

A top-down photograph of various fresh vegetables arranged on a rustic wooden surface. On the left, there is a whole dark avocado and a halved one showing its green flesh and brown pit. Next to them are several red radishes with long white roots and green leafy tops. In the center are three bright orange carrots. To the right of the carrots is a pile of mixed beans, including black, white, and speckled varieties. On the far right is a large bunch of fresh green cilantro with long stems.

FOR EDUCATORS

Nourishing Students

Discovering Fruits and Vegetables
with Early Learners

CENTER FOR ECOLITERACY



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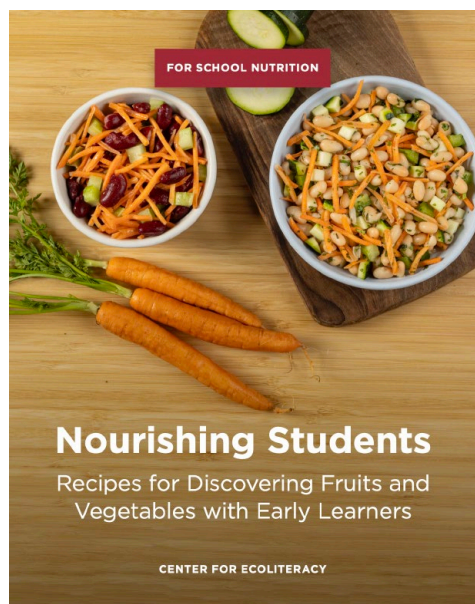
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Resource for School Cafeterias

The Center for Ecoliteracy's companion resource for school nutrition professionals includes innovative strategies and 12 real school recipes to strengthen connections between the classroom and cafeteria.



Share this free resource:

Visit ecoliteracy.org/nourishing-students

Dear Educator,

Teaching students how fruits and vegetables nourish their bodies and support their health can inspire them to try and enjoy new foods. With the passage of School Meals for All in 2021, a California program that provides every student with free meals at school, and the recent expansion of California's Transitional Kindergarten (TK) program, there is an exciting opportunity to teach students about fruits, vegetables, nutrition, and health from a young age. *Nourishing Students: Discovering Fruits and Vegetables with Early Learners* is designed to support educators, students, and families in exploring fruits and vegetables through positive, engaging, and interactive learning experiences.

This resource features five educational units, each focused on a fruit or vegetable grown in California, including avocados, beans, carrots, cilantro, and radishes. Within each unit, there are meaningful activities that align with educational standards and are accessible to both educators and families. These activities are designed to help students develop an appreciation for the wonders of growing, preparing, and tasting new foods.

The Center for Ecoliteracy extends its gratitude to educators who steward curiosity and support a path toward a healthier, more hopeful future.

In partnership,



Alexa Norstad
Executive Director
Center for Ecoliteracy



Nourishing Students: Discovering Fruits and Vegetables with Early Learners

The Center for Ecoliteracy is pleased to share *Nourishing Students: Discovering Fruits and Vegetables with Early Learners*. Each unit introduces a new fruit or vegetable—avocado, bean, carrot, cilantro, and radish—to engage students’ senses through art, math, language, science, and social-emotional learning. The activities are designed to meet academic standards and invite a deep appreciation of the natural world. Each unit includes:

- **An Overview:** The overview in each unit includes relevant facts to support educators as they introduce the fruit or vegetable to their students. Each overview also contains activity synopses, children’s book recommendations, and a reference to the family resources.
- **Activities:** There are three discovery-based activities in each unit that utilize minimal supplies, making them easy to incorporate into classrooms. The activities support TK-K learning standards and can be adapted for younger or older student audiences.
- **Gardening and Tasting Ideas:** Simple recommendations for how to grow and taste each fruit or vegetable are incorporated into every unit. These recommendations are designed to help educators plant seeds in their classrooms and to inspire students to bravely taste new foods.
- **Resources for Families:** There is a bilingual—English and Spanish—portion of each unit. This section is designed to be sent home with the students. It includes activity ideas for families, book recommendations, tasting strategies, and a recipe for home cooking.
- **Bilingual Learning Cards:** In addition to the resources listed above, each unit also contains an accompanying Bilingual Learning Card. The cards invite engagement in English and Spanish from students and teachers. Each card has a highly visual student-facing side with realistic pictures of the fruit or vegetable’s growing cycle, and a teacher-facing side with fun facts and discussion prompts to share with the students.

By participating in *Nourishing Students*, TK-K students will learn about fresh fruits and vegetables while reinforcing the importance of healthy eating at school and home. These activities will help expose students to fresh fruits and vegetables at a young age, setting them up for a lifetime of healthy habits.



Avocado



Avocado

In this unit, students will participate in hands-on activities as they explore the life cycle and unique qualities of avocados. Each activity helps students grow as learners and strengthens their ability to make healthy food choices. Through discovery and reflection, students will build their confidence to try new foods, engage their senses, and deepen their relationship to the natural world. This unit includes the following activities:

- 1 Avocado Geography:** Students will use their senses to understand weather and climate.
- 2 Sprout an Avocado Pit:** Students will sprout and taste an avocado.
- 3 Graph an Avocado:** Students will explore their familiarity with and preferences for avocados through graphing.

Did You Know?

- Avocados do not fully ripen on the tree; they begin to soften once harvested.
- The majority of avocados grown in the United States come from California.
- Avocados are a fruit, and are botanically classified as a single-seeded berry.

Children's Books About Avocados

- *Avocado Asks*, by Momoko Abe
- *Avocado Magic*, by Taltal Levy
- *Handa's Surprise*, by Eileen Browne/
La Sorpresa de Nandi, de Eileen Browne
- *Lola Plants a Garden*, by Anna McQuinn/
Lola Planta un Jardín, de Anna McQuinn

RESOURCES FOR FAMILIES

You will find a “Resources for Families” section offered in English and Spanish at the end of this unit. Please make copies for your students to take home. Activities include:

- **AVOCADO RIPENESS TEST:** Children and their families will be invited to visit a local market in their community and use their understanding of pressure to determine the state of ripeness of avocados.
- **TASTE AN AVOCADO:** To encourage familiarity with this food, children and their families are prompted to try an avocado with a variety of different seasonings and explore their preferences.
- **RECIPE:** Avocado Crema

ACTIVITY #1

Avocado Geography

Activity Overview

Weather and temperature play a key role in determining a plant's growth and the regions where it can be cultivated. Avocado Geography will help students learn about seasonality and locality, and that plants grow in specific climates. Students will learn about the attributes of an avocado, the weather avocados need to flourish, and how to notice seasons and weather through outdoor exploration.

Materials

- Avocado Learning Card

Preparation

- Make sure there is a large space available outdoors for students to explore safely.

Directions

1. Show students the Avocado Learning Card and ask:
 - What pictures do you see on the card?
 - Have you ever seen an avocado grow?
 - What might a plant or an avocado need to grow? (Some important needs to note are water, soil, sun, and air).
2. Explain to students that avocados grow best in warm climates. Most avocados we eat come from Mexico, and the majority of avocados grown in the United States come from California.
3. Tell students that they will look for clues in nature to learn about the climate where they live.
(continued on next page)



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 1, LLD 4, COG 9, COG 11, HSS 3.
- Standards; Science: 2.5, 3.1, 3.5, 3.6, 3.7.

Kindergarten:

- DRDP-K: ATL-REG 1, LLD 4.
- Standards; Science: K.LS1.C, K.ESS3.A.

4. Take students outside and encourage them to observe carefully and use their senses. As you guide students around the schoolyard or school garden, ask:

What do you feel?

- How does your body feel? Is it warm or cold?
- When you touch a plant or tree, does it feel dry or wet?
- When you touch a flower, do you feel a bud or petals?

What do you see?

- Are there leaves on the trees? Are they new?
- What types of plants and trees are growing? Are there flowers in bloom?
- What color is the grass?

What do you smell?

- Are there flowers or plants growing that you can smell?

What can you taste?

- If you have a school garden, what plants are ripe to taste?

What do you hear?

- Do you hear any sounds of wind or rain?
- Do you hear the sound of birds?

5. Ask students to walk around their schoolyard and collect one item from nature to bring back to the classroom.
6. Once back in the classroom, ask the students:
- What did you touch, taste, smell, see, and hear?
 - What does the color of a leaf tell us? Or the size of a flower?
 - How did your body feel outside? Was it hot or cold? Was it raining outside?
7. Help students understand that what they sense in nature is related to the climate and season. Encourage them to reflect on their own experiences and preferences by asking:
- What is your favorite season, and why?
 - What fruits and vegetables grow where you live?
 - Could an avocado grow here?



ACTIVITY #2

Sprout an Avocado Pit

Activity Overview

In this activity, students will learn how to sprout an avocado pit, and that many plants (such as avocados) take patience as you wait for them to grow. Over several weeks, students will observe the pit as it cracks open and begins to sprout a stem and roots. While students will likely not see the avocado pit grow into a tree, the accompanying Avocado Learning Card can be used to show the life cycle of the avocado plant. In addition, the children's book used in this activity will show the process of sprouting an avocado, and demonstrate a child using their patience. This activity is also an opportunity for students to taste an avocado.

Materials

- The book *Avocado Magic*, by Taltal Levy. This book is also available as a video online.
- Two avocados (to make sure each student gets a small slice to taste)
- Knife
- Spoon
- Cutting board
- Toothpicks (both for the avocado seed and for the student tasting)
- Clear cup or glass
- Water

Preparation

- Find the book *Avocado Magic* (either the print or video version). If you do not have the book, you can still do this activity.
- Find a sunny location in advance to sprout your avocado pit, though students will help orient you to this spot during the activity.



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 1, LLD 4, COG 9, COG 11, HSS 3.
- Standards; Science: 2.5, 3.1, 3.5, 3.6, 3.7. Health: 1.5.

Kindergarten:

- DRDP-K: ATL-REG, & LLD 4.
- Standards; Science: K.LS1.C, K.ESS3.A.

Directions



1. Read or watch the book *Avocado Magic*, by Taltal Levy.
Ask students:
 - Can you name a time when you had to be patient?
 - Have you ever waited for a plant to grow?
2. Explain to students that you will sprout an avocado in the classroom.
3. Show students the whole avocado. Pass the avocado around for students to touch and hold gently.
4. Ask students what they think may be inside the avocado.
5. Slice the avocado in half lengthwise twice (to form four wedges) and twist the avocado in half to open. Show students the pit inside and remind them that the pit grows into an avocado tree.
6. Gently remove the pit, being careful not to cut or damage it.
7. Rinse the pit under lukewarm water to remove any remaining fruit (be sure not to remove the brown seed coat).
8. Determine the top and bottom of the pit. The pointed end is the top, while the flatter, broader end is the bottom (where roots will grow).
9. Push 3–4 toothpicks into the middle of the pit at a slight downward angle. These will act as supports to balance the pit on the rim of the cup.
10. Fill a clear cup or glass with water, leaving about an inch of space below the rim.
11. Place the pit in the cup with the toothpicks resting on the rim. Ensure the bottom (flat side) is submerged in water, while the top remains above it.
12. Ask students to find a sunny spot (preferably a windowsill) where the class can watch their pit sprout, and place the cup there.
13. Check the water daily and add more if needed to keep the bottom of the pit submerged. Change the water every 5–7 days to prevent mold and bacteria growth.
14. Over the next 2–8 weeks, the pit will crack, and a root will emerge from the bottom. A sprout will eventually grow from the top. (*continued on next page*)

15. As their pit begins to sprout, ask students several reflection questions:

- What do you observe happening to the pit?
- What do you think will happen next, and why?
- Have you ever seen a plant sprout from a seed?

16. If you live in a warm climate, you can transfer your sprouted avocado pit to a pot with soil and continue to watch it grow.

Avocado Tasting

Cut the avocado into small pieces and put a toothpick in each piece. Use the cutting board to pass out avocado pieces to students. Ask students several reflection questions:

- How have you eaten avocados before?
- What does an avocado taste like?
- How would you describe the texture and firmness?



