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FARM **TO** CHILDCARE

Curriculum Package

Farm to Childcare Curriculum Package

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FOR CHILDCARE CENTER STAFF

We are excited to introduce Farm to Childcare to your center! Farm to Childcare initiatives connect very young children with local food and farms, providing fresh, healthy foods in childcare meals while teaching children about the farmers who grew it. The program includes locally grown, healthy menu items and snacks, experiential learning activities in the classroom, interaction with nearby farmers, and community involvement. By connecting kids with local farm fresh foods, Farm to Childcare initiatives support farmers who produce healthy choices like fruits and vegetables while helping our youngest eaters get off to a good start. Given growing nutrition challenges among America's youth, engaging children in healthy eating early in life is essential. The years before children go to school are a critical time to influence lifelong eating habits and build knowledge about where their food comes from.

Inside this curriculum package, you will find activity ideas and resources for implementing Farm to Childcare at your center. Many of these resources are ready to use, while some are examples that offer opportunities for you to customize to your own context. Lesson planning charts are provided to help you introduce the children at your center to locally grown food items and concepts.

A new local food item will be highlighted every two weeks. You can choose from activities outlined in this curriculum package to use in the classroom on Mondays and Tuesdays. Through these activities, the children will learn about the food, the farm and the farmer, and healthy eating, and will participate in taste testing and cooking projects, read books about nutrition and healthy habits, and even try gardening activities! The highlighted food will be featured in a snack on Wednesdays and in the lunch menu on Thursdays. This approach familiarizes kids with the foods in the classroom first, creates a buzz, and then gives them a chance to eat the foods as part of their normal meals. Following this schedule, by the end of the two-week period, children will have at least eight exposures to the featured food.

This curriculum package also includes family engagement tools to reinforce Farm to Childcare concepts at home. The support tools include example descriptions of farms supplying the featured foods and visual displays to hang on your classroom walls, as well as links to information about local farmers markets, recipes, videos, suggested book lists and more. You can also use these as examples and create your own materials featuring your farmers or additional foods.

Enthusiasm from teachers, kitchen staff, center directors and other childcare staff is key to getting children at your center excited about the program. If you are willing to try and learn about new foods and farmers, your children will follow your lead! Farm to Child Care will help the children in your center develop a healthy and informed relationship with their food while also building markets for local farmers, boosting the local economy by keeping more childcare providers' "food dollars" circulating close to home and supporting more environmentally and socially sustainable farming. We hope you are looking forward to trying Farm to Childcare at your center!

One of the first steps in planning your Farm to Childcare program is choosing delicious local foods to highlight! Make sure to work with your food coordinator and kitchen staff--and food distributor if you have one--to make a plan that works with the food system you already have in place.

1. Find out what foods grow locally in your region and when they are available.
2. Make a schedule of when foods will have their 2 week period of being featured in your program.
3. Plan menu items to fit the Wednesday snack, Thursday entrée schedule.
4. Plan classroom activities to fit the Monday and Tuesday Farm to Childcare activity schedule. (Lesson Planning charts are included in the activities section.)
5. Plan at least one family engagement strategy per week.

What grows when?

Most states, and sometimes regions within a state, have a guide to seasonal products. Examples from different regions across the country are listed below. Search your Department of Agriculture website or your Cooperative Extension resources for such a guide to your area. For instance:

- **Minnesota Grown: A Seasonal Look at Fresh Produce:**
<http://www.mda.state.mn.us/~media/Files/food/minnesotagrown/producecalendar.ashx>
- **Nebraska: Seasonality of Foods in Nebraska**
<http://toolkit.centerfornutrition.org/wp-content/uploads/2012/04/Seasonality-Chart.pdf>
- **North Carolina: Make it Local for All Seasons (English and Spanish)**

<http://www.ncsu.edu/project/nc10percent/seasonality.php>

- **New York: Pride from A(pples) to Z(ucchini)**
<http://www.agriculture.ny.gov/fzs/documents/HarvestChart.pdf>
- **Oregon: What Local Products Are in Season?**
<http://oregonfresh.net/local-products/whats-in-season/>

Other nonprofits, educational services and businesses provide lists of seasonal foods available by state or region. One example is below, but many others may be available too.

