

# EXPLORING FOOD TOGETHER

T e a c h e r   G u i d e



SHARE OUR STRENGTH'S  
COOKING  
MATTERS®

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# Acknowledgements

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Share Our Strength's Cooking Matters® is proud to make *Exploring Food Together* available for early childhood educators and caregivers.

We began development of this toolkit in early 2011 with the goal of giving the adults who work with young children some simple activities, which can be done in the classroom or in the home, to teach children basic concepts about food and healthy eating. All toolkit activities were designed to integrate well with the overall curriculum objectives in early childhood education settings.

To make sure we got it right, we put *Exploring Food Together* into the hands of early childhood educators for a test run. We would like to give special thanks to the following colleagues from the Head Start community who graciously offered to field test this toolkit and gave us valuable feedback to guide our revisions:

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We believe that this toolkit provides a framework for fun, easy-to-do nutrition education for young children, and we hope you enjoy using it.

With our sincere gratitude and our shared commitment to ensuring that children get the nutritious foods they need to learn, grow, and thrive.

The Cooking Matters National Staff

## About Share Our Strength® and Cooking Matters

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No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength's No Kid Hungry® campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at **NoKidHungry.org**.

Share Our Strength's Cooking Matters empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry campaign to end childhood hunger in America. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart. To learn more, visit **CookingMatters.org**.

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# Introduction

## Welcome to *Exploring Food Together!*

As a teacher or parent, you play a crucial role in helping children get the nourishment they need to grow and thrive. When you work with children on food-related activities, you can support healthy eating habits that will stick with them for life.

The activities in this book are designed to help you teach children about food and healthy eating. Use these tips to make the activities a hit with your group:

- 1. Let kids explore.** Children are natural explorers. They are always asking questions and learning about the world around them. Have kids learn about food by using their senses: touch, smell, taste, sight, and sound. Allow children to handle food. Let them mix it, prepare it, smell it, and taste it. Help them learn to describe foods by asking them to talk about color, shape, and texture.
- 2. Plan simple activities before harder ones.** Children, like adults, want to perform well. Set children up for success by planning activities that are simple. Then, move to harder ones. For instance, have children start by describing foods and learning their names. As they develop, they can sort foods into groups and learn where foods come from.
- 3. Build on what children already know.** When you start a new topic about food and eating, connect it to something already known to children. For instance, most children have seen adults put gas in their cars. Explain that just as gas makes cars go, food “makes children go.” It helps them to be able to grow and play.
- 4. Use materials you have on hand.** Each of the activities in this book has a list of materials. Some materials are provided for you inside this book (pages 27–38). If you do not have the other materials in the list, don’t let that stop you. Think of small changes you can make to the activity, or brainstorm other materials you can use, to make the activity work for your group.
- 5. Repeat activities often.** These activities are designed to be used again and again so children can practice their growing skills and knowledge. To keep the children engaged, bring new foods into the activities, select more challenging food pictures, or see how many different cultures you can “visit” at the table.

We hope you enjoy using these activities to teach kids about food and healthy eating. Thank you for taking this step to give kids a healthy start on life!

Many activity materials and ideas can be downloaded and printed for free online:

**Food Pictures:**

<http://www.cookingmatters.org/what-we-do/exploring-food-together>

<http://www.pachd.com/free-images/food-images.html>

<http://www.ars.usda.gov/is/graphics/photos>

**Food and Eating Activity Ideas:**

<http://www.fns.usda.gov/tn/Resources/nutritioncount.html>

<http://www.fns.usda.gov/tn/Resources/growit.html>

<http://kidshealth.org/classroom>

# Linking Activities to Child Development and Early Learning

Activities that engage kids around food offer children a chance to learn about so much more than just food and nutrition. Each activity in this book includes nutrition education objectives, child development and early learning objectives, and a recommended books list. This allows you to see the many ways in which teaching kids about food can help with other developmental goals.

## Nutrition Education Objectives

Young children don't need a lot of complex, scientific facts about food. Children eat certain foods because they like them. Tasting foods over and over (especially with friends and special adults) helps them learn to like a variety of healthy foods. In keeping with the way young children learn about food, the nutrition education objectives listed in each activity are simple and relate to basic food concepts.

Many organizations and state departments of health or education have developed nutrition competencies for children. These learning objectives were summarized from "Nutrition Education Competencies for Preschool Children," Center for Nutrition in Schools, Department of Nutrition, University of California, Davis, September 2009.

## Child Development and Early Learning Objectives

Language development, mathematics, reasoning skills, social skills, and fine motor development are clearly infused into this book's activities for children (e.g., food tasting, "shopping," and "cooking"). The developmental objectives included in each activity are based on the "Head Start Child Development and Early Learning Framework" from the U.S. Department of Human Services, Office of Head Start. You will find that the activities will work with curriculum frameworks such as *The Creative Curriculum*® and the HighScope Curriculum as well.

## Recommended Books

Each activity includes a list of recommended books, chosen to match the activity's key themes. Many teachers and parents find it helpful to start an activity with a story and some discussion. Keep in mind that the books listed are only suggestions. You may find many other books to go with the activities in your classroom, library, or book stores.

# Cooking With Kids

A great way to get kids to taste and enjoy new foods is to involve them in hands-on food preparation. Basic cooking also helps kids develop their fine motor skills and social skills as they share, take turns, and create a finished product with the help of everyone involved. In addition to the activities provided in this book, we have included a few simple recipes that children will love to make as much as they will love to eat! It is our hope that you will try including kids in hands-on food preparation as one more way to reinforce the concepts they are learning in the activities.

As you work with kids in the kitchen, it helps to maintain a positive attitude and to keep these tips in mind:

**Enjoy watching them learn.** Cooking allows kids to experiment, question new things, follow a sequence of events, and begin to build basic concepts. Enjoy their excitement, and show that you value their help.

**Plan your time wisely.** Cooking may take more time with kids. Think about ways to use your time wisely. For instance, perform adult-only steps the night before. Have kids help you with the final steps the next day.

**Don't worry about the mess.** There are bound to be some messes as you get started. Over time you will develop a system and learn which tasks children are able to do well. Kids can also help you clean up!

More tips for safely working with kids in the kitchen and assigning age-appropriate kitchen tasks can be found on pages 14–15. Each recipe also includes Child and Adult Care Food Program (CACFP) crediting information to help you if you choose to use these recipes for reimbursable meals or snacks.

# Using the *Exploring Food Together* Toolkit

How to Turn 10 Activities and 10 Recipes Into a Nutrition Curriculum for the Whole Year!

The activities in *Exploring Food Together* are not intended to be done just once. When you repeat the activities many times with kids, you allow them to improve their knowledge and skills and expose them to many new foods. You also save precious planning and classroom time — since both you and the kids will get used to how the activity is run as you do it more often. Try these ways of making small changes to the activity to keep it new and fun each time:

- **Change the foods you use.** Each time you do the activity, use different foods that reinforce other concepts the children are learning (e.g., foods that reinforce the colors, seasons, cultures, shapes, or other concepts you are teaching them).
- **Give the children more challenging tasks.** For instance, kids may start by learning which foods come from plants and which foods come from animals. Once they've mastered that, have them sort foods by the parts of the plant or the types of animals they come from. For activities that use gross motor skills, change things up by using increasingly complex movements.
- **Change the setting in which the activity occurs.** For instance, set up different kinds of food “markets” in your classroom. Change the arrangement of your tables when studying mealtimes in different cultures (i.e., to reflect the typical arrangements in that culture). If you have a food garden, move some of the activities outside.

With this approach, you can use a nutrition activity every day! Need some more ideas? We'll show you examples of how you can make almost endless changes to two of the activities in this book. Get creative and enjoy the many options for helping children learn more about food and expand their palates!

## Supermarket Hot and Cold

Start by doing this activity in a supermarket. The next few times you do the activity, try these changes:

- Take the children to a farmers market. Find out what's in season so you can choose good food pictures.
- Take the children to an ethnic grocery store. Use food pictures cut from magazines or downloaded from the Internet.
- Set up a “market” in your classroom. Choose food packages or food models that reflect seasonal produce, foods commonly eaten in other cultures, or foods that are all the same color (one that the children are learning).
- Without changing the foods on the shelves of your “market,” choose your food cards to connect with other learning concepts such as food origins, food cultures, shapes, sizes, seasons, and colors. There are at least 20 ways to repeat the supermarket activity just within this list!

## Make Your Own Veggie Super Hero

Start by making the Veggie Super Hero with many vegetables in different shapes and colors. The next few times you do the activity, try these changes:

- When studying colors, make the Veggie Super Hero with vegetables of all one color: green, orange/yellow, red, blue/purple, or white.
- When studying food origins or “tops and bottoms” (see pages 9–11), make the Veggie Super Hero with all vegetables that come from roots — or from shoots!
- Make the Veggie Super Hero with the vegetables ready for harvest from your school's garden.
- Make the Veggie Super Hero with vegetables that are used in other cultures. For instance, if children are learning about India, use chayote (“chow chow”), carrot, cauliflower, cucumber, cilantro (green coriander), purslane (usually sold as “verdolagas” in Hispanic markets), spinach, mint, tomato, and peas.
- As the children show progress in their food handling skills — hand washing, washing produce, and cutting with appropriate knives — allow them to take part in more of the setup for this activity.
- Instead of Super Heroes, choose another theme for the vegetable plate creations (e.g., animals). Ask the children to tell you what they're making that day (e.g., dogs, cats, bunnies).



# ACTIVITIES

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# Fruit and Vegetable Mystery Bag

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences

## Materials

- Brown paper bag
- A variety of different fruits and vegetables

## In Advance

1. Place one whole fruit or vegetable into the brown paper bag.

## With Kids

1. Explain that what is in the brown paper bag is a mystery.
2. Allow one child to place his or her hand in the bag. Ask him or her to describe the feel of the food. Prompt the child with questions to describe the feel, like "Is it hard or soft?" or "Is it round like a ball?" As the child describes it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.
4. When each child has had a chance to feel the food, say "Mystery solved!" Take the food out of the bag. Let children tell you the name of the food. Ask them simple questions like:
  - Have you ever eaten this food before?
  - If yes, what did it taste like?
  - If no, would you like to try it sometime?
5. As time permits, repeat the activity with other foods. You may also wish to follow up this activity with a tasting of the food(s).



### Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Elffers and Saxon Freyemann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

# Your Veggies, Your Way

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating, plucking, tearing, chopping
- Classify, compare, and contrast objects, events, and experiences
- Identify personal characteristics, preferences, thoughts, and feelings

## Materials

- 2 medium carrots per child
- Large pot
- Large serving spoon
- Colander
- 5 small bowls
- 5 bunches of fresh herbs, all different types (e.g. basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- 5 index cards
- 1–2 Tablespoons butter or canola oil
- Stickers
- Plate, napkin, and cutlery for each child

## In Advance

1. Label index cards according to the herbs chosen for this activity.
2. Bring a pot of water to boil.
3. Rinse and slice the carrots into small sticks. When the water is boiling, add carrots to the pot. Cook until tender, about 7–10 minutes.
4. When the carrots are cooked, drain. Add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

## With Kids

1. Ask kids to wash their hands to get ready.
2. Pass out sprigs of each fresh herb. Assist children as they pluck the leaves from the stems and tear or chop the leaves using a table knife or plastic knife. Be sure to keep the chopped herbs apart from each other.
3. Place each chopped herb in its own bowl. In front of each bowl, place the index card that labels the herb in that bowl.
4. Spoon the carrots evenly into each of the herb bowls. Reserve just enough for children to have one more taste of their favorites at the end. Stir to combine, so that the buttered carrots are covered with herbs.
5. Invite children to taste each flavor of the seasoned carrots. Ask them to mark their preferred flavor by placing a sticker on the index card in front of the bowl they liked best.
6. Give children one more taste of the highest rated flavors. Tell them that you will serve their favorite vegetable-herb flavor again in a future meal or snack.

## TIPS:

- Other vegetables like broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.
- Use 1 Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Add dried herbs directly to the pot with butter to soften slightly before serving.
- Depending on the ages of the kids, you may want to pluck and chop herbs in advance. In this case, be sure to let kids explore the smell and feel of the herbs before you start the activity.



## Recommended Books:

- *I Will Never, Not Ever Eat a Tomato*, by Lauren Child
- *Little Pea*, by Amy Krouse Rosenthal

# Name That Food

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Classify, compare, and contrast objects, events, and experiences

## Materials

- 3–5 foods that may look or taste unfamiliar to kids — fruits, vegetables, and whole grains only
- (Optional) dips or sauces (such as low-fat yogurt, hummus, etc.)
- Bowls for any dips
- Plates, 1 for each child
- Serving spoons, 1 for each bowl
- Index cards, 1 for each food
- Small stickers

## Recommended Books:

- *The Beastly Feast*, by Bruce Goldstone
- *Cool as a Cucumber*, by Sally Smallwood
- *Eating the Alphabet*, by Lois Ehlert
- *Food for Thought*, by Joost Everts and Saxon Freymann
- *A Fruit Is a Suitcase for Seeds*, by Jean Richards
- *Sweet as a Strawberry*, by Sally Smallwood

## In Advance

1. Purchase 3–5 fruits, vegetables, and whole grain foods that may look or taste unfamiliar to kids (e.g., squashes, mango, apricot, whole wheat pita).
2. Cut each food into bite-size pieces. Place a small amount onto each child's plate.
3. Display at least one whole form of each food so that kids can see what the food looks like before cutting. Place an index card in front of each food.
4. If using, set out dips in bowls. Place a serving spoon in each bowl.

## With Kids

1. Give a plate with food samples to each child. Ask children not to try the samples until told.
2. Hold up one whole food. Ask kids if they know its name. Help them name the food as needed.
3. Ask kids to describe the color and shape of the food. Let them touch it. Then, ask them to describe its texture.
4. Point kids to the sample on their plate that comes from the whole food. As they taste it, ask them to talk about the taste and whether they enjoy it. If using, offer them a small amount of dip to taste with the sample.
5. Repeat this process for each of the foods. When the kids have tried all of them, give each child a sticker. Ask kids to place their sticker on the index card in front of the food they liked most today.
6. Ask kids to share why they liked certain foods more than others and to point out which ones were new for them. Explain that not everyone will like all foods, but it's good to give new foods a try — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. People's tastes also change over time. Next year you might like a food that you didn't like today. Remind kids that we need to eat a variety of healthy foods to be sure our bodies get the nutrients we need to grow and be healthy and strong.

## TIPS:

- You may wish to use the favorite food in another activity, or in a future meal or snack.
- Try lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.
- Have kids try the foods without the dips first to learn the foods' true taste.
- Ask kids to be as descriptive as they can when describing each fruit or vegetable. Ask questions like "Does it taste sweet or sour? Would you describe the skin as smooth or bumpy? Does it feel soft or crunchy when you chew it?" and so on.

# Supermarket Hot and Cold

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Follow simple rules, routines, and directions
- Classify, compare, and contrast objects, events, and experiences
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks

## Materials

- Stickers
- Picture cards for each of the 8 foods chosen for this activity

## In Advance

1. Depending on the season and where the activity will take place (e.g., supermarket, garden, farmers market, mock “grocery store” in the classroom), select 8 foods that kids will search for. Choose a variety of healthy plant and animal foods.
2. Create picture cards for each of the 8 foods. Or, make copies of the picture cards provided on pages 31–36.

## With Kids

1. Show kids the 8 picture cards of the items they are to find. Review them one at a time. Discuss key features (e.g., pointy leaves, shiny red fruit, etc.).
2. Lead kids around the store to look for the 8 items by telling them they are getting “warmer” or “cooler.”
3. As children locate each of the foods, place a sticker on their shirts. Ask questions such as:
  - Have you eaten this food before? How was it prepared?
  - What do you like about it?
  - Where does it come from (plant or animal)?
4. Discuss your plans to serve the foods in the future and how they will be prepared. Or, if time permits, follow up this activity with a tasting of 1 or 2 of the foods the children found at the store.

### TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Choose fruits and vegetables that kids have shown they would like to try in past discussions or activities (such as the **Fruit and Vegetable Mystery Bag activity** on page 2).
- Share this activity with parents. Encourage them to play games like this with their children when they go to the store. This will help keep children busy and focused on the healthy foods parents planned to buy.



### Recommended Books:

- *Good Food*, by DeMar Reggier
- *Llama Llama Mad at Mama*, by Anna Dewdney
- *Market Day (Dia de Mercado)*, by Lois Ehlert

# Imaginary Cooking

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Communicate an understanding of the importance of health and safety routines and rules
- Manipulate writing, drawing, and art tools
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Recognize cause and effect relationships
- Engage in pretend play and act out roles
- Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas
- Describe and discuss predictions, explanations, and generalizations based on past experience

## Materials

- ☐ Pictures or drawings of easy-to-prepare foods, such as toast with jam, scrambled eggs, steamed vegetables like peas or broccoli, boiled pasta, rice, etc.

## With Kids

1. Hold up a picture of one easy-to-prepare food (see pages 37–38).
2. Ask the children to state what they see and to describe the steps to make it. At each step ask whether they can do it themselves or whether they should ask an adult for help. For instance, the steps they describe for making a piece of toast may include:
  - a. Wash my hands properly.
  - b. Open the bread bag and pull out a slice.
  - c. Plug the toaster into the wall socket.
  - d. Place the slice of bread in the toaster. Push down the lever.
  - e. Wait for the toast to pop up, meaning it's done.
  - f. Pull the piece of hot bread from the toaster with wooden tongs or a potholder. Place it on a plate.
  - g. Spread jam on the toast.
  - h. Take a bite and enjoy!
3. When each step has been named and the roles decided, role-play the whole process together.
4. Repeat this activity with other easy-to-prepare foods as time permits.
5. Try moving to the kitchen. Allow kids to help you prepare some of these simple foods following the roles you just discussed.

### TIPS:

- If you can't find the food pictures you need on pages 37–38, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Depending on the skill level of your group, try drawing each of the food preparation steps on individual cards. Ask kids to tell you what order they go in, rather than doing this activity verbally.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Make Your Own Fruit Clown Face

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of fresh fruit, such as: pineapple, blueberries, bananas, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt, to use as a dip
- Serving spoons

## In Advance

1. Rinse and cut the fruit into pieces.
2. Make your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing. Place a spoon in each bowl.



## With Kids

1. Set out cut fruits and materials on a table where children can reach.
2. Ask kids to use as many different fruits as they can to make their own Fruit Clown Faces.
3. When kids are finished, ask them to share their Clown Face with the group. Ask questions such as:
  - What colors and shapes are the fruits you chose? Do you know their names?
  - Which of your clown's fruits are you most excited to eat?
  - Which of your clown's fruits have you never tried before?
  - Why is your Fruit Clown Face good for you to eat?
4. Pass out the yogurt dip. Invite kids to eat and enjoy their Fruit Clown Faces.

### TIP:

- To cut costs, use fruits that are in season or on sale.



### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Make Your Own Veggie Super Hero

## Nutrition Education Objectives

Children will:

- Be aware of basic kitchen and food safety rules
- Be able to identify foods in a simple recipe
- Prepare simple food items with adult assistance

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Identify personal characteristics, preferences, thoughts, and feelings
- Demonstrate age-appropriate independence in a range of activities, routines, and tasks
- Represent people, places, or things through drawings, movement, and three-dimensional objects
- Engage in conversation with peers and adults

## Materials

- Paper plates, 1 for each child
- A variety of washed vegetables (e.g., 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3–4 whole carrots)
- Small bowls
- Hummus, low-fat ranch, French, or other dressings, for dipping vegetables
- Serving spoons

## In Advance

1. Rinse and cut the broccoli into small florets; the zucchini into round slices; the red peppers into thin strips and then in half; the celery into 3-inch stalks; and the carrots into 2-inch strips.
2. Drain the corn and olives.
3. Make your own Veggie Super Hero as an example for the kids.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.



## With Kids

1. Set out cut vegetables and materials on a table where children can reach them.
2. Ask kids to use as many different types of veggies as they can to create their own Veggie Super Heroes. Have them give their hero a name.
3. When kids are finished, ask them to share their super hero with the group. Ask questions such as:
  - What is your super hero's name? What are his or her super powers?
  - What colors and shapes are the veggies you chose? Do you know their names?
  - Why did you choose the veggies you did?
  - Which of these veggies have you eaten before? Did you enjoy them?
  - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips. Allow kids to eat and enjoy their Veggie Super Heroes.

### TIPS:

- To cut costs, use veggies that are in season or sale.
- If working with younger children, leave out celery. Use cucumber sticks instead.

### Recommended Books:

- *Cook It!*, by Georgie Birkett
- *Cook-A-Doodle-Do!*, by Janet Stevens and Susan Stevens Crummel
- *Soup Day*, by Melissa Iwai

# Food Origins Game

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Identify foods as coming from plants or animals
- Recognize that foods can be divided into groups and have some idea of what those groups are
- Identify members of the community (farmers, truck drivers, factory workers, bakers, and family members) who help provide food
- Recognize that plants have several parts from which we can get food (*advanced*)

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Classify, compare, and contrast objects, events, and experiences
- Distinguish food on a continuum from most healthy to less healthy
- Develop motor control and balance for a range of physical activities
- Observe, describe, and discuss living things and natural processes
- Recognize a variety of jobs and the work associated with them

## Materials

- Empty packaging from plant or animal foods (e.g., milk carton, egg carton)
- Food pictures of plant or animal foods (e.g., cheese, yogurt, carrot, tomato)
- Pictures of a cow, chicken, and plant
- (Optional) stereo and music

## In Advance

1. Place pictures of a cow, a chicken, and a plant (using the pictures on pages 28–30) in separate parts of the room. Place all other materials on a table or other place where kids can gather around.