ACTIVITY #3

Graph an Avocado

Activity Overview

In this activity, students will explore their familiarity with avocados through interactive graphing. They will identify images of avocados, raising their hands to indicate their own familiarity and experiences. Students will review and interpret results by discussing which results are most and least common, and their overall preferences. This activity includes counting, data representation, and group discussion.

Materials

- Whiteboard (a chalkboard or poster paper could also be used)
- Dry erase markers (or chalk or markers)
- “Graph an Avocado” handout
- Tape

Preparation

Make one copy of the “Graph an Avocado” handout and cut out the images.

Directions

1. On the whiteboard, chalkboard, or a piece of poster paper, draw a large graph with an X and Y axis.
2. On the vertical Y axis, write in numbers to show how many students are in the class. For instance, if you have 25 students in the class, write the numbers 1–25 from bottom to top. If there are eight students in the class, write the numbers 1–8. Start with one at the bottom and work your way up, spacing the numbers evenly. *(continued on next page)*



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 1, ATL-REG 7, SED 1, LLD 2, LLD 4, COG 3, COG 9, COG 10 & PD-HLTH 10,
- Standards; Math: 1.1, 1.2, 1.3, 1.5, 1.6, 3.4 & 3.5. Science: 1.9. Health: 1.5 & 1.7

Kindergarten:

- DRDP-K: ATL-REG 1, ATL-REG 4, SED 1, LLD 4 & COG 2.
- Standards; Math: K.MD.1, K.MD.2 & K.MD.3. Health: 1.1.N

3. Tape the images from the “Graph an Avocado” handout, evenly spaced, to the X axis of your graph to represent the following categories:

- Has seen an avocado
- Has held an avocado
- Has tasted an avocado
- Likes the taste of avocados

4. Point to the image of the avocado and ask, “How many of you have seen an avocado before? If you have, raise your hand.” (Alternatively, you can also ask students to stand up.)



5. Count the raised hands (or standing bodies) aloud and write the number on the board at the top of the correct column.

6. Introduce and explain the bar graph. Color in the first bar to represent the number of students who have seen an avocado.

7. Repeat the process by asking and recording student responses regarding whether they have held an avocado, whether they have tasted an avocado, and whether they like the taste of avocados. Ask students to come to the board to draw the bars. At this point, you can add more questions to the bar graph that your students would enjoy.

8. Review the completed bar graph as a class. Ask students various reflection questions:

- Which bar on our graph is the tallest? What does that mean?
- Which bar on our graph is the shortest? What does that mean?
- Do most of us like to eat avocados? How can we tell?

HANDOUT

Graph an Avocado

Has seen an avocado



Has held an avocado



Has tasted an avocado



Likes the taste of avocados

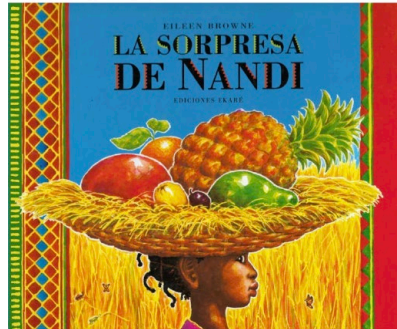
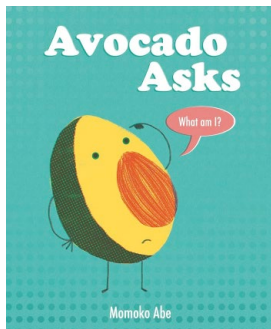


Learning About Avocados

Aprendizaje sobre los aguacates

Your child is learning about fruits and vegetables through fun activities that help them build skills while they try new foods. This week, they learned about avocados. Ask your child about their experiences in class and enjoy the following activities at home.

Su hijo está aprendiendo sobre frutas y verduras a través de actividades divertidas que lo ayudan a desarrollar habilidades mientras prueba nuevos alimentos. Esta semana, aprendió sobre los aguacates. Pregúntele a su hijo sobre las experiencias en clase y disfrute de las siguientes actividades en casa.



READ: Books About Avocados / LEER: Libros sobre aguacates

If possible, bring your child to your local library or their school library to look for these books:
Si es posible, lleve a su hijo a la biblioteca local o a la de su escuela para que busque estos libros:

- *Avocado Asks*, by Momoko Abe
- *Avocado Magic*, by Taltal Levy
- *Handa's Surprise*, by Eileen Browne / *La Sorpresa de Nandi*, de Eileen Browne
- *Lola Plants a Garden*, by Anna McQuinn / *Lola Planta un Jardín*, de Anna McQuinn

TOUCH: Avocado Ripeness Test

Consider visiting your local grocery store to test the ripeness of avocados with your child. Avocados ripen gradually after being harvested, transitioning from hard to soft as time passes. Their ripeness level determines their suitability for different culinary uses and storage needs. Ask your child to gently press the avocado to determine its ripeness.

- **Unripe:** If the avocado feels firm and does not yield to gentle pressure, it is unripe and needs more time to soften. These are ideal if you plan to use them several days later.
- **Perfectly Ripe:** Slightly soft avocados that yield gently under pressure are ideal for slicing, mashing onto toast, or adding to tacos and salads.
- **Overripe:** If the avocado is very soft and squishy, it is best used in guacamole, smoothies, or baking, as it may be too delicate for slicing.

Always test ripeness by gently pressing the outer skin. Avoid using excessive force, as it can bruise the fruit.

TOQUE: Prueba de Madurez del Aguacate

Considere la posibilidad de visitar el supermercado local para comprobar la madurez de los aguacates con su hijo. Los aguacates maduran gradualmente tras su recolección, pasando de duros a blandos con el paso del tiempo. El grado de madurez determina la idoneidad para diferentes usos culinarios y necesidades de almacenamiento. Pídale a su hijo que presione suavemente el aguacate para determinar el grado de madurez.

- **Inmaduro:** Si el aguacate se siente firme y no cede a la presión suave, está inmaduro y necesita más tiempo para ablandarse. Son ideales si piensas utilizarlos varios días después.
- **Perfectamente maduro:** Los aguacates ligeramente blandos que ceden suavemente a la presión son ideales para cortar en rodajas, hacer puré en tostadas o añadir a tacos y ensaladas.
- **Demasiado maduros:** Si el aguacate está muy blando y aplastado, es mejor utilizarlo en guacamole, batidos u horneado, ya que puede ser demasiado delicado para cortarlo en rodajas.

Compruebe siempre el grado de madurez presionando suavemente la piel exterior. Evite emplear una fuerza excesiva, ya que puede dañar la fruta.

TASTE: Taste an Avocado

Slice an avocado and ask your child to taste the avocado with you. Try avocado slices with various spices (salt, pepper, tajín, etc.) and discuss the taste differences. Are some flavors sweeter? Saltier? Spicier? More sour?

PRUEBE: Saboree un aguacate

Corte un aguacate en rodajas y pídale a su hijo que lo pruebe con usted. Pruebe las rodajas de aguacate con distintas especias (sal, pimienta, tajín, etc.) y comenten las diferencias de sabor. ¿Algunos sabores son más dulces? ¿Más salados? ¿Más picantes? ¿Más ácidos?



RECIPe: Avocado Crema

Makes six servings.

Thank you to Brigaid for sharing this recipe recommended by the North Monterey County Unified School District.

Ingredients

- Half an avocado, pit and skin removed
- 1/8 bunch of fresh cilantro, stems removed
- 2 tablespoons mayonnaise
- 1/3 cup plain Greek yogurt
- 2 teaspoons lime juice
- 1 teaspoon salt

Instructions

1. Place all ingredients in a blender and blend until smooth.
2. Serve as a salad dressing, marinade, or sauce for seasonal vegetables.

RECETA: Crema de Aguacate

Rinde para seis porciones.

Gracias al Brigaid por compartir esta receta recomendado por Distrito Escolar Unificado del Norte del Condado de Monterey.

Ingredientes

- Medio aguacate, sin hueso ni piel
- 1/8 de manojo de cilantro fresco, sin tallos
- 2 cucharadas de mayonesa
- 1/3 taza de yogur griego natural
- 2 cucharaditas de zumo de limón
- 1 cucharadita de sal

Instrucciones

1. Coloque todos los ingredientes en una licuadora y licúe hasta obtener una mezcla homogénea.
2. Sírvala como aderezo para ensaladas, adobo o salsa para verduras de temporada.

Bean



Bean

In this unit, students will participate in hands-on activities as they explore the life cycle and unique qualities of beans. Each activity helps students grow as learners and strengthens their ability to make healthy food choices. Through discovery and reflection, students will build their confidence to try new foods, engage their senses, and deepen their relationship to the natural world. This unit includes the following activities:

- 1 Bean Discovery:** Students will sort different types of beans using various tools and learn about their multiple qualities.
- 2 Bean Match:** Students will identify printed numerals and count out the corresponding number of beans.
- 3 Sprout a Bean:** Students will sprout beans and observe their growth.

For a fun and easy tasting activity, bring in edamame or soybeans for the class. These beans can be purchased frozen in the shell. Once the beans have defrosted, students can open the bean pods and pop them into their mouths.

Did You Know?

- Beans are part of the legume family and grow on a bush or climbing vine.
- Beans are seeds that grow in a pod. Once taken out of the pod, they can be eaten fresh. Most often, beans are dried to be boiled later.
- Beans are a healthy source of protein and provide essential amino acids, fiber, and vitamins.

Children's Books About Beans

- *Growing Vegetable Soup*, by Lois Ehlert
- *Jody's Beans*, by Malachy Doyle
- *One Bean*, by Anne Rockwell
- *What's in My Garden?: A Book of Colors* by Cheryl Christian/*¿Qué hay en mi jardín?: Un Libro de Colores* de Cheryl Christian

RESOURCES FOR FAMILIES

You will find a “Resources for Families” section offered in English and Spanish at the end of this unit. Please make copies for your students to take home. Activities include:

- **BEAN HUNT:** Children are encouraged to search through their local food market for all forms of beans.
- **TASTE A BEAN:** Families are prompted to include bean-based foods in their meals to promote familiarity, cooking skills, and willingness to try new foods.
- **RECIPE:** Zesty Bean Salad

ACTIVITY #1

Bean Discovery

Activity Overview

In this activity, students will work collaboratively in teams to identify and differentiate various types of beans. They will discuss the names of the beans and describe their characteristics, such as color, shape, and texture. Using a variety of sorting tools, students will also strengthen their fine motor skills through hands-on exploration.

Materials

- Bean Learning Card
- Four 1-lb bags of dried beans. These can be any variety of beans, such as black, pinto, red, kidney, or garbanzo. The mixed dried beans will be used throughout all of the bean activities.
- Various items for sorting, such as egg cartons, paper plates, or cups of different sizes (four or more items for each group of students).
- Various items to pick up the beans with, such as tweezers, spoons, and chopsticks (four or more items for each group of students).
- One medium-sized bowl for each group of students.

Preparation

- Pour 1-2 cups of beans into a bowl for each group.



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 7, LLD 4, ELD 1, COG 9, COG 11, PD-HLTH 4 & PD-HLTH 10.
- Standards; Science: 1.9. Math: 1.2, 1.3 & 1.5. Health: 1.5 & 1.7

Kindergarten:

- DRDP-K: ATL-REG 1, ATL-REG 4, LLD 4, ELD 1, COG 1 & PD 4.
- Standards; Math: K.MD.3. Health: 1.1.N

Directions

1. Place students into working groups of 3–4 students per group.
2. Distribute a bowl full of mixed dried beans to each group.
3. Show students the Bean Learning Card to introduce the life cycle of a bean.
4. If possible, write the names of each type of bean on a board for a visual as you teach students about the beans.
5. For each type of bean, go through the following sequence:
 - Hold up a bean.
 - Ask students to find the same bean from their bowl.
 - Name the bean and show students the word on the board.
 - Ask students to repeat the name of the bean.
6. Show students how to use the tools in front of them (such as tweezers, spoons, chopsticks, etc.) to sort each bean by type into the various receptacles (such as egg cartons, cups, plates, etc.).
7. Once the beans are sorted, help students name the types of beans and their qualities by asking any of the following questions:
 - Can you hold up a black bean? Repeat with all types of beans.
 - Can you hold up a small bean? A large bean?
 - Can you hold up a bean that is a circle? A bean that is spotted? A bean that is red?
8. Use this opportunity to discuss the different qualities of beans. Black beans are often small, shiny, and black, pinto beans are usually a light brown color with spots, and red beans are typically a deep red. Ask questions such as:
 - What do you notice that is special about each bean?
 - Have you tasted these beans?
 - What kinds of beans does your family like to eat?



