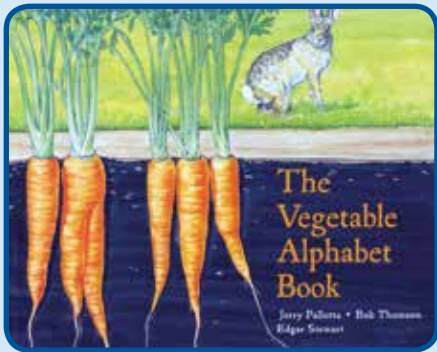


# *The Vegetable Alphabet Book*



## **About the book:**

*The Vegetable Alphabet Book*  
by Jerry Pallotta & Bob Thomson  
illustrated by Edgar Stewart

Publisher: Charlesbridge Publishing  
ISBN#: 978-0-88106-468-1

## **Nutrition Objectives**

- Explain how a vegetable grows.
- Describe preparing a vegetable soup.
- Recognize a variety of names for vegetables.

## **Physical Education Objectives**

- Perform large muscle movements fluidly.

## Activities

- Nutrition Activity #1: Sprouts!
- Nutrition Activity #2: Vegetable Soup
- Physical Activity #1: Simon Says “Eat Your Veggies”
- Physical Activity #2: Ribbon Alphabet

## Parent Newsletter

- Safe Handling of Fruits and Vegetables

## Intent of Lesson

Today we are going to explore different kinds of vegetables, where they come from and why they are so important for our bodies.

## Previewing (5 minutes)

**Q: What are some vegetables that you like to eat?**

A: Answers will vary. Chart answers for students to see.

**Q: What are some vegetables that you have never tried? Why haven't you tasted them? (Provide food model cards of various veggies.)**

A: Answers will vary. Chart answers for students to see.

**Q: Can anyone tell me where vegetables come from?**

A: The farm, ground, garden or grocery store! Vegetables grow in the ground, sometimes on a farm or sometimes in a garden. Farmers can grow a lot of vegetables at one time. They are sold to stores, and this is where we buy them. People can also grow them in their own gardens. Gardening can be a lot of work, but it can also be a lot of fun for the whole family!

## Active Reading: (10 minutes)

Let's read “The Vegetable Alphabet Book” to learn more about different vegetables and how they grow! Listen carefully; you might be surprised by some of the vegetables in the story.

## Summarizing (5 minutes)

Planting a garden can be a lot of fun. First you prepare the soil and plant the seeds. Nature will help do the rest with sunshine and water to help the vegetables grow.

**Q: Do you have a favorite vegetable that was listed in the storybook?**

Using the song “Old McDonald Had a Farm,” replace the animals in the song with fruits and vegetables. Have food model cards to draw from to guide each verse. Make a rubbing motion on their tummy when sing the “yum-yum” portion of the song.

Old McDonald had a farm, E-I-E-I-O  
And on his farm he had some cucumbers,  
E-I-E-I-O With a yum-yum here and a yum-yum there,  
Here a yum, there a yum, everywhere a yum-yum.  
Old McDonald had a farm, E-I-E-I-O

Old McDonald had a farm, **E-I-E-I-O**

And on his farm he had  
some cucumbers, **E-I-E-I-O**

With a **yum-yum** here  
and a **yum-yum** there,  
Here a **yum**, there a **yum**,  
Everywhere a **yum-yum**.

Old McDonald had a farm, **E-I-E-I-O**

## Sprouts!



**20-30 minutes**

**Equipment:**

- Bean or squash seeds
- Plastic jar with a lid
- Single piece of construction paper (color of your choice)
- Paper towels.

**Directions:**

1. Inside the jar, place a piece of rolled construction paper. The paper should touch all sides of the jar.
2. Next, stuff paper towels into the center so that the paper is firmly pushing up against all sides of the jar.
3. Put in several seeds between the jar and construction paper.
4. Moisten the paper towels with water and put lid loosely on jar.
5. Place the jar indoors on a window sill.
6. You can expect to see sprouts in 5-7 days.

