healthy eating as well as physical activity can have a profound impact on the body and improve the ability to learn and comprehend. This workbook was created to be used as a supplement to a monthly food experience or tasting in the classroom. Ideally, during or after the food experience, students can complete the activities in the workbook individually, in groups, or as a class.

http://harvestofthemonth.cdphe.ca.gov/pages/default.aspx
Here you will find supplemental materials that may be useful in your classroom including the Educator Newsletters and Parent Newsletters. Click on the Educators’ Corner button and you will find resources for each produce item such as botanical images, nutrient graphs, recipes, and literature links.

**Extensions and Extras**

- Use this pledge in the classroom on HOTM day or any day to remind students about the importance of keeping their bodies healthy.
The lesson for each month contains two worksheets for the students to complete: the left page and the right page. Typically on the left page you will find a large colorful picture illustrating how the produce grows, facts about the produce item, and different standards-based activities depending on the grade level. On the right page, there are various activities that are primarily based on the Health Education and Physical Education standards. The focus of these worksheets is to develop skills such as goal-setting, problem solving, and decision-making. Activities may require guidance and explanation in order for the students to complete while other activities may be self-directed.
What’s on Your Plate?

The United States Department of Agriculture (USDA) launched MyPlate in May 2011 as a reminder to help consumers make healthier food choices. A healthy meal starts with more fruits and vegetables and smaller portions of protein like meat and grains like rice. Use this new food icon with students to remind them of the different food groups there are and how to make a healthy plate.
Foods Found in MyPlate expands on the food groups that were explained in the MyPlate page. There are examples for the students to learn about what foods they can find in each food group. This information can help students understand how to include different food groups in their meals. Some worksheet activities may ask students to create a healthy meal or breakfast; this page can offer ideas for those activities.
What’s in a Cup?

This page explains how many cups of fruits and vegetables children should be eating every day. In order for students to understand what a cup is, there are examples below using hands. This can also help students understand basic fractions.

For detailed information on what counts as a cup, visit:

- Fruit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Vegetables: [http://www.choosemyplate.gov/vegetables](http://www.choosemyplate.gov/vegetables)

The Key to a Healthy Life is in Your Hands

You do not need to carry measuring cups with you to eat your recommended amount of fruits and vegetables. In general, children your age should eat 1½ cups of vegetables and 1-1½ cups of fruit every day.*

- ½ cup of fruit
- ½ cup of vegetables
- 1 cup of raw leafy greens
- 1 cup of fruit
- ¼ cup of vegetables
- ¼ cup of dried fruit
- ¼ cup of vegetables

*Source: MyPlate
Rate the Taste can be used in different ways. This can be a class activity where the students take a poll and mark it on the board, or students can mark their individual preference for the fruit or vegetable.

Keep in mind children don’t always take to new foods right away. It may take a child up to 15 tastes before he or she likes a food. It is OK if a child does not like a food, but encourage him or her to try it again in the future.

Extensions and Extras

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the food service director to ask that these fruits and vegetables be added to the school menu.

- Encourage the students to share with their families which fruits and vegetables they would like to eat again. If you prepared a recipe in class, make copies available for those children who want to try making it at home.
Learning Objectives
■ Name a nutrient found in peppers.
■ Describe how peppers grow.
■ Draw a picture of a pepper.
■ Draw a healthy and balanced meal.
■ Identify the five food groups in MyPlate.

Preparation
■ Review both pages of activities for September.
■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the video.

Overview of Lesson
■ Conduct a taste test of peppers.
■ Ask students to use adjectives to describe how the peppers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
■ Complete the Rate the Taste on page 5.
■ Review the fun facts.
■ Watch the pepper farmer video.
■ Complete the drawing activity.
■ Complete the MyPlate activity.

Extensions and Extras
■ Areas to highlight and discuss with students monthly:
  - How the produce grows
  - Fun Facts
  - Other produce varieties

Recipe idea: click the hyperlink to view the recipe and/or prepare the recipe in class. Please note for this month: you can slice the peppers and use it with this dip.