ACTIVITY #2

Bean Match

Activity Overview

In this activity, students will identify, count, and match beans to numbers. Students will learn about the variety of different shapes and colors of dry beans while practicing their counting and number recognition.

Materials

- Four 1-lb bags of dried beans. These can be any variety of beans, such as black, pinto, red, kidney, or garbanzo. The mixed dried beans will be used throughout all of the bean activities.
- Copies of the “Bean Match” handout (one per student)
- Paper cups (one per student)

Preparation

- Make copies of the “Bean Match” handout (one per student).

Directions

1. Distribute a handful of mixed beans to each student in a paper cup.
2. Distribute one “Bean Match” handout to each student.
3. Ask students to place the correct number of beans in each of the circles on their “Bean Match” handout.
4. If students complete this quickly, direct them to reorganize the beans so that they are also sorted by color or type into the numbered circles.
5. After completion, ask students various reflection questions:
 - What is different and similar about the types of beans that you sorted?
 - How did you choose to sort the beans?



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: LLD 4 & COG 3.
- Standards; Math: 1.2

Kindergarten:

- DRDP-K: LLD 4 & COG 2.
- Standards; Math: K.CC.4

HANDOUT

Bean Match



ACTIVITY #3

Sprout a Bean

Activity Overview

In this activity, students will germinate and sprout beans. This is a fun process for students to observe over a week or two before planting their beans. Choose a variety of dried beans from your dried bean collection so that students can observe different beans in their germination process.

Materials

- *One Bean*, by Anne Rockwell
- Dried, pre-soaked beans (three beans of any type per student)
- Small transparent compostable bags (such as compostable sandwich bags, one per student). Plastic bags also work well.
- Paper towels (one per student)
- A cup of water or faucet to dampen the paper towels
- Tape
- A window
- Permanent marker

Advanced Preparation

- Find the book *One Bean* (either the print or video version).
- If possible, soak the beans overnight. This gives the beans a jumpstart and will help the germination process happen more quickly.

Day of Preparation

- Moisten paper towels (one per student)



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: LLD 4, COG 9 & COG 10.
- Standards; Science: 1.1, 3.6 & 3.7

Kindergarten:

- DRDP-K: ATL-REG 1, ATL-REG 4 & LLD 4.
- Standards; Science: K.LS1.C & K.ESS3.A

Directions

1. Read or watch the book *One Bean*, by Anne Rockwell. As you read, help students notice how beans grow.
2. Explain the concepts of germination and sprouting to students.
 - Germination is the first stage when a seed begins to grow into a new plant.
 - Sprouting is when a seed begins to grow new shoots, and the first visible parts of the plant, such as roots, stems, or leaves, start to emerge.
3. Pass out plastic bags, and ask students to write their names on them.
4. Pass out a damp paper towel to each student and have them fold it to fit, then place it into the bag.
5. Pass out 3–4 pre-soaked beans to each student. Ask students to put the beans into their bag, allowing space between each bean.
6. Show students how to close the bag, leaving a little bit of air space.
7. Tape the bags to a window that gets sunlight, and watch them grow.
8. After the beans have sprouted, you can plant them, root-side down, into your school garden. Leave just a bit of space between the plants, and plant them about one inch deep. If you do not have garden space at your school, you can put them into paper cups that are $\frac{3}{4}$ pre-filled with soil, and give them to students to take home.
9. As students' beans begin to sprout, ask various reflection questions:
 - What do you notice happening to the bean?
 - What do you think will happen next?
 - What is helping the beans grow?

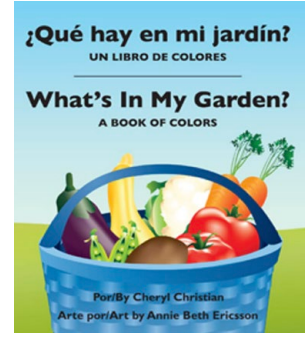
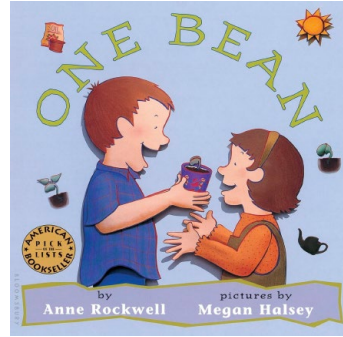
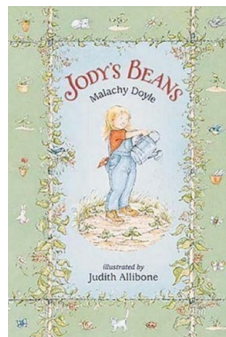
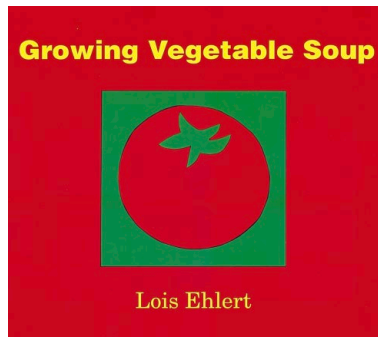


Learning About Beans

Aprendizaje sobre los frijoles

Your child is learning about fruits and vegetables through fun activities that help them build skills while they try new foods. This week, they learned about beans. Ask your child about their experiences in class and enjoy the following activities at home.

Su hijo está aprendiendo sobre frutas y verduras a través de actividades divertidas que lo ayudan a desarrollar habilidades mientras prueba nuevos alimentos. Esta semana, aprendió sobre los frijoles. Pregúntele a su hijo sobre las experiencias en clase y disfrute de las siguientes actividades en casa.



READ: Books About Beans / LEER: Libros sobre los frijoles

If possible, bring your child to your local library or their school library to look for these books:
Si es posible, lleve a su hijo a la biblioteca local o a la de su escuela para que busque estos libros:

- *Growing Vegetable Soup*, by Lois Ehlert
- *Jody's Beans*, by Malachy Doyle
- *One Bean*, by Anne Rockwell
- *What's in My Garden?: A Book of Colors*, by Cheryl Christian/*¿Qué hay en mi jardín?: Un Libro de Colores*, de Cheryl Christian

TOUCH: Bean Hunt

Take a trip to your local grocery store. Beans come in many varieties and forms. See if your child can find several types of beans throughout the store. They might find fresh beans, canned beans, frozen beans, or dried beans. Ask your child to try to find the different types of beans they have learned about in class: black beans, red beans, garbanzo beans, or pinto beans.

TOQUE: A la caza de frijoles

Dé una vuelta por el supermercado. Hay muchas variedades y formas de frijoles. Vea si su hijo puede encontrar varios tipos de frijoles en la tienda. Es posible que encuentre frijoles frescos, enlatados, congelados o secos. Pídale que busque los distintos tipos de frijoles sobre los que aprendió en clase: frijoles negros, frijoles rojos, garbanzos o frijoles pintos.

**TASTE: Taste a Bean**

Offer your child the opportunity to taste various types of beans. Hummus, soup, bean salad, or bean chili are great recipes that use a mix of beans. As you cook with beans, ask your child to taste each type of bean on its own so they begin to recognize the different flavors of beans and develop their personal preferences. Try making the Zesty Bean Salad included here.

PRUEBE: Saboree un frijol

Ofrezca a su hijo la oportunidad de probar distintos tipos de frijoles. El hummus, la sopa, o la ensalada o el chili de frijoles son recetas estupendas que utilizan una mezcla de frijoles. Cuando cocine con frijoles, pídale a su hijo que pruebe cada tipo de frijol por separado para que empiece a reconocer los distintos sabores y a desarrollar sus preferencias personales. Intente preparar la ensalada picante de frijoles que se incluye aquí.



RECIPÉ: Zesty Bean Salad

Makes six servings.

Thank you to Riverside Unified School District for sharing this recipe.

Ingredients

- 1 $\frac{3}{4}$ cup black beans, canned or cooked
- 2 $\frac{3}{4}$ cups garbanzo beans (also called chickpeas), canned or cooked
- $\frac{3}{4}$ cup corn, canned, frozen and thawed, or fresh
- 2 tablespoons tomato, diced
- 1 tablespoon fresh cilantro, chopped
- 2 tablespoons Italian dressing
- $\frac{1}{8}$ teaspoon garlic powder
- Dash garlic salt

Instructions

1. If using canned, rinse and drain black beans, garbanzo beans, and corn.
2. Combine black beans, garbanzo beans, corn, tomato, cilantro, and Italian dressing in a large bowl.
3. Add garlic powder and garlic salt, mix thoroughly.
4. Serve and enjoy!

RECETA: Ensalada picante de frijoles

Rinde para seis porciones.

Gracias al Distrito Escolar Unificado de Riverside por compartir esta receta.

Ingredientes

- 1 $\frac{3}{4}$ tazas de frijoles negros, enlatados o cocidos
- 2 $\frac{3}{4}$ tazas de garbanzos en lata o cocidos
- $\frac{3}{4}$ taza de maíz, enlatado, congelado y descongelado, o fresco
- 2 cucharadas de tomate cortado en dados
- 1 cucharada de cilantro fresco picado
- 2 cucharadas de aliño italiano
- $\frac{1}{8}$ cucharadita de ajo en polvo
- Una pizca de sal de ajo

Instrucciones

1. Si usa enlatados, enjuague y escurra los frijoles negros, los garbanzos y el maíz.
2. Combine los frijoles negros, los garbanzos, el maíz, el tomate, el cilantro y el aderezo italiano en un tazón grande.
3. Añada ajo en polvo y sal de ajo, y mezcle bien.
4. ¡Sirva y disfrute!

Carrot



Carrot

In this unit, students will participate in hands-on activities as they explore the life cycle and unique qualities of carrots. Each activity helps students grow as learners and strengthens their ability to make healthy food choices. Through discovery and reflection, students will build their confidence to try new foods, engage their senses, and deepen their relationship to the natural world. This unit includes the following activities:

- 1 Carrot Shapes:** Students will identify and match shapes using carrots.
- 2 Taste a Carrot:** Students will taste carrots and communicate their preferences.
- 3 Carrot Art:** Students will explore colors and pressure using carrot tops.

To grow carrots, educators can follow the instructions in the cilantro or radish units, as the methods are very similar. However, carrots should be planted outdoors so they have room to grow deep into the ground.

Did You Know?

- While orange is the most common color, carrots also come in purple, yellow, red, and white varieties.
- Carrots are root vegetables, meaning the most common part to eat is the root.
- The green leafy tops of carrots are also edible and can be used in salads, pesto, or soups.

Children's Books About Carrots

- *Creepy Carrots*, by Aaron Reynolds/
Las Zanahorias Maléficas, de Aaron Reynolds
- *If You Plant a Seed*, by Kadir Nelson
- *Lunch*, by Denise Fleming
- *The Very Hungry Caterpillar*, by Eric Carle/
La Oruga Muy Hambrienta, de Eric Carle

RESOURCES FOR FAMILIES

You will find a “Resources for Families” section offered in English and Spanish at the end of this unit. Please make copies for your students to take home. Activities include:

- **WEIGH A CARROT:** Student learning will be reinforced using real-world math skills at their local food market. Using the produce scale to weigh all of the various forms of carrots integrates concepts of weight with hands-on familiarity with this food.
- **TASTE A CARROT:** Families are encouraged to explore the myriad of ways carrots can be prepared, and to use ranking as a means to increase math skills while improving familiarity and preferences.
- **RECIPE:** Carrot Slaw

ACTIVITY #1

Carrot Shapes

Activity Overview

Carrots come in many different shapes and sizes: whole with tops, whole without tops, bunched, single, cut into coins, baby-sized, sticks, and frozen. This activity will help students identify carrots in their many forms and help them learn about shapes by observing carrots and matching them to shapes outside or in their classroom.

