



WINTER

Sweet Potatoes
Oranges
Broccoli

Harvest the Resources K-3

BOOK LIST

The Edible Pyramid

by Loreen Leedy
AR BL 3.4 (K-3)

Hooray For Orchards

by Bobbie Kalman
AR BL 4.7 (K-3)

In the Garden

by Danielle Denega

**Eating the Alphabet –
Fruits and
Vegetables From A to
Z** by Lois Ehlert

Green Foods by
Patricia Whitehouse

Orange Foods by
Patricia Whitehouse

**The Story of Orange
Juice** by Lisa
Trumbauer

**From Oranges to
Orange Juice** by Inez
Snyder

I Can Eat a Rainbow
by Annabel Karmel

Purpose

Teachers will be able to:

1. Connect six sequential Learning Activities with Nutrition Objectives and the California Department of Education (CDE) Health Education Content Standards (HECS).
2. Connect four sequential Learning Link Extension Activities with Nutrition Objectives and CDE Core Content Standards (CCS) for California Public Schools.
3. Promote reading of Harvest of the Month (HOTM) themed books in the classroom. Learning Activities 1 and 2 and Learning Extension Activity 3 can be used with any HOTM story book to enrich the Teaching Points, classroom taste testing and other HOTM materials.

Nutrition Objectives

Students will:

1. Learn that fruit and vegetables contain nutrients.
2. Classify foods into food groups. HECS 2.1.N.1
3. Name a variety of healthy foods and explain why they are necessary for good health. HECS K.1.N.1
4. Discuss how family, friends and media influence food choices. HECS 2.2.1.N
5. Learn how to make a healthy snack.

Assessment

1. Formative assessment is built into the learning activity. Students must verbally answer the questions during the activities.
2. If the students do not fully learn the content intended for one specific lesson then re-teach the lesson modifying it to fit the needs of the students to ensure the learning has occurred before continuing.

Learning Activities 1-6

Let's Get Started 45-60 minutes

Learning Activity 1

Meets Nutrition Objectives 1 & 3

READY: Students will listen to a story and learn about HOTM produce.

SET: Select a story book relating to the monthly HOTM featured produce. Review the HOTM Taste Test Teaching Points or HOTM Educator Newsletter. If you have been trained or licensed in Thinking Maps® plan an activity using a map.

YOU WILL NEED: HOTM Teaching Points (www.tcoe.org/nutrition), HOTM Educator Newsletter (Teacher Resource Packet or www.harvestofthemonth.com), Vitamin Transparencies (Teacher Resource Packet) and story book from Book List in sidebar (available from your lead teacher or in the school library).

**Tulare County Office
of Education
Network for a
Healthy California
Activities**

Monthly HOTM taste testing at the Porterville and Exeter Savemart and the Dinuba Walmart.

NAC meetings Exeter, Dinuba, Woodlake, Cutler-Orosi, and Monson-Sultana school districts

Network staff serving HOTM in the school cafeteria at Lincoln and Rocky Hill Elementary-Exeter schools

Monthly Parent Education Meetings in the towns of Cutler-Orosi, Porterville and Exeter.

**For more information contact:
Your Lead Teacher
or
Janet Hettinger
(559) 651-0130
ext 3722**

GO:

- ❖ Before reading the book, look at the cover together. What do they think the book is about?

After reading the book:

- ❖ What is the main idea? Information only or story telling?
- ❖ Expand on any Science, Math, or History/Social Science connections.
- ❖ What is the HOTM produce featured in the book? One or many?
- ❖ Is it a fruit or a vegetable? Why? (Fruits have seeds)
- ❖ Review the HOTM Teaching Points/Educator Newsletter (e.g., Student Sleuth section). Discuss with students.
- ❖ Does the produce grow on a tree, bush or vine?
- ❖ During what season does it grow?
- ❖ What part of California, USA or the world does it grow?
- ❖ Why does the produce grow well in these areas?
- ❖ What is a healthy food? Can they name a variety of healthy foods?
- ❖ What are vitamins? [Vitamins are essential micronutrients (required by the body in small amounts) that are found in food.] Does the book talk about vitamins found in the produce? What are they? If needed, refer to your Teacher Vitamin Transparencies.

GO FURTHER

- ❖ Have students complete a Thinking Map® using HOTM produce. Ideas are endless!

Exploring MyPyramid 15-30 minutes

Learning Activity 2

Meets Nutrition Objective 2

READY: Students will learn about food groups.

SET: Display a MyPyramid poster.