As mentioned earlier, this right side of the workbook will have different activities based on the Health Education standards and Physical Education standards. The focus of these activities is to develop skills such as goal-setting, decision-making, efficacy, and knowledge. These skills are critical for students to understand the relationship between food, their health, and academic achievement.

“... the garden furnishes abundance of subject matter for use in the composition, spelling, reading, arithmetic, geography, and history classes. A real bug found eating on the child’s cabbage plant in his little garden will be taken up with a vengeance in his composition class. He would much prefer to spell the real, living radish in the garden than the lifeless radish in the book. He would much prefer to figure on the profit of the onions sold from his garden than those sold by some John Jones of Philadelphia.”

- George Washington Carver (1864-1943)

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**Extensions and Extras**

- Visit this site for more MyPlate coloring pages.  
  [http://www.choosemyplate.gov/printable-materials](http://www.choosemyplate.gov/printable-materials)
Learning Objectives
- Name a nutrient found in grapes.
- Write or draw how grapes grow.
- Describe how fruits and vegetables help your body.

Preparation
- Review both pages of activities for October.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to read the online book.

Overview of Lesson
- Conduct a taste test of grapes.
- Ask students to use adjectives to describe how the grapes look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Quick and Creamy Grape Shake recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Grapes are a fruit.

Grapes have vitamin K.

Vitamin K helps your blood act like glue and stick together on top of a cut.

Read Fruit is a Suitcase for Seeds! at http://bit.ly/URo0aC to learn more about fruit.

Write or draw how a grape grows.
Overview of Lesson, continued

- Review fun facts.
- Read the online book *Fruit is a Suitcase for Seeds!*
- Complete the writing/drawing activity.
- Complete the *Power Up with Fruits and Vegetables!* activity.

Power Up with Fruits and Vegetables!

Did you know that fruits and vegetables have important nutrients that your body needs? These nutrients help you grow and stay healthy.

**Vitamin C**
- Helps heal your cuts
- Helps keep your gums healthy

**Vitamin A**
- Helps you see
- Helps keep your skin healthy

**Calcium**
- Helps build strong bones and healthy teeth

**Fiber**
- Helps keep a healthy heart

Look at all the colorful fruits and vegetables that give you the nutrients you need! Draw a line to match the word and the picture. Talk with your friend about the produce you would like to try and why.

- Apple
- Beet
- Broccoli
- Carrots
- Peas
- Raisins
- Strawberry

Extensions and Extras

- Use the *Glossary of Nutrients* on page 28 of the student workbook to learn more about vitamins and minerals.
November

Learning Objectives

- Name a nutrient found in root vegetables.
- Write or draw how root vegetables grow.
- Recognize the health benefits and academic benefits of physical activity.
- Participate in brain breaks during the school day.

Preparation

- Review both pages of activities for November.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of a root vegetable.
- Ask students to use adjectives to describe how the root vegetable looks, tastes, feels, smells, and sounds. Refer to page 27 in the student workbook for examples.
- Visit the Dig Into Roots recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras

- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Root vegetables include potatoes, beets, jicama, and onions.

Most root vegetables have vitamin C.

Vitamin C keeps your gums healthy.

Watch this video to learn about root vegetables! http://bit.ly/1u8F3Qs

Write or draw how root vegetables grow.

Please note the hyperlink http://bit.ly/1Tm0OtI. If you are typing this in, the last letter is a capital “I”, as in “I”
November

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about root vegetables.
- Complete the writing/drawing activity.
- Complete the Brain Breaks! activity.

Brain Breaks!

Physical activity has many health benefits. It is good to be physically active every day because it:

- Gives you more energy
- Helps you keep a healthy body weight
- Helps build and keep healthy bones, muscles, and joints

Research has shown that brief bursts of exercise before taking tests helps students do better. In addition, regular activity breaks during the school day can help sharpen students’ ability to focus and stay on task. When taking a break, do activities that get the body moving and the heart pumping, such as dancing, jumping, or running in place.

