Introduction

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.cdph.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.

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*I Pledge Allegiance to My Health*

This pledge can be read daily at school or at home with your family to remind you of all the ways to take care of your body!

I pledge allegiance to my health, to not compare myself to anyone else. With fruits and vegetables I’ll fill my tray and get nice and sweaty every day. I have only this body and this one heart so today’s the day I’m going to start eating less chips and less sugary drinks and before I eat I’m going to think!

Name

*I Pledge Allegiance to My Health* created by Mandy Richardson, Teacher, Hawthorne School District
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.
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.

**Extensions and Extras**

- For detailed information on what counts as a cup, visit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Fruit: [http://www.choosemyplate.gov/fruit](http://www.choosemyplate.gov/fruit)
- Vegetables: [http://www.choosemyplate.gov/vegetables](http://www.choosemyplate.gov/vegetables)

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**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
- ½ cup of vegetables
- ¼ cup of dried fruit
- ½ 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.
■ Recall a pepper fun fact.
■ Describe how peppers grow.
■ Diagram a greenhouse and describe the growing environment.
■ 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 Nutrition Facts label and fun facts.
■ Watch the pepper farmer video.
■ Complete the greenhouse activity.
■ Complete the MyPlate activity.

Extensions and Extras
■ Areas to highlight and discuss with students monthly:
  - How the produce grows
  - The Nutrition Facts Label
  - 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)
October

Learning Objectives

■ Name a nutrient found in grapes.
■ Recall a grape fun fact.
■ Recall what weather conditions are needed for grapes to grow.
■ Discuss the purpose of the Nutrition Facts label.
■ Recognize the key parts of the Nutrition Facts label.

Preparation

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

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 grow on a vine.

Nutrition Facts

| Serving Size: ½ cup grapes (74g) | Calories: 52 | Calories from Fat: 0
| Fat: 0g | % Daily Value |
| Saturated Fat: 0g | 0%
| Trans Fat: 0g |
| Cholesterol: 0mg |
| Sodium: 0mg |
| Total Carbohydrate: 14g | 5%
| Dietary Fiber: 1g | 3%
| Sugars: 12g |
| Protein: 1g |
| Vitamin A: 1% | Calcium: 1%
| Vitamin C: 14% | Iron: 2%

Other nutrients: Vitamin K (44%)

Source: www.labeldb.com/5h7vM/w7z7w

A ½ cup of red or green grapes is a good source of vitamin K.
■ Grapes are actually berries and they are made up of about 80% water.
■ On average, there are over 100 grapes in a bunch.
■ Grapevines need to grow two years before the first grapes are ready to harvest.
■ Concord grapes are one of the only three fruits native to North America.
■ Watch this video and learn about a grape farmer! http://bit.ly/1CyP1kb

Activity

■ After watching the video, explain how grapes grow. Also explain what kind of weather helps grapes grow big and sweet.

Quick and Creamy Grape Shake

This is a skill that can be practiced and reinforced all year long. Consider providing more opportunities to read food labels. This is a great real-world math application skill.

Learning Objectives

- Name a nutrient found in daikon radishes.
- Recall a root vegetable fun fact.
- Describe how root vegetables grow.
- Write a recipe that uses root vegetables.
- Match nutrients with their definitions.

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.

Nutrition Facts

- A 1/2 cup of sliced daikon radish is a good source of vitamin C.
- Root vegetables include: potatoes, beets, carrots, jicama, radishes, sweet potatoes, ginger, garlic, and onions.
- Root vegetables are the roots of plants that are eaten as vegetables. They anchor the plant, absorb water and nutrients, and store energy.
- American colonists relied heavily on root vegetables because they could be stored for months in the harsh New England winters.
- California leads the nation in production of daikon radishes.

Activity

- In the video, the chef talks about cooking with different types of vegetables, including carrots. Do you cook? Have you cooked with carrots and other root vegetables? Think of a meal that you make with root vegetables, or think of a meal you would like to make with root vegetables. If you want to, research a recipe that uses root vegetables. Write the recipe below or use a separate piece of paper if needed.
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about root vegetables.
- Complete the root vegetable recipe activity.
- Complete the *Eat Fruits and Vegetables Every Day!* activity.

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Eat Fruits and Vegetables Every Day!

