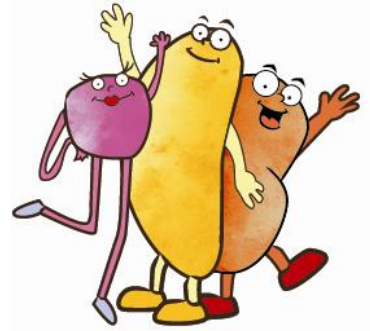


Foods That Grow Activities

Introduction (5 minutes)

1. Play the video *Foods That Grow*.
2. Key discussion questions:
 - ¿Cuál es la idea central de este video?
 - ¿Cuál es el propósito de este video?
 - ¿Por qué creen que el autor escribió esta canción?



Shared Reading (15 minutes)

1. **Pregunte a los alumnos si saben lo que significa "ciclo vital."** Relate it to the life cycle of human beings. **Pregunte a los alumnos si saben de dónde proceden las frutas y las verduras.**
2. Preview the book, *The Life Cycle of a Carrot* by Linda Tagliaferro, with a "picture walk." Share the cover, title and a few pictures with the children. Have them predict what might happen in the text.
3. Read the book.
4. Ask students what new information they learned from reading this book. **¿Algo les resultó sorprendido? ¿Sabían que las zanahorias crecen bajo tierra y por lo tanto son raíces vegetales? ¿Saben de algunos otros vegetales que también sean raíces?**
5. Explain that all fruits and vegetables grow from plants or trees. Have children think about the ways plants are like people.
6. Summary Questions:
 - ¿Qué clase de vegetales son Yukon, Russet y SP? ¿Son las papas raíces vegetales?
 - ¿Qué tipos de raíces vegetales ves en el video?

Points to Ponder (5 minutes)

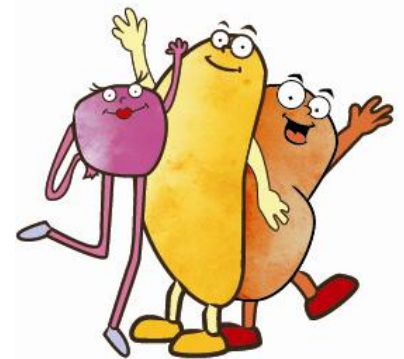
1. What is the most popular vegetable in the world? Potatoes¹
2. Peas are good for your bones!²
3. People have grown broccoli for over two thousand years.³

¹ <http://www.maine-nutrition.org/Resources/FruitAndVegetableFunFacts.pdf>

² <http://www.maine-nutrition.org/Resources/FruitAndVegetableFunFacts.pdf>

³ <http://www.maine-nutrition.org/Resources/FruitAndVegetableFunFacts.pdf>

4. More vitamin C is in fresh tomatoes than in cooked or canned tomatoes.⁴
5. Cooked spinach contains more calcium than an equal weight of milk. 100 gm (0.55 cup) cooked spinach has 136 mg of calcium, whereas 100 gm (0.4 cup) milk only has 122 mg.⁵
6. When we have a meal, half of our plate should be fruits and vegetables and a fourth of our plate should be grains, for a total of $\frac{3}{4}$ plate of plant-based foods.
7. Eating fruits and vegetables instead of high calorie, high sugar foods can help you grow and stay healthy.
8. Eating fruits and vegetables helps build stronger bones and teeth.
9. Fruits and vegetables give you vitamins, minerals and fiber you need to fight diseases.
10. Your taste buds change over time. If you don't like a new food, it's important to keep trying it many times. You can also try it prepared in different ways. You may be surprised when you discover that you like or love a food that you didn't like before.



