

MAKE A YUMMY FRUIT SALAD

Theme: Give It a Try

Overview: In this lesson, students will discover how fun and delicious it is to make a fruit salad! They will first guess a series of mystery fruits placed in bags by touching and describing them. They then will name their favorite fruits and learn how much fruit they should have each day. They will listen to a read-aloud and answer questions about a story called Oliver's Fruit Salad by Vivian French. ** Finally, they will read and follow a recipe to make their own fruit salad.

** If this book is not part of your classroom library or available at the public library, you can easily modify the lesson using one of the books below:

- Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert
- Fruit is Fun! by Jasmin Hill
- Fruit Salad by Richard Swan
- Fruit Salad Party by Sumera Nabi
- The World of Fruits by Maria Skrebtsova

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.
- MyPlate: A way to help us remember what to put on our plate each day.

Activity 1: Fruit is Fun!

Type of Activity: Energy to Discover

Domain: Cognitive, Social Emotional, Physical

Students will:

- Recognize that it is important to eat fruit every day.
- Describe and guess the “identity” of several mystery fruits that are hidden in bags.

Materials:

- Three bags (or containers)
- Three pieces of different fruits preferably of different colors and sizes
- Measuring cup
- Plastic cutting utensil Picture of MyPlate:
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

Time Frame: 20-30 minutes

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Directions:

Note: Before class, place the three different fruits in separate bags or containers so they cannot be seen by students.

1. Show students the three bags or containers and explain that there is something in each bag, but it is a mystery. What is in the mystery bag? Tell students that they must close their eyes and reach in to feel what is inside. They must describe what they feel using one word. You may need to guide them to use words like big or small, smooth or rough, bumpy or slimy. Or you can suggest these words and ask students to give thumbs up if they agree. Tell students they can't guess what's inside until everyone has had a turn to touch!
2. Give each student a turn to touch the object inside the first bag and to say what the object feels like. After all students have had a chance to touch the first object, allow students to guess what is inside. After everyone has guessed, pull the object out. Repeat this process until all of the pieces of fruit are revealed.
3. Ask students to tell you what is the same about all of these mystery objects. You may need to guide students to say that they are all fruits. What is different? They may be different colors, they may feel differently, they may be different sizes, etc.
4. If you have not already introduced MyPlate to students, show them the picture of MyPlate. Explain to students that MyPlate is an easy way to help them remember what they should try to eat each day.
5. Ask them to point out where the place for fruits is on the plate. You may need to give a hint that it is red. Explain that fruit is important for students to eat every day!
6. Explain that kids their age should have about a cup and a half of fruit each day. It can be eaten all at once or a little at a time. Cut up one of the fruits from the bags and ask students to predict how much a cup of the fruit is. They can describe their answer or fill a measuring cup until they think they have reached one cup.
7. Then show students how much a cup of fruit is, using the measuring cup and one of the fruits from the mystery bags.

Activity 2: Make the Salad!

Type of Activity: Energy to Discover, Energy to Read, Energy to Create

Domain: Cognitive, Social, Physical, Gross Motor

Students will:

- Vote on and tally their favorite fruits.
- Listen to a story about a boy who makes a fruit salad with his family.
- Read and follow a recipe to make a fruit salad.

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Materials:

- Oliver's Fruit Salad by Vivian French- *This story is about a boy who makes a fruit salad with his family.*
- Large paper
- A flip chart with a recipe for a fruit salad on it. [Included at end of activity]
- Measuring cups
- Plastic knives and forks (or spoons)
- Large wooden spoon
- Cutting board
- One large bowl and several smaller bowls
- Plastic utensils
- Napkins
- Hand sanitizer
- Several different fruits, preferably with different textures and colors. Examples are included in the recipe.
- Orange juice
- Picture of MyPlate:
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

Time Frame: 30-40 minutes

Directions:

Note: Be mindful of any food allergies as you select fruits for this activity.

