SCHEDULE

Week 1: Apple Blossoms
Week 2: Tasting and Comparing Apples
Week 3: Colorful Apples
Week 4: Wind and the Apples
Optional Activities: Enhancing the Learning Experience and Recipes

BOOKS

I Am An Apple by Jean Marzollo
The Seasons of Arnold’s Apple Tree by Gail Gibbons

NEWSLETTERS

For families
For teachers
**Apples**

**Week 1: Apple Blossoms**

**MATERIALS**
- *I Am An Apple* by Jean Marzollo
- Crayons
- White paper
- Apple card from Fresh Fruit and Vegetable Photo Cards

**LEARNING STANDARDS**

*Head Start Learning Domains*
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Social and Emotional Development (Social Relationships)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Mathematics and Knowledge Skills (Number Concepts & Quantities, Geometry & Spatial Sense, Measurement & Comparison)
- Creative Arts Expression (Music, Creative Movement & Dance)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

*DRDP-2015*
- Approaches to Learning - Self Regulation; ATL-REG 4, ATL-REG7
- Language and Literacy Development; LLD4, LLD5, LLD7, LLD 10
- English Language Development; ELD1, ELD2, ELD3, ELD4
- Cognitive Development; COG9, COG 10, COG 11

**LESSON**

1) Show children the apple photo card and tell them we are going to learn about apples this month.

2) Ask them to raise their hands if they have eaten an apple before. Then ask the class to describe apples—size, shape, color, texture, etc.

3) Read *I am an Apple* by Jean Marzollo.

4) Showing the last page (with the picture of how an apple grows) ask the children to describe how an apple grows from a seed to an apple.

5) Show the children the page that states ‘I have five petals,’ ‘I am beautiful.’ Have them read it with you, repeating after you. Have the children count the petals on the blossoms. 1-2-3-4-5. Show them the page with the apple seeds. Have them read it with you and count the seeds in the apple. 1-2-3-4-5. Explain that there is the same number of seeds as petals.

6) Show the children the page that states ‘Applesauce is made from apples. What else is made from apples?’ Ask the children to share different foods made from apples and write them on the board (Example: apple sauce, apple pie, apple butter, apple cider, baked apples, apple muffins, etc.).

7) Tell the children that they are going to draw a branch of an apple tree with apple blossoms. Using crayons, draw a branch from an apple tree. Then draw blossoms with five petals. Encourage the children to count the petals on each blossom. Hint; children can use trace their hands to create a flower with five petals.

Students will:
- describe the cycle of how an apple grows.
- count five petals on an apple blossom.
- identify at least 1 food made from apples.
- draw apple blossoms.
Apples
Week 2: Tasting and Comparing Apples

MATERIALS
☐ Food experience ingredients: 2 apples each of several different varieties (e.g. golden delicious, red delicious, granny smith and fugi) for 20 taste tests

Note: Save extra apples for Week 4 optional tasting and science discovery lab activities

LEARNING STANDARDS
Head Start Learning Domains
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skill (Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Concepts & Quantities, Geometry & Spatial Sense, Measurement & Comparison)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills)
- English Language Development (Receptive English Language Skills, Expressive English Language Skills, Engagement in English Literacy Activities)

DRDP-2015
- Language and Literacy Development; LLD1, LLD2, LLD3
- Social and Emotional Development; SED 4
- English Language Development; ELD 1, ELD 2, ELD3
- Cognition; including math and science COG 9
- Physical Development-Health PD-HLTH 6, PD-HLTH 7

LESSON
1) Ask the children to recall where apples come from? (they grow from seeds into a tree, the tree grows a bud that grows a flower that grows into an apple.) Ask them to imagine how the apple gets from the apple tree to their plate. (The farmer picks the apples from the tree, trucks bring them to the market and our parents buy them at the farmers market or grocery store). Next ask which season do they think apples are ready to pick (in the fall, when there are cooler temperatures).

2) Explain to the children that today we will be tasting different kinds or varieties of apples.

3) Show the children the different varieties, noting colors and size. Identify the farm they were grown on if you know.

4) Ask the children about the different ways they eat apples as a snack (sliced, whole, with peanut butter or yogurt, in a fruit salad, dried, etc.).

5) Ask the children if they think apples are a healthy choice for a snack. Explain that apples make a healthy snack because they help clean your teeth, they give you energy to play and help you grow strong.