As a class, visit vimeo.com/album/1637740. This is a link to a list of over 50 JAMmin' Minute videos. JAMmin’ Minute is a very quick and easy way to add exercise into the school day. After viewing the various videos, vote on activities that you would like to do in class to get a brain break. Use the space below to write what video your class chose and when you will take your brain break. Your teacher can help you complete this table.

<table>
<thead>
<tr>
<th>JAMmin’ Minute Video Number</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Extensions and Extras

- One of the goals of this activity is to permanently implement brain breaks or short bursts of physical activity throughout the school day. It is encouraged to make this a part of your daily activities.
December

Learning Objectives

■ Name a nutrient found in apples.
■ Write or draw how an apple grows.
■ Draw a picture of a salad.

Preparation

■ Review both pages of activities for December.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the videos.

Overview of Lesson

■ Conduct a taste test of apples.
■ Ask students to use adjectives to describe how the apples look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
■ Complete the Rate the Taste on page 5.
■ Review the fun facts.
■ Watch the apple farmer video.
■ Complete the writing/drawing activity.
■ Complete the Make a Super Salad! activity.

Extensions and Extras

■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Please note: there is an advertisement that needs to be closed before the video will start. Look for the small “x” on the top right-hand corner of the video screen to close the advertisement.

Watch this video to learn about an apple farmer! http://bit.ly/RYWRA

Write or draw how apples grow.

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Apples are fruits.
Apples have fiber.
Fiber helps move food through your body.

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Watch this video to learn about an apple farmer! http://bit.ly/RYWRA

Write or draw how apples grow.
Make a Super Salad!

It is important to eat vegetables every day. Eating salad is a great way to get the vegetables you need to grow, to be strong, and to be healthy. Draw a picture of a salad you would like to eat for dinner. Here are some suggestions to include in your salad.

<table>
<thead>
<tr>
<th>Broccoli</th>
<th>Carrots</th>
<th>Kale</th>
<th>Mushrooms</th>
<th>Tomato</th>
<th>Avocado</th>
</tr>
</thead>
</table>

Write the name of your favorite vegetable in your salad bowl.

__________________________________________________________

Tell your classmate: My favorite vegetable is_________________.
You might like it because___________________________________.

Extensions and Extras

- For more suggestions to include in the salad, refer to page 3.
January

Learning Objectives
- Name a nutrient found in red leaf lettuce.
- Write or draw how salad greens grow.
- Identify two ways sugar can be found in food and drinks.
- Plan to make a change to drink more water.

Preparation
- Review both pages of activities for January.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of salad greens.
- Ask students to use adjectives to describe how the salad greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Spinach Cranberry Salad recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer’s story.

January Salad Greens
Salad greens are vegetables.
Salad greens have vitamin A.
Vitamin A helps keep your eyes healthy.

- Watch this video to learn about a farmer who grows spinach! http://bit.ly/1NCzcD8
- Write or draw how salad greens grow.

Spinach Cranberry Salad
http://bit.ly/1Tm0Qti
January

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a farmer.
- Complete the writing/drawing activity.
- Complete the *Rethink Your Drink* activity.

---

**Extensions and Extras**

- Students watch what you say as well as what you do. Think about what you may be eating or drinking in front of your students and how that may impact their own decisions. Strive to role model healthy habits.

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**Rethink Your Drink**

You have more of a chance of getting cavities if you drink sugary drinks. Drink water instead of sugary drinks. Water is good for your health.

Sugar can be in foods and drinks in two ways:
1. Naturally, like in fruit and dairy products, which is part of the overall healthy package of nutrients that these foods have.
2. Added sugar, which adds calories but little or no nutrients.

Count the number of teaspoons of sugar in the soda, sports drink, and water.

- **12-ounce can of soda = _______ teaspoons of sugar**
- **20-ounce sports drink = _______ teaspoons of sugar**
- **20-ounce bottled water = _______ teaspoons of sugar**

I will drink less and drink more.
February

Learning Objectives
- Name a nutrient found in mandarins.
- Write or draw how citrus fruits grow.
- Identify healthy snacks.
- Make a goal to eat healthy snacks.