## With Kids

1. Explain that when the music starts, kids will work together to decide where each food comes from (cow, chicken, or plant). Then, they will place the pictures or packages next to the correct picture.
2. Stop the music when kids have placed all their pictures and packages. Discuss their choices and gently correct misplaced items. Lead a simple conversation about where foods come from with the following questions:
  - Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
  - Have you ever seen a cow or chicken? Where are they usually found? What other foods do we get from these animals?
3. Build on this activity with a field trip to the farmers market, a local farm, or the grocery store. Show kids how to find and select plant and animal foods at each place. You may also wish to start a small garden or window box to help children learn about growing foods.

### TIPS:

- Be sure to use only empty food packages. This helps prevent kids from asking to eat or drink these items during or after the activity.
- If time permits, follow up this activity with a simple food tasting. Use one or two of the foods on your food cards.
- If you can't find the food pictures you need on pages 28–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.



### Recommended Books:

- *All Our Fruits and Vegetables*, by Roberta Duy and Patricia C. McKissack
- *Bread Comes to Life: A Garden of Wheat and a Loaf to Eat*, by George Levenson and Shmuel Thaler
- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza*, by Cris Peterson and Alvis Uptis
- *First the Egg*, by Laura Vaccaro Seeger
- *Milk: From Cow to Carton*, by Alike
- *Pumpkin Circle, The Story of a Garden*, by George Levenson
- *Tillie Lays an Egg*, by Terry Golson and Ben Fink

# We Eat Tops and Bottoms!

## Nutrition Education Objectives

Children will:

- Identify foods and describe their characteristics
- Recognize that plants have several parts from which we can get food
- Be willing to try new foods

## Child Development and Early Learning Objectives

Children will:

- Eat a variety of nutritious foods
- Follow simple rules, routines, and directions
- Observe, describe, and discuss living things and natural processes
- Classify, compare, and contrast objects, events, and experiences
- Develop motor control and balance for a range of physical activities

## Materials

- A variety of picture cards representing foods from different parts of plants
- The book *Tops & Bottoms*, by Janet Stevens, or other book from the Recommended Books list
- Tops & Bottoms Poster: butcher paper and tape
- Tops & Bottoms Movement Game: equipment to mark off areas of playground

## Recommended Books:

- *Eating the Alphabet*, by Lois Ehlerts
- *Oliver's Vegetables*, by Vivian French
- *Tops & Bottoms*, by Janet Stevens

## In Advance

1. Read the "With Kids" instructions below. Select which "Tops & Bottoms" activity you would like to do with the class: "Tops & Bottoms Poster," "Tops & Bottoms, Heads & Toes," or "Tops & Bottoms Movement Game."
2. Either make picture cards of foods from different parts of plants, or make copies of picture cards from pages 31–36. Be sure you have about the same number of foods that come from parts of the plant that grow above ground (e.g., flowers, stems, leaves, seeds) as below (e.g., roots). The number of cards you will need depends on the activity you choose and the attention span of the kids in your group.
3. **Tops & Bottoms Poster.** Attach a large piece of butcher paper to the wall or bulletin board. Draw a horizontal line to mean the surface of the soil. Attach a piece of tape to the top edge of each picture card.
4. **Tops & Bottoms Movement Game.** Figure out how you will mark the area for "tops" and the area for "bottoms" (e.g., mark off the area with heavy-duty tape, playground cones, non-skid activity mats, or portable soccer goals).

## With Kids

1. If you have a copy, read the book *Tops & Bottoms* to the children. If you do not have a copy, you can read one of the other recommended books. Be sure children understand that different foods come from different parts of the plant, and that some parts of the plant grow above ground and some grow below ground, before beginning the activity.
2. Ask the children to recall foods from the book or foods that they have seen in a garden. For each food they name, ask them if it comes from a part of the plant that is above the ground ("tops") or under the ground ("bottoms").
3. Follow the instructions for the activity you choose from the selection on page 11.

### TIPS:

- If you can't find the food pictures you need on pages 31–36, try downloading and printing free food pictures online (see page I-iii). You may also have kids tear food pictures out of magazines prior to this activity.
- Laminate your food pictures for repeated use.
- Follow up this activity with a simple food tasting. Have children taste bite-size samples of a root vegetable (a "bottom") and a stem, leaf, flower, or seed (a "top").

Continued >

## Activity Choices

### Tops & Bottoms Poster

Give each child a picture card. Tell kids that the line on the poster represents the surface of the soil. Have the children tape the pictures above or below the line. Gently correct any misplaced pictures.

### Tops & Bottoms, Heads & Toes

Explain to the children that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will touch their hands to their heads if the food is "tops," or touch their hands to their toes if the food is "bottoms." Demonstrate a few times for the children, holding up a picture and touching your head or your toes according to the part of the plant. Once children understand the instructions, begin the game.

### Tops & Bottoms Movement Game

Move children to the playground (or another open area where they may run freely). Explain that you will hold up a series of cards with pictures of foods that grow above the ground ("tops") or below the ground ("bottoms"). As you hold up each food, the children will run (or walk, or skip, or jump) into the area of the playground marked as "Tops" or the area marked as "Bottoms," depending on which part of the plant the food comes from. Demonstrate a few times for the children, holding up a picture and having them follow you into the correct area. Once children understand the instructions, begin the game.

# Exploring Tables Around the World

## Nutrition Education Objectives

Children will:

- Be willing to try new foods
- Be able to talk about why they like certain foods
- Be aware of basic kitchen and food safety rules
- Recognize that foods eaten differ among families, cultures, and special occasions

## Child Development and Early Learning Objectives

Children will:

- Help, share, and cooperate in a group
- Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities
- Understand similarities and respect differences among people
- Identify personal and family structure

## Materials

- A variety of books that explore food and culture (see list of Recommended Books)
- Serveware or decorations that can be used to illustrate different cultural traditions
- Fabrics from different cultures

## With Kids

1. Read aloud books that explore food and culture. Tie them to meals that children will soon eat.
2. Prepare foods that build on the cultural discussions. Introduce children to foods from around the world. Use appropriate cultural items to serve the foods, such as chop sticks, bowls for soup, a container for warming tortillas, or a teapot with teacups.
3. Allow children to dress up their table or create rituals based on the stories they have read. Let them share ideas for making their tables special. Supply them with the materials to create cultural items.
4. As you discuss different cultures or prepare to share cultural meals, use fabrics from each culture. Fabrics can be draped over the table to dress up the eating area, or used to create clothing for kids to dress up in. Small pieces of fabrics can be used as napkins, table runners, or belts.

### TIP:

- Invite parents to share foods, serveware, or table decorations from their cultures.



### Recommended Books:

- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *A Comer/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas
- *Eating the Alphabet*, by Lois Ehlert
- *Everybody Bakes Bread*, by Norah Dooley and Peter J. Thornton
- *Everybody Cooks Rice*, by Norah Dooley and Peter J. Thornton
- *Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Market Day*, by Lois Ehlert
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar

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# Safely Working With Kids in the Kitchen



**Recipes in this book include steps marked with the “little helping hand.”** These steps are good for kids, but help from adults may still be needed.

Use these tips to help kids safely build their skills doing common cooking tasks.

## Chopping

- The first few times you help children chop foods, stand behind them and guide their hands with yours.
- Softer foods will be easier for younger kids to chop with a serrated plastic knife or a table knife.

## Grating

- Help kids by placing one of your hands against the grater and your other hand over their hand holding the food.
- Watch their fingers closely so that they don't get cut or scraped.

## Stirring and Mixing Ingredients

- Help kids stir thicker mixtures by placing your hand over their hand holding the spoon. Hold the bowl with your other hand.

## Cracking Eggs

- Many kids will need help cracking eggs until they get the hang of it. Show them how to gently tap the shell to crack the surface and use their thumbs to pull apart the shell.

## Rinsing Fresh Produce

- Rinsing is a great task for all ages. Adults may need to help with extra-dirty greens or heavy items.

## Measuring

- Introduce kids to measuring by showing them how to pour out ingredients you've already measured.
- Let them build confidence by measuring small amounts of dry ingredients before moving to wet ingredients.

## Peeling

- Show older kids how to safely angle a peeler downward to remove the skins from fruits or vegetables.
- With foods like oranges and onions, get kids started by lifting a piece of the skin. Then they can easily peel off the top layer by hand.

## Squeezing Citrus

- Cut citrus fruits into wedges. Remove seeds so that kids can help squeeze out the juice. To make citrus fruit easier to juice, heat in the microwave for 15–20 seconds. Or, roll the fruit on a counter or cutting board for 15 seconds before slicing.

# Cooking With Kids

Help kids develop a love of healthy foods by letting them help in the kitchen.

## Kids aged two and younger can:

- Play with plastic measuring cups, spoons, containers, or a bowl of water and a whisk
- Learn to say names and colors of foods being used
- Smell foods and, depending on the food, taste small amounts

As children get older, they can take on harder tasks.

## Let three-year-olds try to:

- Rinse and scrub fresh produce
- Tear, snap, or break foods
- Use a cookie cutter to cut shapes in dough
- Pluck fruits or leaves from stems
- Dip foods into dips
- Arrange foods on a plate
- Help stir ingredients together in a bowl



## Let four-year-olds try to:

- Measure ingredients
- Cut with a plastic or dull butter knife
- Squeeze juice from fruits
- Shake small containers, such as jars or zip-top bags, to mix ingredients



## Let five-year-olds try to:

- Help grate cheeses and vegetables
- Crack and beat eggs
- Peel oranges

## Kids can also help:

- Set and clear the table
- Clean up
- Get out ingredients and equipment and put them away

# Banana Pudding in a Bag

Chef Randy Emert • Detroit, Mich.

Serves 4, ¾ cup per serving • Prep time: 10 minutes • Cook time: None








## Ingredients

½ cup low-fat granola  
3 large bananas  
½ cup applesauce,  
unsweetened  
½ cup nonfat vanilla yogurt

## Materials

Large zip-top plastic bag •  
Measuring cups

## Directions

-  = Have kids help with the steps marked with the "little helping hand"!
-  1. In a large zip-top plastic bag, add granola. Squeeze any air out of bag and seal. Lightly crush granola using a can or the bottom of a measuring cup.
  -  2. Peel bananas. Use your fingers to break them up into the bag of crushed granola.
  -  3. Add applesauce and yogurt to banana mixture in bag.
  -  4. Press out any extra air before sealing bag again.
  -  5. Use your fingers to squish and mash ingredients together until well blended.
  -  6. Chill pudding inside sealed bag in the refrigerator until ready to serve.

## Chef's Notes

- Let kids take turns passing the bag around and mashing ingredients together. Then let them share the contents. One bag makes enough for 4 snack-size servings for preschool children.
- Use only fully ripe bananas. Greener bananas will not mash easily by hand.