6) Ask the children to name another fruit or vegetable of the same colors, something that is round an apple, something bigger than an apple, something smaller than an apple, and something the same size as an apple.

7) Slice one apple of each variety and place on separate plates.

8) With the children compare what the apples look like on the outside and inside.

9) Next, explain that we will taste the different types of apples but that whenever we eat, we first need to wash our hands.

10) In small groups, have the children wash their hands.

11) As a group, taste one apple variety at a time. Discuss the similarities and differences: taste (which one is the sweetest?), smell (which one smells the best? What does it smell like?), color, and texture (soft, crunchy, mushy?) of the fruit.

12) Refer to Conducting an In-Class Taste Test for more ideas on how to engage the class. Have children put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their names if they are able to do so.

Students will:
• describe where apples come from and which season they are ready for picking.
• identify apples as a healthy choice for a snack.
• taste different varieties of apples.

©2015 Occidental College
Food Experience: Apple Tasting

Serves 10 · Prep time: 10 minutes · Cook time: None

Ingredients

- 2 Golden Delicious Apples
- 2 Red Delicious Apples
- 2 Fuji Apples
- 2 Granny Smith Apples
- 5 cups plain low-fat yogurt
- 1 tablespoon honey

Directions:

1) Wash hands with warm water and soap.
2) Mix honey in yogurt, set aside.
3) Wash all apples well. Cut each apple in half and show the children what the fruit looks like on the outside and inside.
4) Slice each apple into about 6-8 slices
5) Place at least one slice of each apple variety on each child’s plate.
6) Have them taste a slice of each apple and discuss the difference and similarities of each variety
7) Serve 1/2 cup of yogurt as a dip. Enjoy apple dipping!

Makes about 10 Taste Tests

MATERIALS NEEDED

- Knife
- Cutting board
- Plates

CHEF’S NOTES

- Remind students that while some seeds are okay to eat (tomatoes, cucumbers) apple seeds are not for eating. They could get sick if they eat them.

A ✅ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.
<table>
<thead>
<tr>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Smiley face giving a thumbs up" /></td>
<td><img src="image2.png" alt="Smiley face with a thoughtful expression" /></td>
</tr>
<tr>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
<tr>
<td>©2015 Occidental College</td>
<td></td>
</tr>
</tbody>
</table>

Urban & Environmental Policy Institute, Occidental College, 1600 Campus Rd, MS-M1, Los Angeles, CA 90041
**Apples**

**Week 3: Colorful Apples**

**MATERIALS**
- Chart paper
- Magazines
- White paper
- Crayons
- Markers
- Fresh Fruit and Vegetable Photo Cards
- Newspapers
- Glue
- Scissors

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Creative Arts Expression (Music, Creative Movement & Dance)
- Science Knowledge and Skills (Science Knowledge & Skills, Conceptual Knowledge of the Natural & Physical World)
- Physical Development & Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills)
- Social and Emotional Development (Social Relationships)
- Mathematical and Knowledge Skills (Number Concepts & Quantities, Geometry & Spatial Sense, Measurement & Comparison)
- Approaches to Learning (Initiative & Curiosity, Persistence & Attentiveness, Cooperation)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

**DRDP-2015**
- Language and Literacy Development; LLD1, LLD2, LLD3
- Social and Emotional Development; SED 4
- English Language Development; ELD 1, ELD 2, ELD 3
- Cognition; including math and science COG 9
- Physical Development-Health PD-HLTH 6, PD-HLTH7

**LESSON**

1) Have the children identify colors and varieties of apples (red, yellow, green). Have them help you name the varieties. Some common varieties include red delicious (red), gala (red), fuji (yellow, green, orange), golden delicious (yellow), granny smith (green).

2) Have the children identify any healthy foods that are the same color as apples. From the photo cards, you can show them a combination of any of the red, yellow, or green foods listed below. For each item, show them a Fresh Fruit and Vegetable photo card. Talk about other foods they may not have identified. For example: Red—bell peppers, cherries, tomatoes. Yellow—banana, lemon, pineapple. Green: asparagus, lettuce, peas.

3) Ask what makes food healthy (gives you energy to play, helps you grow strong and isn't high in sugar, salt or fat.)