YOU WILL NEED: MyPyramid poster

(www.mypyramid.gov/downloads/MiniPoster.pdf) or MyPyramid overhead (Teacher Resource Packet) and story book from Book List on page 1 (available from your lead teacher or in the school library).

GO:

- ❖ Ask students what they think a food groups is. There are five food groups and oils identified by the United States Department of Agriculture as needed for a healthy diet. The five food groups are grains, vegetables, fruits, milk, and meats and beans.
- ❖ Refer to a poster of MyPyramid or the overhead supplied in your Teacher Resource Kit. What is MyPyramid? MyPyramid uses colors to teach us about eating healthy. We need foods from each of these groups because each group provides some but not all of the nutrients we need to grow and function. No one food group is more important than the other—we need food from all of the groups. Point to the colored bands on MyPyramid and tell them that each color represents a group of foods. Tell them what food group each color represents.
- ❖ We need to eat more from some food groups than others, as shown by the size of each stripe. The wide area of the stripes are for foods with little or no solid fats or added sugars. Ask students what foods would fit into the narrow part of each stripe.
- ❖ Ask, "Where does the food mentioned in the story fit into MyPyramid?"
- ❖ Are there any other foods mentioned in the story?
- ❖ Where do they fit on MyPyramid?
- ❖ Everyone needs to choose foods from every food group, every day, to have a healthy body.

Where Does it Fit? 15-30 minutes

Learning Activity 3

Meets Nutrition Objective 2 & 3

READY: Students will complete their own pyramid of foods and drinks they ate yesterday.

SET: Using a blank MyPyramid, make a transparency and copies for students **or call (559) 651-0130 to have them printed for you.**

YOU WILL NEED: blank "Color MyPyramid for Kids"

(www.dairycouncilofca.org/PDFs/color_the_food_groups_06.pdf)

GO:

- ❖ Ask students to think about all of the foods and beverages they ate and drank yesterday.
- ❖ Using the blank pyramid transparency fill in the pyramid with foods and drinks you (teacher) ate yesterday. Note: You might purposely leave some groups blank as an example for Learning Activity 4. You may have to talk about combination foods and how they may fit. Keep it simple.
- ❖ Use words or draw pictures. Remember to position foods in each stripe where they would fit (bottom, middle or top of the pyramid).
- ❖ Give each student a blank pyramid and have students complete their own pyramid by drawing pictures or using words of foods and drinks they ate yesterday.
- ❖ Can they name the healthy and not so healthy foods they have eaten?
- ❖ Save this pyramid to use in Learning Activity 4.

What's Missing? 15 minutes**Learning Activity 4****Meets Nutrition Objective 2**

READY: Students will learn if they are selecting foods from all the food groups.

SET: Use blank MyPyramid transparency and student pyramids from Learning Activity 3.

YOU WILL NEED: blank "Color MyPyramid for Kids" transparency and student pyramids from Learning Activity 3.

GO

- ❖ Using your pyramid transparency as an example, discuss with students if you have eaten food from all the food groups. Have students look at their pyramid. Are some food groups missing? What are they?
- ❖ Share with students how you plan on eating missing food groups from your pyramid. Do they think they could choose foods from the missing food groups for the rest of the day?

It's My Choice 15-30 minutes**Learning Activity 5****Meets Nutrition Objective 4**

READY: Students will understand how others may influence their food choices.

SET: A few days before, have students bring in magazine ads of foods and beverages.

YOU WILL NEED: magazine ads of foods and beverages brought in by students.

GO:

- ❖ How do they decide what foods to eat?
- ❖ Do family, friends, and TV influence the choices they make? How do they do this?
- ❖ Looking at the various advertisements, do the pictures in the ads make them want to eat the foods or beverages? How?
- ❖ What can they say to family or friends to keep them from influencing their food choices? Great opportunity for role playing!

I Can Cook Too! 30 minutes**Learning Activity 6****Meets Nutrition Objective 5**

READY: Students will experience washing, chopping, measuring and mixing skills with demonstration and guided feedback. Students gain self-efficacy with preparing/asking for healthy meals.

SET:

- ❖ Make copies of the Take Home Recipes for students.
- ❖ Request the Taste Test Kit* from your central kitchen or *Network* staff. Let them know the quantities of paper supplies you will need. Each group of students should have one kit per table with individual supplies for each student.
- ❖ Purchase food ingredients or have Central Kitchen do the shopping for you.
- ❖ **Day before** ask the school kitchen to cook any items needed ahead of time.
- ❖ **Day of** have kitchen prep food items needed that day.
- ❖ Student desks need to be arranged in groups of 4-5 students.