Materials

- One bag of large carrots (with carrot tops if possible)
- One bag of baby carrots
- One bag of frozen carrots (if possible)
- Cutting board
- Knife
- Copies of the “Carrot Shapes” handout (one per student)

Preparation

- Copy the “Carrot Shapes” handout

Directions

1. Show students the different types of carrots you have purchased, including:
 - Whole carrots
 - Baby carrots
 - Frozen carrots
2. Ask students if they can name each of these types of carrots, and if they have eaten them before.
3. Take a whole carrot and ask students to watch closely while you cut the carrots into various shapes, including carrot “coins” and carrot sticks. *(continued on next page)*



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

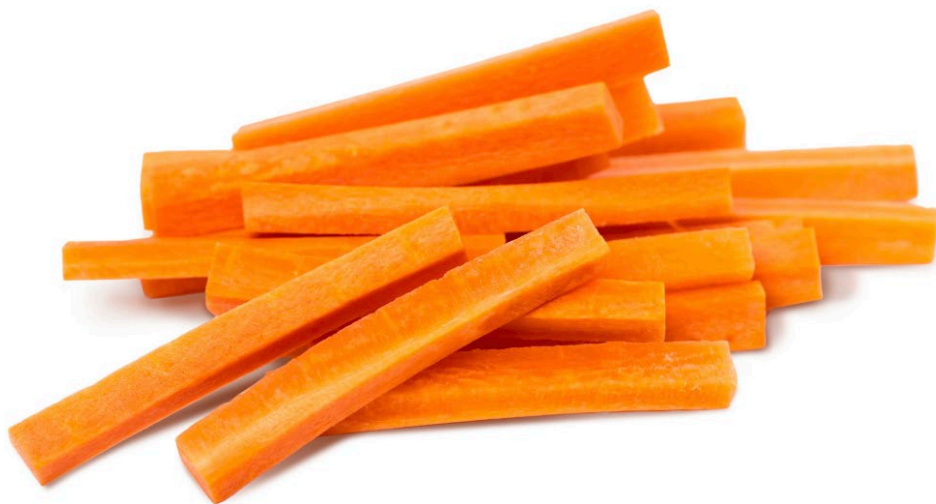
Transitional Kindergarten:

- DRDP-TK: LLD 4 & Cog 7.
- Standards; Science: 1.2.
Math: 4.o. Health: 1.5 & 1.7

Kindergarten:

- DRDP-K: LLD 4 & COG 6.
- Standards; Math: K.G.2
Health: 1.1.N

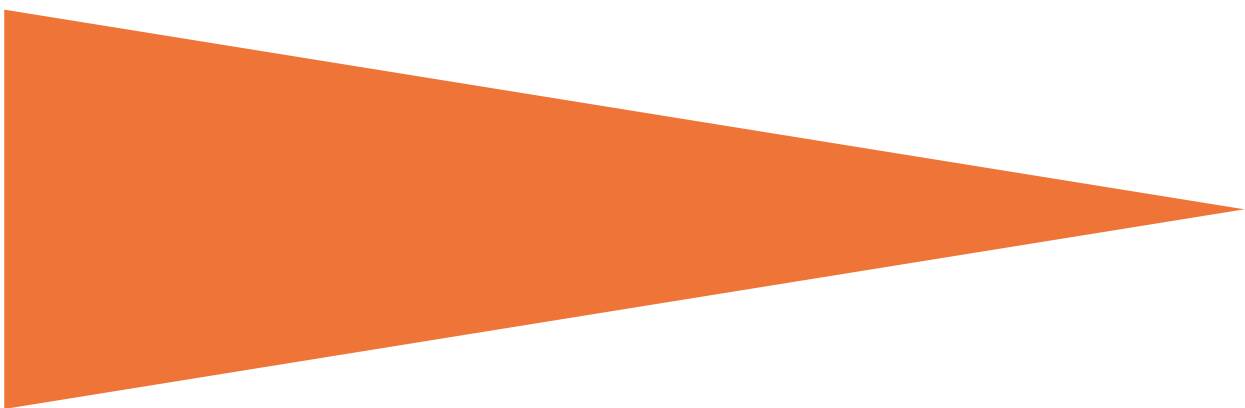
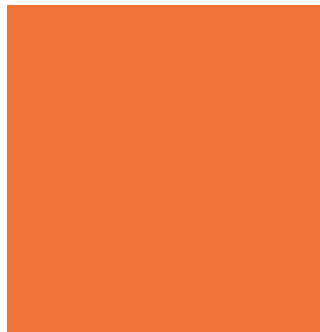
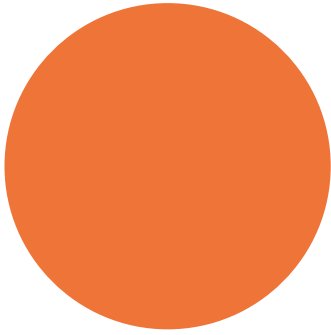
4. Hold up each type of carrot, and ask students to identify the shapes they see when looking at the carrot. For instance, carrot coins might resemble a circle, a whole carrot might resemble a triangle, carrot sticks might resemble rectangles, and frozen carrots resemble small squares. Show students the “Carrot Shapes” handout and ask them to identify each shape.
5. Give each student a copy of the “Carrot Shapes” handout.
6. Take students outside, or remain in the classroom, and ask students to match the shapes on their handout to objects that correspond to that shape. Students should walk slowly and make sure they collect just one item to match each shape. Examples of matching items outside could be a rock, a stick, a leaf, or a flower petal. Inside, students might find a small block, coin, or various small toys.
7. Ask students to bring the items back to the group to share. Later, help students to return their items.
8. Ask students several reflection questions:
 - What items did you find to match the shapes on your paper?
 - Which shape was easiest to match? Which shape was hardest to match?
 - What shape was your favorite? Why?
 - If you could grow a carrot into any shape, what would it be?



HANDOUT

Carrot Shapes

Find an item to match each shape below:



ACTIVITY #2

Taste a Carrot

Activity Overview

Repeated exposure to foods helps students accept and enjoy new flavors. By giving students options and autonomy, they are more likely to enjoy eating raw vegetables. This activity allows students to investigate and try something new: carrots with an assortment of dips. If students are hesitant, allow them to touch and smell the dips. Math is incorporated as they learn to fold a paper plate into quarters to serve as their sectional sampling board.

Materials

- Carrots to dip (baby, sticks, or coins work well, four per student)
- Four types of dip (ideally, sauces or dips offered in the cafeteria)
- Small paper plates (one per student)
- Pencil (one per student)

Preparation

- Write a checkmark or an X on the board

Directions

1. Pass out a paper plate and a pencil to each student.
2. Demonstrate how to fold the plate into quarters: fold in half one direction, open, then fold in half the other direction. Then have students fold their own.
3. Hold up each of your dips and tell students what the dip is called. Ask students to repeat the names of each dip. Some ideas include the following:
 - Any dips available in the school cafeteria
 - Hummus
 - Mashed avocado or guacamole
 - Ranch
 - Ketchup

(continued on next page)



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: SED 1, LLD 2, LLD 4, LLD 10, COG 9, COG 10 & PD-HLTH 10.
- Standards; Science: 1.1, 1.2, 1.6, 1.8 & 3.2. Math: 3.4. Health: 1.5 & 1.7

Kindergarten:

- DRDP-K: ATL-REG 1, LLD 4 & COG 5.
- Standards; Math: K.CC.6 & K.MD.2. Health: 1.1.N

4. Throughout this activity, ask students to “keep their opinions in their own mind” or not to “yuck each other’s yum.” This will help students to taste and enjoy new foods. Students this age are very influenced by the perception of their peers. If someone says they do not like a dip, others will mimic this response.

5. Squirt a small amount of the different dips into each section of the plate and put four bite-size pieces of carrot into the center of each plate.



6. Ask the student to taste the first dip. If they liked it, they should put a checkmark on the plate next to it. Show them what your check mark looks like, and how to draw one. Alternatively, you can also make an “X” if it is easier.

7. Repeat for each dip.

8. After students try all of the dips, ask them to do a “thumbs check in” to rate if they liked each dip. Thumbs up if they liked the dip, thumbs to the side if they think it is okay, and thumbs down for “maybe I will like it next time.” Write their responses on the board. Compare results to determine which was the most popular dip.

9. Ask students various reflection questions:

- What dip was your favorite? Why?
- What other dips would be fun to try?
- What do you think this dip is made from?
- What is the hardest thing about trying new foods?
- What other vegetables might taste good with one of these dips?

ACTIVITY #3

Carrot Art

Activity Overview

This activity uses parts of carrots to encourage creativity and abstract thinking while also developing fine motor skills. Students will use carrot tops to create unique designs and explore the concept of pressure. This hands-on experience enhances fine motor control, fosters creativity, and promotes self-expression.

Materials

- Leafy tops from carrots (three or more stems per student).
If you have extra carrots, you can also use full carrots as paintbrushes or cut a carrot in half to use it as a stamp.
- Tempera paints (bright and light colors will work best)
- Black construction paper
- Paper plates
- Napkins or paper towels for hands and to keep the area clean

Preparation

- Remove tops from carrots to use as paint brushes.
- Gather any extra carrots or carrot parts you would like to use as paint brushes.
- Squirt tempera paints onto paper plates, creating one plate per student with a dollop of three different colors on each.
- Cover desks or tables, as necessary.
- Set paper and painting supplies out for students.
- If possible, educators should do one painting in advance to show students an example.

Safety Notes

- Supervise so that nothing is eaten.



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

DRDP-TK: LLD 1, LLD 4, PD-HLTH 4 & VPA 1.

Standards; Art: PK.VA:Cr1.1, PK.VA:Cr1.2 & PK.VA:Cr2.1

Kindergarten:

DRDP-K: LLD 1, LLD 4, COG 5 & PD 4.

Standards; Math: K.MD.1 Art: K.VA:Cr1.1 & K.VA:Cr2.1

Directions

1. Describe and demonstrate what “pressure” means by walking around the room and gently pressing on each student’s palm, demonstrating the difference between firm, light, and very soft pressure.
2. Encourage students to practice this themselves by pushing their hands together with varying levels of pressure.
3. Hand out carrot tops to each student. This is what they will use as their paintbrush.
4. Before dipping the carrot tops into the paints, ask students to practice different pressures by pushing their stems onto the table with firm, light, and very soft pressure.
5. Begin the painting process by asking students to dip their “paintbrush” into the various paints and practice painting with firm, light, and very soft pressure. Allow students to explore and experiment using different pressures.
6. Encourage students to create an abstract art design, combining various pressures and colors to make their piece unique. They can also try using the bottom of their carrot top for a sharper line.
7. Ask students various reflection questions:
 - What did you notice about painting with your carrot leaves?
 - What shapes or pictures did you paint?
 - How did it feel to use firm, light, and very soft pressure?

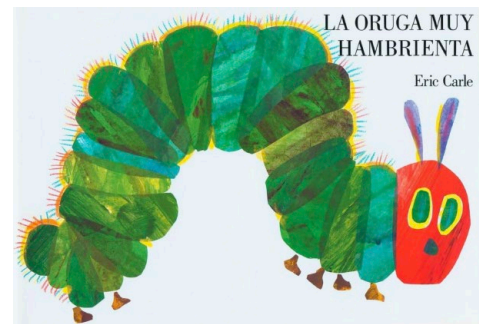
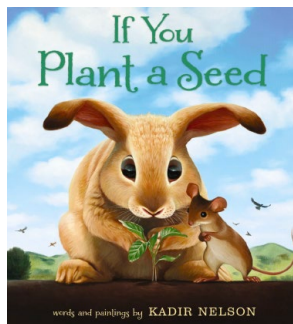
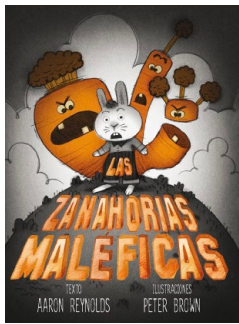


Learning About Carrots

Aprendizaje sobre las zanahorias

Your child is learning about fruits and vegetables through fun activities that help them build skills while they try new foods. This week, they learned about carrots. Ask your child about their experiences in class and enjoy the following activities at home.