4) Have the children draw an apple and color it red, yellow, or green (whichever they like best). Then have them find pictures of healthy foods and other things from newspapers and magazines to glue around their apple that are the same color.

5) As the children engage in the activity discuss what season apples grow in (Fall) and talk about where fresh picked apples can be purchased (farmer’s markets, farms, farm stands, apple orchard, supermarket).
**Apples**

**Week 4: Wind and the Apples**

**MATERIALS**
- The Seasons of Arnold’s Apple Tree by Gail Gibbons
- Crayons
- White paper

**LEARNING STANDARDS**

**Head Start Learning Domains**
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Creative Arts Expression (Music, Creative Movement and Dance)
- Social Studies Knowledge and Skills (Self, Family & Community, History & Events)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills)
- Science Knowledge and Skills (Science Knowledge & Skills, Conceptual Knowledge of the Natural & Physical World)
- Logic Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Approaches to Learning (Initiative & Curiosity, Persistence & Attentiveness, Cooperation)
- English Learning Development (Receptive, Expressive, Engagement in English Literacy Activities)

**DRDP-2015**
- Approaches to learning-self regulation; ATL-REG 1, ATL-REG 6, ATL-REG 7
- Language and Literacy Development; LLD4, LLD5, LLD6
- English Language Development; ELD1, ELD2, ELD2 ELD 3
- Cognitive Development; COG9, COG10, COG11
- History-Social Science; HSS5

**LESSON**

1) Read *The Season’s of Arnold’s Apple Tree* by Gail Gibbons and discuss the story.

2) Ask the children why apples are a healthy snack (they help clean your teeth; they give you energy to play and help you grow strong).

3) Ask about the different ways apples can be eaten (sliced, whole, with peanut butter or yogurt, in a fruit salad, dried, etc.)

4) Ask what are the different colors of the apples (red, green, yellow).

5) Using the pictures in the book, have the children describe the changes in the apple tree throughout the seasons. Have them identify the season with the pictures of the apple trees in the book.

6) Explain that the weather is that makes the tree change. For example, wind makes the leaves and blossoms fall off. Recite the poem ‘Wind and the Apples’ (see below) with the children.

**Wind and the Apples**

Five red apples hanging on a tree *(Hold up five fingers)*

The juiciest apples you ever did see!

The wind came past and gave an angry frown *(Fingers flutter downward)*

And one little apple came tumbling down. *(Lower one finger)*

Four red apples hanging on a tree *(Hold up four fingers)* etc...

7) Have the children draw an apple tree with their favorite apples growing on the branches. Display the drawings in the classroom.
WEEK 1
DRDP-2015
PD-HLTH1, PD-HLTH2, PD-HLTH9

Apple Arm Stretch
This exercise is meant to get your students moving and reinforce the idea that apples are fruits that grow on a tree. Studies have shown that physical activity increase student concentration and attentiveness throughout the day.
Alternate different colored apples with each set of stretches. Reach for red apples, green apples and yellow apples
You can also ask the class to name other fruits that grow on and stretch for those (Oranges, Grapefruits, Peaches, Plums, Persimmons, etc)
Add “marching in place” to raise their heart level and improve coordination
End with the students reaching for their favorite fruit and “taking a bite”

WEEK 2
DRDP-2015
COG3, COG4, HSS5, SED 1

Class Favorites Graph Activity
Have children share their favorite apple and display the results in your classroom. Draw a tasting chart on a large paper or board. On the bottom of the chart, write the names of the apple varieties used in class. On the left side of the chart, number from 1 to 20 (or however many students there are in the class, and don’t forget to include yourself and any other adult in the room).
Ask the students to choose their favorite apple. You could give each child an apple cut-out for them to write their name on, or just record the results on the chart. This is a great activity to build mathematical vocabulary: more, less, most, fewer, etc.

Color Matching
Place a variety of colored apples, or picture cards of apples, into a bin or on the floor. Make sure there is at least one pair of matching cards or apples.
Spread out the cards or fruit and have children organize them according to color. Children have to match the corresponding colors together. Students could match image to image, color to color, or image to word.
Tasting Differences Between Raw, Baked, and Cooked Apples

Have a selection of raw apples, baked apples, and applesauce available for the students to observe and perhaps taste.

Ask them to describe the differences in shapes, the difference between a solid and a liquid, etc.

