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.

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, not to compare myself to anyone else. With fruits and vegetables I’l 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
Introduction

Harvest of the Month is a program that your class will take part in this year. Through participation in this program, you will try fruits and vegetables that you may have never tasted before. All of these fruits and vegetables are grown in California and will be in season, which is when they cost less and are fresh.

You may have seen a food picture called MyPlate. MyPlate is a reminder for people to make healthier food choices. A healthy meal starts with more fruits and vegetables and smaller sizes of protein like meat and grains like rice. Think about how you can change what is on your plate to make it healthier.

Table of Contents

MyPlate .......................................................... 2
Foods Found in MyPlate .................................... 3
The Key to a Healthy Life is in Your Hands .......... 4
Rate the Taste .................................................. 5
September—Peppers ........................................ 6
October—Grapes ............................................. 8
November—Root Vegetables .............................. 10
December—Apples .......................................... 12
January—Salad Greens ..................................... 14
February—Citrus Fruits ..................................... 16
March—Cooked Greens .................................... 18
April—Cucumbers ........................................... 20
May—Strawberries .......................................... 22
June—Stone Fruits .......................................... 24
Be a Fit Kid ................................................... 26
Appendix 1: Adjectives .................................... 27
Glossary of Nutrients ....................................... 28
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.

Foods Found in MyPlate

Fruits
- Apples
- Bananas
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes
- Kiwis
- Oranges
- Peaches
- Pineapple
- Plums
- Prunes
- Raisins
- Raspberries
- Strawberries
- Watermelon
- 100% fruit juice

Grains
- Breakfast cereal
- Brown rice
- Corn flakes
- Crackers
- Grits
- Macaroni
- Noodles
- Oatmeal
- Popcorn
- Pretzels
- Spaghetti
- Tortillas like corn, flour, and whole wheat
- Whole wheat bread, cereals crackers and pastas

Vegetables
- Asparagus
- Beans like lima, kidney, and pinto*
- Beets
- Bell peppers**
- Broccoli
- Carrots
- Cauliflower
- Corn**
- Dark green leafy lettuce
- Green beans**
- Green peas*
- Kale
- Lettuce
- Potatoes
- Pumpkin**
- Radish
- Spinach
- Squash**
- Sweet potatoes
- Tomatoes**
- Turnip
- Vegetable juice
- Zucchini**

Protein Foods
- Beans and peas (see vegetables)
- Beef
- Chicken
- Eggs
- Fish
- Nuts like almonds, cashews, and walnuts
- Peanut butter
- Sunflower seeds
- Turkey
- Veggie burger

Dairy
- Cheese
- Non-fat or low-fat milk
- Non-fat or low-fat yogurt

*beans and peas can also go in the protein group
**these vegetables are the fruit part of the plant because they contain the seeds of the plant
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.

Extensions and Extras

- 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
- ½ cup of vegetables
- ¼ cup of dried fruit
- ½ cup of vegetables

*Source: MyPlate
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)

Extensions and Extras

- Visit this site for more MyPlate coloring pages.
  http://www.choosemyplate.gov/printable-materials
October

Learning Objectives
■ Name a nutrient found in grapes.
■ Describe how grapes grow.
■ Draw a picture of a grape.
■ Dramatize how you will ask a family member for your favorite fruit or vegetable.

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://harvestofthe month.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/UR00aC to learn more about fruit.
■ What color is your favorite grape? Draw a picture of your favorite grape below.

Quick and Creamy Grape Shake
October

Overview of Lesson, continued

- Review fun facts.
- Read the online book, *Fruit is a Suitcase for Seeds!*
- Complete the 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 vitamins that your body needs? Vitamins help you grow and stay healthy. Look at some of the ways vitamins help you.

<table>
<thead>
<tr>
<th>Vitamin C</th>
<th>Vitamin A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps keep your gums healthy</td>
<td>Helps keep your skin healthy</td>
</tr>
<tr>
<td>Helps heal your cuts</td>
<td>Helps you see</td>
</tr>
</tbody>
</table>

Draw a picture of a healthy you eating your favorite fruit or vegetable.

Share with your classmates how you will ask a family member for your favorite fruit or vegetable.

---

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.
■ Describe how root vegetables grow.
■ Draw a root vegetable.
■ 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.

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.

Learning Objectives

■ Name a nutrient found in root vegetables.
■ Describe how root vegetables grow.
■ Draw a root vegetable.
■ 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.
November

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about root vegetables.
- Complete the 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](http://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>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<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.
- Describe how apples grow.
- Draw an apple.
- Draw a picture of a salad.
- State to a family member why eating fruits and vegetables keeps us healthy.

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 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/RGYWRA

What is your favorite color apple? Draw a picture of your favorite apple below.
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 at 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>

Share what vegetables you included in your salad with a family member. Tell them why eating vegetables keeps your body healthy. Eating vegetables keeps your body healthy because__________________________.

Extensions and Extras

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

■ Name a nutrient found in salad greens.
■ Describe how salad greens grow.
■ Draw a salad green.
■ Identify drinks with added sugar.
■ 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.
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.

