Kindergarten
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Naming Fruits and Veggies

Math Objectives
- Identify, build, draw and name triangles, rectangles and circles; identify, build and name spheres and cubes.
- Sort and classify objects by one attribute.

English Language Arts Objectives
- Develop phonemic awareness and knowledge of alphabetic principle.
- Associate target words with prior knowledge and explore an author’s choice of words.

Teacher Resources
- What foods are in the fruit group?
- What foods are in the vegetable group?

Materials Needed
- Fruit and Veggie Picture Cards - cut along the dotted lines and laminate for long-term use
- Variety of fresh fruits and veggies or magazine/newspaper pictures of fruits and veggies
- Pyramid Go Fish - cut along the dotted lines and laminate for long-term use
- Fruit and Veggie Clues

Handouts
- Where Do Fruits and Veggies Grow?
- Fruits and Veggies

Focus
Hold up the different fruits and veggies cut from the Fruit and Veggie Picture Cards. For each picture, ask the students to tell you the name of the item and identify it as a fruit or a veggie.

Teacher Input
Using the teacher resources What foods are in the fruit group? and What foods are in the vegetable group?, demonstrate to students the variety of fruits and veggies available by stating and displaying examples (real, models, photos or illustrations). Play Pyramid Go Fish to reinforce the names and the variety of fruits and veggies.

Using the Where Do Fruits and Veggies Grow? handout, talk with students about which fruits and veggies grow under the ground, on the ground, on bushes, on vines or on trees. Ask students to identify the different fruits and veggies pictured.

Talking points:
- Veggies that grow under the ground include beets, carrots, radishes, potatoes and onions.
- Veggies that grow on the ground include artichokes, celery, cauliflower, broccoli and lettuce.
• Fruits and veggies that grow on bushes include blueberries and beans.
• Fruits and veggies that grow on vines include tomatoes, grapes, cucumbers, pumpkins and watermelon.
• Fruits that grow on trees include oranges, pears, cherries, bananas and peaches.
• Ask students for additional examples and encourage them to share their own experiences with these fruits and veggies.

Practice and Assessment
Distribute copies of the Fruits and Veggies handout. Read the following statements:
• In line 1, draw a circle around the fruit.
• In line 1, draw an X over the veggie that grows under the ground.
• In line 2, draw a square around the fruit that grows in a tree.
• In line 3, draw an X over the veggie.
• In line 3, draw a circle around the fruit that grows on a vine.
• In line 4, draw a triangle around the fruits.

Read the Fruit and Veggie Clues. Encourage students to guess the answers.
Fruits and Veggies

1. Pumpkin, Carrot, Grapes
2. Spinach, Cherry, Tomato
3. Banana, Watermelon, Broccoli
4. Apple, Pea, Kiwi
1. Name a fruit that starts with "A." It is white on the inside and can be red, yellow, or green on the outside. Answer: Apple

2. Name a long, thin fruit that starts with "B." It is yellow on the outside and white on the inside. Monkeys like to eat it. Answer: Banana

3. Name a green vegetable that sort of looks like a little tree. It starts with a "B." Answer: Broccoli

4. Name a long, thin, crunchy, orange vegetable that grows underground. It can help you to see well. It starts with a "C." Answer: Carrot

5. Name a crisp, green vegetable that has long stalks. It is juicy and stringy. It starts with "C." Answer: Celery

6. Name a yellow vegetable that grows on a cob and starts with "C." Answer: Corn

7. Name a vegetable that is green on the outside and white on the inside with lots of seeds. You can make pickles from it. It starts with "C." Answer: Cucumber

8. Name a big fruit that starts with "G." It can be yellow or pink and sometimes squirts you when you eat it. Answer: Grapefruit

9. Name a sweet fruit that grows in bunches on vines. It can be green, purple or red. It starts with "G." Answer: Grapes

10. Name a sour, yellow fruit that starts with "L." This fruit is shaped like football. Answer: Lemon

11. Name a green, leafy vegetable that tastes good in salads. It starts with an "L." Answer: Lettuce

12. Name a sharp-tasting vegetable that starts with "O." It can make you cry when you cut it. It grows underground. Answer: Onion

