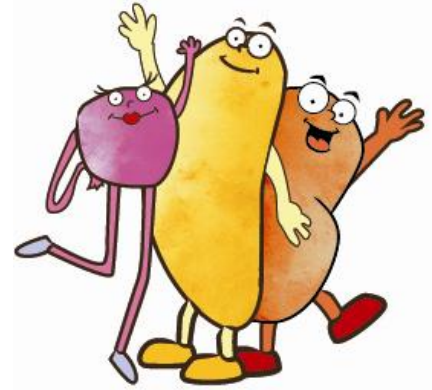


Healthy Choices A to Z Activities

Introduction (5 minutes)

1. Watch the *Healthy Choices A to Z* video.
2. Key discussion questions:
 - **¿Puedes identificar y nombrar algunas de las elecciones saludables que presenta este video?**
 - **¿Cuál es el objetivo principal?**
 - **¿Qué eliges con mayor frecuencia cuando estás aburrido o tienes hambre?**
 - **Imagínete que estás aburrido o tienes hambre. ¿Qué comestibles escogerías del video para satisfacer el hambre? ¿Qué actividades escogerías para combatir el aburrimiento? ¿Por qué no resulta eficaz comer, si lo que quieres es matar el aburrimiento? ¿Qué actividades escogerías para matar el aburrimiento? ¿Por qué el estar activo no habría de resolver el hambre?**



Shared Reading (15 minutes)

1. Preview the book, *Eating the Alphabet, Fruits and Vegetables from A to Z*, by Lois Ehlert, with a “picture walk.” Share the cover, title and a few pictures with the children. Have the children make predictions about the book.
2. Read the book. Be sure to introduce and utilize the book’s glossary to discuss any fruits and vegetables that are unfamiliar.
3. Optional: The following site is a resource for an alphabet of fruits and vegetables with pictures. These can be copied for use in constructing pictographs or for the “Make My Plate” activity.
http://www.kidsandfruit.org.au/cms/index.php?option=com_content&task=view&id=18&Itemid=31
4. Summary Questions:
 - **¿De qué manera el libro te recordó el video?**
 - **¿Qué frutas y verduras aparecen tanto en el libro como en el video?**
 - **¿Podrías nombrar algunas frutas y verduras adicionales a las que mencionan el video y el libro?**

Points to Ponder (5 minutes)

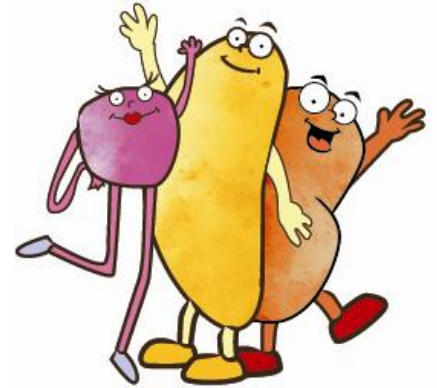
1. Fruits and vegetables give your body vitamins, minerals, and fiber that you need to fight diseases. They are also a natural source of energy. ¹
2. Fruits and vegetables are low in salt, added sugar, and fat. ²
3. Eating fruits and vegetables helps your body build stronger bones and teeth. ³

¹ CDC - <http://www.fruitsandveggiesmatter.gov/benefits/>

² CDC - <http://www.fruitsandveggiesmatter.gov/benefits/>

³ CDC - <http://www.fruitsandveggiesmatter.gov/benefits/>

4. Oranges and apples give your body lots of vitamin C. Vitamin C helps keep you from getting sick and helps you to heal when you are sick.⁴
5. Green beans and broccoli give your body lots of magnesium, which helps your muscles and bones.
6. Potatoes are a great source for potassium, vitamin C, and fiber.⁵
7. Avocados are a fruit and not a vegetable. Avocados have the highest protein content of any fruit.⁶
8. Apples float in water because they are 25% air!⁷
9. In order to get all of the necessary vitamins and nutrients that your body needs, eat a variety of different colored fruits and vegetables.⁸
10. Discuss other items from the chart at:
http://www.fruitsandveggiesmatter.gov/benefits/nutrient_guide.html
 The chart describes the different nutrients provided by different fruits and vegetables.



Veggie Vote! (30 minutes)

1. Have students discuss which vegetables are their favorites. List 5 - 6 of the most popular choices on the board.
2. Give each student one "Post-it" and tell them to choose one favorite vegetable from the board and write it on the "Post-it" along with their name.
3. After all students have recorded their choices, instruct them to post their choices (either on the board or a large sheet of chart paper) in a horizontal row beside the name of the vegetable. This will form a class graph.
4. Discuss the graph data with the class. **¿Qué verdura recibió más votos? ¿Qué significa ello? ¿Qué verdura recibió menos votos? ¿Qué conclusiones puedes sacar de estos datos? ¿Se relacionan?** Compare the number of votes of different vegetables.
5. Create a few simple oral problems by asking students questions such as: **¿Cuántos niños votaron por el elote o por el brócoli? ¿Cuántos prefieren los ejotes y cuántos la coliflor?** This can be easily reinforced concretely by having the students who voted for corn stand. Then have the students who voted for broccoli stand. Explain what the "or" in the question means by adding/combining the two groups of children and having the other students count them. This same voting activity can also be done with favorite fruits.
6. Summary Questions:
 - **¿Aparecían en el video algunas de las verduras preferidas de la clase? ¿Cuáles?**
 - **¿Cuáles serían algunas de las verduras que aparecen en el video que los alumnos de tu clase no mencionaron en la votación?**