## Nutrition Facts

Serving Size ¾ cup per serving  
(213g)  
Servings per Recipe 4

Amount Per Serving

**Calories** 210    Calories from Fat 10

% Daily Value\*

**Total Fat** 1g    **2%**

Saturated Fat 0g    **0%**

Trans Fat 0g

**Cholesterol** 0mg    **0%**

**Sodium** 25mg    **1%**

**Total Carbohydrate** 50g    **17%**

Dietary Fiber 5g    **20%**

Sugars 26g

**Protein** 5g

Vitamin A 4%    •    Vitamin C 20%

Calcium 6%    •    Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (4 servings)

Grain/Bread     Fruit/Vegetable     Milk     Meat/Meat Alternative

### LUNCH/SUPPER (8 servings)

Grain/Bread     Fruit/Vegetable      Milk     Meat/Meat Alternative

# Bow Tie Pasta with Zucchini Sauce

Lynn Fredericks, FamilyCook Productions

Serves 6, 1/3 cup per serving • Prep time: 15 minutes • Cook time: 25 minutes



## Ingredients

- 2 cups whole wheat bow tie pasta
- 1 small clove garlic
- 2 medium zucchini (10 ounces by weight, about 1/3 of a pound)
- 1 Tablespoon canola oil
- 1/2 cup Parmesan cheese, grated
- 1/4 teaspoon salt
- Pinch ground black pepper

## Materials

Box grater • Colander • Cutting board • Knife • Large bowl • Large pot • Large skillet • Measuring cups • Measuring spoons • Mixing spoon

## Directions

= Have kids help with the steps marked with the "little helping hand"!

1. Cook pasta according to package instructions. Prepare zucchini sauce while pasta is cooking.
2. Peel and mince garlic.
3. Rinse and grate zucchini. Measure 2 cups grated zucchini.
4. In a large skillet over medium heat, heat oil. Add zucchini and minced garlic. Cook until mixture softens and zucchini yields some liquid, about 5 minutes.
5. Drain pasta, reserving 1/2 cup cooking liquid.
6. Add 1-2 teaspoons cooking liquid to zucchini mixture. Add drained pasta. Stir, coating pasta evenly with sauce. Add more pasta water as needed.
7. Transfer pasta to large bowl for serving. Sprinkle with grated Parmesan. Season with salt and pepper. Toss to combine.

## Chef's Notes

- Use yellow squash in place of the zucchini. Or, use a mix of both.
- For faster cooking, grate zucchini in advance. Refrigerate until you are ready to cook.
- Make a simple pasta salad. Mix raw grated zucchini with cooked and cooled pasta, canola oil, mint, basil, or other herbs.
- If you do not have access to a stove, make the recipe in an electric skillet. Cook pasta in the skillet until just done. Unplug skillet. Drain pasta, reserving 1/2 cup of cooking liquid. Set aside. When skillet is cool enough to touch, wipe clean with paper towels. Cook veggies and remaining ingredients as directed.
- Try using different pasta shapes.

Nutrition Facts	
Serving Size 2/3 cup (95g)	
Servings per Recipe 6	
Amount Per Serving	
<b>Calories</b> 190	Calories from Fat 50
% Daily Value*	
<b>Total Fat</b> 6g	<b>9%</b>
Saturated Fat 1.5g	<b>8%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 270mg	<b>11%</b>
<b>Total Carbohydrate</b> 28g	<b>9%</b>
Dietary Fiber 3g	<b>12%</b>
Sugars 1g	
<b>Protein</b> 10g	
Vitamin A 2%	Vitamin C 15%
Calcium 15%	Iron 8%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (6 servings)

Grain/Bread ● Fruit/Vegetable ● Milk ○ Meat/Meat Alternative ○

### LUNCH/SUPPER (6 servings)

Grain/Bread ● Fruit/Vegetable ● Milk ○ Meat/Meat Alternative ○

# Chocolate Strawberry French Toast

Chef Randy Emert • Detroit, Mich.

Serves 8, ½ piece of toast per serving • Prep time: 15 minutes • Cook time: 15–20 minutes



## Ingredients

8 medium strawberries  
 1½ Tablespoons unsweetened cocoa powder  
 1 Tablespoon sugar  
 1 large egg  
 ½ cup low-fat milk  
 1 teaspoon ground cinnamon  
 Non-stick cooking spray  
 4 slices whole wheat bread

## Materials

2 small bowls • Fork •  
 Measuring cups • Measuring  
 spoons • Medium skillet •  
 Rubber spatula • Sharp knife

## Directions

= Have kids help with the steps marked with the "little helping hand"!

1. Rinse strawberries. Cut off leafy tops. Slice ¼-inch thick.
2. In a small bowl, whisk cocoa powder and sugar together with a fork. Set aside.
3. In a second small bowl, beat egg with a fork until well blended.
4. Add milk and cinnamon to egg. Beat about 1 minute more.
5. Coat medium skillet with non-stick cooking spray. Heat over medium heat.
6. Dip one piece of bread in egg mixture. Flip to coat both sides. Remove from egg mixture, shaking off any excess egg coating.
7. Place quickly in hot skillet. Cook until golden brown, about 2–3 minutes per side. Remove from pan.
8. Repeat steps 5–7 until each piece of bread has been cooked.
9. Cut bread in half and top each piece with 2 Tablespoons sliced strawberries. Dust generously with cocoa mixture.

## Chef's Notes

- When strawberries are not in season, top with any seasonal fresh fruit. Or, use thawed frozen or canned fruit. Be sure to drain before using.
- Toss 1–2 cups fresh fruit with 1–2 Tablespoons honey or maple syrup. Set aside while you make the French toast. Top with sweetened fresh fruit instead of the cocoa mixture.
- If you serve the children 2 servings of French toast with the fruit topping, you will also have a half fruit serving for CACFP crediting purposes.
- Make sure to wash your hands and kids' hands very well after dipping bread in the raw egg mixture.

## Nutrition Facts

Serving Size 1/2 piece French toast  
 (52g)  
 Servings per Recipe 8

Amount Per Serving

Calories 70      Calories from Fat 10

% Daily Value\*

**Total Fat** 1.5g      **2%**

Saturated Fat 0g      **0%**

Trans Fat 0g

**Cholesterol** 25mg      **8%**

**Sodium** 85mg      **4%**

**Total Carbohydrate** 11g      **4%**

Dietary Fiber 3g      **12%**

Sugars 4g

**Protein** 4g

Vitamin A 2%      • Vitamin C 10%

Calcium 10%      • Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

BREAKFAST (8 servings)

Grain/Bread ●

Fruit/Vegetable ○

Milk ○

# Guacamole

Serves 8, ¼ cup per serving • Prep time: 10 minutes • Cook time: None



## Ingredients

- ¼ red onion
- 1 medium clove garlic
- 2 plum tomatoes
- 1 medium lime
- 2 medium, ripe avocados
- ¼ teaspoon salt

### Optional Ingredient

- ½ teaspoon ground cumin
- ¼ cup fresh cilantro leaves

## Materials

- Cutting board • Measuring cups
- Measuring spoons • Medium bowl • Sharp knife • Spoon

## Directions

- = Have kids help with the steps marked with the "little helping hand"!
1. Peel onion and garlic clove. Rinse tomatoes.
  2. If using, rinse cilantro. Pluck leaves from stems. Tear into small pieces.
  3. Mince onion and garlic. Dice tomatoes into ¼-inch pieces.
  4. Rinse lime and cut in half. In a medium bowl, squeeze juice from each half. Discard seeds.
  5. Cut avocados in half. Remove pits. Using a large spoon, scoop out flesh and add to bowl with juice.
  6. Add salt to avocado. If using cumin, add now. Mash well with a fork.
  7. Add onion, garlic, and tomatoes to avocado mixture. If using cilantro, add now. Stir well.

## Chef's Notes

- Serve as a dip with corn tortilla chips, whole grain pita wedges, or fresh veggies. Add ¼ cup serving of carrot sticks, broccoli florets, celery sticks, jicama sticks, or turnip sticks to have a full veggie component for snack.
- The lime keeps the avocados from turning brown. Keep in a sealed container in the refrigerator to maintain look and taste for a couple of days.

Nutrition Facts	
Serving Size 1/4 cup (62g)	
Servings per Recipe 8	
Amount Per Serving	
<b>Calories</b> 70	Calories from Fat 50
% Daily Value*	
<b>Total Fat</b> 6g	<b>9%</b>
Saturated Fat 0.5g	<b>3%</b>
Trans Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 75mg	<b>3%</b>
<b>Total Carbohydrate</b> 5g	<b>2%</b>
Dietary Fiber 2g	<b>8%</b>
Sugars 1g	
<b>Protein</b> 1g	
Vitamin A 2%	Vitamin C 10%
Calcium 0%	Iron 2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

### CACFP CREDITING FOR 3 TO 5 YEAR OLDS

#### SNACK (8 servings)

Grain/Bread  Fruit/Vegetable  Milk  Meat/Meat Alternative

#### LUNCH/SUPPER (16 servings)

Grain/Bread  Fruit/Vegetable  Milk  Meat/Meat Alternative

# Mini Pizzas

Serves 12, 1 muffin half per serving • Prep time: 25 minutes • Cook time: 25 minutes

## Ingredients

1 medium red or green bell pepper  
8 ounces button mushrooms  
1 large tomato  
1 (6-ounce) chunk mozzarella cheese  
6 whole grain English muffins  
1 Tablespoon canola oil  
½ teaspoon dried oregano  
½ teaspoon dried basil  
1 (8-ounce) can tomato sauce, no salt added


### Optional Ingredients







12 (2-inch-diameter) turkey pepperoni slices

## Materials

Baking sheet • Box grater • Can opener • Colander • Cutting board • Large skillet • Measuring spoons • Medium bowl • Sharp knife • Small bowl

## Directions

 = Have kids help with the steps marked with the "little helping hand"!

1. Preheat oven to 450°F.
-  2. Rinse bell pepper, mushrooms, and tomato.
3. Remove core and cut pepper into thin slices. Slice mushrooms ¼-inch thick. Remove core and dice tomato into ¼-inch pieces.
-  4. In a small bowl, grate cheese.
5. Split English muffins in half. Place them on a baking sheet. Bake until edges are lightly browned, about 10 minutes. Prepare sauce while muffins cook.
6. In a large skillet over medium heat, heat oil. Add peppers and mushrooms. Cook for 5 minutes. If needed, use a colander to drain vegetables.
-  7. Transfer veggies to a medium bowl. Add tomatoes. Stir to combine.
-  8. Stir spices into tomato sauce. Do this directly in the can.
-  9. When muffins are lightly browned, spoon 1 Tablespoon sauce over each muffin half. Coat evenly.
-  10. Layer veggies evenly over sauce. If using pepperoni, place one slice on each muffin half. Top with shredded cheese.
11. Bake muffins until cheese is melted and bubbly, about 6–8 minutes.
12. Let pizzas cool for 2 minutes before serving.