13. Name a fruit that you squeeze for juice in the morning. The name is the same as the color. It starts with an "O." Answer: Orange

14. Name a fruit that is round, fuzzy and sort of an orange-yellow color. It starts with a "P." Answer: Peach

15. Name a tiny, round green vegetable that grows in pods. It starts with "P." Answer: Peas

16. Name a vegetable that is brown on the outside and white on the inside. It grows underground and starts with the letter "P." Answer: Potato

17. Name an orange vegetable that can be made into pie or a Jack-o-Lantern. It starts with "P." Answer: Pumpkin

18. What do you get when you dry a grape? It starts with "R." Answer: Raisin

19. Name a sweet, red berry that looks a little like a heart. It starts with "S." Answer: Strawberry

20. Name a sweet, orange vegetable that starts with "S." It grows underground and can be made into pie. Answer: Sweet Potato

21. Name a round red vegetable that starts with a "T." You use this vegetable to make sauce for pizza or spaghetti. Answer: Tomato

22. Name a sweet fruit that starts with "W." It is green on the outside and pink on the inside with black seeds. Answer: Watermelon
Pyramid Go Fish Instructions

**Getting Ready**
Print copies of the Pyramid Go Fish food cards. At least two sets of cards are needed for a class of 25 students; one set is adequate for a class of 10 – 12 students. Cut out the cards along the dotted lines. To make the cards sturdier, print onto card stock, laminate the cards, or paste the printed cards onto index cards or playing cards.

**Playing Pyramid Go Fish**
- Divide the students into groups of four.
- Give each group 30 cards.
- The dealer shuffles the cards and deals out four cards to each student, and places the rest in the middle.
- The first student (let’s call him Michael) asks the student sitting to his left, “Kayla, do you have a fruit?” If Kayla has a fruit she says, “Yes, I do,” and hands it to Michael, who then places his pair on the table. Michael is then able to ask the next student a question.
- If Kayla doesn’t have a fruit, she replies, “No I don’t have a fruit. Go fish,” and Michael can take a card from the pile in the middle. It is then Kayla’s turn to ask the student on her left for a card. The students continue to ask questions and match cards until all the pairs are found.
- The student with the most pairs wins.
Meat & Beans
Black Bean Soup
Fruits
Blueberries
Vegetables
Broccoli
Grains
Brown Rice
Fruits
Cantaloupe
Fruits
Pineapple
Fruits
Pears
Fruits
Brownie
Grains

Cereal

Grains

Cereal

Vegetables

Carrot Sticks

Vegetables

Cauliflower

Vegetables

Cereal

Grains

Cereal

Grains

Cereal

Vegetables

Carrot Sticks

Grains

Cereal
Grains
- English Muffin
Vegetables
- French Fries
Meat & Beans
- Fried Chicken
Fries
- Fried Plantains
Fruits
- Frozen Fruit
- Juice Bar
- Milk
- Frozen Yogurt
- Fruit Salad
- Fruit Salad
- Applesauce
Fruits
Fruit Leather

Grains
Graham Crackers

Fruits
Green Grapes

Grains
Garlic Bread

Vegetables
Green Beans

Fruits
Apple Juice

Fruits
Grape Juice

Fruits
Granola Bar

Grains
Milk

2% Milk

Vegetables

Mashed Sweet Potatoes

Fruits

Mango

Milk

Cottage Cheese

Milk

Chocolate

Fat Free Milk

Fat Free Milk

2% Milk
Grains
- Peanuts
- Popcorn

Fruits
- Pancakes
- Peaches
- Pear

Meat & Beans
- Pork Chop
- Peas & Carrots

Vegetables
- Grains
- Peas
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<td>Red &amp; Green Pepper Slices</td>
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Grains

Tortilla Chips

Vegetables

Vegetable Soup

Vegetables

Tomato Soup

Milk

Vanilla Pudding

Vegetables

Tomato Juice

Meat & Beans

Trail Mix

Vegetables

Tater Tots

Vegetables

Tossed Salad
Grains

Waffles

Fruits

Watermelon

Grains

Whole Wheat Bagel

Grains

Whole Wheat Crackers
Olivia and Jose planted a fruit and vegetable garden. Now they are ready to collect the fruits and vegetables that have grown. They need your help finding the fruits and vegetables.