- **The Local Food Wheel (available for the Upper Midwest, Bay Area California, New York)**
<http://www.localfoodswheel.com/>

Example Food Calendar

From Farm to NHA pilot

Schedule	Local Food
Half of July	Snap peas
Half of July	Zucchini
Half of August	Peppers
Half of August	Tomatoes
Half of September	Cucumbers
Half of September	Cantaloupe
Half of October	Apples
Half of October	Cabbage
Half of November	Carrots
Half of November	Winter squash

EXAMPLE WEEKLY MENU FROM PILOT

NHA Menu – Week 3 July30-Aug. F2NHA

Day	Breakfast	Lunch	Snack
Monday	Egg Patty, Cheese, English Muffin & Fruit	Soft Shell Beef and Cheese Taco with Fixings, Lettuce, Corn, Pineapple	NutriGrain Bars & Milk
Tuesday	Cereal & Fruit	Diced Ham and Au Gratin Potatoes, Broccoli, Pears, Bread	Orange Slices, Crackers & Milk
Wednesday	Muffin & Fruit	Chicken Patty on Bun, Beets, Peaches	*Green Peppers with Dip & Milk
Thursday	French Toast & Fruit	*Turkey and Ham Rollups with Green Peppers, Cheese, Fresh Fruit	Cottage Cheese with Diced Fruit & Fruit Juice
Friday	Bagel with Cream Cheese and Fruit	Macaroni and Cheese, Green Beans, Mixed Fruit	String Cheese and Crackers & Fruit Juice

NHA Menu – Week 4 August 6-10 F2NHA

Day	Breakfast	Lunch	Snack
Monday	Pancakes & Fruit	BBQ Chicken Sandwich on Bun, Coleslaw, Chipped Apples	Fresh Veggies and Dip & Milk
Tuesday	Hot Cereal & Fruit	Baked Spaghetti with Meat Sauce, Green Beans, Peaches & Garlic Toast	Fruit and Yogurt & Juice
Wednesday	Egg Patty, Cheese, English Muffin & Fruit	Cold Cut Sandwich with Cheese, Potato Salad, Pineapple	*Tortilla Wrap with Green Peppers, Cream Cheese & Milk
Thursday	Muffin & Fruit	*Hamburger Patty on Bun with Fixings, Green Peppers, Mixed Fruit	Fresh Melon & Milk
Friday	French Toast & Fruit	Personal Pita Cheese Pizza, Lettuce Salad with Dressing, Mandarin Oranges	Animal Crackers and Yogurt & Milk

NHA Summer Menu – Farm2NHA

(*) indicates the F2NHA item



Section 2: Farm to Childcare Classroom Activities

Introduction

In this section you will find many options of Farm to Childcare classroom activities to choose from!

Lesson planning pages with food-specific activities, visual food fact flashcards, family size recipes to send home to families and descriptions to use in newsletters and menus are included for each highlighted food. We also recommend laminating the visual food information pages—they can be used again and again as “flashcards” for the children, and can double as wall decorations that parents will see, too.

Additional general activities that can be used for any food are organized by type of activity: Circle Time, Sensory and Dramatic Play, Math and Science, Arts and Table Talk.

We have also included three additional Lesson Planning Pages for times when you are not serving a featured food but still want to participate in Farm to Childcare—either before or after your regular growing season, or as back up in the case of crop failure in your area (be prepared with a plan in case this happens).

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Apples

Circle Time

- Make a list of the different kinds of apples.
- Sing “Apples Up On Top”.

Sensory and Dramatic Play

- ‘WORM’ THROUGH THE APPLE: Have children stand in a straight line with their feet apart. The child at the end is the “worm.” They crawl through the “apples” (children’s spread feet/legs). When the player reaches the front of the apple line, the next person in line becomes the “worm”.