Science Discovery Lab:

Place various whole apples on the tables in your classroom for students to examine by measuring and comparing.

Make available scientific tools such as: measuring tapes, magnifying glasses, rulers, pH strips, scales, tweezers or a microscope.

Make available paper, pencils and crayons for students to draw their observations. Teachers can write down the student’s observations on each student’s paper or collectively on one large paper. Collectively discuss the observations.

As the activity progresses, cut a cross section of the apples and have students compare the cut apple to the whole apple. Encourage students to separate the seeds and examine them. You may want to save the seeds to make a seed collage.

Enhancing the Experience in Your Organic School Garden
Food Experience: Apple Raisin Grahams

Serves 12 · Prep time: 10 minutes · Cook time: None

Ingredients:
- 3 oz (6 Tablespoons) low fat cream cheese
- 6 cups of finely chopped apples (about 6-8 medium apples)
- 1 1/2 cups of raisins
- 12 whole plain graham crackers (graham cracker sheets)
- 2 oranges, peeled and sliced into bite size pieces
- Dashes of cinnamon to taste

Directions:
1) Wash hands with warm water and soap.
2) Wash apples before preparing.
3) Mix together cream cheese, raisins, apple and cinnamon in a small bowl.
4) Put mixture on graham crackers.

Serve immediately.

Makes 12 servings (1 graham cracker sheet per serving).

Recipe adapted from Kids Get Cooking by the Network for Healthy California.

MATERIALS NEEDED
- Plates
- Cups
- Spoons

CHEF’S NOTES
Food Experience: Apple Sauce Bread

Serves 12 · Prep time: 10 minutes · Cook time: 60 minutes

Ingredients

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 cup (1 stick) unsalted butter, softened</td>
<td>1/4 cup dark brown sugar</td>
</tr>
<tr>
<td>2 cups whole wheat all-purpose Flour</td>
<td>1 teaspoon baking powder</td>
</tr>
<tr>
<td>1 teaspoon baking soda</td>
<td>1/2 teaspoon salt</td>
</tr>
<tr>
<td>1 teaspoon ground cinnamon</td>
<td>1 teaspoon allspice</td>
</tr>
<tr>
<td>1 cup applesauce</td>
<td>2 large eggs</td>
</tr>
<tr>
<td>1 cup raisins</td>
<td>1/2 cup chopped walnuts*</td>
</tr>
</tbody>
</table>

*omit if there is a nut allergy

Directions:

1) Wash hands with warm water and soap.
2) Preheat the oven to 350 degrees F.
3) Grease and flour an 8 by 4 by 3-inch loaf pan.
4) Whip butter and brown sugar.
5) Add the remaining ingredients except the raisins and nuts. Mix well until blended. Stir in the raisins and nuts. Pour into the loaf pan.
6) Bake for 60 to 65 minutes.
7) Let cool and serve with ½ cup of milk

Makes 1 loaf (12 servings)


MATERIALS NEEDED

□ Plates
□ Cups
□ Spoons

CHEF’S NOTES
Healthy Serving Ideas
- Freeze 100% apple juice in an ice tray or in a paper cup with a popsicle stick. Serve as a snack or dessert.
- Use unsweetened applesauce to make lower fat baked goods. Replace shortening or oils in baking with an equal amount of applesauce plus one-third of the oil called for in the recipe.

For more ideas, visit: www.cachampionsforchange.net

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: ½ cup apples, sliced (55g)</td>
</tr>
<tr>
<td>Calories</td>
</tr>
<tr>
<td>Calories from Fat</td>
</tr>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Trans Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Calcium</td>
</tr>
<tr>
<td>Vitamin C</td>
</tr>
<tr>
<td>Iron</td>
</tr>
</tbody>
</table>

How Much Do I Need?
- A ½ cup of sliced apples is about one cupped handful. This is about the size of half of a small apple.
- A ½ cup of sliced apples is a source of fiber.
- Fiber helps you feel full, helps keep your blood sugar level normal, and helps to avoid constipation. It is found only in plant foods.
- Fruits and vegetables are an important part of an overall healthy, balanced diet. Go to www.mypyramid.gov to learn about the other food groups.
- Discuss with your child what your favorite fruits or vegetables are, why you like them, and your favorite ways to eat them.

The amount of fruits and vegetables you need depends on your age, gender, and how active you are every day. Look at the chart below to find out how many cups of fruits and vegetables you and your family need every day.