1. Ask each student to say the name of their favorite fruit. You may want to list/draw three choices on a large paper such as apples, bananas, and grapes.
2. Place a tally mark to show each student's answer. Once all students have shared their favorite fruits, count the tally marks together beside each fruit.
3. Ask students which fruit received the most tally marks and which fruit received the least tally marks.
4. Show students the cover of the book and read the title, author and illustrator aloud. Ask students to name the fruits they see on the front cover. Ask: Does the boy look happy or sad in the picture? What is he doing with the fruit on the cover? What might the book be about?
5. Read the story aloud. Pause along the way to name the fruits in the illustrations. Ask students what colors the fruits are and whether they have ever tried each fruit.
6. Ask why Oliver doesn't think he likes fruit. (Answer: He never tasted it). How would we know we don't like something if we never tasted it? Ask students what new fruit Oliver wanted to try (Answer: pineapples).

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7. Then, ask students if they have ever made a fruit salad. Direct them to the recipe on the flip chart and read it aloud. After reading it, ask students if they remember what the first step is, what the next step is and so on.
8. In small groups or as a class, guide students to follow the steps in the recipe. As they make the fruit salad, guide students to discover what is different about the fruits (texture, color, size, some have to be peeled and others are cut, some are dry and others are wet).
9. As appropriate, students can take turns measuring and pouring.
Optional enrichment: If appropriate, allow students to safely cut pieces of fruit with plastic utensils.
10. As each step is completed, re-read the next step to help students learn how to follow each step in sequence as they follow directions. Use words like first, next, and last as you read the directions.
11. When the fruit salad is finished, ask students to describe what they see.
12. Finally, place a small amount of fruit salad in small bowls for each student. Invite students to taste their creations!

Modification:

Pump It Up For Older Students

- Show older students where fruits come from or where they are grown on a U.S. or world map.

Cool It Down For Younger Students

- If students are not able to use the plastic utensils safely, you can cut the fruit for them or have it in pieces as they arrive. Using softer fruits such as bananas or even canned fruit will help.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.03** Children are provided varied opportunities and materials that support fine-motor development.
- **2.E.03** Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom.
- **2.E.04** Children have varied opportunities to (a) be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least

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once daily in half day programs; (g) engage in conversations that help them understand the content of the book.

- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.F.05** Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.
- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

EASY FRUIT SALAD RECIPE

Here is an easy recipe for fruit salad. You can substitute any fruit that you or your students would like. As always, be sure to check with students and their parents about any allergies and modify the recipe so that everyone can safely enjoy it.

You Will Need:

- 2 bananas, sliced
- 2 cups fresh strawberries, halved
- 2 cups seedless grapes
- 2 cups blueberries
- ¼ cup unsweetened orange juice
- Measuring cup
- Plastic utensils
- Cutting board
- Water source
- Mixing bowl
- Large spoon

Steps:

1. Peel the bananas
2. Slice the bananas into pieces on a cutting board
3. Wash the strawberries
4. Cut the strawberries in half
5. Measure two cups of strawberries
6. Wash the grapes
7. Measure two cups of grapes
8. Wash the blueberries
9. Measure two cups of blueberries
10. Pour all of the fruit into a large bowl
11. Measure ¼ cup of orange juice
12. Pour the orange juice into the bowl
13. Mix all ingredients together
14. Eat and enjoy!

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Energy at Home

Today, your child read a book called Oliver's Fruit Salad about a little boy who makes a fruit salad with his family. Then they made a fruit salad with their classmates! The children had fun as they learned. When children help to pick and make foods, they often want to eat them. Fruit is an important part of a balanced diet. Preschoolers should eat a cup and a half of fruit each day.

Write down a recipe or look through your cookbooks with your child and choose a recipe that you would like to make together. If you are able to go online, you can find several great recipes at www.eatright.org/kids.

Read the recipe aloud and decide who will do each step. Then shop, chop and prepare together. Make sure you taste your creation together! If you are able to take or draw a picture of you and your child doing any of these steps, we would love to share them with the class.