



Fruit and Veggie Classroom Activities

| Activity | What You Need | What You Do |
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| Fruit and Veggie Mystery Box/Bag/Can | <ul style="list-style-type: none"> • Cardboard box, "feely" bag or large can with a hole just big enough for child's hand • Fruit and veggie items | Place a produce item in the box, bag or can. Pass it around and have children guess what the item is. |
| Fruit and Veggie Picnic Basket | <ul style="list-style-type: none"> • Plastic food modules - fruits, vegetables and others if desired • Small picnic basket | First child puts in an item and says "I'm going on a picnic and I am taking an apple." Next child says I'm taking an apple and a pear." Game continues with children adding items and repeating all foods. |
| Fruit and Veggie Circle Markers | <ul style="list-style-type: none"> • Pictures of fruits and vegetables • Tape | Use pictures of fruits and vegetables as markers for circle area or put them on nametags. Assign children to an item or let them choose different produce items. |
| Fruit and Veggie Flannel Board Sorting | <ul style="list-style-type: none"> • Flannel board • Fruit and vegetable flannel pieces | Let children sort pieces into fruits and vegetables on different sides of board, or sort produce pieces, by color, shape or texture. |
| Fruit and Veggie Identification | <ul style="list-style-type: none"> • Food models, food cards or stickers (e.g., 3-D plastic, flannel board or cards from Dairy Council) | Work with children to name all the different fruits and vegetables. Discuss different forms of same item (e.g., apples, apple sauce and apple juice). |
| Fruit and Veggie Finger Puppets | <ul style="list-style-type: none"> • Fruit and vegetable finger puppets • Paper • Crayons or markers | Use puppets to introduce new foods in a circle and let children see puppets sing songs, do plays and make up stories about fruits and vegetables. |

Promoting Fresh Fruits and Veggies: Story Time Follow-up Activities

Children learn in a variety of ways. Following fruit and veggie story time with an activity enhances student learning by going beyond listening comprehension alone. For educators, follow-up activities reinforce key story messages and can be used to complement lessons in math, art, science and more. Included below are ideas for story time follow-up activities. A multitude of other activities and resources also can be found at www.fruitsandveggiesmorematters.org, www.fruitsandveggiesmatter.gov, www.pbhfoundation.org and www.dole5aday.com.

From Field to Plate



- Develop a class plan for growing a garden as you read along with *Blue Potatoes*, *Orange Tomatoes*. Students also will be motivated to garden after listening to *No More Vegetables!*, *From Seed to Plant*, *Vegetable Dreams*, or *How Does Your Salad Grow?*
- Discuss what part of the plant we are eating when we crunch and munch on fruits and veggies. Is it the flower, stem, fruit, root, leaves, seeds, seed pods or tuber?
- Have each student bring in a designated fruit or veggie to make a salad or soup after reading *The Ugly Vegetables*, *Growing Vegetable Soup* or *How Does Your Salad Grow?* Salads can be made using virtually any veggie or fruit. A soup recipe can be found in *Growing Vegetable Soup*.
- Bring in different fruit and veggie seed packets purchased at a store or have students bring in the washed seeds of fruits and veggies they have eaten. Discuss how to care for a seed so that it grows into a plant and produces fruit. Use *The Carrot Seed* or *How Does Your Salad Grow?* for younger students and *Blue Potatoes*, *Orange Tomatoes* or *From Seed to Plant* for older students. Compare and contrast the seeds' shapes and sizes.
- After reading *Apples Apples Apples* or *Picking Apples & Pumpkins*, have students bring in different varieties of apples. How many varieties can they find as a class? Make an apple snack, such as apple slices with peanut butter, apple slices with cheese cubes or homemade applesauce*. The possibilities are endless – students also could sing an apple song*, make apple prints* or go apple picking as part of a field trip to a local orchard!
- Arrange for a local farmer to speak to the class about his or her role in sustaining our communities with fruit and veggie production.