<table>
<thead>
<tr>
<th>Recommended Daily Amount of Fruits and Vegetables*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Kids, Ages 5-12</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Females</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

Let’s Get Physical!
- “Walk to School” Week takes place the first week of October. Join your child’s “Walk to School” Week activities. Visit www.cawalktoschool.com for more information.
- If walking to school is not possible, consider other safe places to walk — a park, shopping mall, or around your neighborhood.
- Take a family walk after dinner.
For more physical activity ideas, visit: www.kidnetic.com

Produce Tips
- Look for apples that are firm and do not have bruises or soft spots.
- Store apples at room temperature for up to one week. Or, refrigerate apples for up to three months. Do not refrigerate apples in closed bags.
- To keep apples from browning, prepare fresh apple dishes just before serving. Or, pour 100% apple juice over fresh apple slices.
Las frutas de La Cosecha del Mes son las manzanas

La Salud y el Éxito en el Aprendizaje Van Mano a Mano
Una alimentación saludable ayudará a que su hijo tenga éxito en la escuela. Comer las cantidades recomendadas de fruta y verdura puede mejorar el desempeño escolar de los niños. Explore, pruebe y aprenda a comer más frutas y verduras y a mantenerse activo todos los días.

¡En sus Marcas, Listos…!
- Si no le es posible caminar a la escuela, busque otros lugares seguros donde pueda caminar, como un parque, un centro comercial o por su vecindario.
- Dé un paseo a pie con su familia después de cenar.

Para más ideas de actividades físicas, visite: www.kidnetic.com

Ideas Saludables de Preparación
- Congele jugo de manzana 100% natural en una charola para hacer hielos con palitos de paleta. Sirva como bocadillo o postre.
- Cuando hornee, sustituya la grasa (manteca, mantequilla o aceites) por la misma cantidad de puré de manzana más una tercera parte de la cantidad de aceite que indica la receta.

ENSALADA DE ATÚN Y MANZANA
Rinde 4 porciones. 1 taza por porción.
Tiempo de preparación: 15 minutos

Ingredientes:
2 latas (6 onzas) de atún envasado en agua, escurrido
2 cucharadas de cebolla roja finamente picada
1 manzana mediana picada, sin las semillas
¼ taza de apio picado
¼ taza de pasas rubias
3 cucharadas de aderezo italiano sin grasa
2 tazas de hojas para ensalada
2 panes medianos de pita intergral

1. En un tazón, mezcle el atún, la cebolla, la manzana, el apio, las pasas y 2 cucharadas del aderezo.
2. En otro tazón, mezcle las hojas para ensalada con el aderezo restante.
3. Corte los dos panes de pita por la mitad formando 4 bolsillos.
4. Con cuidado, llene los bolsillos con cantidades iguales de atún y ensalada. Sirva inmediatamente.

Información nutricional por porción:
Calorías 216, Carbohidratos 27 g, Fibra Dietética 4 g, Proteínas 25 g, Grasa Total 2 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 26 mg, Sodio 544 mg

¿Cuánto necesito?
- Una ½ taza de manzanas rebanadas equivale aproximadamente a un puñado.
- Una ½ taza de manzanas rebanadas es una fuente de fibra.
- La fibra le ayuda a sentirse satisfecho, a mantener normal el nivel de azúcar en la sangre y a evitar el estreñimiento. La fibra se encuentra solamente en alimentos de origen vegetal.
- Las frutas y verduras son parte importante de una dieta saludable y balanceada. Para obtener más información, visite www.mipiramide.gov.
- Dígale a su hijo cuáles son sus frutas y verduras favoritas, por qué le gustan y cómo le gusta comerlas.

Consejos Saludables
- Busque manzanas firmes y sin mallugaduras.
- Guarde las manzanas a temperatura ambiente hasta por una semana. Puede guardarlas en el refrigerador hasta por tres meses.