Preparation
- Review both pages of activities for February.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of citrus fruits.
- Ask students to use adjectives to describe how citrus fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Sunny Breeze recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.
- Review the fun facts.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

Please note: this video was created by San Diego Unified School District (SDUSD). The majority of the video highlights a farmer. However, there are some details that are specific only to that district. Please disregard those details if you are not within SDUSD. This video was chosen because of the farmer’s story.

Watch this video to learn about a citrus farmer! http://bit.ly/1DqoBSt

Write or draw how citrus grow.

---

**February **

Citrus Fruits

Mandarins are a citrus fruit. Citrus fruits have potassium. Potassium helps your muscles stay healthy.

Citrus fruits grow on a tree.

Watch this video to learn about a citrus farmer! http://bit.ly/1DqoBSt

Write or draw how citrus grow.
February

Overview of Lesson, continued

- Watch the citrus farmer video.
- Complete the writing/drawing activity.
- Complete the Let’s Choose Healthy Snacks! activity.

Let’s Choose Healthy Snacks!
Snack time can be a great time to eat foods that provide your body with wonderful vitamins and minerals. Your body and brain need vitamins and minerals to grow strong and give you the energy you need to play and learn.

Not all snacks are healthy snacks. Some foods with added sugar and fat make less healthy choices. Look at the snack choices below and use the word box to write the name of the food. Next, draw a circle around the food that would be a healthy snack choice.

<table>
<thead>
<tr>
<th>fries</th>
<th>crackers</th>
<th>orange</th>
<th>soda</th>
<th>donut</th>
<th>celery</th>
</tr>
</thead>
<tbody>
<tr>
<td>chips</td>
<td>milk</td>
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</tbody>
</table>

Make a goal to eat a healthy snack instead of a less healthy snack.

This week instead of __________, I will eat __________.

Extensions and Extras

- Discuss with students if they have made any changes to what they drink or eat since last month’s Rethink Your Drink activities.

- Encourage your students to speak with their parents about the snacks they bring to school. Snacks with little or no nutrients may impact their behavior and their ability to pay attention in class.
March

Learning Objectives

- Name a nutrient found in greens.
- Describe how greens grow.
- Draw a healthy and balanced breakfast.
- Identify the five food groups.

Preparation

- Review both pages of activities for March.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson

- Conduct a taste test of greens.
- Ask students to use adjectives to describe how greens look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Krazy Kale Salad recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras

- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

March • Cooked Greens

Greens are vegetables.
Greens have calcium.
Calcium keeps bones strong.

Watch this video to learn about a farmer who grows greens! http://bit.ly/1lhiXcA

Sam has 11 bunches of bok choy in his garden. Ana has 6 bunches of bok choy in her garden. How many more bunches of bok choy does Sam have than Ana? Use pictures, words, or numbers to explain your thinking.

Show your work.
March

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a farmer.
- Complete the math activity.
- Complete the Choose a Healthy Breakfast Plate activity.

Choose a Healthy Breakfast Plate

Eating breakfast every morning is the smart thing to do. Breakfast is the most important meal of the day. It helps “power up” your body so you have the energy to do the physical activities you love. Did you know that eating breakfast can also help you do better in school?

Build a healthy breakfast by picking one food from at least three food groups. You can look on page 3 to help you. Draw a picture of the food you chose in the correct food group section on your plate. Share your breakfast idea with your classmates.

ChooseMyPlate.gov

Extensions and Extras

- Skipping breakfast or not having access to breakfast can negatively impact students’ school performance and health. Encourage your students to eat breakfast either at school or home for the best start every day.
April

Learning Objectives
- Name a nutrient found in cucumbers.
- Describe how cucumbers grow.
- Recall one fact from the video about California agriculture.
- Classify foods into the five food groups in MyPlate.

Preparation
- Review both pages of activities for April.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of cucumbers.
- Ask students to use adjectives to describe how cucumbers look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Cool Cucumber Cuties recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

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Cucumbers are fruits because they have seeds.