## Chef's Notes

- Use mini pitas in place of English muffins, if you like.
- Use any seasonal veggies you like. Try broccoli, onion, or spinach.
- Use leftover cooked ground meat, chicken, or turkey sausage in place of pepperoni. This will change crediting for CACFP. It can make the pizzas work as a main dish at lunch or supper, especially if each child eats 2 pizzas. Check the Food Buying Guide for Child Nutrition Programs (USDA) to confirm amounts needed.

## Nutrition Facts

Serving Size 1 English muffin half (105g)  
Servings per Recipe 12

### Amount Per Serving

**Calories** 130    **Calories from Fat** 45

**% Daily Value\***

**Total Fat** 5g    **8%**

Saturated Fat 2g    **10%**

Trans Fat 0g

**Cholesterol** 5mg    **2%**

**Sodium** 230mg    **10%**

**Total Carbohydrate** 17g    **6%**

Dietary Fiber 3g    **12%**

Sugars 5g

**Protein** 7g

Vitamin A 6%    •    Vitamin C 20%

Calcium 15%    •    Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (12 servings)

Grain/Bread

Fruit/Vegetable

Milk

Meat/Meat Alternative

# Orange Oatmeal Pancakes

Serves 12, 1 (4-inch) pancake per serving • Prep time: 20 minutes • Cook time: 10 minutes



## Ingredients

½ cup enriched all-purpose flour  
½ cup whole wheat flour  
½ cup quick oats  
1 Tablespoon baking powder  
¼ teaspoon salt  
1 large egg  
¾ cup orange juice  
½ cup nonfat milk  
2 Tablespoons canola oil  
Non-stick cooking spray

## Materials

2 large bowls • Fork • Large skillet • Measuring cups • Measuring spoons • Rubber spatula

## Directions

- 👤 = Have kids help with the steps marked with the "little helping hand"!
1. In a large bowl, combine flours, oats, baking powder, and salt. Mix well.
  2. In another large bowl, crack egg. Beat lightly with a fork.
  3. Add orange juice, milk, and canola oil to egg. Mix well.
  4. Coat large skillet with non-stick cooking spray. Heat over medium-high heat.
  5. Add wet ingredients to dry ingredients. Stir just until dry ingredients are moistened. Do not overmix.
  6. Pour ¼ cup batter into hot pan for each pancake. Adjust heat as needed to avoid burning.
  7. Flip pancakes when bubbles appear on top of the batter and the edges are slightly browned, about 3-4 minutes. Cook until second side is slightly browned, about 2-3 minutes more.
  8. Serve warm.

## Chef's Notes

- If using an electric griddle instead of a skillet, preheat to 375°F before using.
- Chop and add 3 Tablespoons of your favorite nuts if no one is allergic to them.
- Top with mixed berries, sliced bananas, maple syrup, jam, jelly, or fruit preserves.
- For a nutty taste, use buckwheat flour in place of whole wheat flour.

## Nutrition Facts

Serving Size 1 (4-inch) pancake  
(47g)  
Servings per Recipe 12

### Amount Per Serving

**Calories** 90      **Calories from Fat** 25

**% Daily Value\***

**Total Fat** 3g      **5%**

Saturated Fat 0g      **0%**

Trans Fat 0g

**Cholesterol** 15mg      **5%**

**Sodium** 200mg      **8%**

**Total Carbohydrate** 13g      **4%**

Dietary Fiber 1g      **4%**

Sugars 2g

**Protein** 3g

Vitamin A 2%      • Vitamin C 8%

Calcium 4%      • Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (12 servings)

Grain/Bread ●      Fruit/Vegetable ○      Milk ○      Meat/Meat Alternative ○

### BREAKFAST (12 servings)

Grain/Bread ●      Fruit/Vegetable ○      Milk ○

# Peanut Butter and Banana Pockets

Chef Lauren Klatsky • Boston, Mass.

Serves 8, 1 "quarter moon" per serving • Prep time: 10 minutes • Cook time: 15 minutes



## Ingredients

3 ripe large bananas (1¼ pounds)  
 3 Tablespoons creamy peanut butter  
 1½ teaspoons honey  
 ¼ teaspoon ground cinnamon  
 4 (8-inch) whole wheat flour tortillas  
 Non-stick cooking spray

## Materials

Large skillet • Measuring spoons •  
 Rubber spatula • Sharp knife • Small  
 bowl

## Directions

- ✎ = Have kids help with the steps marked with the "little helping hand"!
- ✎ 1. Peel and slice bananas about ¼-inch thick.
  - ✎ 2. In a small bowl, stir together peanut butter, honey, and cinnamon.
  - ✎ 3. Lay tortillas flat and cut in half. Spread about 1 rounded teaspoon of the peanut butter mixture on one half of each tortilla piece.
  - ✎ 4. Divide banana slices evenly among tortillas. Arrange in a single layer over peanut butter mixture. Fold each tortilla piece in half. There should be 8 "quarter moons."
  5. Coat a large skillet with non-stick cooking spray. Heat over medium-high heat.
  6. Place folded tortillas in the skillet. Cook for 1–2 minutes on each side, or until golden brown.

## Chef's Notes

- For a richer flavor, stir 2 Tablespoons of low-fat cream cheese into the peanut butter mixture in step 2. Let cheese come to room temperature before adding.

## Nutrition Facts

Serving Size 1 quarter moon (103g)  
 Servings per Recipe 8

Amount Per Serving

**Calories** 170    **Calories from Fat** 40

% Daily Value\*

**Total Fat** 4.5g    **7%**

Saturated Fat 0.5g    **3%**

Trans Fat 0g

**Cholesterol** 0mg    **0%**

**Sodium** 170mg    **7%**

**Total Carbohydrate** 31g    **10%**

Dietary Fiber 4g    **16%**

Sugars 12g

**Protein** 4g

Vitamin A 0%    • Vitamin C 10%

Calcium 8%    • Iron 6%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (8 servings)

Grain/Bread ●    Fruit/Vegetable ○    Milk ○    Meat/Meat Alternative ○

### BREAKFAST (8 servings)

Grain/Bread ●    Fruit/Vegetable ○    Milk ○

# Tuna Boats

Serves 8, ¼ cucumber and 3 ounces filling per serving • Prep time: 15 minutes • Cook time: None



## Ingredients

- 2 large cucumbers\*
- 1 lemon
- 2 green onions
- 1 (6-ounce) can low-sodium tuna, packed in water
- 1 (15 ½-ounce) can white beans
- 1 Tablespoon canola oil
- 1 Tablespoon Dijon or country mustard
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

\*Cucumbers must weigh at least 11 ounces each to meet the CACFP vegetable component requirement for 1 serving.

## Materials

- Box grater • Can opener • Colander • Cutting board • Fork • Measuring spoons • Medium bowl • Sharp knife • Small bowl • Spoon • Vegetable peeler

## Directions

- 👤 = Have kids help with the steps marked with the "little helping hand"!
1. Rinse cucumbers. Peel off skin every ¼ inch, all the way around. Cut lengthwise and then in half crosswise, for a total of 8 pieces.
  - 👤 2. Leaving about ¼ inch of the cut end intact, scoop out the seeds with a small spoon.
  3. Rinse lemon. Zest using the small holes of a box grater. Cut in half. In a small bowl, squeeze juice. Discard seeds.
  4. Rinse and chop green onions.
  - 👤 5. Drain tuna. In a colander, drain and rinse beans.
  - 👤 6. In a medium bowl, mash beans lightly with a fork.
  - 👤 7. Add green onions, tuna, oil, mustard, salt, pepper, lemon zest, and 2 Tablespoons of the lemon juice to beans. Mix with a fork.
  - 👤 8. Fill each cucumber "boat" with tuna mixture. Serve.

## Chef's Notes

- For a snack or party food, cut cucumbers into thick slices. Do not remove seeds. Place a dollop of tuna mixture on top.
- Add chopped bell pepper or celery for extra nutrition and crunch.
- Try canned salmon, packed in water, instead of tuna.

## Nutrition Facts

Serving Size ¼ cucumber and 3 ounces filling (145g)  
Servings per Recipe 8

Amount Per Serving	
<b>Calories</b> 110	Calories from Fat 20
<b>% Daily Value*</b>	
<b>Total Fat</b> 2g	<b>3%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 210mg	<b>9%</b>
<b>Total Carbohydrate</b> 14g	<b>5%</b>
Dietary Fiber 3g	<b>12%</b>
Sugars 1g	
<b>Protein</b> 10g	
Vitamin A 2%	• Vitamin C 6%
Calcium 6%	• Iron 10%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (8 servings)

Grain/Bread

Fruit/Vegetable

Milk

Meat/Meat Alternative

# Veggie Wraps

Lynn Fredericks, FamilyCook Productions

Serves 6, 2 pinwheels each • Prep time: 15 minutes • Cook time: None



## Ingredients

4 large radishes  
 1 small carrot  
 1 cup salad greens  
 3 sprigs fresh herbs (parsley, dill, cilantro, or combination)  
 1 lemon  
 3 ounces low-fat Swiss or cheddar cheese  
 1 large, ripe avocado  
 ¼ cup nonfat plain yogurt  
 3 (8-inch) whole wheat flour tortillas

### Optional Ingredients

6 ounces thinly sliced roasted turkey

## Materials

Box grater • Cutting board • Fork • Medium bowl • Measuring cups • Sharp knife • Small bowl • Vegetable peeler

## Directions

- = Have kids help with the steps marked with the "little helping hand"!
1. Scrub and rinse radishes and carrots. Rinse salad greens. Pat all veggies dry.
  2. Use a vegetable peeler to peel radishes and carrots into long, thin strips. In a medium bowl, collect veggie strips.
  3. Rinse herbs. Pluck leaves off stems. Tear leaves into smaller pieces.
  4. Rinse lemon. Zest using the small holes of a box grater. Cut in half and remove seeds.
  5. Grate cheese.
  6. Slice avocado lengthwise. Remove pit. Scoop avocado out of shell.
  7. In a small bowl, use a fork to mash avocado. Stir in yogurt.
  8. Squeeze a little lemon juice onto avocado mixture. Add herbs and a pinch of lemon zest. Stir.
  9. Warm 1 tortilla in the microwave for 30 seconds, or longer as needed.
  10. Place the warm tortilla on a cutting board. Spread  $\diagup$  avocado mixture over center of tortilla. Layer with  $\diagup$  greens,  $\diagup$  grated veggies, and  $\diagup$  cheese. If using turkey, add  $\diagup$  turkey now. Squeeze more lemon juice over the mixture.
  11. Roll tortilla and toppings into a log shape. Use a knife to slice wrap into four "pinwheels."
  12. Repeat process for the other 2 tortillas. You will end up with a total of 12 pinwheels.