Información Nutricional
Porción: ½ taza de manzanas, rebanadas (55g)
Calorías 28 Calorías de Grasa 0
% Valor Diario
Grasas 0g 0%
Grasa Saturada 0g 0%
Grasa Trans 0g 0%
Colesterol 0mg 0%
Sodio 0mg 0%
Carbohidratos 8g 3%
Fibra Dietética 1g 5%
Azúcares 6g
Proteínas 0g

¿Cuánto necesito?
- Una ½ taza de manzanas rebanadas equivale aproximadamente a un puñado.
- Una ½ taza de manzanas rebanadas es una fuente de fibra.
- La fibra le ayuda a sentirse satisfecho, a mantener normal el nivel de azúcar en la sangre y a evitar el estreñimiento. La fibra se encuentra solamente en alimentos de origen vegetal.
- Las frutas y verduras son parte importante de una dieta saludable y balanceada. Para obtener más información, visite www.mipiramide.gov.
- Dígale a su hijo cuáles son sus frutas y verduras favoritas, por qué le gustan y cómo le gusta comerlas.

La cantidad de fruta y verdura que necesita depende de su edad, sexo y la actividad física que practica cada día. Consulte la tabla siguiente para saber cuántas tazas de fruta y verdura necesita su familia cada día.

Recomendación Diaria de Frutas y Verduras*

<table>
<thead>
<tr>
<th>Niños, Edad de 5-12</th>
<th>Adolescentes y Adultos, Edad de 13 en adelante</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hombres 2½ - 5 tazas por día</td>
<td>4½ - 6½ tazas por día</td>
</tr>
<tr>
<td>Mujeres 2½ - 5 tazas por día</td>
<td>3½ - 5 tazas por día</td>
</tr>
</tbody>
</table>

*Si es activo, coma el número más alto de tazas por día.
Visite www.mipiramide.gov para aprender más.

†Sitio web sólo disponible en inglés.

Para información nutricional, visite www.campeonesdelcambio.net. Para información sobre los Cupones para Alimentos, llame al 888-9-COMIDA. Financiado por el Supplemental Nutrition Assistance Program del Departamento de Agricultura de los Estados Unidos, un proveedor y empleador que ofrece oportunidades equitativas. © Departamento de Salud Pública de California 2010.
Health and Learning Success Go Hand-In-Hand

Increasing fruit and vegetable consumption tends to increase academic performance in undernourished children. *Harvest of the Month* connects with core curricula to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It links the classroom, cafeteria, home, and community to help students make healthy food choices and be physically active every day.

Exploring California Apples: Taste Testing

**What You Will Need (per group of 6-8 students):**
- 3-5 apples (each in a different variety*), sliced**
- Graph paper and colored pencils

*Refer to *Home Grown Facts* on page 3 for varieties.
**To prevent browning, keep sliced apples in 100% apple juice until start of activity.

**Activity:**
- Observe, touch, smell, and taste each apple variety.
- Develop a color graph using appearance, texture, smell, flavor, and sound.
- Compare and contrast the varieties.

**For more ideas, reference:**

Cooking in Class: Apple Oatmeal

**Makes 36 tastes at ¼ cup each.**

**Ingredients:**
- 3 large apples, cored
- 3 cups quick cooking oats
- ½ tablespoon ground cinnamon
- ¾ teaspoon salt
- 5¼ cups 100% apple juice
- Small cups and spoons

1. Chop apples into bite-sized chunks.
2. Combine apple chunks, oats, cinnamon, salt, and apple juice in a large microwave-safe bowl. Cover bowl with lid or plastic wrap. Leave a little opening for steam to get out.
3. Microwave on high for 3-4 minutes, stirring once after 2 minutes.
4. Stir and let cool 1 minute before serving.

**Nutrition information per serving:** Calories: 52, Carbohydrate 11 g, Dietary Fiber 1 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 26 mg

*Adapted from: *Kids...Get Cookin’!, *Network for a Healthy California—Children’s Power Play! Campaign*, 2009.

Reasons to Eat Apples

- A ½ cup of sliced apples is a source of fiber. Dietary fiber is a complex carbohydrate. There are three main types of carbohydrates: starch, fiber, and sugar.*
- Eating a variety of colorful fruits and vegetables throughout the day will help you meet the recommended daily values of nutrients that your body needs to be healthy.
- Apples can be eaten in a variety of forms — as whole (fresh), unsweetened applesauce, dried apples, or 100% apple juice.

**Champion Sources of Fiber***:
- Beans
- Blackberries
- Dates
- Peas
- Pumpkin
- Raspberries
- Whole wheat cereal
- Whole wheat bread

*Champion foods provide a good or excellent source of fiber.
What is Sugar?