Math & Science

- Make applesauce.
- Cut open 4 to 5 apples and count the number of seeds in each apple. Does each apple have the same amount of seeds? Which has more? Less?

Newsletter: Apples

This month we feature the many children’s favorite fall produce for Farm to Childcare—the apple! It doesn’t get much better than a fresh, local apple in fall, and we will be serving delicious apples from *Farm Name* in *Farm Location*. A weekend outing to an apple orchard is a great way to have some family fun, get some fresh air, see apples growing on the trees and eat fresh-picked fruit.

Apples



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Baby apple tree



Apples on the tree



- Apples are a member of the rose family, along with pears, peaches, plums and cherries.
- There are 2,500 varieties of apples grown in the U.S.; 7,500 varieties are grown throughout the world.
- 25% of an apple's volume is air, which is why they float.
- Americans eat an average of 50.4 pounds of apples and apple products each year.
- The largest apple picked weighed three pounds.

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Row of apple trees



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Closeup of an apple blossom

Local Apples with Delicious Yogurt Dip

Ingredient List:

- 1 cup plain yogurt
- ½ cup peanut butter
- ¼ cup honey
- ½ teaspoon ground cinnamon
- Bunch of local apples, sliced and ready for dipping!

Directions:

- Add yogurt, peanut butter, honey and cinnamon to a bowl you can mix in.
- Stir or whisk to combine all ingredients.
- Surround the dip with sliced apples and dip away – enjoy!



	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Broccoli

Circle Time

- Look at pictures of a tree and of broccoli. Discuss how they are similar or different.
- Talk about plants and trees. Is broccoli a plant or a tree? How do you know?
- Raise your hand if you've eaten broccoli? What does it taste like?

Sensory and Dramatic Play

- Pretend you are broccoli--make the stalk and the florets with your hands. What does it look like when it is a seedling? A plant? In the frying pan?
- Create a story about an enchanted broccoli forest. Who lives there? What grows there? What happens? Act it out or draw it.

Math and Science

- Pass around a raw head of broccoli and notice the different textures. Describe them and count all the different textures. What is the most common? The least?
- Pass around a cooked head of broccoli. How is it different? The same? What happened?
- See if you can guess how many florets there are on a bunch of broccoli. How many little flowers (buds?) are on each floret? Can you count them?
- Count the florets on several heads of broccoli and make a chart to see which has the most and the least.
- Measure how tall each head is and make a chart from shortest to tallest. How many broccolis would it take to be as tall as you?

- Slice and measure the size of the slices. Arrange them from smallest to largest.

Arts

- Use the broccoli as a paint brush. What different patterns can you make? What happens if you brush, print, write etc.?
- With a scissors, snip the very tips of the florets and use glue to make a design with them.
- Using clay, make your own head of broccoli sculpture. What happens when you stretch it long, or make it really short? See if you can find real broccoli that looks like it has been stretched or squashed.
- Make paint prints using the slices of broccoli.
- Paint the slices, glue them together in a design to make a mosaic or string them like beads.

Newsletter: Broccoli

A hint of fall is in the air. The days are getting shorter and the air is getting cooler, but our local produce is still as bountiful as ever. During this month, your child will be enjoying the fresh local broccoli from *Farm Name* in *Farm Location*. Broccoli is a part of the cabbage family, and comes in a variety of colors, ranging from deep sage all the way to dark green and purplish-green. Broccoli is high in Vitamins C, A, and folate and also has been shown to fight cancer cells in lab tests. It also tastes great, and is especially good in a stir fry. Your child can help prepare broccoli by breaking big heads into smaller florets for you to cook.

Broccoli



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Image used under creative commons license via Flickr user goosmurf

Broccoli plants in the ground



Closeup of broccoli plant

- Broccoli is a part of the cabbage family.
- Broccoli comes in a variety of colors, ranging from deep sage all the way to dark green and purplish-green.
- Broccoli is high in Vitamins C, A, and folate and also soluble fiber.
- It has been shown to fight cancer cells in lab tests.
- California produces almost all the broccoli sold in the USA. Americans eat an average of 4# broccoli a year that's 900% more than 20 years ago!