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a farmer.
- Complete the drawing activity.
- Complete the We Love Water! activity.

We Love Water!

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.

Draw a circle around the drinks that do not have added sugar. Draw an “X” on the drinks that have added sugar.

Instead of ____________________
I will try to drink ____________________ more ____________________.
February

Learning Objectives

■ Name a nutrient found in mandarins.
■ Describe how citrus fruits grow.
■ Draw a citrus fruit.
■ 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.

February

Citrus Fruits

Mandarins are a citrus fruit.

Citrus fruits have potassium.

Potassium helps your muscles stay healthy.

Watch this video to learn about a citrus farmer! http://bit.ly/1Dqo85t

What is your favorite citrus fruit? Draw a picture of your favorite citrus fruit below.
Overview of Lesson, continued

- Watch the citrus farmer video.
- Complete the drawing activity.
- Complete the *Eat Healthy Foods: The Choice is Yours!* activity.

---

**Eat Healthy Foods: The Choice is Yours!**

Did you know that food gives you the energy you need to do the physical activities you love? Picking foods that are good for you helps fuel up your body. Look at the foods in the vending machine. Circle the healthy foods. Put an "X" through the less healthy foods.

1. How many healthy foods did you circle? _________
2. Draw a picture of a healthy snack you will eat this week.

---

**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 greens.
■ Identify healthy breakfast foods.
■ Draw a healthy and balanced breakfast.

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/1IhjXcA

What greens do you like to eat? Draw a picture of your favorite greens below.

Krazy Kale Salad
http://bit.ly/1Tm00QI

RI.K.1; W.K.2; W.K.8; SL.K.2; SL.K.3; SL.K.5
March

Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a farmer.
- Complete the drawing activity.
- Complete the *Power Up Your Day with Breakfast!* activity.

---

**Power Up Your Day with Breakfast!**

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? Circle all the foods that can be part of a healthy breakfast. Put an “X” through the less healthy breakfast choices.

Draw a picture of a healthy breakfast. Use the *Foods Found in MyPlate* on page 3 to help you.

---

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.
Learning Objectives
- Name a nutrient found in cucumbers.
- Describe how cucumbers grow.
- Draw a picture of a fruit or vegetable.
- Identify the parts of plants we eat.

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.

April

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!
- What California fruits and vegetables did you see in the video? Which one is your favorite? Draw a picture of your favorite fruit or vegetable from the video.
Overview of Lesson, continued

- Review the fun facts.
- Watch the video about California agriculture.
- Complete the drawing activity.
- Complete the *The Parts of Plants We Love to Eat* activity.
Learning Objectives

- Name a nutrient found in strawberries.
- Describe how strawberries grow.
- Draw a strawberry.
- Identify fruits and vegetables to try in the future.

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://harvestofthemothm.month.cdph.ca.gov/Pages/Downloads.aspx to view it online.

- Watch this video to learn how strawberries get to the store! http://bit.ly/V6dJYn
- Draw a picture of a strawberry below.

Strawberries grow on the ground.

Strawberries are a fruit.
Strawberries have phytochemicals.
Phytochemicals help your body stay healthy.
Phytochemicals give fruits and vegetables their bright colors.

Strawberry Shortcake
http://bit.ly/11mQ0t
Overview of Lesson, continued

- Watch the video about strawberries.
- Complete the drawing activity.
- Complete the *Delicious Fruits and Vegetables* activity.

---

**Delicious Fruits and Vegetables**

Look at the pictures below of some of the delicious fruits and vegetables!

Draw a blue circle around the fruits and vegetables you have tried before. Draw an orange circle around the fruits and vegetables you would like to try. Talk with your classmate about the fruits and vegetables you would like to try.

- kale
- sweet potato
- persimmon
- tomato
- pear
- avocado
- beet
- corn
Learning Objectives

- Name a nutrient found in stone fruits.
- Describe how stone fruits grow.
- Draw a stone fruit.
- Identify healthy snacks.
- Make a goal to eat healthy snacks.

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/1GzPxn

- What is your favorite stone fruit? Draw a picture of your favorite stone fruit below.
Overview of Lesson, continued

- Review the fun facts.
- Watch the video about a peach farmer.
- Complete the 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 on television are healthy snacks. Some foods with added sugar and fat are 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>donut</th>
</tr>
</thead>
<tbody>
<tr>
<td>chips</td>
<td>milk</td>
<td>soda</td>
<td>celery</td>
</tr>
</tbody>
</table>

---

Tell your friend which healthy snack you will choose this week.

Extensions and Extras

- 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.
Acknowledgements

The Harvest of the Month workbooks are developed by San Bernardino County Superintendent of Schools Education Support Services Branch—Healthy SBCSS in partnership with San Bernardino County Public Health Nutrition

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This material was produced by the California Department of Public Health’s Nutrition Education and Obesity Prevention Branch with funding from the U.S. Department of Agriculture’s (USDA) Supplemental Nutrition Assistance Program-Education, known in California as CalFresh. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.