## Chef's Notes

- Adding the 6 ounces of roasted turkey will meet the full requirement for Meat/Meat Alternative for lunch or supper.
- Use any of your favorite seasonal veggies in this wrap. Grate, chop, or peel into thin slices before adding.
- Use 1 cup homemade Guacamole (page 19) in place of avocado.

## Nutrition Facts

Serving Size 2 pinwheels (113g)	
Servings per Recipe 6	
Amount Per Serving	
<b>Calories</b> 160	Calories from Fat 60
% Daily Value*	
<b>Total Fat</b> 7g	<b>11%</b>
Saturated Fat 1g	<b>5%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 230mg	<b>10%</b>
<b>Total Carbohydrate</b> 19g	<b>6%</b>
Dietary Fiber 4g	<b>16%</b>
Sugars 3g	
<b>Protein</b> 7g	
Vitamin A 35%	Vitamin C 15%
Calcium 25%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (6 servings)

Grain/Bread  Fruit/Vegetable  Milk  Meat/Meat Alternative

### LUNCH/SUPPER (6 servings)

Grain/Bread  Fruit/Vegetable  Milk  Meat/Meat Alternative

# Yogurt Parfait

*Chef Joyce Roland • Seattle, Wash.*

Serves 6, 1 parfait per serving • Prep time: 10 minutes • Cook time: None



## Ingredients

3 cups fresh or thawed frozen fruit,  
such as bananas, strawberries,  
peaches, or mango  
3 cups nonfat plain yogurt  
1½ cups granola

### Optional Ingredients

2 Tablespoons sliced almonds

## Materials

6 cups or bowls • Cutting board •  
Measuring cups • Measuring spoons •  
Sharp knife

## Directions

= Have kids help with the steps marked with the "little helping hand"!

1. If using fresh fruit, rinse, peel, and/or trim as needed. If using thawed frozen fruit, drain any excess juices. Cut fruit into ¼-inch thick slices. There should be about 3 cups total.
2. Layer ¼ cup yogurt into each of 6 cups or bowls. Top with ¼ cup sliced fruit and 2 Tablespoons granola.
3. Repeat layers one more time, ending with a layer of granola.
4. If using, top with sliced almonds.

## Chef's Notes

- Layer parfait just before serving to keep granola crunchy.
- Use any high-fiber cereal you like instead of granola.
- Try topping with rinsed, chopped fresh mint leaves for extra flavor and color.
- To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.

## Nutrition Facts

Serving Size 1 parfait (217g)  
Servings per Recipe 6

### Amount Per Serving

**Calories** 200    **Calories from Fat** 40

**% Daily Value\***

<b>Total Fat</b> 4.5g	<b>7%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 70mg	<b>3%</b>
<b>Total Carbohydrate</b> 35g	<b>12%</b>
Dietary Fiber 3g	<b>12%</b>
Sugars 21g	
<b>Protein</b> 8g	

Vitamin A 10%    •    Vitamin C 80%  
Calcium 20%    •    Iron 6%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

## CACFP CREDITING FOR 3 TO 5 YEAR OLDS

### SNACK (6 servings)

Grain/Bread ●    Fruit/Vegetable ●    Milk ○    Meat/Meat Alternative ●

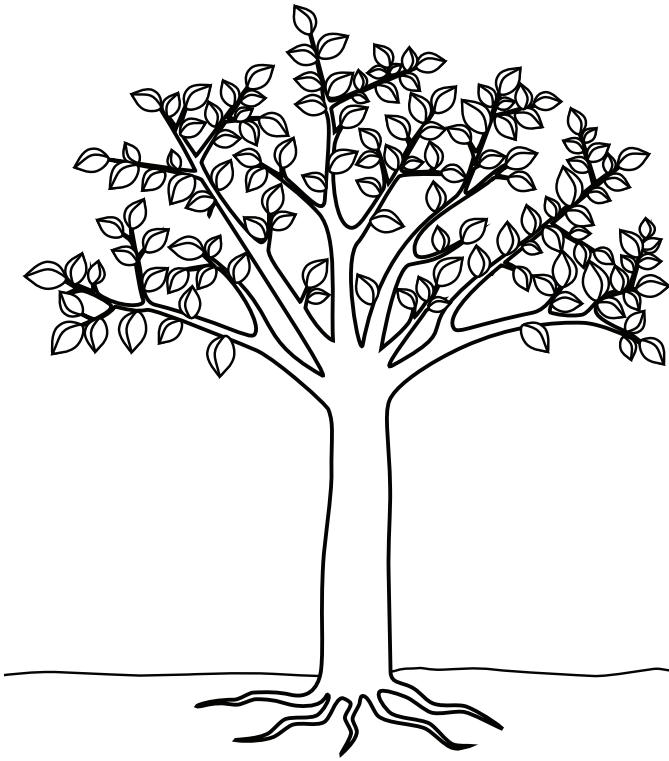
### BREAKFAST (6 servings)

Grain/Bread ●    Fruit/Vegetable ●    Milk ○



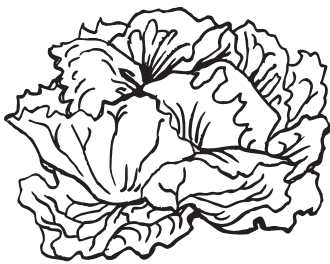
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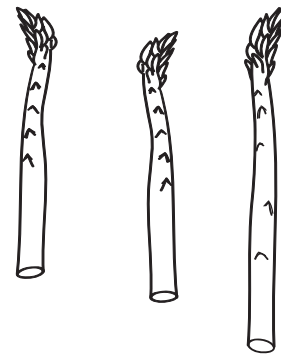