Why do we need fruits and vegetables? Fruits and vegetables contain important vitamins and minerals that your body needs to help you grow and stay healthy. Four important vitamins and minerals are listed on the Nutrition Facts label. They are vitamin A, vitamin C, calcium, and iron. Look in the Glossary of Nutrients on page 28 to see why it is important to include foods that contain these nutrients every day.

![Image of a family preparing vegetables]

- Fill in the blanks using the nutrient definitions in the Glossary of Nutrients on page 28.
  1. Calcium helps build strong __________ and healthy __________.
  2. Iron helps red blood cells carry __________ to all the parts of the body.
  3. Vitamin A helps your body maintain healthy __________ and __________.
  4. Vitamin C helps the body __________ cuts and wounds and maintain healthy __________.

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Extensions and Extras

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

- Name a nutrient found in apples.
- Recall an apple fun fact.
- Describe how an apple grows.
- Describe an apple’s journey from farm to store.
- 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 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 Nutrition Facts label and fun facts.
- Watch the apple farmer video.
- Complete the apple farmer activity.
- Complete the Brain Breaks! activity.

Extensions and Extras

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

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A ½ cup of sliced apples is a source of fiber, not a good source of fiber.

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.

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 1/4 cup apples, sliced (35g)</th>
<th>Calories: 20</th>
<th>% Daily Value</th>
</tr>
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<tbody>
<tr>
<td>Total Fat 0g</td>
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<tr>
<td>Saturated Fat 0g</td>
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<tr>
<td>Vitamin C 1%</td>
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<tr>
<td>Energy (kcal): 20</td>
<td>0%</td>
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</table>

Apple Trio

- Fuji
- Granny Smith
- Golden Delicious

Activity

Using the information you learned from the video, write a story, draw a picture, or use a graphic organizer to describe the apple’s journey from farm to store. Be sure to include how the apple grows, is harvested, and travels to the store. Use a separate piece of paper.
Brain Breaks!

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

- Makes you look and feel great
- Gives you more energy
- Lowers stress and helps you relax
- Helps you keep a healthy body weight
- Lowers your risk of type 2 diabetes, high blood pressure, heart disease, stroke, and some types of cancer
- 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 when you will take three brain breaks, using hours and minutes, and include the video number.

### 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.

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Thursday</th>
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</tbody>
</table>

January

Learning Objectives
- Name a nutrient found in red leaf lettuce.
- Recall a salad green fun fact.
- Describe how salad greens grow.
- Diagram hydroponics and describe the growing environment.
- Define a healthy breakfast.
- Create a healthy breakfast and classify the food into the correct food groups.

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

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.

Nutrition Facts
- One cup of salad greens provides an excellent source of vitamin A.
- Lettuce was among the first vegetables brought to the New World by Christopher Columbus.
- Wild forms of lettuce in Egyptian tomb paintings and written accounts of lettuce that date back to 79 A.D. all support evidence that salad greens are one of the oldest known vegetables.
- In the United States, lettuce is the second most popular vegetable (behind potatoes).

Activity
- Think about the different types of salad greens and pick your favorite. On a separate piece of paper, draw your salad green growing using hydroponics. Describe the environment you will need for your salad greens to grow. Be sure to include information like ideal temperature, amount of sunlight, and type of water.

Spinach Cranberry Salad
http://bit.ly/1Tm0QdI
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a farmer.
- Complete the hydroponics activity.
- Complete the *Power Your Day With Breakfast* activity.

**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.
February

Learning Objectives
■ Name a nutrient found in mandarins.
■ Recall a citrus fruit fun fact.
■ Describe how citrus fruits grow.
■ Identify the different parts of a plant that are edible.
■ 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 February.
■ Prepare the taste test. If possible, include students in the preparation.
■ Prepare to watch the video and play the Supermarket Botany game.

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 Nutrition Facts label and fun facts.

Extensions and Extras
■ Review your HOTM Educator Newsletter for additional activities and information or visit http://harvestofthemonth.cdp.h.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.
Overview of Lesson, continued

- Watch the citrus farmer video.
- Play the Supermarket Botany game.
- 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.
March

Learning Objectives

- Name a nutrient found in bok choy.
- Recall a greens fun fact.
- Describe how greens grow.
- Compare the nutrients found in bok choy.
- Create a healthy party menu and a fun physical activity.