- Carbohydrates are the body’s main source of energy. There are three kinds of carbohydrates: starch, fiber, and sugar.
- Sugar is found only in foods of plant origin. In food, sugar is classified as either naturally occurring or added.
- Naturally occurring sugars include lactose in milk and fructose in fruit, honey, and vegetables.
- Added sugars (white, brown, powdered, and corn syrup) are originally made from sugar beets, sugar cane, corn, and grapes.
- Naturally occurring sugars (except honey) are usually found in foods along with vitamins and minerals, while added sugars provide calories and very few vitamins and minerals. Therefore, added sugars are often called empty calories.

For more information, visit: http://food.oregonstate.edu/learn/sugar.html

How Much Do I Need?

A ½ cup of sliced apples is about one cupped handful. This is about the size of half of a small apple. The amount of fruits and vegetables each person needs depends on age, gender, and physical activity level.

Activity:
Visit www.choosemyplate.gov and have students determine how many cups of fruits and vegetables they need to eat every day. Have students write down their goals and make a daily log for tracking how many fruits and vegetables they eat each day.

Recommended Daily Amount of Fruits and Vegetables*

<table>
<thead>
<tr>
<th></th>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td>Females</td>
<td>2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.choosemyplate.gov to learn more.

How Do Apples Grow?

Apple trees grow in the temperate regions of the world. Apple trees are best adapted to places where the average winter temperature is near freezing for at least two months, though many varieties can withstand winter temperatures as low as -40 F.

Apple trees are deciduous. In late spring, white blossoms appear from the tiny buds on apple tree branches for about nine days and produce pollen and nectar. Bees help to cross-pollinate the blossoms, the first step in forming an apple.

The seeds are distributed among an apple’s five seed chambers, called carpels, found near the core. Seed development stimulates the apple tissue development. Apples continue to grow until late summer when they are ready to harvest and eat.

A Slice of Apple History

Apples have existed for the length of recorded history and are believed to have originated in the Caucasus, a mountainous area between what are now the Black and Caspian Seas.

Through the rise of Greece, the fall of Persia and migrations to Rome and Europe, apples were cultivated and — through a process called grafting, which produces new varieties — disseminated throughout various cultures. Apples experienced surges of popularity and, at one point, some varieties were nearly lost, but were saved due to traditional orcharding by the English church.

Apple growing arose again in 15th century Renaissance Italy. Eventually, France and England followed suit, and the fruit remained popular in Europe well into the 1800s, when European settlers brought apples with them to the Americas to share the cultivation and traditions.

Source:
www.usapple.org/educators/applestore/4-6guide.pdf
**Physical Activity Corner**

Healthy nutrition is only one part of the equation to achieving optimal learning in the classroom; physical activity is another important part. Children need at least 60 minutes of physical activity every day to stay fit both mentally and physically. Commit to playing a different game or activity, like *Grab the Apple!*, each week in or out of the classroom.

**Grab the Apple!**

**Objective:**
Develops listening and fine motor skills (reflexes)

**Equipment:**
- One “apple” (foam ball or bean bag) for each pair of students
- Whistle or music

**Preparation:**
- Pairs sit cross-legged on floor facing each other, hands on knees
- Place box, with apple on top, between pairs
- Use START (whistle/music) cue to lead activity

**Activity:**
- On START cue, grab the apple before partner
- Variations:
  - Call out a specific hand to grab the apple
  - Start with hands on shoulders
  - Start in sit-up position (on back, knees bent)
  - Start in push-up position (on stomach, face down)

**Go Farther:**
Ask students to think of different starting positions to try.

**Bring It Home:**
Encourage students to play *Grab the Apple!* with family members.

**For more ideas, visit:**
www.sparkpe.org

---

**Cafeteria Connections**

- Have students investigate what types of apples are used in the cafeteria. Talk with the school nutrition staff to find out why these varieties are selected. Then, write letters to the school nutrition staff promoting the benefits of locally grown apples (cost, flavor, etc.).

**For more ideas, reference:**
www.nal.usda.gov/kids
www.agclassroom.org

---

**School Garden: Savvy Seeds**

If your school has a garden, here is an activity you may want to implement. Look for donations to cover the cost of seeds, tools, irrigation systems, electric pumps, and any salary incurred by garden educators or others.