Processed and Whole (20 minutes)

1. Discuss what the terms “whole food” and “processed food” mean. Whole foods are foods that have nothing taken away or added to them. Examples: apples, carrots, pears, tomatoes, etc. Processed foods are foods that have been changed in some way, usually by adding ingredients. Examples: cereal, ice cream, veggie dip, bread, etc. Whole foods tend to be healthier than processed foods because they are closer to their natural, unaltered state.
2. Have students brainstorm all of the different foods that come from potatoes.
3. Sort the foods the children listed into 2 categories: whole and processed.
4. Summary Questions:
 - **Comparar y establecer diferencias entre alimentos integrales y alimentos procesados.**
 - **Dar algunos ejemplos de los alimentos integrales que aparecen en el video.**
 - **Dar algunos ejemplos de los alimentos integrales que se escuchan en la canción.**

⁴ <http://www.maine-nutrition.org/Resources/FruitAndVegetableFunFacts.pdf>

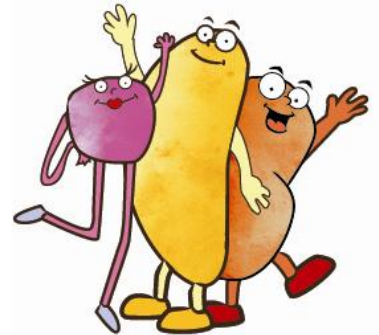
⁵ <http://ndb.nal.usda.gov/>

It's My Favorite (15 minutes)

1. Have students draw a picture of their favorite food and label it.
2. Post students' illustrations on the board. Ask students how these foods can be sorted/ categorized. Possibilities may include color, food group, seeds and no seeds, eaten raw or cooked.
3. Review the vocabulary whole and processed. Have the class discuss which of their choices are whole and which are processed. Explain why whole foods are a better choice. Examples: whole foods have many important vitamins and minerals that our bodies need, whole foods do not have any added ingredients that may be bad for our bodies, etc.
4. Summary Questions:
-Las frutas y verduras que aparecen en el video Alimentos de la Tierra ¿son integrales o procesados? ¿Por qué son benéficos para ti los alimentos vegetales?

Potato Connection (40 minutes)

Each student will need a small potato for this activity. The student will measure the length of the potato in Unifix cubes, use a balance scale to measure the potato's weight (in cubes), count its eyes, circle words that describe it, record its color, and draw a picture of their potato.



1. Give each student a potato and a "Potato Connection Recording" worksheet.
2. Remind the class that a potato is a root vegetable and show them the "eyes." Discuss the purpose of the potato's eyes. (This is what grows into a new potato. Potatoes are tubers; they don't grow from seeds.)
3. Show the students how to measure the length and weight of a potato using Unifix cubes. Demonstrate how to complete the rest of the recording sheet.
4. Have students complete the worksheet.
5. Summary Questions:
- ¿Cuántos "botones" tienen en total Russet, Yukon y SP?

What Do We Eat? (25 minutes)

1. Discuss with students the various plant parts: fruit, stem, leaves, root, and seeds and list these on the board. Review the purpose of each part.
2. Ask children which parts of a plant can be eaten. Different parts of different plants are edible. Have students name plants and determine which part of each is eaten.

Ideas are listed below:

Root vegetables: carrots, potatoes, radishes, beets

Stems that are edible: celery, asparagus, broccoli, green onions

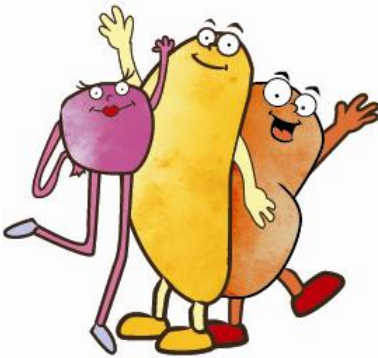
Leaves: lettuce, spinach

Fruits: apples, strawberries, pears, bananas, tomatoes

Seeds: corn, nuts, beans, peas, green beans

3. Summary Questions:

- **Nombre algunas de las plantas que viste en el video. ¿Qué parte de dichas plantas te comerías?**



Kindergarten Activities

Option One:

TEKS: Math: 10(A,D)

Assign students partners and give each a potato. Students will work together to find which potato is the largest, smallest, has the most eyes, etc. Then, the class works together to sort potatoes from smallest to largest.