* Found in *Apples Apples Apples*

Play on Words



- Try a "story starter" with older students. Have them write their own story ending based on an introductory sentence from the book read during story time. Offer a sentence from *The Little House- the Red Ripe Strawberry* and *the Big Hungry Bear*, for example.
- Have students write an acrostic or create rhymes or riddles about their favorite fruit or veggie in a story.
- Ask students to write a summary about the main character in a story, such as Erin in *Vegetable Dreams* or the old landlord in *Under the Cherry Blossom Tree*.
- As a class, design a class book of "Our Favorite Fruits" or "Our Favorite Veggies". Have each student describe and draw their favorite fruit, then compile and bind the work of all the students.
- After reading *I Will Never NOT EVER Eat a Tomato*, have students create their own euphemisms for fruits and veggies they do AND do not like.

Eating Smart, Moving More

- After reading *School Lunch* or *Why Should I Eat Well?*, have students talk about what foods make them feel good after eating them? Are there other foods that make them feel bad?
- Photocopy for students a copy of the school cafeteria menu. What foods would Monica have chosen before she met Rachel (from *Why Should I Eat Well?*). What foods would she have chosen after meeting Rachel? Similarly, use the cafeteria menu to select the foods that Harriet would or would not have cooked for her students (from *School Lunch*).
- Pick out several fresh fruits and veggies for students to pass around and touch. Use the vivid photos and graphics of *An Alphabet Salad* or *Fruits and Vegetables* to highlight the fruits and veggies in the classroom. How does the fruit or veggie feel? Is it soft? Hard? What does it smell like? Ask the children which fruits and veggies are new to them. After story time, wash and eat!
- Invite the school cafeteria manager into the classroom. Have students tell her/him why they like certain fruits and veggies.
- After reading *Eat Your Peas*, *Louise!, I Will Never NOT EVER Eat a Tomato* or *Why Should I Eat Well?*, ask students if anyone has ever tried to make them eat a fruit or veggie that they did not want to eat? What is one new fruit or veggie they are willing to try? Have students bring in that fruit or veggie. How does it taste? Is it sweet? Crunchy? Juicy?
- Promote movement in the classroom. Have students sing and dance to the song in *Apples, Apples, Apples*, or look for other fruit and veggie songs at www.dole5aday.com.



Arts and Crafts



- Following story time with *Fruits and Vegetables*, have students draw and color their favorites.
- Have students make puppets using pre-printed cartoons of fruits and veggies. They will need white paper, crayons, scissors, a craft stick and glue.
- *Why Should I Eat Well?* inspires children to think about their own meal habits. Have them draw and describe their favorite meal. Does their meal include any fruits or veggies?
- Build familiar objects, such as animals, out of fruits and veggies. This activity could be completed as a contest between classes competing against each other to make one designated object.
- Create a kid's coloring and activity sheet that promotes fruits and veggies and doubles as a placemat. Or, have students create their own using a fruit or veggie print, such as that demonstrated in *Apples, Apples, Apples*. Use the placemats during the fresh fruit and veggie snack time, or when students make a salad or soup as a class.
- Make felt cut-outs of fruits and veggies. Use them on a felt board during story time to emphasize the colors and shapes of the fruits and veggies that appear in the story.
- Use the inspiration of story time books to design fruit and veggie baskets for other classes. *An Alphabet Salad* offers colorful ideas!

Numbers and Counting

- After reading *From Seed to Plant*, cut open different fruits and veggies and have students count the number of seeds they see. How are seeds' shapes and sizes different? How are they similar? Try using watermelons, peaches, strawberries, oranges and cucumbers, for example, to demonstrate a variety of seed types.
- Use fruit and veggie story time as the motivation for fruit and veggie tracking. Tracking sheets are available at www.fruitsandveggiesmorematters.org or www.pbhfoundation.org. After students have tracked their intake for one week, have them count up the number of servings they have eaten. Award a prize to the student with the most servings!
- Coordinate a counting lesson with *Eating Pairs*, or a more complicated math assignment with *The Grapes of Math*.
- Have students count the number of fruits or veggies it takes to fill up measuring cups to their personal fruit and veggie goal. Use melon balls, grapes, blueberries, peas or corn, for example. Girls and boys four to eight years old need 1½ cups of fruit and 1½ to 2 cups of veggies each day. Girls nine to 13 years old need 1½ to 2 cups of fruit and 2 to 2½ cups of veggies each day. Boys nine to 13 years old need 1½ to 2 cups of fruit and 2½ to 3 cups of veggies each day.

