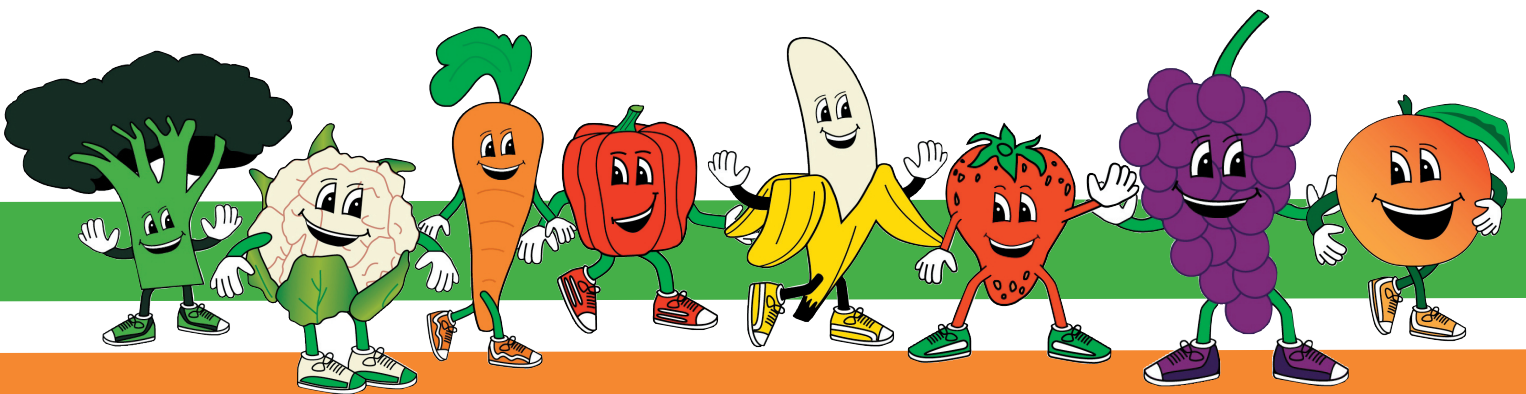


Nebraska Fresh Fruit & Vegetable Program

Grade 2



Grade 2

Focus on Fruits and Vary Your Veggies

Math Objectives

- Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
- Identify, describe, translate and extend repeating and growing patterns.

Teacher Resources

- *What foods are in the fruit group?*
- *What foods are in the vegetable group?*
- *Fruit and Veggie Nutrients*
- *Making Sense of Fruit and Veggie Nutrients*
- *Fruit and Veggie Colors*
- *Focus on Fruits*
- *Vary Your Veggies*
- *MyPyramid for Kids*
- *Anatomy of MyPyramid*
- *Teaching MyPyramid*

Handouts

- *Vegetable Menu*
- *Boxing Up Fruits and Veggies*
- *Which Fruit*

Focus

Ask students to brainstorm a list of fruits and veggies that they eat. Trigger responses from the students by asking their favorites: ones they like raw, cooked, on pizza or from the garden. Record their responses on the board. Ask students why they think it is important to eat lots of fruits and veggies every day.

Teacher Input

Using the teacher resources *What foods are in the fruit group?*, *What foods are in the vegetable group?*, *Fruit and Veggie Nutrients*, *Making Sense of Fruit and Veggie Nutrients*, *Fruit and Veggie Colors* and all three MyPyramid resources, talk to students about the importance of eating fruits and veggies every day.

Talking points:

- Eating a lot of fruits and veggies every day helps us stay healthy.
- Fruits and veggies are excellent sources of many nutrients, including vitamins A and C, potassium and fiber.
- Vitamin A keeps eyes and skin healthy and helps to protect against infections.
- Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.
- Fiber keeps food moving through the digestive tract.

- Most fruits and veggies are naturally low in fat and calories and do not contain cholesterol.
- MyPyramid tells us how many fruits and veggies we need to eat every day. In general, about half of the food we eat in a day should be fruits and veggies.

The teacher resources *Fruit and Veggie Nutrients*, *Making Sense of Fruit and Veggie Nutrients*, *Focus on Fruit* and *Vary Your Veggies* can be used to help students identify good sources of vitamin A, vitamin C and fiber noted on their fruit and veggie list. Expand the students' knowledge of vitamin A-, vitamin C- and fiber-rich fruits and veggies by listing several additional examples from each category.

Practice and Assessment

Distribute the *Vegetable Menu*, *Boxing Up Fruits and Veggies* and *Which Fruit?* handouts and instruct students to complete them.

Name _____

Vegetable Menu



Joshua has \$1.00 to spend on vegetables. He wants to buy as many servings as he can with his money. Read the **Vegetable Menu**. What four combinations of vegetables can he buy. List four possible choices in the charts. How much change will he receive from his \$1.00 in each of the choices? Show your work in the charts!