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.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A ½ cup of bok choy is a source of calcium, not a good source of calcium.
Overview of Lesson, continued

■ Review the Nutrition Facts label and fun facts.
■ Watch the video about a farmer.
■ Complete the math activity.
■ Complete the Healthy & Fun Parties activity.

Healthy & Fun Parties

Discuss the following questions with your classmates:

1. Why is it important for us to have healthy snacks and beverages?
2. Do you think we have had healthy class parties this year?
3. Should we include a fun physical activity during our school parties?

■ Pretend you are the official Party Planner. First, plan your healthy party menu. Next, plan the fun physical activity you would like to include during your party. Last, draw a picture of your party and share your ideas with your classmates.

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.

■ The student’s environment includes the community in which they live as well as the school and classroom environment. All of these places can be opportunities to promote healthy eating and physical activity.

■ Consider what is offered during school events, birthdays, fundraisers, and classroom celebrations. What kind of food is provided or sold? Is this supporting a healthy environment for students? Can improvements be made? Consider celebrating with non-food alternatives. Check your local school wellness policy for more information.
Learning Objectives

- Name a nutrient found in cucumbers.
- Recall a cucumber fun fact.
- Describe how cucumbers grow.
- Describe why California is a special place for growing fruits and vegetables.
- Compare and contrast cucumbers and pickles.

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.

Nutrition Facts

<table>
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<th>Serving Size: 1/4 cup cucumbers, sliced (2oz)</th>
<th>Calories: 16</th>
<th>Calories from Fat: 0</th>
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<td>NutritionalFacts.pdf</td>
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A 1/4 cup of sliced cucumbers provides a source of water. The cucumber is 96% water by weight.

The cucumber species is divided into two categories: slicing and pickling. Slicing cucumbers are usually served raw in salads, sandwiches, sushi, and various snacks. Pickling cucumbers are made for the pickling process. They are usually smaller than slicing cucumbers with a thick, bumpy skin.

The inside of a cucumber can be up to 20 degrees cooler than the exterior.

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.learnoctaq.com - It’s All About You!

Activity

- After watching the video, why do you think California is a special place for growing fruits and vegetables?

Cool Cucumber Cuties

http://bit.ly/1Tm0O9t

- After trying the recipe, what did you think of it?
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about California agriculture.
- Complete the question about the video.
- Complete the Compare and Contrast activity.

Extensions and Extras

- Consider comparing more foods like apples and apple juice, grapes and raisins, or tomatoes and tomato sauce.
Learning Objectives

- Name a nutrient found in strawberries.
- Recall a strawberry fun fact.
- Describe how strawberries grow.
- Classify foods into the appropriate food groups.

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 Nutrition Facts label and 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.
Overview of Lesson, continued

- Watch the video about strawberries.
- Complete the MyPlate activity.
June

Learning Objectives
- Name a nutrient found in peaches.
- Recall a stone fruit fun fact.
- Describe how stone fruits grow.
- List two adjectives to describe stone fruits.
- Define vitamin C.
- Write a letter about a plan to eat more fruits and vegetables and to be more physically active.

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.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A medium-sized peach is a source of vitamin A and vitamin C, not a good source of vitamin A and vitamin C.

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.

Activity
- List two adjectives to describe the way stone fruits taste, look, or sound. Use the list of adjectives on page 27 to help you.

Peachy Parfait

A half cup of sliced peaches has _____ % Daily Value (DV) for vitamin C. Use the Glossary of Nutrients on page 28 to define vitamin C.

Update: Some student workbooks may have incorrect wording for this bullet. The statement should read: A medium-sized peach is a source of vitamin A and vitamin C, not a good source of vitamin A and vitamin C.
Overview of Lesson, continued

- Review the Nutrition Facts label and fun facts.
- Watch the video about a peach farmer and answer the questions.
- Complete the Make Plans for a Healthy Summer! activity.

Make Plans for a Healthy Summer!

Over the summer it is important to eat plenty of colorful fruits and vegetables and get 60 minutes of physical activity every day. Congratulations on your new discovery of so many delicious fruits and vegetables!

- Write a friendly letter to your family about how you plan to eat fruits and vegetables and be physically active. Remember to include the five important parts of a friendly letter: date, greeting, body, closing, and signature.
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