SAMPLE COOKING SKILLS

Early Elementary

- Chopping soft foods
- Grate cheese
- Open cans
- Wash vegetables
- Measuring
- Knead dough
- Crack eggs

Source:

*Strategies For Success II
Nutrition Services
Division, California
Department of
Education*

* Taste Test Kit contains plastic bowls, plates, forks and knives, napkins, and measuring spoons all in a small plastic bin.

NOTES

- ❖ **YOU WILL NEED:** Cooking in Class recipe which lists the ingredients and supplies you will need (see Appendix 1), Take Home Recipes (see Appendix 2) and Taste Test Kit.

GO:

- ❖ Everyone wash their hands or use hand sanitizer.
- ❖ Teacher will demonstrate how to prepare the recipe. Demonstrate how to wash produce, cut produce with a plastic knife, measure ingredients, and mix.
- ❖ After demonstration, students will prepare their own taste test at their tables. Offer assistance as needed. Reinforce nutrition concepts.
- ❖ Ask students if the ingredients are healthy choices. Why are they healthy? Could they ask their family member to prepare recipe for them?
- ❖ Have students taste. Ask if they like it or not and why. Ask if they think their family would enjoy it.
- ❖ Give students the recipe to take home.

Learning Link Extension Activities 1-4

Let's Go Shopping 30 minutes + homework

Learning Link Activity 1

Meets Nutrition Objective 1 and CCS - Number Sense, Algebra and Functions

READY: Students will classify produce as a fruit or vegetable and practice math skills going shopping. Parents will get ideas for increasing their child's fruit and vegetable consumption. Students will practice money skills and gain self-efficacy for asking parents to purchase fruits and/or vegetables.

SET: Make copies of Fresh From the Farm (and a transparency if needed), Crunch the Numbers Multiplication (poster), Crunch the Numbers (letter) and Pay the Grocer for students **or call (559) 651-0130 to have them printed for you.**

YOU WILL NEED:

- ❖ Fresh From the Farm worksheet (www2.scholastic.com/content/collateral_resources/pdf/p/PMA/pma_fresh_farm.pdf)
- ❖ Crunch the Number multiplication poster (www2.scholastic.com/content/collateral_resources/pdf/p/PMA/pma_poster.pdf)
- ❖ Crunch the Numbers family take home letter (www2.scholastic.com/content/collateral_resources/pdf/p/PMA/pma_take_home_p1.pdf)
- ❖ Pay the Grocer bonus worksheet (www2.scholastic.com/content/collateral_resources/pdf/p/PMA/pma_bonus_worksheet1.pdf)

GO

- ❖ Pass out a Fresh From the Farm worksheet. Have students identify, sort and classify produce, describe the categories, identify and know the value of coins, solve problems adding and subtracting money, find the total cost of multiple items given the cost per unit, estimation vs calculated costs, or graph items by cost.
- ❖ Send Crunch the Numbers family letter home with students.
- ❖ Assign the Pay the Grocer worksheet as homework. At the bottom of the Pay the Grocer worksheet, have students talk to parents about the My "More is Better" Goal.
- ❖ The Crunch the Numbers multiplication poster can be passed out to students as a homework helper.
- ❖ The next day have students share family conversations.

What Do You Do With It? multiple days

Learning Link Activity 2

Meets Nutrition Objective 1 & 3 and CCS - Writing Strategies, Writing Applications

READY: Students create a display of colorful fruits and vegetable art on paper plates. May also include making a booklet with paper plates and writing a story about a fruit or vegetable.

SET: Make copies of Nutrition Facts Labels **or call (559) 651-0130 to have them printed for you.**

RESOURCES

Tulare County Office of Education
Network for a Healthy California
www.tcoe.org/nutrition

Harvest of the Month
www.harvestofthemonth.com

MyPyramid
www.mypyramid.gov

Fruits and Veggies – More Matters®
www.fruitsandveggiesmatters.org/

Team Nutrition
www.fns.usda.gov/tn/

This material was created and approved as an extension to Harvest of the Month produced by the California Department of Public Health, *Network for a Healthy California*, with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households, and can help buy nutritious foods for better health. For food stamp information in Tulare County, call 1-800-834-7121. For important nutrition information, visit www.cachampionsforchange.net.