Su hijo está aprendiendo sobre frutas y verduras a través de actividades divertidas que lo ayudan a desarrollar habilidades mientras prueba nuevos alimentos. Esta semana, aprendió sobre las zanahorias. Pregúntele a su hijo sobre las experiencias en clase y disfrute de las siguientes actividades en casa.



READ: Books About Carrots / LEER: Libros sobre zanahorias

If possible, bring your child to your local library or their school library to look for these books: Si es posible, lleve a su hijo a la biblioteca local o a la de su escuela para que busque estos libros:

- *Creepy Carrots*, by Aaron Reynolds/*Las Zanahorias Maléficas*, de Aaron Reynolds
- *If You Plant a Seed*, by Kadir Nelson
- *Lunch*, by Denise Fleming
- *The Very Hungry Caterpillar*, by Eric Carle/*La Oruga Muy Hambrienta*, de Eric Carle

TOUCH: Weigh a Carrot

Carrots come in many different shapes and sizes. Reinforce what your child has learned about carrots by taking them to the grocery store. Ask them to weigh carrots on the produce scale to learn about numbers and cost.

Use the produce scale to weigh a variety of carrots, such as:

- Single carrots
- A bag of baby carrots
- Bunch of carrots

Ask your child to notice which weighed the most and the least. Help them identify the numbers on the scale.

TOQUE: Pese una zanahoria

Las zanahorias tienen muchas formas y tamaños diferentes. Refuerce lo que su hijo aprendió sobre las zanahorias llevándolo al supermercado. Pídale que pese las zanahorias en la báscula para aprender a hacerlo.

Utilice la báscula de productos agrícolas para pesar una variedad de zanahorias, tales como:

- Zanahorias individuales
- Una bolsa de zanahorias baby
- Un manojo de zanahorias

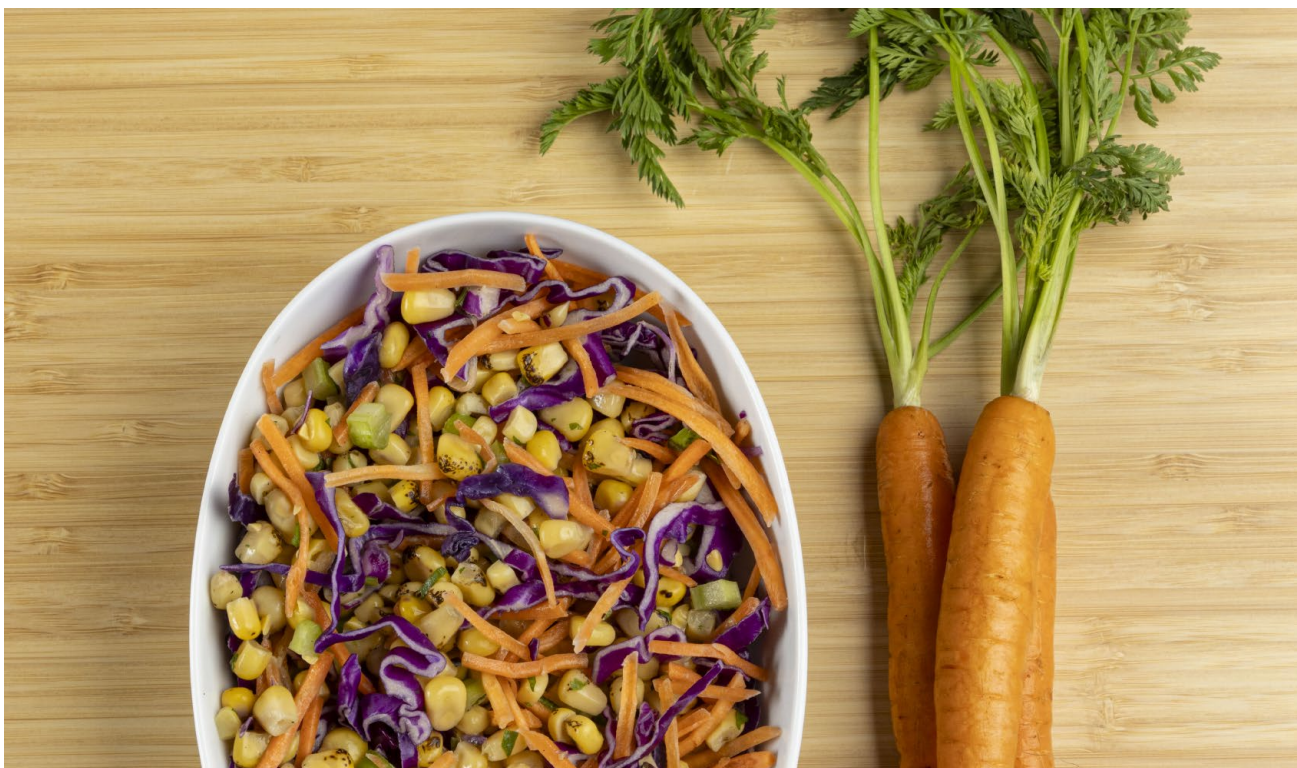
Pídale a su hijo que se fije en las que pesan más y las que pesan menos. Ayúdelo a identificar los números de la báscula.

TASTE: Taste a Carrot

There are many ways to prepare and taste carrots. Try offering your child carrots lightly steamed in the microwave, roasted in the oven, heated in an air fryer, stir-fried on the stove, grilled on a barbecue, boiled in a soup, grated in a salad, or raw and dipped in any of your favorite sauces. Ask questions about your child's favorite way to eat carrots. Have them rank their preferences as they try new preparation methods.

PRUEBE: Saboree una zanahoria

Hay muchas formas de preparar y saborear las zanahorias. Intente ofrecer a su hijo zanahorias ligeramente cocidas al vapor en el microondas, asadas en el horno o en una barbacoa, calentadas en una freidora de aire, salteadas en el fogón, hervidas en una sopa, ralladas en una ensalada, o crudas y mojadas en cualquiera de sus salsas favoritas. Pregúntele a su hijo cuál es su forma preferida de comer zanahorias. Pídale que clasifique sus preferencias a medida que prueba nuevos métodos de preparación.



RECIPe: Carrot Slaw

Makes six servings.

Thank you to Jurupa Unified School District for sharing this recipe.

Ingredients

- 2 cups roasted corn, fresh or frozen and thawed
- 2 cups shredded cabbage
- ¼ cup celery, diced
- ¼ cup shredded carrots
- ¼ cup fresh cilantro, chopped
- ⅓ cup mayonnaise
- 1 teaspoon yellow mustard

Instructions

1. Place all ingredients in a large bowl and mix well.
2. Serve and enjoy!

RECETA: Ensalada de col y zanahoria

Rinde para seis porciones.

Gracias al Distrito Escolar Unificado de Jurupa por compartir esta receta.

Ingredientes

- 2 tazas de maíz tostado, fresco o congelado y descongelado
- 2 tazas de col rallada
- ¼ taza de apio cortado en cubitos
- ¼ taza de zanahorias ralladas
- ¼ taza de cilantro fresco picado
- ⅓ taza de mayonesa
- 1 cucharadita de mostaza amarilla

Instrucciones

1. Coloque todos los ingredientes en un tazón grande y mezcle bien.
2. ¡Sirva y disfrute!

Cilantro



Cilantro

In this unit, students will participate in hands-on activities as they explore the life cycle and unique qualities of cilantro. Each activity helps students grow as learners and strengthens their ability to make healthy food choices. Through discovery and reflection, students will build their confidence to try new foods, engage their senses, and deepen their relationship to the natural world. This unit includes the following activities:

- 1 Plant Cilantro:** Students will plant cilantro seeds while learning about primary colors through art.
- 2 Measure Cilantro:** Students will explore height and measurements.
- 3 Plant Emotions:** Students will discuss and identify feelings.

For a fun and easy tasting activity, bring in a bunch of cilantro and let students pluck off leaves and break off pieces of the stem to taste. Be sure to tell your students that for some people, cilantro tastes like soap. The Measure Cilantro activity utilizes real cilantro and would be a great opportunity for students to taste cilantro.

Did You Know?

- Cilantro is a fresh and flavorful herb.
- Cilantro seeds are called coriander and are used as a spice for cooking.
- People usually eat cilantro leaves, although they sometimes eat the stems as well.

Children's Books About Carrots

- *Eating the Alphabet: Fruits and Vegetables from A-Z*, by Lois Ehlert
- *My Garden*, by Kevin Henkes
- *Super Simple Kitchen Garden: A Kids' Guide to Gardening*, by Alex Kuskowski
- *The Plant Rescuer*, by Matthew Rivera/*El Rescatador de Plantas*, de Matthew Rivera

RESOURCES FOR FAMILIES

You will find a “Resources for Families” section offered in English and Spanish at the end of this unit. Please make copies for your students to take home. Activities include:

- **CILANTRO HUNT:** Families are invited to find fresh cilantro at their local market, and have their child select and prepare it for purchase by tearing, opening, and sealing a bag. This activity helps the child take an active role in their family's food consumption.
- **CILANTRO TASTING:** This herb is quite versatile. Families are prompted to explore three different ways they may incorporate it into their meals.
- **RECIPE:** Cilantro Corn Salsa

ACTIVITY #1

Plant Cilantro

Activity Overview

The first step in growing a plant from a seed is to provide it with a hospitable home, which includes soil, water, and light. In this activity, students will use their fine motor skills to paint, cut, and assemble a pot for their seedlings. Using estimation and color concepts, they can openly explore how primary colors mix to create complementary colors. These plants will be the basis for the other activities in this unit.

Materials

- Cilantro Learning Card
- Paper cups (one per student)
- Small clear plastic cups (one per student)
- White construction paper (one sheet per student)
- Nontoxic paints in red, yellow, and blue
- Paint brushes
- Fan or hair dryer (optional)
- Scissors
- Potting soil
- Watering can or extra cup to use for watering once planted
- Cilantro seeds (a pinch per student)
- A large spoon
- A sunny windowsill



Preparation

- Clear off a windowsill to make enough room for the cups.
- Set up workstations with paint, brushes, scissors, and cups.
- Open the soil and seeds.
- Pre-poke holes in the bottom of the paper cups. This will help with drainage when watering plants.

Safety Notes

- Ask students to wash their hands thoroughly after handling the soil.
- Supervise scissor cutting, as necessary, for early learners.

ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: LLD 4, COG 5, PD-HLTH 4 & VPA 1.
- Standards; Science: 3.1. Math: 3.3. Art: PK.VA:Cr1.1 & PK.VA:Cr1.2

Kindergarten:

- DRDP-K: LLD 4 & PD 4.
- Standards; Science: K.LS1.1. Math: K.MD. Art: K.VA:Cr1.1 & K.VA:Cr2.1

Directions

1. Show students the Cilantro Learning Card and the seed packet you plan to use. Explain to students that you plan to grow cilantro. First, you will each make your own pot for your seeds and learn about primary colors.
2. Give each student a piece of white construction paper to paint.
3. Using the primary colors red, yellow, and blue, squeeze lines onto each paper. A little bit of each color will go a long way.
4. Ask students to use their brushes to mix the colors however they like. Let them know their paper will be cut up, so encourage abstract designs over specific pictures.
5. Discuss what colors emerge as they are mixed. What color do yellow and red make? Blue and red? Yellow and blue?
6. Once the paper is fully painted, set it aside to dry. Use a fan or blow dryer to speed up the process if desired.
7. Pass out one cup per student, and use a permanent marker to write each student's name on the outside of their cup.
8. Once the paper has dried, have students cut the paper into 8-10 strips width-wise.
9. Line the inside of each clear plastic cup with the painted strips, paint side facing out so the design shows through the cup. Write students' names on their plastic cups.
10. Pass out one paper cup (with a small hole poked through the bottom) per student. Add soil until the cup is half full.
11. Each student can then sprinkle a pinch of cilantro seeds on top of the soil.
12. Cover the seeds with more soil until the cup is $\frac{3}{4}$ full, leaving a little room to prevent spills or overflow when watered. Make sure the cilantro seeds are planted quite shallow in the paper cup.
13. Place cups on the sunny windowsill. Water occasionally, when the soil is dry.
14. Check the plants every few days to identify changes in their growth.
15. Ask students various reflection questions:
 - What do you notice happening to your cilantro plant?
 - What do you think will happen next?
 - What in the environment is helping your plants to grow?
 - What differences do you notice between plants? What could be causing that difference?