⁴ CDC - <http://www.fruitsandveggiesmatter.gov/benefits/>

⁵ <http://www.freshforkids.com.au/index.html>

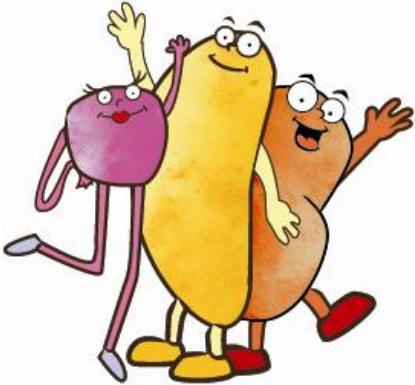
⁶ www.fruitcorp.com/kids/l-funnyfoodfacts.htm

⁷ www.fruitcorp.com/kids/l-funnyfoodfacts.htm

⁸ CDC - <http://www.fruitsandveggiesmatter.gov/benefits/>

Make My Plate (20 minutes)

1. Give each child a plain, white paper plate and a variety of colored construction paper. Students will also need scissors and a glue stick.
2. Challenge students to make a plate depicting a healthy meal. Visit www.myplate.gov for guidance. Remind students to think about eating a rainbow of fruits and vegetables.
3. Use student's "plates" to compose oral word problems for the children to solve. (Leon has two fruits and two vegetables on his plate. How many fruits and vegetables does he have in all? $2+2=4$)
4. Summary Questions:
 - **¿Qué frutas y verduras que aparecieron en el video te gustaría probar?**
 - **¿Cuáles de las actividades saludables que aparecieron en el video has practicado?**
 - ¿Cuáles te gustaría practicar?**
 - **¿Puedes mencionar algunas otras actividades saludables que no aparecen en el video?**
 - ¿Podrías nombrar una, que empieza con cada letra del alfabeto, de la A a la Z?**



Kindergarten Activities

Option One:

TEKS: Math: 12(A,B)

Conduct a simple survey of the students' favorite vegetables. List the four most popular choices on the board. Explain to students that they will vote only once for their favorite vegetable. Give each child one "Post-it" note and have them vote by placing their note beside the name of their choice.

Materials: "Post-it" notes (one per child)

Second Grade Activities

Option One:

TEKS: Math: 9(A,B)

Conduct a student survey of favorite vegetables with "Post-its." Have students use the data to convert the information into a tally chart and a pictograph.

Materials: lined paper for each student

Option Two:

TEKS: Writing: 20(A)

Have students write a letter to persuade a friend to try a new fruit or vegetable. Students can stress health benefits and a variety of ways that their peer can try the new food.

Materials: lined writing paper (at least one page for each student)

Bibliography

<http://www.fruitsandveggiesmatter.gov/benefits/>

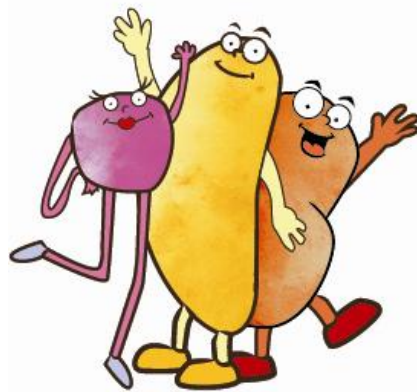
<http://www.cdc.gov/nutrition/>

http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/fruit_and_vegetables_benefits?open

http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-full-story/index.html#GI_health

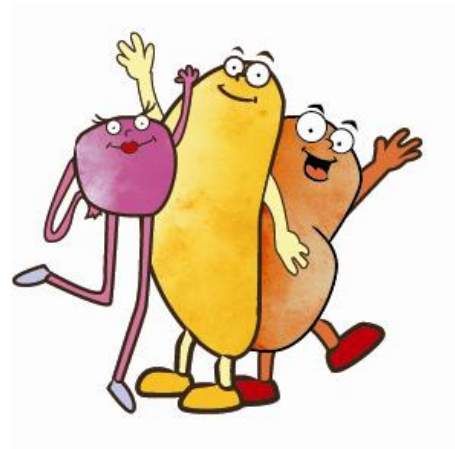
http://teamnutrition.usda.gov/resources/mpk2_lesson3.pdf

www.myplate.gov



Healthy Choices A to Z Lyrics

Apples, Apricots, Avocadoes, Archery
Blueberries, Biking, Basketball
Cauliflower, Cantaloupe
Dodgeball, Dancing, Diving
Eggplant and exercise!
Endive
French Beans
Grapes
Honeydew, Hockey, High Jump
Ice Skating, Iceberg Lettuce
Judo
Karate, Kayak, Kiwi, Kale
Long Jump, Loquats
Mangoes, March
Sssh...Navy Beans, Nopales, Napping!
Oranges, Okra, Onions
Ping Pong, Peas, Pears, Peach
And Quince
Mmm...Raspberries...Mmm...Radish
Soccer, Swimming, Squash
Tennis
Ugli Fruit
Weights, Watermelon
Xigua
Yoga
And Zucchini!
Don't forget the vine ripened tomatoes!



Healthy Choices A to Z Lyrics
(Spanish Translation)

Albaricoques, Aguacates, Arándanos
Baile, Buceo, Baloncesto
Ciclismo, Coliflor, Calabaza, Cebollas
Durazno, Escalar, Endibia, El ejercicio, Espinaca
Fútbol, Frijoles, Frambuesa, Fruta como fresas
Guayaba habichuela, Higos, Judo!
Karate, Kiwi, El kinoto
Limonas, Lechuga
Manzanas, Melón, Mangos, Membrillo
Nisperos, Nopales, Naranjas, Okra, También quingombó
Ping pong, Quinoa, Rábano, Sandía
Tenis, Uvas, Verdolaga, Vólibol
Yuca y Zanahoria!