Tree

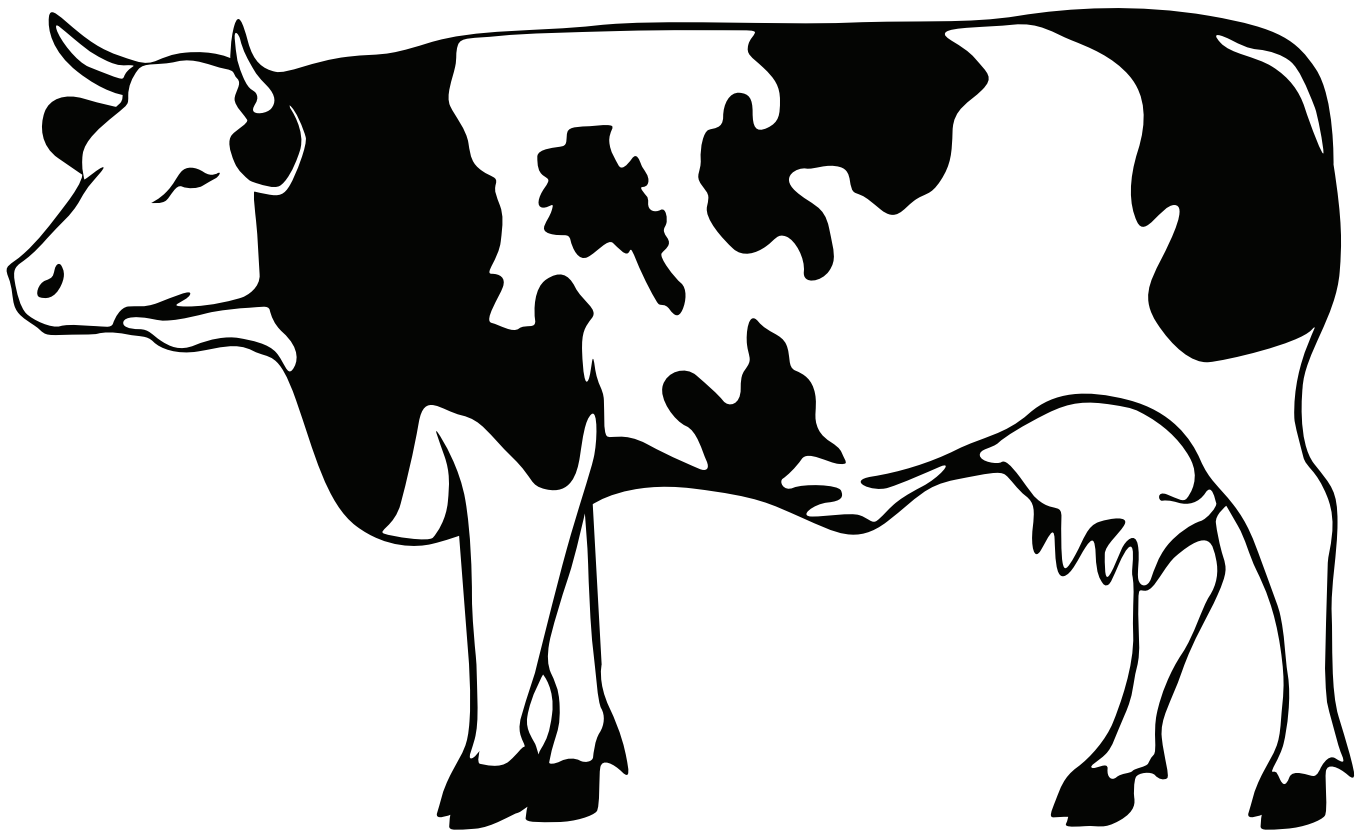
Root



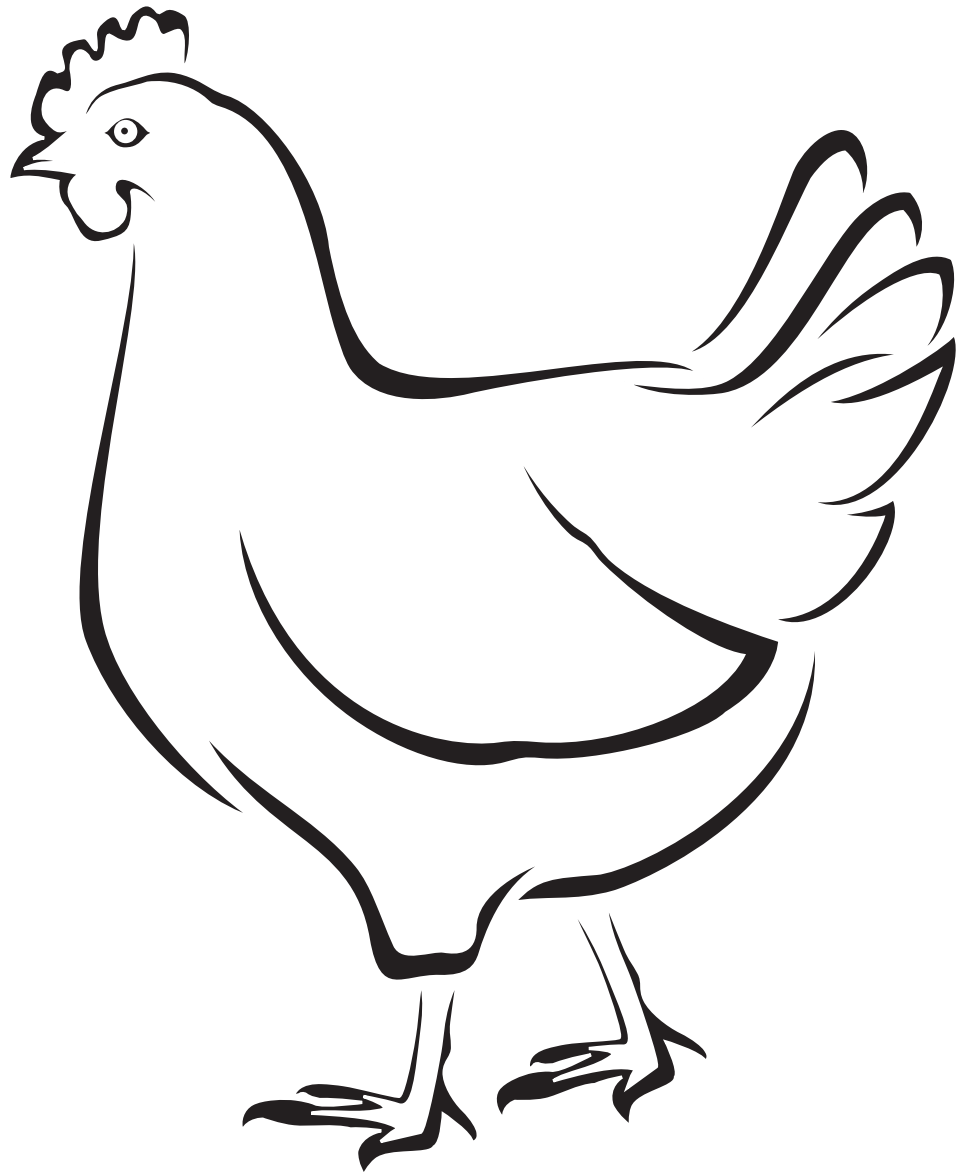
Leaf



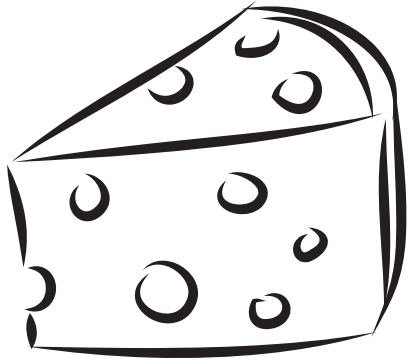
Stem



Cow



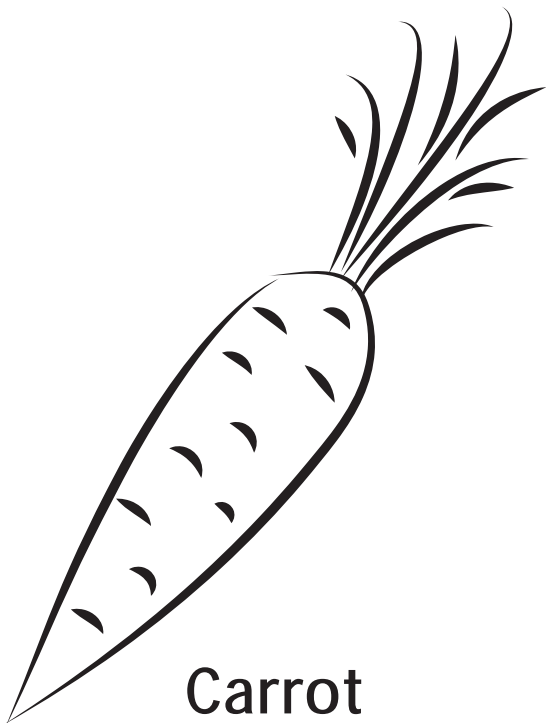
Chicken



Cheese



Yogurt



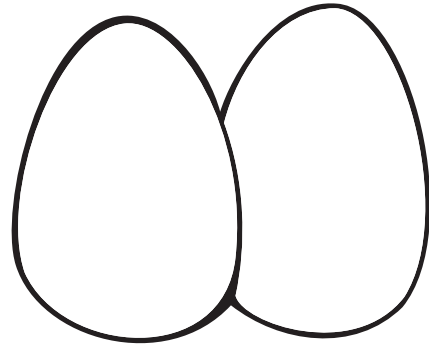
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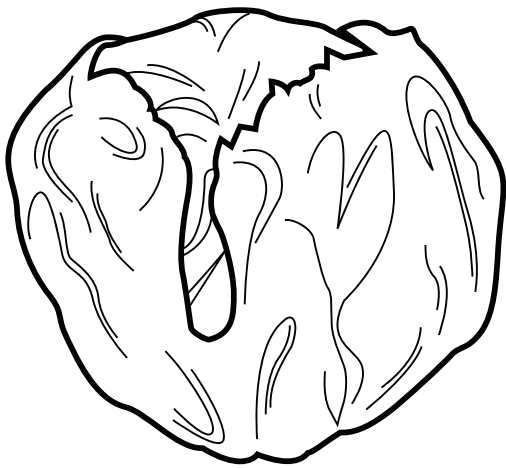
Tomato



Apple



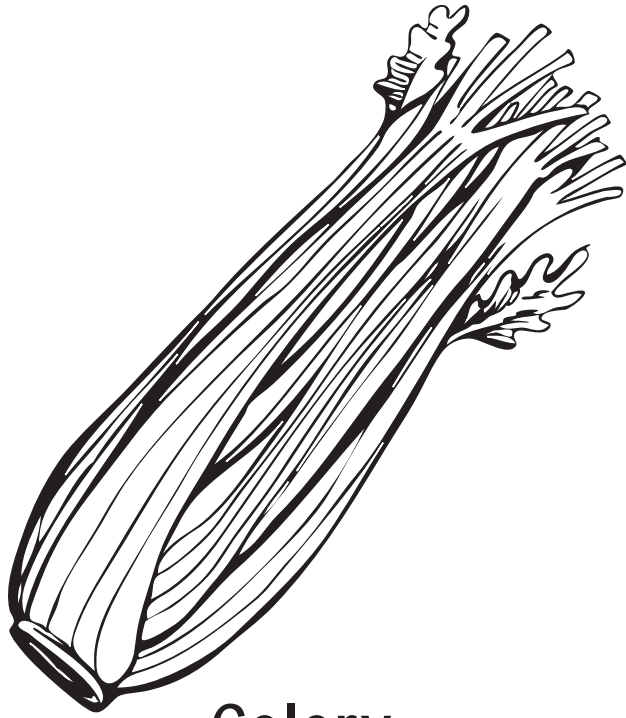
Eggs



Lettuce



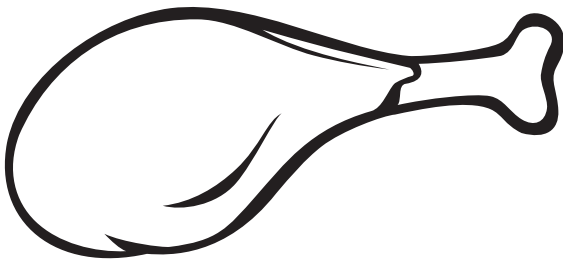
Broccoli



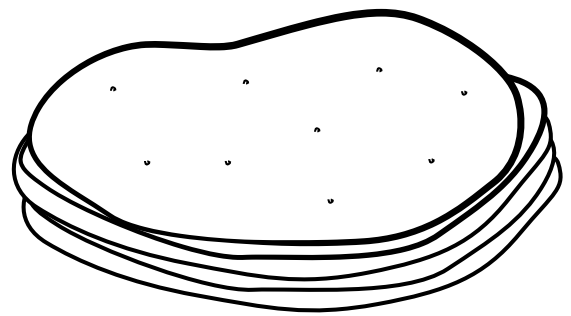
Celery



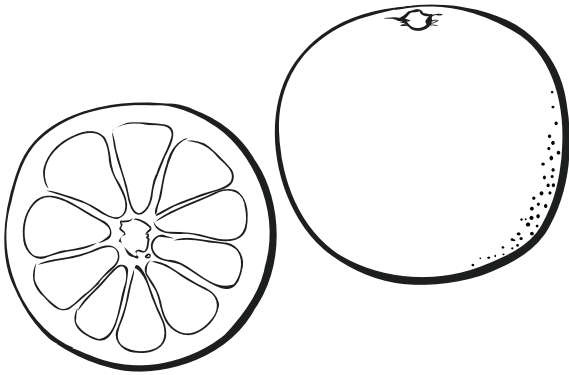
Spinach



Chicken Drumstick



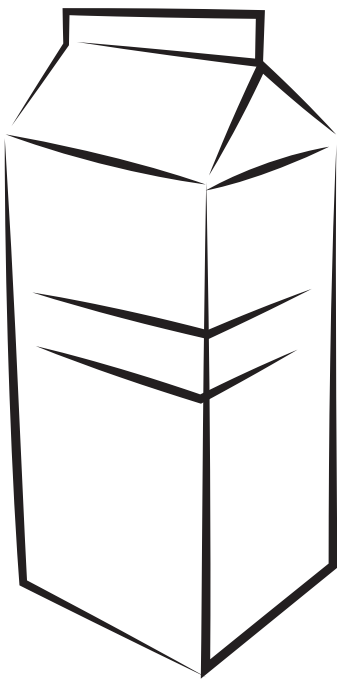
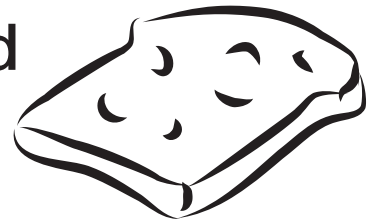
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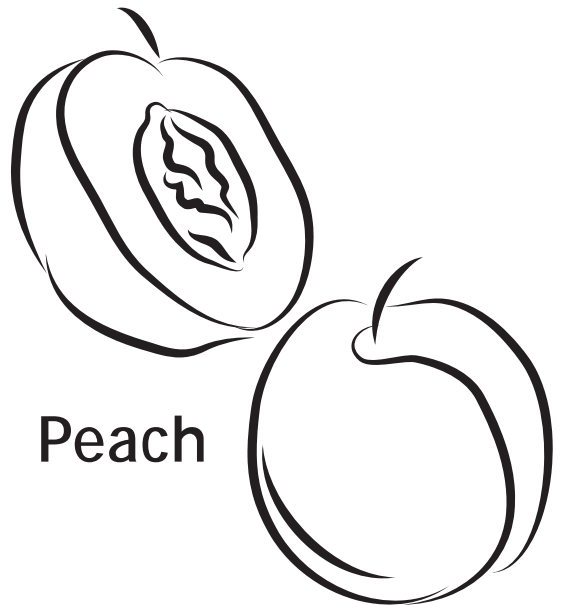
Orange