ACTIVITY #2

Measure Cilantro

Activity Overview

Seeds sprout stems and leaves and grow higher and higher toward the sun. In this activity, students will learn to measure height while they observe their cilantro seedlings grow taller and taller. They will practice counting and writing their numbers while exploring this edible herb. This activity can be repeated for 4–6 weeks, as a way to track the height of the cilantro and the leaves that grow over time.

Materials

- Students' potted cilantro (if it has grown at this point) or a bunch of fresh cilantro from the grocery store
- “Measure Cilantro” handout (one per student)
- Pencils (one per student)
- Rulers (one per student)

Preparation

- Make copies of the “Measure Cilantro” handout (one per student)
- Draw a larger version of the “ruler” from the “Measure Cilantro” handout on a whiteboard or large piece of paper.

Directions

1. Pass out a “Measure Cilantro” handout to each student.
2. Ask students to point to the “ruler” on their sheet and note that it matches the “ruler” you have drawn.
3. On the whiteboard, draw a line under your ruler, stopping at the number 5. *(continued on next page)*



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

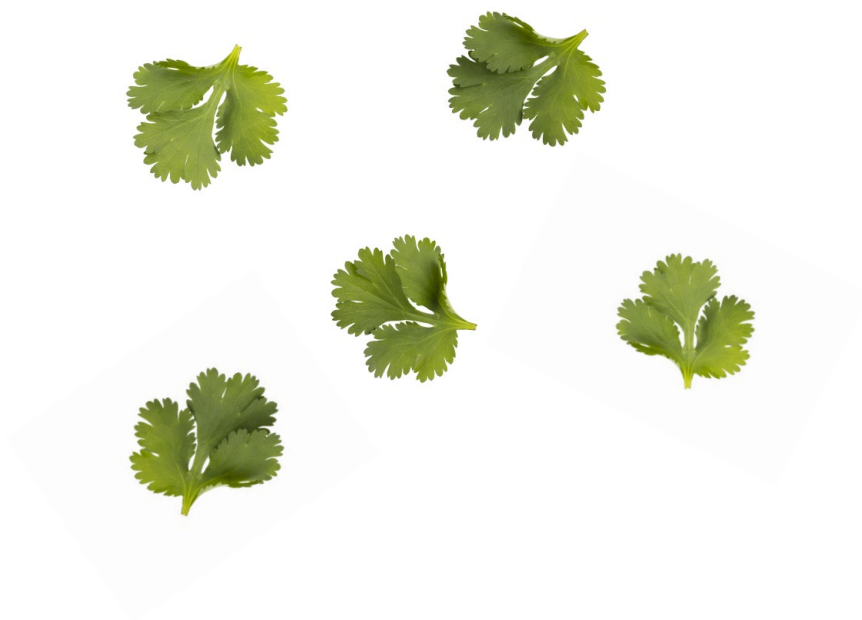
Transitional Kindergarten:

- DRDP-TK: LLD 4, COG 3, COG 5, COG 9 & COG 10.
- Standards; Science: 1.1, 1.8, 3.6 & 3.7. Math: 1.3 & 3.4

Kindergarten:

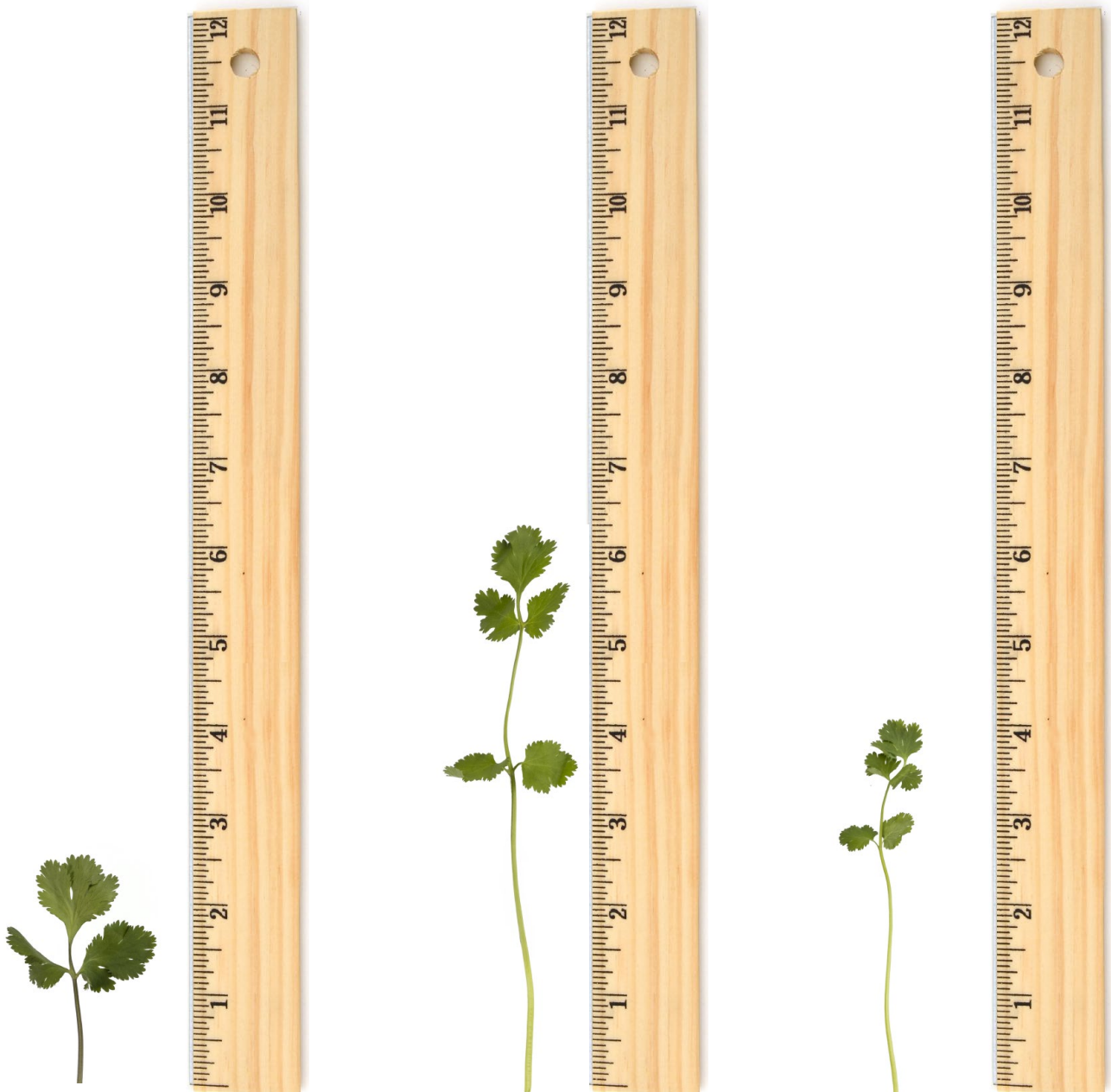
- DRDP-K: ATL-REG 1, ATL-REG 4, LLD 4, COG 2 & COG 5.
- Standards; Science: K.LS1.C & K.ESS3.A. Math: K.CC.4 & K.CC.6

4. Ask students to say the number where you stopped.
5. Repeat with two more lines of shorter and longer lengths.
6. Once you feel they understand the concept of measuring, have students complete their own measurements on their handout.
7. Ask students to mark how high each cilantro goes on their handout, and then to circle the tallest cilantro.
8. Show students how to measure real cilantro by placing the ruler with the zero on the dirt, or lay the ruler next to a sprig of cilantro.
9. Ask students to use a real ruler to measure their own plant or the sprig of cilantro that you've provided.
10. Students should measure their cilantro plants weekly to observe changes.
11. Ask students several reflection questions:
 - Are there any changes to the number of leaves on your cilantro plant?
 - What do you notice about the length of the stem?
 - What might affect how tall your cilantro grows?



HANDOUT

Measure Cilantro



ACTIVITY #3

Plant Emotions

Activity Overview

Plants can “tell” us how they are feeling, just like we encourage students to tell us how they are feeling. Deficiencies and excesses in soil, water, and light can cause problems with how plants grow, and they will start to show us that they are not feeling well through the colors of their leaves and the moisture of their soil. In this activity, students will learn how to tell if their plants are “happy” or “sad” through observation and using the plants they have grown or the photos included in this activity. They will practice holding and writing with a pencil to record their findings. Use this as an opportunity to develop social-emotional learning and talk about different emotions and the importance of taking care of both ourselves and the natural world.

Materials

- Students’ cilantro plants (if the cilantro plants have not yet grown, you can skip this part of the activity or save it for later)
- “Plant Emotions” handout (one per student)
- Whiteboard and markers
- Child-friendly scissors (one pair per student)

Preparation

- Draw a line down the middle of a whiteboard or chalkboard. Label the left side “observations,” and label the right side “emotions.”
- Make copies of the “Plant Emotions” handout (one per student).
- Gather scissors (one pair per student).



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: SED 2, LLD 4, COG 2, COG 11 & PD-HLTH 4.
- Standards; Science: 1.2 & 3.2. Health: 1.2

Kindergarten:

- DRDP-K: SED 2, LLD 4, COG 1 & PD 4.
- Standards; Science: K.LS.1.1. Health: 1.1.M

Directions

1. Ask students to describe what happens to your face as you mimic different emotions. Write down their observations on the board. For instance, if you smile, they might say, “smiling, eyes sparkling, showing teeth.”
2. After writing down their observations, ask them to guess what emotion you might have been feeling. Write this on the board and ask students to try to express this emotion as well. Continue this process for each emotion:
 - Sad: frowning, eyes trembling.
 - Angry: eyebrows raised, eyes squinting, lips pursed.
 - Surprised: wide eyes, raised eyebrows, mouth in an “O” shape.
 - Content: relaxed face.
 - Bored: heavy or wandering eyes, chin resting on hand.
 - Frustrated: nose wrinkled, eyebrows furrowed.
3. Explain to students that plants also give us clues about how they are feeling. Show them a picture of a thriving cilantro plant and a withered one. Ask which plant looks “happy” and which one looks “sad.”
4. Ask students to cut out each of the emotion cards from the “Plant Emotions” handout. Using the emotions cards, ask students to stack the pictures under the image of the plant to indicate how the plant may be feeling.
5. If the cilantro plants have grown, ask students to observe their own plants and describe in one or two words how they think their plant is feeling.
6. Ask students to think about what might cause the plant to feel that way. Explain concepts such as:
 - Plants need light to make their own food and turn their leaves green. What do you notice about the light your plant is getting?
 - Plants need water to thrive. What do you notice about the moisture of the soil/dirt? Does it need more water?
 - What else could make our plants happier?



HANDOUT

Plant Emotions



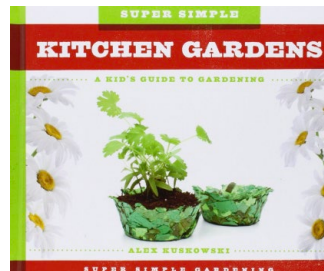
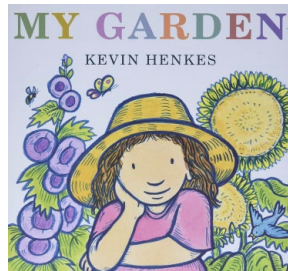
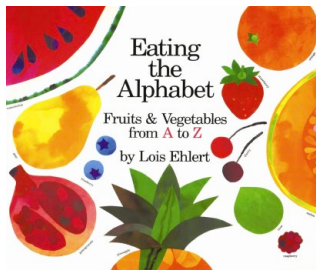
 <p>Happy</p>	 <p>Excited</p>	 <p>Joyful</p>	 <p>Silly</p>
 <p>Relaxed</p>	 <p>Sad</p>	 <p>Upset</p>	 <p>Lonely</p>
 <p>Hurt</p>	 <p>Disappointed</p>	 <p>Mad</p>	 <p>Frustrated</p>

RESOURCES FOR FAMILIES / RECURSOS PARA LAS FAMILIAS

Learning About Cilantro Aprendizaje sobre el cilantro

Your child is learning about fruits and vegetables through fun activities that help them build skills while they try new foods. This week, they learned about cilantro. Ask your child about their experiences in class and enjoy the following activities at home.