Materials: a potato for each child

Second Grade Activities

Option One:

TEKS: Math: 2.9D; Science: 2.4B

Have students complete “The Potato Connection” activity and create a Venn diagram to compare their potato with a partner’s.

Materials: potato (one for each student), a copy of “The Potato Connection” (one per student), a piece of paper (for the Venn diagram)

Option Two:

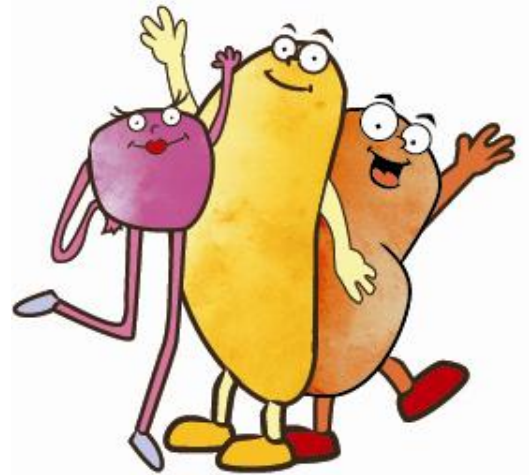
TEKS: Writing: 17(A,B,C,D,E)

Write a humorous story about a day in the life of a potato, apple, etc. Prior to writing, students will brainstorm various silly things that might happen to food items. Such as: not having enough water, being attacked by a “killer” insect or animal, being dug up by a human and not knowing what is happening, etc.

Materials: handwriting paper

Bibliography

Tagliaferro, Linda. *The Life Cycle of a Carrot*. Mankato: Capstone Press, 2007.



Foods That Grow Lyrics

Foods, foods
Foods that grow
Are the best ones
Don't-cha know

Foods, foods
Foods that grow
Are the only
Way to go!

Other foods
May taste just fine
But they don't fuel
Your heart and mind

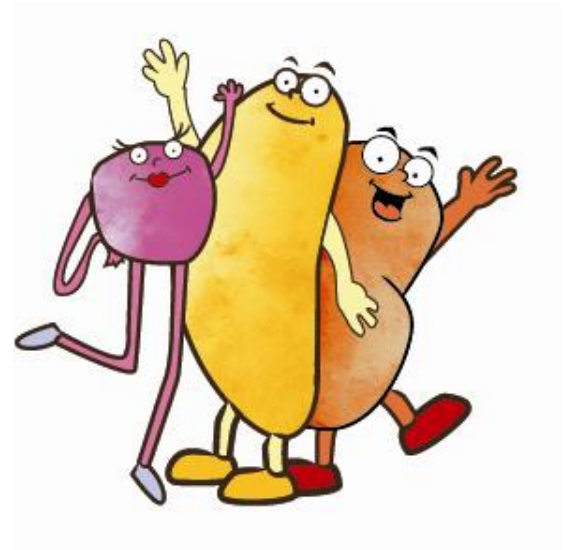
Bags and wrappers
From the store
Leave your body
Wanting more

Fruits, veggies
Beans and grains
Feed your bones, muscles
Eyes and brain

Nature knows what's truly best
So choose fresh first
Before the rest

Foods, foods
Foods that grow
Are the best ones
Don't-cha know

Foods, foods
Foods that grow
Are the only
Way to go!



Foods That Grow Lyrics
(Spanish Translation)

Verduras y legumbres
Son mejores para ti
Las verduras y las frutas
Son mejores para mi

Pueden ser de buen sabor
Lo que importa es su valor
Porque crecen bajo el sol
Ya sean plantas o un árbol

La naturaleza
Te da mucha fuerza
Tu primera elección
Es la comida fresca

Verduras y legumbres
Son mejores para ti
Las verduras y las frutas
Son mejores para mi