**Q: What is needed for plants to grow?**

A: Moisture, sun, oxygen, soil.

**Q: What are the benefits of growing your own garden?**

A: Fresh, safe, save money, healthy activity

**This lesson focuses on sprouts. SDSU Extension does not promote eating sprouts because of food safety concerns. This activity is a demonstration of plant growth only.**

## Vegetable Soup



**20-30 minutes**

### Equipment:

- Ingredients
- Stovetop or hot plate
- Can opener
- Soup ladle
- Large cooking pot
- Bowls and spoons
- Dish cloth or paper towels

### Ingredients:

- 16 ounce bag of frozen vegetables, any type
- 30 ounce stewed tomatoes, canned, low-sodium
- 28 ounces broth, any flavor, canned, low-sodium
- 15 ounces beans, canned, any type
- 1 cup pasta, dry, any type

### Directions:

1. Adult and child: Wash hands well with soap and hot water.
2. Child: In a large pot, combine frozen vegetables, tomatoes, broth and beans.
3. Adult: Bring the soup to a boil and add the pasta. Then reduce to low heat. Let simmer for 6-8 minutes or until the pasta and vegetables are tender.

Makes 6 1-cup servings.

Before allowing children to taste foods, ask parents about possible allergies or food sensitivities.

Source: [http://recipefinder.nal.usda.gov/index.php?mode=display&rec\\_id=125](http://recipefinder.nal.usda.gov/index.php?mode=display&rec_id=125)

## Simon Says “Eat Your Veggies”



**10-15 minutes**

### Connection:

Review vegetables described in the book by listening carefully to the leaders instructions as children play a veggie version of Simon Says.

### Activity Guide:

1. Arrange students in the area with space to move about safely.
2. Tell students to do the actions you describe but only if you say a vegetable first (similar to Simon Says). If you do not say a vegetable first then they should stand still and not do an action.
3. Walk them through an example. Vary using the vegetables from the book. “The carrot says to jump three times.” “The asparagus says to turn around.”

### Vegetable List:

|             |                |                  |
|-------------|----------------|------------------|
| Asparagus   | Indian corn    | Quicksilver      |
| Beet        | Jalapeno       | Radicchio        |
| Carrot      | Kohlrabi       | Snowpeas         |
| Daikon      | Leek           | Turnip           |
| Eggplant    | Munchkin       | Ultra girl       |
| Fiddleheads | Norland potato | Victory cucumber |
| Green bean  | Okra           | Walla walla      |
| Horseradish | Peanut         | Yard long bean   |
| Popcorn     | Zucchetta      |                  |

## Ribbon Alphabet



**10-15 minutes**

**Connection:**

Students will review vegetable names while creating fluid movement with ribbon sticks.

**Equipment:**

- Ribbon Stick per student
- Alphabet Cards (optional)

**Safety Concerns:**

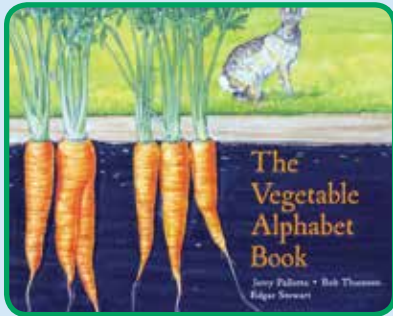
Students will need to be able to move safely in personal and general space.

**Activity Guide:**

1. Spread children around the area and give each child a ribbon stick.
2. Standing in front of everyone using a ribbon stick draw a letter of the alphabet in the air and state a vegetable that would start with that letter.
3. Have students draw the letter again and ask them to name another vegetable.
4. Call out letters for children to trace in the air. Have them suggest vegetables that begin with the letter as they practice writing.
5. Encourage children to move around the area using different locomotor skills (hop, skip, twirl) as they draw the letters.