Vegetable Menu	
Vegetable	Cost for one serving
broccoli	\$.50
corn	\$.30
carrot	\$.15
peas	\$.20

CHOICE 1		CHOICE 2		CHOICE 3		CHOICE 4	
<u>Vegetable</u>	<u>Cost</u>	<u>Vegetable</u>	<u>Cost</u>	<u>Vegetable</u>	<u>Cost</u>	<u>Vegetable</u>	<u>Cost</u>
Total Cost \$		Total Cost \$		Total Cost \$		Total Cost \$	
Change \$		Change \$		Change \$		Change \$	

1. Which vegetable helps you see in the dark?
2. Which vegetable has lots of fiber?
3. Which vegetable has vitamin A and vitamin C?

Name: Answer Key

Vegetable Menu



Joshua has \$1.00 to spend on vegetables. He wants to buy as many servings as he can with his money. Read the **Vegetable Menu**. What four combinations of vegetables can he buy. List four possible choices in the charts. How much change will he receive from his \$1.00 in each of the choices? Show your work in the charts!

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corn	\$.30	carrot	\$.15	corn	\$.30	corn	\$.30
carrot	\$.15	broccoli	\$.50	broccoli	\$.50	carrot	\$.15
broccoli	\$.50	peas	\$.20	peas	\$.20	peas	\$.20
Total Cost \$.95		Total Cost \$.85		Total Cost \$1.00		Total Cost \$.65	
Change \$.05		Change \$.15		Change \$0		Change \$.35	

1. Which vegetable helps you see in the dark?
carrots
2. Which vegetable has lots of fiber?
corn or peas
3. Which vegetable has vitamin A and vitamin C?
broccoli

Name _____

Boxing Up Fruits and Veggies

F	V	F	V	F
V	V	V	V	V
F	V	F	V	F
F	V	F	V	F

Ashley is packing a box of fruits and vegetables.

She is arranging them in a pattern.

F stands for fruits and **V** stands for vegetable.

Fill in the box for Ashley by placing a **F** or a **V** in the spaces.



Complete the box using the fruits and vegetables in the pattern. Answer these questions after the box is filled in. Show your work!

1. How many pieces of fruit will be in the box when it is full?
2. How many vegetables will be in the box when it is full?
3. How many fruits AND vegetables in all will be in the box when it is full?
4. Are there more fruits or vegetables in the box?

Name: Answer Key

Boxing Up Fruits and Veggies

F	V	F	V	F
V	V	V	V	V
F	V	F	V	F
V	V	V	V	V
F	V	F	V	F
V	V	V	V	V

Ashley is packing a box of fruits and vegetables.

She is arranging them in a pattern.

F stands for fruits and **V** stands for vegetable.

Fill in the box for Ashley by placing a **F** or a **V** in the spaces.



Complete the box using the fruits and vegetables in the pattern. Answer these questions after the box is filled in. Show your work!

1. How many pieces of fruit will be in the box when it is full?

9 fruits

2. How many vegetables will be in the box when it is full?

21 vegetables

3. How many fruits AND vegetables in all will be in the box when it is full?

$5 \times 6 = 30$ pieces total or

$6 + 6 + 6 + 6 + 6 = 30$ or

$5 + 5 + 5 + 5 + 5 + 5 = 30$





4. Are there more fruits or vegetables in the box?

vegetables

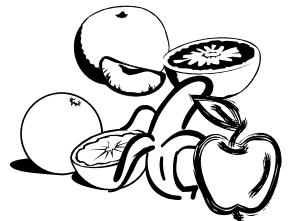
Name _____

Which Fruit?

Four friends, Michael, Pedro, Andy and Hassan are eating their favorite fruit. Each person has a different favorite fruit. Use the clues to match the person with his favorite fruit. If a choice can be eliminated by reading the clues, write **NO** in the space on the chart. Write **YES** in the correct place on the chart to identify each person's favorite fruit.

	Banana 	Apple 	Orange 	Grapefruit 
Michael				
Pedro				
Andy				
Hassan				

1. Michael's favorite fruit is round.
2. The name of Pedro's fruit has two syllables in its name.
3. Hassan sat next to his friend who had a red fruit.
4. Pedro sat next to his friend who had a fruit that had three syllables in its name.
5. The name of Hassan's fruit is not a compound word.
6. Michael enjoys watching his friend eat a grapefruit.
7. Andy likes to squeeze his fruit and get the juice out.
8. The name of Andy's fruit is not a compound word.
9. Michael sat next to his friend who has a fruit with an orange-colored peel.
10. Andy's fruit was smaller than Pedro's fruit.







QUESTIONS:

1. Which fruit has fiber?
2. Which fruit has vitamin C?

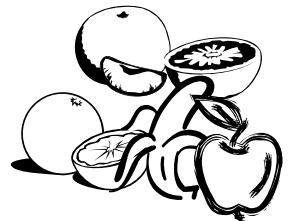
Name: Answer Key

Which Fruit?

Four friends, Michael, Pedro, Andy and Hassan are eating their favorite fruit. Each person has a different favorite fruit. Use the clues to match the person with his favorite fruit. If a choice can be eliminated by reading the clues, write **NO** in the space on the chart. Write **YES** in the correct place on the chart to identify each person's favorite fruit.