YOU WILL NEED: package of white paper plates, crayons, glue, magazines, Nutrition Facts Labels (www.harvestofthemonth.com/EdCorner/nutrition-labels.asp) and HOTM Teaching Points (www.tcoe.org/nutrition).

GO:

- ❖ Have students draw a different single fruit or veggie in the middle of each plate. (You can also use photographs or cut-outs from magazines).
- ❖ Each week, hang one plate on a bulletin board. Have a quick discussion with students about the fruit or vegetable they chose and why.
- ❖ Ask students to write all the ways they eat the fruit or vegetable on the plate.
- ❖ Provide students with a Nutrition Facts Label. Discuss some of the nutrients and their benefits. If needed refer to HOTM Teaching Points.
- ❖ Have students glue this label to the back of their plate.

GO FURTHER:

- ❖ Collect the plates. At the end of the project these could be made into a booklet
- ❖ Make copies for each student. Be sure to keep a copy in the classroom for reference. Involve students in this aspect of the project if they are old enough.
- ❖ Create a “Mini-Storybook”. Have students write a story about the fruit or vegetable.
- ❖ Give booklets/storybooks to parents at Open Houses, administrators, other teachers.

I Can Make a Book! multiple days**Learning Link Activity 3****Meets Nutrition Objective 1 and CCS - Writing Applications****Complete over multiple days**

READY Students will learn HOTM produce facts and make a fun book.

SET Select a story book relating to the monthly HOTM featured produce.

YOU WILL NEED: paper, crayons, and story book from Book List on page 1 (available from your lead teacher or in the school library).

GO

- ❖ After reading the story book, review any HOTM produce facts from the book.
- ❖ Have students work in cooperative learning groups to complete an accordion fold book for a HOTM produce item.
- ❖ Each group will use their knowledge from HOTM to choose one specific topic. Some topics chosen might be: How does broccoli grow? How can sweet potatoes be eaten? How to make orange juice, sweet potato nutrition facts, etc.
- ❖ Members within each group will assume different roles to draft, revise, illustrate and assemble the book.
- ❖ Each group can share their book with others.

**Reader's Theater multiple days**

(Concept from a 2nd grade teacher at Lincoln Elementary, Exeter School District)

Learning Link Activity 4**Meets Nutrition Objective 1 & 3 and CCS - Listening and Speaking**

READY Students will role play a story that reinforces nutrition concepts.

SET Make copies of The Amazing Healthy Adventure of the Snackintrap Family play.

Select students to play the following characters:

- ❖ **Family:** Pop, Mom, Candy, Sweetie, Treat, Chip.
- ❖ **Food characters:** Ro Maine, Granny Grain, Moo, Bella Blueberry, Sue Strawberry, Pat Pear.

Other: Narrator 1, Narrator 2, the rest of the class can be the Chorus.

YOU WILL NEED: A copy of Reader's Theater Play (See Appendix 3), paper plates and crayons/markers.

GO

- ❖ Have Fun! Perhaps take the show “on the road”. Perform at school assemblies, Back to School Nights or Parent-Teacher meeting. Students may want to make costume masks out of paper plates.

Appendix 1

**SKILL BUILDING
ACTIVITY**

Measure out ingredients into individual bowls for each grouping of five students.

PER TABLE:**Sweet Potato Dip**

- ❖ ½ cup sweet potatoes
- ❖ ¼ cup nonfat plain yogurt
- ❖ cinnamon and sugar
- ❖ 1 cracker per student

Breakfast Fruit Cup

- ❖ 1 ½ whole orange, peeled, seeded and sliced into bite sized pieces
- ❖ 1/2 banana sliced
- ❖ 10 raisins
- ❖ ½ cup yogurt
- ❖ cinnamon

Broccoli Salad

- ❖ 1 cup raw broccoli, cut into pieces
- ❖ ¼ cup raisins
- ❖ ¼ cup red onion, peeled and diced
- ❖ sugar
- ❖ lemon juice
- ❖ ¼ cup low fat mayonnaise

COOKING IN CLASS**Sweet Potato Dip****Ingredients:**

Makes 30 tastes at ¼ cup each

- ❖ 3 cups boiled or canned sweet potatoes
- ❖ 3 tablespoons cinnamon
- ❖ 3 tablespoons nutmeg
- ❖ 1 ½ cups nonfat plain yogurt
- ❖ 3 cups unsalted crackers or flatbread

Mix sweet potatoes and yogurt together in a mixing bowl. Add spices. Serve with crackers or bread.