**Closure:**

**Q: Which letters were easy to make? Which letters were hard to draw?**



### Family Fun

Family Fun For a family activity check out the book, *The Vegetable Alphabet Book* by Jerry Pallotta and Bob Thomson, from your local library. Read together and highlight the various vegetables presented in the book.

## Safe Handling of Fruits & Vegetables

### Safer Fruits and Vegetables

Fresh fruits and vegetables are important to the health and well-being of your child and family. The 2010 Dietary Guidelines for Americans recommends that we make one-half of our plate full of fruits and vegetables. Therefore, it is important that fruits and vegetables are handled safely to avoid foodborne illness.

#### At the Store

- Purchase fruits and vegetables that are not bruised or damaged.
- Fresh cut fruits and vegetables, as packaged salads and pre-cut fruits/veggies, should be refrigerated at the store before buying. Do not buy fresh cut items that are not refrigerated or surrounded by ice.
- When shopping, be sure that produce will not come in contact with household chemicals and raw foods in your cart and in bags at checkout.

#### At Home

- Wash hands with warm water and soap for at least 20 seconds before and after handling fresh fruits and vegetables.
- Clean all surfaces and utensils that will come in contact with fruits and vegetables.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten. Rub or scrub firm-skin produce.
- Dry fruits and vegetables with a clean cloth towel or paper towel.
- Never use detergent or bleach to wash fresh fruits and vegetables.
- Store fruits in a separate drawer from vegetables. Some fruits give off ethylene gas which can cause vegetables to spoil.

- Fruits that will not ripen after they are picked should be refrigerated to increase their storage life. Likewise, fruits that continue to ripen after they are picked should be kept at room temperature until fully ripe.

#### Preparation

- Do not use the same cutting board for produce and raw meats without cleaning with hot water and soap before and after preparing the foods.
- Keep fresh produce separate from raw meats in your refrigerator. Cook or throw away fruits or vegetables that have touched raw meats or their juices.
- Remove bruised or damaged portions of produce when preparing to cook them or before eating them raw.

#### Storage

- Refrigerate all cut, peeled or cooked fresh fruits and vegetables within two hours. If produce has not been refrigerated within two hours of cutting, peeling or cooking, discard the items.
- If in doubt, throw it out!



## Involving Children in Preparing Vegetables

Children are more likely to eat foods that they had a decision in selecting or preparing. Allow them to have this role in your family.

- Let them wash produce when preparing vegetables for cooking or eating.
- When shopping, let them select a new vegetable for your family to try.
- Let them snap the green beans, snap peas or break the flowerets from the broccoli or cauliflower.
- Play 'I Spy' in the produce section.
- Provide hints to your child to see if they can identify a particular vegetable you may be describing.
- Have your child tear the lettuce for salads and sandwiches.
- Older children can peel and slice carrots, cucumbers or potatoes for your meal or snack time.
- Children can measure the frozen vegetables before cooking them.
- Children can assist in husking corn whether preparing for a meal or the freezer.
- Let them sprinkle herbs or other seasonings onto vegetables.
- Pull out the potato masher.



## Minestrone Soup

**Servings:** 6

**Ingredients:**

- 16 ounces frozen vegetables, any type
- 30 ounces stewed tomatoes, canned, low sodium
- 28 ounces broth, any flavor, low sodium
- 15 ounces beans, canned, any type
- 1 cup pasta, any type

**Directions:**

In a large saucepan, combine frozen vegetables, tomatoes, broth and beans. Bring the soup to a boil and add the pasta. Then reduce to low heat. Let simmer for 6 to 8 minutes or until the pasta and vegetables are tender.



**This recipe is designed so a child can help an adult.**

**Nutrition Facts:** 210 calories; 1.5g total fat; 0g saturated fat; 0mg cholesterol; 560 mg sodium; 41g carbohydrates; 11g protein  
**Sources:** [http://recipefinder.nal.usda.gov/index.php?mode=display&r\\_ec\\_id=125](http://recipefinder.nal.usda.gov/index.php?mode=display&r_ec_id=125)