	Banana 	Apple 	Orange 	Grapefruit 
Michael		YES		
Pedro				YES
Andy			YES	
Hassan	YES			

1. Michael's favorite fruit is round.
2. The name of Pedro's fruit has two syllables in its name.
3. Hassan sat next to his friend who had a red fruit.
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8. The name of Andy's fruit is not a compound word.
9. Michael sat next to his friend who has a fruit with an orange-colored peel.
10. Andy's fruit was smaller than Pedro's fruit.



QUESTIONS:

1. Which fruit has fiber?
apple, orange or grapefruit
2. Which fruit has vitamin C?
orange or grapefruit

Grade 2

My Fruit and Veggie Goals

English Language Arts Objectives

- Use phonic knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes and root words) to decode regular multi-syllable words when reading text.
- Use text for a variety of functions, including literary, informational and practical.
- Explain and describe new concepts and information in own words.
- Use oral communication to identify, organize and analyze information.

Teacher Resources

- *What foods are in the fruit group?*
- *What foods are in the vegetable group?*
- *Fruit and Veggie Nutrients*
- *Making Sense of Fruit and Veggie Nutrients*
- *Fruit and Veggie Colors*
- *Focus on Fruits*
- *Vary Your Veggies*

Handouts

- *My Fruit and Veggie Snack*
- *Eat More Fruits and Veggies*
- *My Fruit and Veggie Goals*

Focus

Ask students to think about the fruits and veggies that they have eaten as part of the USDA Fresh Fruit and Vegetable program at school. Ask them which fruits and veggies they really liked. Ask them why they liked those fruits and veggies. Have students brainstorm other ways they could eat more fruits and veggies other than for their school snack. Write their responses on the board. Some ideas include: ask parents to buy them, help parents to fix them, order them at restaurants, eat them for school lunch, eat them at a friend or relative's house, eat them at breakfast, or dinner and eat them for snacks when at home.

Teacher Input

Using the teacher resources *What foods are in the fruit group?*, *What foods are in the vegetable group?*, *Fruit and Veggie Nutrients*, *Making Sense of Fruit and Veggie Nutrients* and *Fruit and Veggie Colors*, remind students about the importance of eating a variety of fruits and veggies every day. *Focus on Fruits*, *Vary Your Veggies* and *Fruit and Veggie Nutrients* can be used to review examples of good fruit and veggie sources of vitamin A, vitamin C and fiber. Talk with students about setting goals to eat more fruits and veggies.

Talking points:

- Set realistic and achievable goals. For example, if only corn and apple juice are accepted at this time, try adding just one new fruit this week.
- Take one step at a time. No one expects a complete change in eating habits to happen overnight. Try making one new, positive change and then continue to make gradual changes over time.

Practice and Assessment

After the class has had the fruit or veggie snack for the day, distribute the *My Fruit and Veggie Snack* and *Eat More Fruits and Veggies* handouts and instruct students to complete them. Next, distribute the *My Fruit and Veggie Goals* handout. Review the goal of eating more fruits and veggies and instruct students to complete the handout. Have each student share orally with the class his/her fruit or veggie goal.



Name_____

My Fruit and Veggie Snack

1. What did you have for your school snack today?

2. Was it a fruit or a vegetable?

3. How did it taste?

4. What was the texture?

5. What color was the outside?

6. What color was the inside?

7. How does it grow? Circle the answer.

under the ground above the ground on a vine on a bush in a tree

8. Does it have vitamin A?

9. Does it have vitamin C?

10. Does it have fiber?



Name _____

Eat More Fruits and Veggies

1. Find: squash, apple, yams, orange, celery, banana, broccoli, pear, peas, grapes, eggplant, kiwi, carrots and prunes. The words can read up, down or across from left to right or right to left.

B	F	S	E	S	E	N	U	R	P
R	C	Q	L	S	R	P	E	A	R
O	H	U	P	B	A	N	A	N	A
C	P	A	P	Y	R	E	L	E	C
C	S	S	A	Y	A	M	S	T	E
O	A	H	E	G	N	A	R	O	K
L	E	C	A	R	R	O	T	S	I
I	P	G	R	A	P	E	S	K	W
B	E	G	G	P	L	A	N	T	I

2. Which of these fruits and veggies have you tasted for your fruit and veggie snack at school?



Name _____

My Fruit and Veggie Goals

1. Circle the names of the fruits you have eaten.

Apple	Banana	Grape	Orange	Lime
Kiwifruit	Cantaloupe	Plum	Peach	Lemon
Pineapple	Blueberry	Raspberry	Strawberry	Guava
Blackberry	Pear	Cranberry	Grapefruit	Papaya
Watermelon	Mango	Cherry	Nectarine	Honeydew Melon

2. Write the names of fruits you would like to try.

3. How will you eat these fruits?

4. Circle the names of vegetables you have eaten.

Corn	Celery	Carrot	Lettuce	Cucumber
Peas	Potato	Squash	Zucchini	Green Onion
Onion	Radish	Rutabaga	Turnip	Beet
Pumpkin	Asparagus	Green Pepper	Green Beans	Artichoke
Cabbage	Cauliflower	Broccoli	Mushroom	Collard Greens

5. Write the names of vegetables you would like to try.

6. How will you eat these vegetables?