Olivia and Jose can find these vegetables growing **under the ground**. Can you tell them what they are?

Olivia and Jose can find these vegetables growing **on the ground**. Can you tell them what they are?

Olivia and Jose can find these fruits and vegetables growing **on bushes**. Can you tell them what they are?

Olivia and Jose can find these fruits and vegetables growing **on vines**. Can you tell them what they are?

Olivia and Jose can find these fruits growing **on trees**. Can you tell them what they are?
Kindergarten

Tasting Fruits and Veggies

Math Objectives
- Develop number sense for whole numbers through 30.
- Collect and organize data as a group activity.
- Display and describe data with concrete and pictorial graphs as a group activity.

English Language Arts Objective
- Associate target words with prior knowledge and explores an author’s choice of words.

Materials Needed
• Poster board and markers to create a larger version of the Fruit and Veggie Taster Club

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

Handouts
• Graphing Fruits and Veggies

Focus
Ask each student to tell you the name and to describe the taste of a fruit or veggie that he/she ate in the last few days. As each student names a fruit or veggie, write it on the board. List all the fruits together and all the veggies together.

Teacher Input
Using relevant books from the teacher resource Promoting Fresh Fruits and Veggies: Story Time Follow-up Activities, encourage students to try fruits and veggies they have never tasted. Books such as I Will Never NOT EVER Eat a Tomato can be read to reinforce the concept that trying new foods can be a positive experience.

Talking points:
• Each fruit and veggie has distinctive characteristics (sweet, bitter, juicy, crunchy). What characteristics are unique to each of the fruits and veggies listed on the board?
• There is an abundance of fruits and veggies from which to choose. If one is considered displeasing, there are still many others to try. Highlight the variety presented on the fruit and veggie lists.
• It is wise to take at least one bite of a new fruit or veggie before deciding that it does not taste good. Remind the students of the experiences the characters had in the story books.
• If the first bite of a new fruit or veggie is not well-liked, encourage students to try it again in a few weeks. Our taste for new foods often changes with time.

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* can be used to discuss the ways in which fruits and veggies help children grow and be healthy. The student-generated fruit and veggie lists can be used as tools to:

• Discuss the key nutrients found in each fruit and veggie and how they function in the body.
• Stress the importance of eating a variety of colorful fruits and veggies. Students can divide the lists into the five fruit and veggie color groups, for example.

**Practice and Assessment**
Tell students that for the next two weeks, the class will keep a record of the fruits and veggies that are served as part of the USDA Fresh Fruit and Vegetable Program at school. Tell them they will be recording the fruits and veggies that each student tastes. Post the *Fruit and Veggie Taster Club* poster (created by the teacher) on the wall. List all the students’ names. As the fruits and veggies are served for snacks, record them in the top row. Put an “X” next to each student’s name if he or she tries that particular fruit or veggie. After two weeks, as a class, instruct students to count how many students tried each fruit and veggie. Record the totals at the bottom.

When the chart is complete, write the words “fruits” and “veggies” on the board. As a class, review the snacks that are recorded on the chart and determine if it is a fruit or a veggie. Write the item on the board in the appropriate category. As a class, count the total number of fruits and the total number of veggies. Distribute the *Graphing Fruits and Veggies* handout and direct students to work in pairs. Instruct them to graph the number of fruits and veggies that were served as snacks. They may place an “X” in the box or draw a picture of the fruit or veggie.
Graphing Fruits and Veggies

Fruits

Veggies