Su hijo está aprendiendo sobre frutas y verduras a través de actividades divertidas que lo ayudan a desarrollar habilidades mientras prueba nuevos alimentos. Esta semana, aprendió sobre el cilantro. Pregúntele a su hijo sobre las experiencias en clase y disfrute de las siguientes actividades en casa.



READ: Books About Cilantro / LEER: Libros sobre el cilantro

If possible, bring your child to your local library or their school library to look for these books: Si es posible, lleve a su hijo a la biblioteca local o a la de su escuela para que busque estos libros:

- *Eating the Alphabet: Fruits and Vegetables from A-Z*, by Lois Ehlert
- *My Garden*, by Kevin Henkes
- *Super Simple Kitchen Garden: A Kids' Guide to Gardening*, by Alex Kuskowski
- *The Plant Rescuer*, by Matthew Rivera/*El Rescatador de Plantas*, de Matthew Rivera

TOUCH: Cilantro Hunt

Take a trip to the grocery store with your child to purchase fresh cilantro. Encourage your child to look around the grocery store to find the cilantro. What other herbs are near the cilantro?

TOQUE: A la caza del cilantro

Vaya con su hijo al supermercado a comprar cilantro fresco. Anime a su hijo a buscar el cilantro por el supermercado. ¿Qué otras hierbas hay cerca del cilantro?

TASTE: Taste Cilantro

Cilantro leaves are a wonderful addition to many foods. Encourage your child to taste cilantro by trying it in various ways. Try adding it to dishes such as pasta, stir-fry, soup, sandwiches, dips, eggs, burritos, or salads. Try using cilantro in three different dishes. Which one did your family like the most?

PRUEBE: Saboree el cilantro

Las hojas de cilantro son un complemento maravilloso para muchas comidas. Anime a su hijo a probar el cilantro de varias maneras. Intente añadirlo a platos, como pasta, salteados, sopa, sándwiches, salsas, huevos, burritos o ensaladas. Intente utilizar cilantro en tres platos diferentes. ¿Cuál le gustó más a su familia?





RECIPÉ: Cilantro Corn Salsa

Makes six servings.

Thank you to the Turlock Unified School District for sharing this recipe.

Ingredients

- 1 ½ cups corn, canned, frozen and thawed, or fresh
- 1 ½ cups chopped tomato
- ¼ cup fresh cilantro, chopped
- ⅔ cup lemon juice
- ½ teaspoon mild taco seasoning
- ¾ teaspoon salt

Instructions

1. Place all ingredients in a large bowl and mix well.
2. Serve and enjoy!

RECETA: Salsa de maíz al cilantro

Rinde para seis porciones.

Gracias al Distrito Escolar Unificado de Turlock por compartir esta receta.

Ingredientes

- 1 ½ tazas de maíz, enlatado, congelado y descongelado, o fresco
- 1 ½ tazas de tomate picado
- ¼ taza de cilantro fresco picado
- ⅔ taza de zumo de limón
- ½ cucharadita de condimento suave para tacos
- ¾ de cucharadita de sal

Instrucciones

1. Coloque todos los ingredientes en un tazón grande y mezcle bien.
2. ¡Sirva y disfrute!

Radish



Radish

In this unit, students will participate in hands-on activities as they explore the life cycle and unique qualities of radishes. Each activity helps students grow as learners and strengthens their ability to make healthy food choices. Through discovery and reflection, students will build their confidence to try new foods, engage their senses, and deepen their relationship to the natural world. This unit includes the following activities:

- 1 Radish Art:** Students will explore radish colors and parts through art.
- 2 Radish Number Match:** Students will recognize numbers, seeds, and whole radishes through physical activity.
- 3 Radish Pass:** Students will learn directions through radish play and movement.

Like cilantro, radishes can grow quickly in cups in the classroom. To grow radishes with students, educators can follow the instructions in the “Resources for Families” section of this unit. Once students’ radishes have grown, harvest and taste them as a group. You can also purchase radishes at the grocery store for a radish taste test.

Did You Know?

- Radishes grow fast. They are often ready to harvest within four weeks.
- Radishes are a root vegetable and come in many colors, including red, white, purple, and black.
- The most frequently consumed part of the radish is the bulbous root; however, the leaves of the radish plant are also edible and can be used in salads or as garnishes.

Children’s Books About Carrots

- *Errol’s Garden*, by Gillian Hibbs/*La Huerta, de Roli* de Gillian Hibbs
- *Planting a Garden in Room 6: From Seeds to Salad*, by Caroline Arnold
- *Rah Rah Radishes! A Vegetable Chant*, by April Pulley Sayre
- *Tops and Bottoms*, by Janet Stevens

RESOURCES FOR FAMILIES

You will find a “Resources for Families” section offered in English and Spanish at the end of this unit. Please make copies for your students to take home. Activities include:

- **PLANT A RADISH:** Families are instructed how to plant radish seeds so they can watch them grow at home.
- **TASTE A RADISH:** Families can have a fun taste test by ranking radish slices in a myriad of dips they have at home, then giving their favorites a thumbs up.
- **RECIPE:** Radishes with Avocado Bean Mash

ACTIVITY #1

Radish Art

Activity Overview

In this activity, students will match colors and identify plant parts by tearing and gluing colored paper onto a radish picture. This activity reinforces that radishes are root vegetables and come in various colors.

Materials

- If possible, read one of the children's books listed in the About Radishes section of this unit (either the book or video version of any of the recommendations)
- If possible, bring in a real radish to show students
- Colored paper in red, white, and green (a quarter sheet of each per student)
- Glue sticks (one per student)
- "Radish Art" handout (one per student)

Preparation

- Obtain either the book or video version of one of the recommended children's books from this unit.
- Make copies of the "Radish Art" handout (one per student).



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: LLD 4, PD-HLTH 4, PD-HLTH 10, & VPA 1.
- Standards; Science: 3.1. Health: 1.5. Art: PK.VA:Cr1.1 & PK.VA:Cr1.2

Kindergarten:

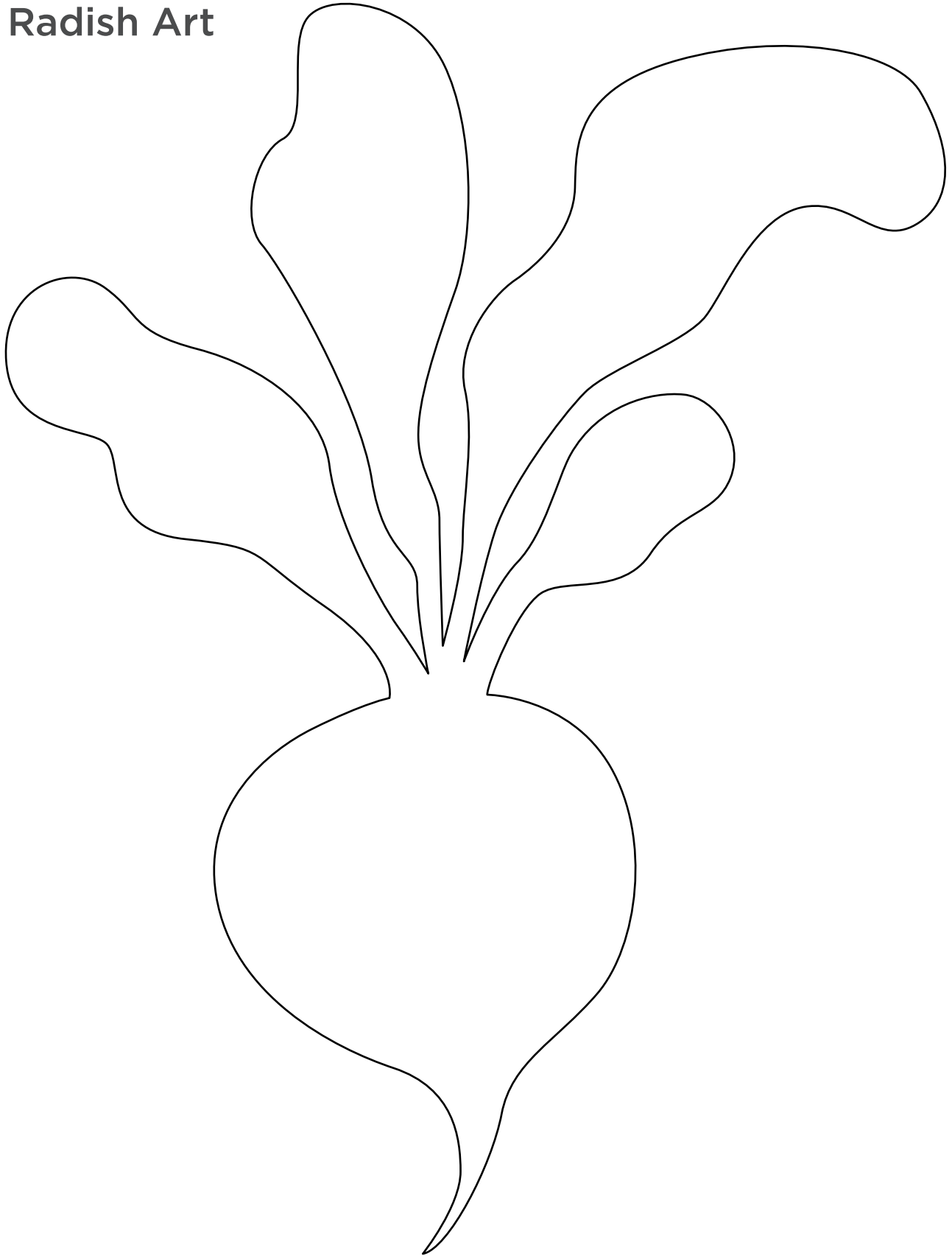
- DRDP-K: LLD 4 & PD 4.
- Standards; Health: 1.1.N. Art: K.VA:Cr1.1 & K.VA:Cr2.1

Directions

1. Read or watch the children’s book you have selected. As you are reading, ask the children to say “radish” when you get to radish images in the story. With each radish image, ask students:
 - What do you notice about radishes?
 - What colors do you see? (Explain that radishes are most commonly red. However, radishes can also be purple, white, pink, black, green, and yellow.) Also note that the root is usually white, and the stem and leaves are typically green.
 - What parts might we eat? (Explain that we eat the root, and sometimes people eat the leaves.)
 - How do you think a radish grows? (Explain that they grow underground and are called root vegetables.)
2. After completing the story, tell students they will make radish art by ripping colored paper into small pieces.
3. Help students understand the size of the pieces (about one inch wide) by showing them something in the classroom that matches the size, like a small block or coin.
4. Ask students to rip up each color of their colored papers, sorting the pieces into three separate piles.
5. Hold up the “Radish Art” handout, and ask students the following questions:
 - What color paper should we glue to the bulb of the radish?
 - What color paper should we glue to the root of the radish?
 - What color paper should we glue to the stems and leaves of the radish?
6. Pass out a “Radish Art” handout to each student, and guide them as they glue their ripped-up paper onto the image, with red as the bulb, white as the roots, and green as the stem and leaves.

HANDOUT

Radish Art



ACTIVITY #2

Radish Number Match

Activity Overview

In this interactive outdoor activity, students will practice number recognition and quantity matching through a fun game with radish seeds and plants. This game reinforces the concept that radish seeds grow into radishes while helping students develop counting skills, number recognition, and one-to-one correspondence.

Materials

- “Seed Cards” handout and “Radish Cards” handout.

Preparation

- Make one copy of the “Seed Cards” handout and one copy of the “Radish Cards” handout.
- Cut out the cards on both handouts.
- Count the number of students in your group. If the number is odd, plan to participate yourself to ensure everyone has a match.
- Take the total number of participants (including yourself, if necessary) and divide it by two. This will give you the number of matching card pairs needed.
- Make sure that you have the correct number of seed and radish cards for your group. For example, if there are 20 students (or 19 students + you), you will need 10 pairs (10 radish cards and 10 seed cards).
- Shuffle the cards thoroughly.