Source: *Pasadena Unified School District Network for a Healthy California.*

Breakfast Fruit Cup**Ingredients:**

Makes 32 tastes at ¼ each

- ❖ 8 oranges, peeled, seeded and sliced into bite sizes pieces
- ❖ 4 bananas, peeled and sliced
- ❖ 4 tablespoons raisins
- ❖ 2 cups plain or vanilla low fat yogurt
- ❖ ½ teaspoon cinnamon
- ❖ Paper bowls or cups; plastic spoons

In a large bowl, combine fruit, then divide equally into small bowls. Put one tablespoon of yogurt over fruit in each bowl and sprinkle with a dash of cinnamon.

Adapted from: *Discover the Secret to Healthy Living*, Public Health Institute, 2004.

Broccoli Salad**Ingredients:**

Makes 32 tastes at ¼ cup each

- ❖ 6 cups raw broccoli, cut into pieces
- ❖ 1 cup raisins
- ❖ 1 medium red onion, peeled and diced
- ❖ 3 tablespoons sugar
- ❖ 2 tablespoons lemon juice
- ❖ ¾ cup low fat mayonnaise

Combine all ingredients in a medium bowl; mix well. Serve immediately.

Adapted from: CDC Fruits & Veggies Matter, www.fruitsandveggiesmatter.gov.

Appendix 2

TAKE HOME RECIPES**Sweet Potato Dip****Ingredients:**

Serves 10 at ¼ cup each

- 1 cup boiled or canned sweet potatoes
- 1 tablespoons cinnamon
- 1 tablespoons nutmeg
- ½ cups nonfat plain yogurt
- 1 cup unsalted crackers or flatbread



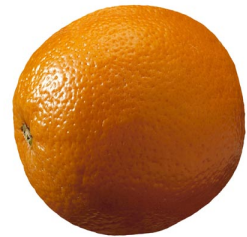
Mix sweet potatoes and yogurt together in a mixing bowl. Add spices. Serve with crackers or bread.

Source: *Pasadena Unified School District Network for a Healthy California.*

Breakfast Fruit Cup**Ingredients**

Serves 8 at ¼ cup each

- 2 oranges, peeled, seeded and sliced into bite sizes pieces
- 1 banana, peeled and sliced
- 1 tablespoon of raisins
- 1/2 cup plain or vanilla low fat yogurt
- Dash of cinnamon



In a large bowl, combine fruit, then divide equally into small bowls. Put one tablespoon of yogurt over fruit in each bowl and sprinkle with a dash of cinnamon.

Adapted from: *Discover the Secret to Healthy Living*, Public Health Institute, 2004.

Broccoli Salad**Ingredients**

Serves 8 at ¼ cup each

- 1 ½ cups raw broccoli, cut into bite sized pieces
- ¼ cup raisins
- ¼ cup red onion, peeled and diced
- 2 slices bacon, cooked and crumbled (optional)
- 2 ½ teaspoons sugar
- 1 teaspoon lemon juice
- ¼ cup mayonnaise



Combine all ingredients in a medium bowl; mix well. Serve immediately.

Adapted from: www.fruitsandveggiesmatter.gov.

For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.

Appendix 3

READER'S THEATER PLAY**The Amazing Healthy Adventure of the Snakintrap Family**
by Janet Hettinger

Narrator 1: This is the amazing healthy story of the Snakintrap family. They were not very healthy as you will soon see. There are six people in the family.

Narrator 2: Pop Snakintrap.

Narrator 1: Mom Snakintrap.

Narrator 2: Treat.

Narrator 1: Sweetie.

Narrator 2: Chip.

Narrator 1: And, Candy.

Chorus: They all lived in a very nice house on MyPyramid Road.

Narrator 2: One day, Mom Snakintrap wanted some Candy Tots. She looked into the kitchen cupboard. Guess what she saw? Nothing!!

Mom: We have no Candy Tots!

Pop: What? Do we have any snacks?

Mom: I can not find any snacks.

Chorus: Oh no! They have no snacks!

Mom: No Candy Tots.

Pop: No Purple Pin Wheels.

Sweetie: No Panda Paws.

Candy: No Tasty Soda.

Chip: No Chewy Chingles.

Treat: Hold on. Those snack foods are not healthy.

Sweetie: I'm hungry!

Chip: Me too!

Candy: Me too!

Treat: Me too!

Mom: These are foods we like. Why aren't they healthy?