As fall weather spells an end to some school gardens, encourage students to become seed detectives by identifying, collecting, and saving their own seeds from the garden or in the wild. Some fruits and vegetables to consider: melons, tomatoes, beans, peas, peppers, pumpkins, squash, and corn.

**Class Discussion**
- How do plants grow from seeds?
- What nutrients do plants need for optimal growth?
- Compare plant nutrients with the nutrients humans need. Explain why it is so important for us to eat plenty of plant foods, especially fruits and vegetables.

**For more ideas, visit:**
www.kidsgardening.com

---

**Home Grown Facts**

- About 2,500 apple varieties are grown in the United States and more than 7,500 are grown worldwide.
- Apples are best when eaten with the peel, as that is where most of the fiber and antioxidants are found.
- Almost one-half of all apples consumed are not in their fresh form, but rather as applesauce, apple juice, and jellies or jams. Apples can even be used to replace fat and butter in baked goods. (Replace shortening or oils in baking with an equal volume of applesauce plus one-third of the oil called for in the recipe.)
The FITNESSGRAM®, a state-required Physical Fitness Test, is administered in spring for students in grades five, seven, and nine. The FITNESSGRAM is a set of tests designed to evaluate health-related fitness, with the goal of helping students establish lifetime habits of regular physical activity. Remind students that the FITNESSGRAM is not pass or fail, but the launching pad to a lifetime of health.

The FITNESSGRAM is designed to assess the three basic components of fitness:
1. Aerobic capacity
2. Body composition
3. Muscle strength

Muscle strength is divided into four areas: abdominal strength and endurance; trunk extensor strength and flexibility; upper body strength and endurance; and overall flexibility.

Discuss with your class the importance of physical activity and encourage students to get more physical activity. Identify two activities you can do as a class regularly. Examples include:
1. Jogging outside around the track or school
2. Doing jumping jacks in class for one minute
3. Taking stretch breaks after quizzes or exams

For more information, visit:
- www.cde.ca.gov/ta/tg/pf
- www.cde.ca.gov/re/pn/fd/documents/pefrwk.pdf
- www.cdc.gov/nccdphp/dnpa/physical/index.htm

Literature Links

**The Legend of Johnny Appleseed**

Born September 26, 1774 in Massachusetts on the eve of the American Revolution, John Chapman became the legendary “Johnny Appleseed.” He spent almost 50 years of his life in the American wilderness planting apple orchards in Illinois, Kentucky, Pennsylvania, and Ohio.

Johnny Appleseed was known as a kind and generous man. Alone, he pioneered the frontier on foot, planting apple trees, and selling them to the settlers on the plains for a few pennies each, or even clothing. Some had no cash, and from those he accepted a simple promise: to pay at a later date. Few failed to keep their word.

Chapman died in 1845, but even after 200 years, some of his trees still bear apples.

Elementary literature on the life of Johnny Appleseed:

For book lists, visit:
- www.harvestofthemonth.com
- www.cfaitc.org

Adventurous Activities

**Field Trip:**

Take students on an apple-picking field trip or even bring the field trip to the school. For more information on Farm to School programs, visit [www.cafarmtoschool.org](http://www.cafarmtoschool.org).

**Problem Solving:**

Use apples in math equations to demonstrate addition and subtraction of fractions.

**Creative Writing:**

Have students interview and document their parents’ favorite apple stories, memories, and recipes.

**Science Investigation:**

Oxidation is the browning reaction that occurs when the atoms in an apple come in contact with air and lose electrons.
- Cut two apples in half. Pour one tablespoon of lemon juice over the first half. Pour one tablespoon of water over the second half. Pour one tablespoon of apple juice over the third half. Do not pour anything over the fourth half. Leave all four halves in a visible spot in the classroom. Have students note the differences in the browning after one hour to see which method works best and why.

For more ideas, visit:
- [www.usapple.org/educators/applestore/index.cfm](http://www.usapple.org/educators/applestore/index.cfm)

**Student Champions**

- Have students gather their favorite nutritious apple recipes.* Brainstorm ideas on how to incorporate apples into school breakfast and lunch menus. Have them meet with school nutrition staff to share their ideas.
- Ask students to note during their next trip to the grocery store where the apple displays are located. Are they in the front, back, or on the side? How many varieties do they have available?

*Visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net) for a variety of nutritious recipes.