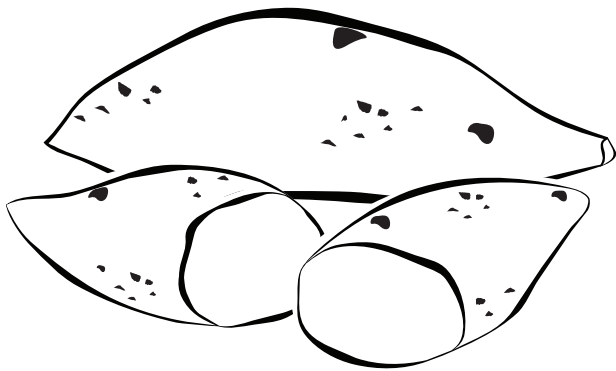
Bread



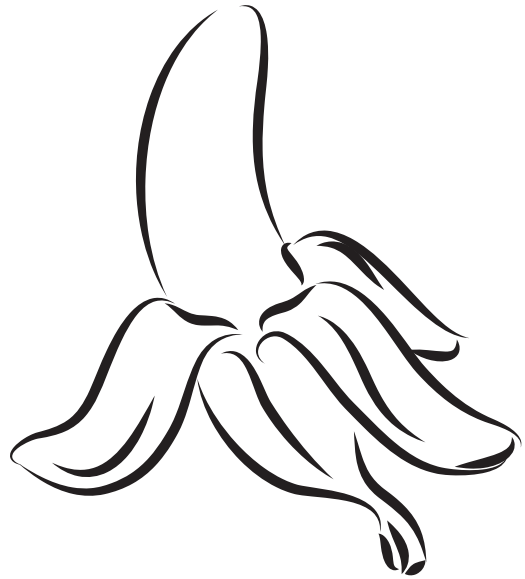
Milk



Peach



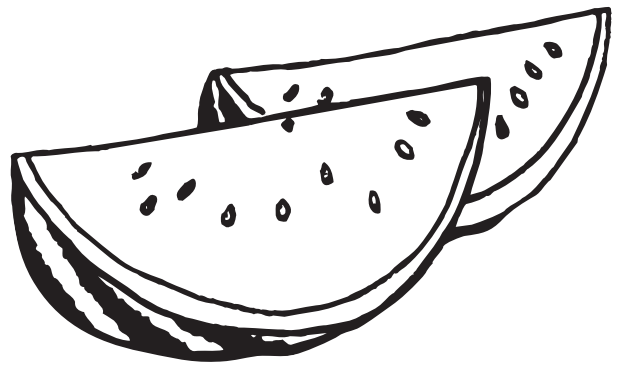
Sweet Potato



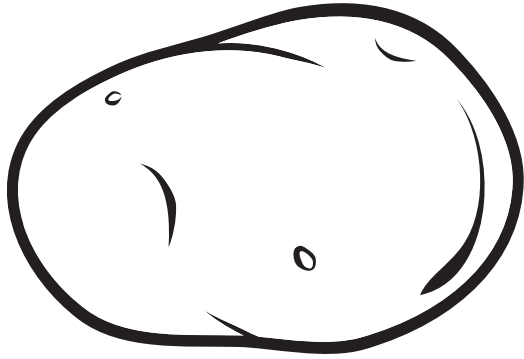
Banana



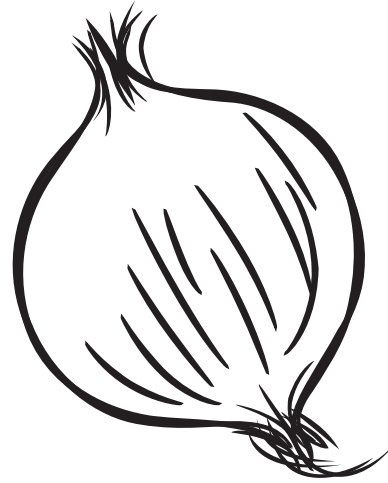
Corn



Watermelon



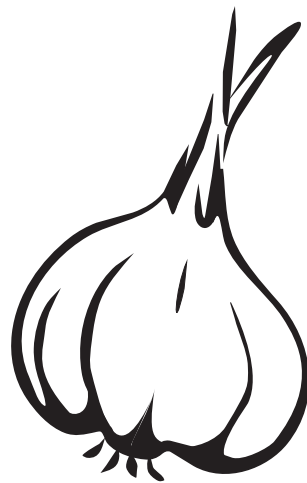
Potato



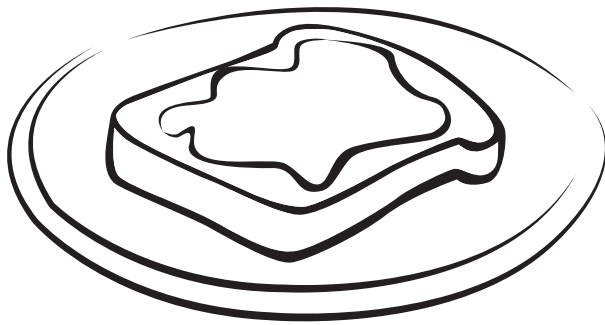
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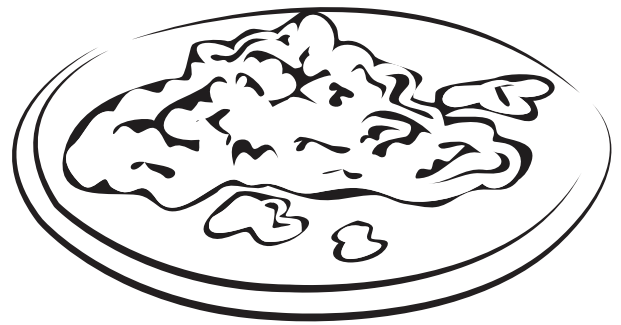
Radish



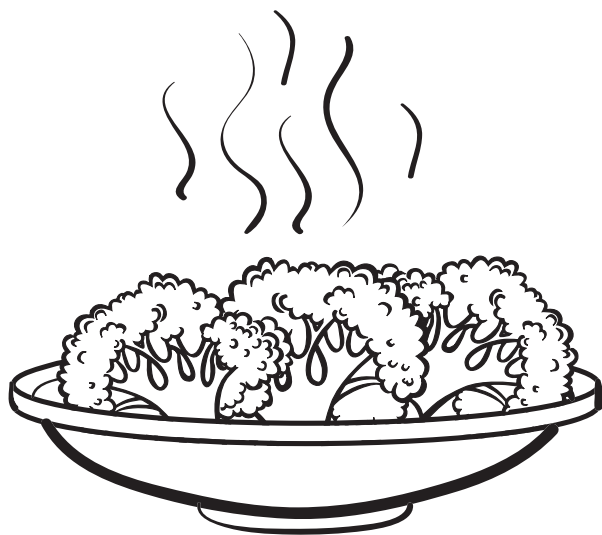
Garlic



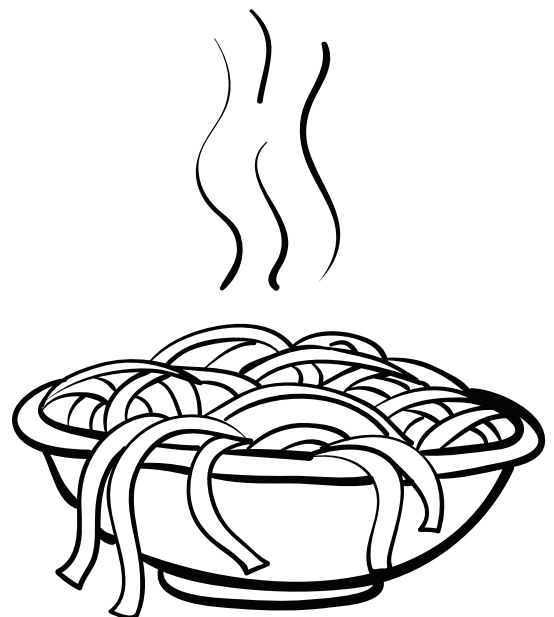
**Toast with Jam**



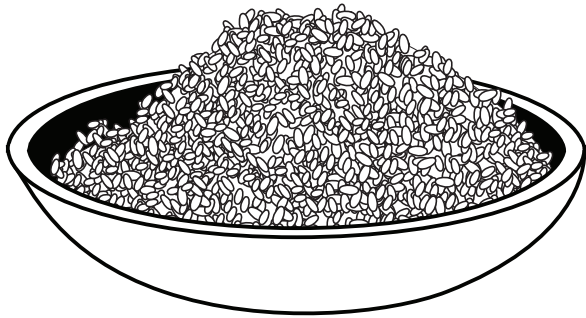
**Scrambled  
Eggs**



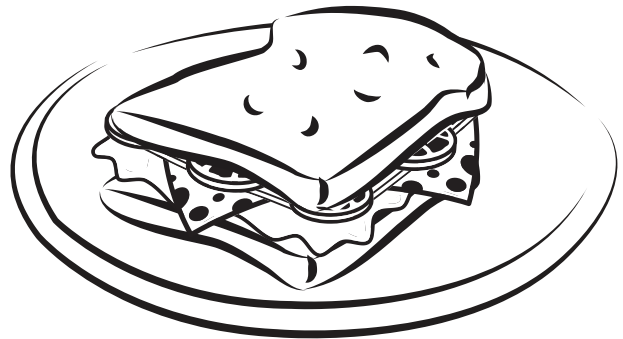
**Steamed  
Vegetables**



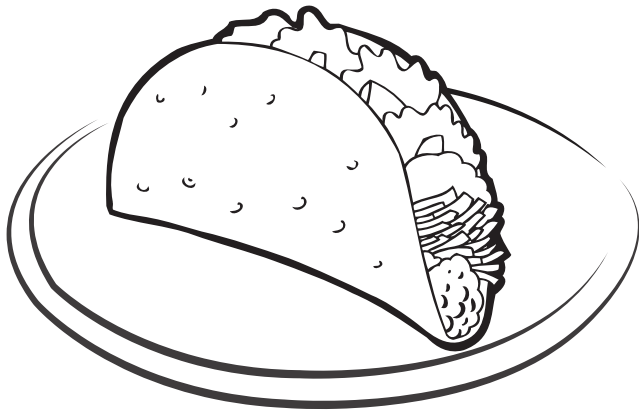
**Boiled Pasta**



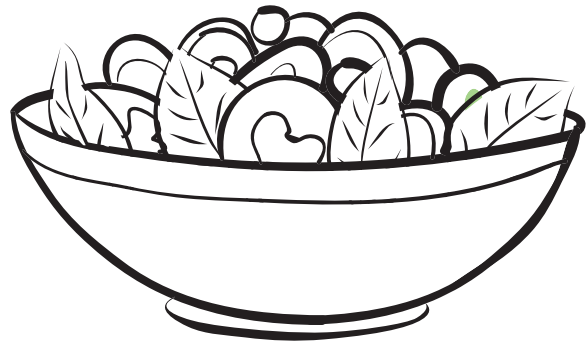
Rice



Sandwich



Taco



Salad