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 7, LLD 4, COG 3 & PD-HLTH 1.
- Standards; Math: 1.2.
Science: 3.6

Kindergarten:

- DRDP-K: ALT-REG 4, LLD 4, COG 2 & PD 1.
- Standards; Math: K.CC.6













Directions

1. Bring students and activity cards to a large open space.
2. Show an example of a seed card and an example of a radish card. Point out the numbers on the card and count the seeds and radishes as a group.
3. Share how planting a seed results in a radish. For example, planting one seed grows one radish plant, and planting 10 seeds grows 10 plants.
4. Explain the matching game. If a student has a card with three seeds, they need to find the person with three radishes, and vice versa.
5. Hand out one card to each student, ensuring a mix of seeds and radishes. Signal when to start the game.
6. Once a student finds their match, they sit down together to indicate they're paired.
7. Collect the cards, redistribute them, and repeat the game. Incorporate numbers not previously used to increase number recognition skills.
8. Ask students several reflection questions:
 - What types of seeds have you seen before?
 - What foods have you eaten that had seeds in them?
 - Have you ever eaten a seed?
 - How does a seed become a radish?






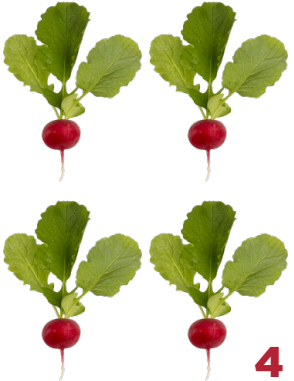


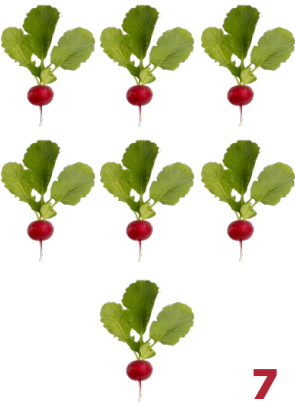


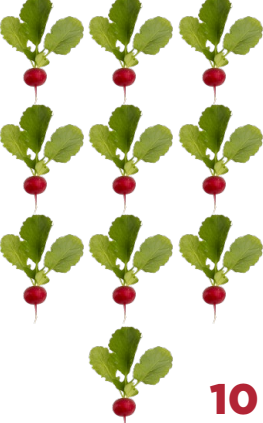
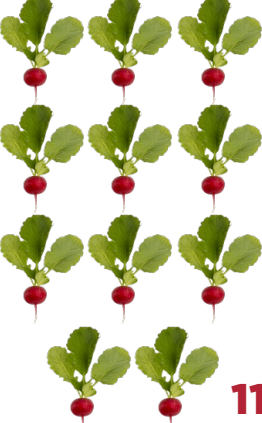
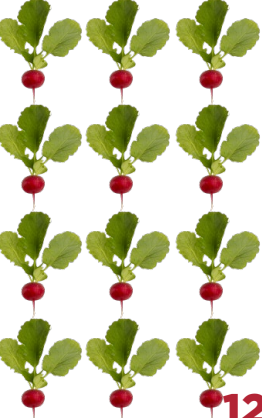
HANDOUT

Seed Cards

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12

HANDOUT

Radish Cards

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12

ACTIVITY #3

Radish Pass

Activity Overview

Read the suggested books with students, then discuss the meanings of “top” and “bottom” and which part of a root vegetable is edible. Explore directional terms together, such as left, right, clockwise, or counterclockwise. Introduce ways to use these terms in physical activities, like passing an object behind your back, twisting, or under the leg. This activity combines movement with listening skills, reinforces direction and coordination concepts, and promotes teamwork in a fun and engaging way.

Materials

- A real or fake radish, if you have one. If not, feel free to use an object you can pretend is a radish.
- *Tops and Bottoms*, by Janet Stevens and/or *Up, Down and Around*, by Katherine Ayers. Both titles are also available as videos online.

Preparation

- Clear or identify a space large enough for students to form a circle. Going outside is encouraged.

Directions

- Begin by reading *Tops and Bottoms*, by Janet Stevens or *Up, Down and Around*, by Katherine Ayers. If you do not have either book, you can find a video of the read-aloud online. This activity can also be done without these stories.
1. After reading or watching one or both books, ask students to stand in a circle.
 2. Demonstrate how to pass the radish from person to person without dropping it. Allow each student to practice passing the radish to ensure they're comfortable.
(continued on next page)



ACADEMIC CONNECTIONS:

For a complete description of each academic connection, please see the appendix.

Transitional Kindergarten:

- DRDP-TK: ATL-REG 7, LLD 4, ELD 3, COG 1 & PD-HLTH 1.
- Standards; Math: 4.5

Kindergarten:

- DRDP-K: ALT-REG 4, LLD 4, ELD 3 & PD 1

3. Introduce one directional term at a time and show students what it means. Then, have them pass the radish following the direction you've introduced:
 - Right
 - Left
 - Clockwise
 - Counterclockwise
 - Facing in
 - Facing out
4. Once students are familiar with the directions, introduce physical activity terms one at a time and demonstrate how to pass the radish in that way:
 - Behind your back
 - Down low
 - Under/through your legs
 - In front
 - Twisting (e.g., using your right hand to grab the radish from the left side, or your left hand to grab it from the right side)
 - Over the top of your head
 - Holding it with only your thumb and first finger
5. When students are ready, challenge them by combining the directional and physical activity terms. For example:
 - Pass the radish left behind your back.
 - Pass the radish facing out under your leg.
 - Pass the radish clockwise over your head.
6. Ask students several reflection questions:
 - Which direction was the most challenging for you to pass the radish?
 - How else could you have passed the radish?
 - When else would you need to pass items to other people?
 - How would you ask someone to pass you an item that you needed?

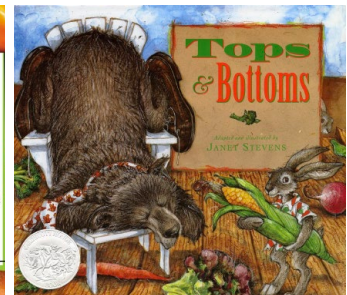
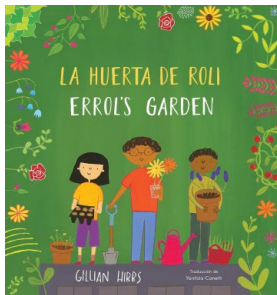


RESOURCES FOR FAMILIES / RECURSOS PARA LAS FAMILIAS

Learning About Radishes Aprendizaje sobre los rábanos

Your child is learning about fruits and vegetables through fun activities that help them build skills while they try new foods. This week, they learned about radishes. Ask your child about their experiences in class and enjoy the following activities at home.

Su hijo está aprendiendo sobre frutas y verduras a través de actividades divertidas que lo ayudan a desarrollar habilidades mientras prueba nuevos alimentos. Esta semana, aprendió sobre los rábanos. Pregúntele a su hijo sobre las experiencias en clase y disfrute de las siguientes actividades en casa.



READ: Books About Radishes / LEER: Libros sobre rábanos

If possible, bring your child to your local library or their school library to look for these books:
Si es posible, lleve a su hijo a la biblioteca local o a la de su escuela para que busque estos libros:

- *Errol's Garden*, by Gillian Hibbs/*La Huerta, de Roli* de Gillian Hibbs
- *Planting a Garden in Room 6: From Seeds to Salad*, by Caroline Arnold
- *Rah Rah Radishes! A Vegetable Chant*, by April Pulley Sayre
- *Tops and Bottoms*, by Janet Stevens

TOUCH: Plant a Radish

Radishes are an easy plant to grow both indoors and out. Did you know that seeds are often available at local libraries and are eligible to be purchased with CalFresh/SNAP EBT cards?

1. Fill a small pot, bowl, or cup $\frac{3}{4}$ full of soil.
2. Have your child lightly press their finger into the soil, about as deep as their pinky fingernail.
3. Put in a single radish seed
4. Then put a pinch of the soil back over the seed.
5. Repeat this process, creating a few holes with seeds in your cup.
6. Very lightly water the seeds and make sure they are not visible on top of the soil.
7. Put your radish pot in a sunny spot and water every few days when the soil feels dry. It should start to grow in 2-3 weeks.

TOQUE: Plante un rábano

Los rábanos son una planta fácil de cultivar tanto en interior como en exterior. ¿Sabía que las semillas suelen estar disponibles en las bibliotecas locales y que se pueden comprar con las tarjetas de cupones para alimentos (EBT) de CalFresh/Programa de Asistencia Nutricional Suplementaria (SNAP)?

1. Llene $\frac{3}{4}$ de taza, tazón o maceta con tierra.
2. Pídale a su hijo que presione ligeramente con el dedo en la tierra, hasta la profundidad de la uña del dedo meñique.
3. Añada una semilla de rábano.
4. A continuación, vuelva a poner una pizca de tierra sobre la semilla.
5. Repita este proceso, creando unos cuantos agujeros con semillas en su taza.
6. Riegue muy ligeramente las semillas y asegúrese de que no se vean encima de la tierra.
7. Coloque su maceta de rábanos en un lugar soleado y riegue cada pocos días cuando note que la tierra está seca. Debería empezar a crecer en 2-3 semanas.

TASTE: Taste a Radish

Radishes are often enjoyed raw in salads or with dip. Choose a variety of dips or sauces that you have at home to help engage your child in tasting radishes in fun and exploratory ways. Use this activity as a chance to discuss taste preferences. Have everyone indicate with their thumbs how much they like each radish dip. For instance, thumbs up = delicious, thumbs to the side = it's okay, or a thumbs down = maybe next time I will like it more.

PRUEBE: Saboree un rábano

Los rábanos suelen disfrutarse crudos en ensaladas o con salsas. Elija una variedad de salsas que tenga en casa para que su hijo pruebe los rábanos de forma divertida y exploratoria. Aproveche esta actividad para hablar de sus preferencias gustativas. Haga que todos indiquen con el pulgar cuánto les gusta cada salsa de rábano. Por ejemplo, pulgares arriba = delicioso, pulgares a un lado = está bien, o pulgares abajo = quizá la próxima vez me guste más.



RECIPÉ: Radishes with Avocado Bean Mash

Makes six servings.

Thank you to Los Gatos Union School District for sharing this recipe.

Ingredients

- 3 radishes, sliced
- 1 cup white beans, such as Cannellini or Great Northern, canned or cooked
- 1 avocado

Instructions

1. If using canned beans, rinse and drain.
2. Slice the avocado in half, removing the pit and skin.
3. Using a fork, mash the beans and avocado in a bowl, mixing well.
4. Serve with sliced radishes or other seasonal vegetables such as cucumbers and sprouts. It can also be served on flatbread by spreading avocado bean mash and topping with fresh vegetables.

RECETA: Rábanos con puré de aguacate y frijoles

Rinde para seis porciones.

Gracias al Distrito Escolar Unificado de Los Gatos por compartir esta receta..

Ingredientes

- 3 rábanos cortados en rodajas
- 1 taza de frijoles blancos, como Cannellini o Great Northern, enlatados o cocidos
- 1 aguacate

Instrucciones

1. Si utiliza frijoles enlatados, enjuáguelos y escúrralos.
2. Corte el aguacate por la mitad, quitando la semilla y la piel.
3. Con un tenedor, aplaste los frijoles y el aguacate en un tazón, mezclando bien.
4. Sirva con rábanos cortados en rodajas u otras verduras de temporada, como pepinos y coles. También se puede servir en un pan sin levadura untándolo con el puré de frijoles con aguacate y cubriéndolo con verduras frescas.

About the Center for Ecoliteracy

The Center for Ecoliteracy is reimagining school food as a pathway for learning and change.

For 30 years, we've transformed education in classrooms, cafeterias, and gardens—partnering with hundreds of school districts, supporting thousands of educators, and ensuring millions of children have access to nutritious meals at school.

Our core initiative, California Food for California Kids, inspires schools to serve fresh, locally-sourced meals and engage students in the connections between food, culture, health, and the environment.

Together, we can build a healthier, more hopeful future for our children.



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Credits

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Appendix

Transitional Kindergarten Academic Connections

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