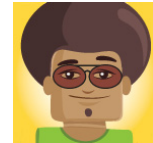
Treat: At school, Mr. Strongman is teaching us about healthy snacks. Healthy snacks do not have added sugar, fat and salt. Mom, all those foods have added sugar, fat and salt.

Chorus: Added sugar, fat and salt can fill you up so you are not hungry to eat more healthy foods.

Pop: That is all good, but we need to get in the car, go to the grocery store and buy some snacks.

Treat: Wait. I have an idea. Let's walk. Mr. Strongman says walking makes our heart strong. I have learned that our heart is a muscle. When we walk our heart beats faster. When we sit, our heart does not beat as fast.

Chorus: When your heart beats faster it gets stronger.



Narrator 1: It was a nice day with blue sky and fluffy white clouds. What a great day to walk!

Narrator 2: As the family walked, someone was following them.

Narrator 1: From behind a big tree, Ro Maine surprised the family.

All: Who are you?

Ro Maine: My name is Ro Maine. A little bird told me you are going to the store to buy snacks. Don't forget to buy me. I am a salad green.

Mom: What is a salad green?

Ro Maine: A salad green is a leafy vegetable that can be put on a sandwich, taco or in a salad. Pick ones that are dark green in color such as red leaf or spinach.

Chip: So, why should I eat you?

Ro Maine: I am full of vitamins A and C.

Narrator 1: Vitamin A keeps eyes and skin healthy and helps to protect against infection. Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.

Mom: Thank you. We will remember to buy some dark salad greens.

Narrator 2: The family began walking again and did not notice they were being followed.

Narrator 1: From behind a tree, Moo surprised the family.

All: Who are you?

Moo: Hellooooooo! A little mouse told me you are going to the store to buy snacks. Don't forget to buy some dairy foods. They make a great snack. Get moooooooving!

Candy: Is Tasty Soda a dairy food?

Moo: Nooooo way! Tasty Soda is only has sugar and water. Dairy foods are made from milk and milk comes from a cow. Yogurt and cheese are made from milk. When you eat or drink dairy foods you are getting calcium.

Chorus: You need calcium for strong bones and teeth.

Mom: Thank you. We will not forget to buy some dairy foods.

Narrator 2: The family began walking again and did not notice they were being followed.

Narrator 1: From behind a tree, Granny Grain surprised the family.

All: Who are you?

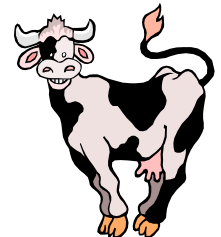
Granny Grain: Hello dears. My name is Granny Grain. A little ant told me you are on your way to the grocery store to buy some snacks. Don't forget to buy some 100 percent whole grain snacks.

Sweetie: Are Chewy Chingles and Slurpy Cake 100 percent whole grain?

Granny Grain: No way. If the package label does not say 100 percent whole grain then it is not.

Chorus: 100 percent whole grain foods are made from the complete grain kernel. Foods that do not say 100 percent whole grain have had many vitamins and minerals taken out. Some are added back in, but not all.

Granny Grain: That's right. Whole grains have B vitamins, iron and fiber. B vitamins help the body release energy from the food we eat. Fiber helps move food through the body. Iron helps carry oxygen through our bodies.



- Mom:** Wow! Thank you. We will look for some 100 percent whole grain snacks.
- Narrator 2:** The family began walking again. They all turned around to see who might be following them, but no one was.
- Chip:** This has been a fun day. I can't wait to get to the grocery store to pick out some HEALTHY snacks.
- Candy:** Me too!
- Sweetie:** Me too!
- Treat:** Me too!
- Narrator 1:** They were almost to the grocery store when something mysterious happened.
- Narrator 2:** Ro Maine, Granny Grain, and Moo appeared. They had three friends with them. Pat Pear, Sue Strawberry and Bella Blueberry.
- Pop:** Holy cow.! You three are very colorful! Are you healthy?
- Pat Pear:** Yes we are! We are fruits.
- Bella Blueberry:** Fruits come in many beautiful colors.
- Sue Strawberry:** Most of us fruits can be eaten with our skin. That is where most of the good stuff is, and you know what that is. It's not added sugar, fat and salt.
- Pop:** We have learned so much from our new friends.
- Mom:** What an adventure this has been. I can't wait to go to the grocery store to pick out some healthy snacks!
- Chip:** Me too!
- Candy:** Me too!
- Treat:** Me too!
- Sweetie:** Me too!
- Chorus:** And they did!
- Narrator 1:** For more information on healthy foods and physical activity, visit MyPyramid.gov.