Cucumbers contain a lot of water.

Water helps your body work right.

From the cotton in our jeans to the food on our tables, to our landscaped yards and playing fields, we all depend on agriculture. Watch this video to learn what grows in California and how it affects you! www.learnaboutag.com - It’s All About You!

Write a sentence about one fact you learned from the video.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Overview of Lesson, continued

- Review the fun facts.
- Watch the video about California agriculture.
- Complete the question about the video.
- Complete the *MyPlate* activity.

---

**Choose MyPlate to Help Make Healthy Food Choices!**

MyPlate shows you how to build a healthy plate using the five food groups. Choosing a variety of foods from all five food groups will help you get all the nutrients, like vitamins and minerals, that your body needs to grow and be healthy. Write the name of one food that belongs to each food group. Look at page 3 for ideas.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Grains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Dairy</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Protein</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

![MyPlate Diagram](ChooseMyPlate.gov)
May

Learning Objectives
■ Name a nutrient found in strawberries.
■ Describe how strawberries grow.
■ Classify food as fruits or vegetables.
■ Select fruits or vegetables to add to meals.

Preparation
■ Review both pages of activities for May.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the video.

Overview of Lesson
■ Conduct a taste test of strawberries.
■ Ask students to use adjectives to describe how strawberries look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
■ Visit the Strawberry Shortcake recipe and encourage students to make the recipe at home.
■ Complete the Rate the Taste on page 5.
■ Review the fun facts.

Extensions and Extras
■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdphecetro.ca.gov/Pages/Downloads.aspx to view it online.
Overview of Lesson, continued

- Watch the video about strawberries.
- Complete the math activity.
- Complete the *Energize Your Day by Adding Fruits and Vegetables!* activity.

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**Energize Your Day by Adding Fruits and Vegetables!**

Did you know fruits and vegetables have important vitamins and minerals that your bodies need? They help you grow and stay healthy. Fruits and vegetables give you extra energy to do well in school and sports. It is important to make sure you eat fruits and vegetables every day. Draw a circle around the fruits and a rectangle around the vegetables.

- cabbage
- avocado
- raisins
- jicama
- radish
- tomato
- kiwi
- orange

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<table>
<thead>
<tr>
<th>Suggestions on how to add fruits and vegetables to power up your day!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Dinner</strong></td>
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<td></td>
</tr>
</tbody>
</table>
Learning Objectives
- Name a nutrient found in stone fruits.
- Describe how stone fruits grow.
- Write a letter to ask for more fruits and vegetables at home.

Preparation
- Review both pages of activities for June.
- Prepare the taste test. If possible, include students in the preparation.
- Prepare to watch the video.

Overview of Lesson
- Conduct a taste test of stone fruits.
- Ask students to use adjectives to describe how stone fruits look, taste, feel, smell, and sound. Refer to page 27 in the student workbook for examples.
- Visit the Peachy Parfait recipe and encourage students to make the recipe at home.
- Complete the Rate the Taste on page 5.

Extensions and Extras
- Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdph.ca.gov/Pages/Downloads.aspx to view it online.

June Stone Fruits
Stone fruits have a large seed or stone in the middle of the fruit.

Stone fruits have vitamin A.
Vitamin A keeps your skin healthy.

- Watch this video to learn about a farmer who grows peaches! http://bit.ly/1GzpPxGn
- Write a sentence describing how you like to eat stone fruits.

- Isabel has one quarter. Which fruit can she buy? Circle your answers.
Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a peach farmer and answer the question.
- Complete the math activity.
- Complete the Make Plans for a Healthy Summer! activity.

Make Plans for a Healthy Summer!

Congratulations on your discovery of so many delicious fruits and vegetables! Over the summer it is important to continue to eat plenty of colorful fruits and vegetables every day. Write a letter to your parents about the fruits and vegetables you would like your family to eat over the summer.

Dear

Greeting

Body

Closing

Name
Acknowledgements

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