Image used under creative commons license via Flickr user spenceraloyisus

Broccoli flower



Image used under creative commons license via Flickr user net-efekt

Purple Broccoli

Roasted Broccoli with Lemon and Parsley

Ingredient List:

- Local Broccoli (1 - 1 ½ lbs.), cleaned and cut into florets
- Olive Oil
- Salt
- Pepper
- Lemon
- Parsley



Directions:

- Preheat oven to 425 degrees Fahrenheit
- Evenly spread broccoli over a baking sheet
- Drizzle with olive oil and sprinkle with salt and pepper
- Mix all ingredients with your hands to ensure that the broccoli is evenly coated and seasoned
- Place in the preheated oven and roast for 15 - 20 minutes - turning once
- While the broccoli is roasting juice one lemon and chop fresh parsley (about 2 tablespoons)
- When the broccoli has finished, remove it from the oven and place in a serving bowl
- Add the lemon juice and freshly chopped parsley - mix well
- Serve warm and enjoy!

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 3					
Week 4					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Cabbage

Circle Time

- Many people confuse cabbage and lettuce. Compare and contrast the two of them.

Sensory and Dramatic Play

- Have the children taste test cabbage and then lettuce. Which tastes better?

Math & Science

- Plant ornamental cabbage in pots outside for decor.
- Peel the layers of a cabbage head and ask the children to count them with you.

Arts

- Slice the cabbage for the children and let children make paint prints with them. Do they look like roses to you?

Cabbage



Cabbage seedlings



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Red cabbage

- Cabbage likes cooler fall weather.
- When cabbages are grown in a bunch together, it's called a cabbage patch.
- Cabbage comes in different sizes, colors and textures. There are red and green cabbage with smooth leaves and savoy cabbage, which is crinkly looking.
- Cabbage can be eaten in lots of different ways. It can be eaten raw (in coleslaw or salads) or cooked (boiled, sautéed, grilled, baked). It can also be turned into sauerkraut!
- Cabbage is a good source of beta-carotene, vitamin C and fiber.



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Savoy cabbage



Green cabbage

Summer Slaw with Cabbage and Carrots

Ingredient List:

- 1/2 small red cabbage. shredded
- 1/2 small green cabbage. shredded
- 1 - 2 large carrots, shredded
- 1/2 cup lemon juice
- 1/2 cup olive oil
- 2 tablespoons honey
- Salt
- Pepper



Directions:

- Place the lemon juice, olive oil and honey in a bowl and whisk to incorporate all ingredients
- Add the shredded cabbages and carrot
- Toss to coat
- Add salt and pepper to taste
- Enjoy!

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 3					
Week 4					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Cantaloupe

Sensory and Dramatic Play

- Place different parts of cantaloupe in the sensory table for the children to touch and feel. Place the insides or the rinds of the cantaloupe in the sensory table. Discuss how the different parts feel.
- Set-up a cantaloupe bowling alley. Use the cantaloupe to knock down the pins!
- Cantaloupe Shapes:
 - Give each child a paper plate with at least two thin slices of cantaloupe. Let each child select a small cookie cutter(s).
 - Show the children how to press the cookie cutter into the flesh of the cantaloupe to make shapes.
 - After making the cantaloupe shapes, enjoy eating this snack.
 - As the children eat, ask them to describe how the cantaloupe: smells (sweet), feels in the mouth (cool, smooth and slippery); and tastes (juicy and sweet).

Arts

- Have the children paint using the textured cantaloupe skin.
- Scoop out the cantaloupe and have the children smash it onto paper. Ask the children to tell you what shape or picture they made by smashing the cantaloupe around on the paper.

Cantaloupe



Image used under creative commons license via Flickr user apple_pathways

Cantaloupe on the vine.



Image used under creative commons license via Flickr user briannaorg

Cantaloupe vines and flowers

- Cantaloupe is also known as musk melon.
- Cantaloupe is named for the gardens in Cantaloupe, Italy, where some historians say this species of melon was first grown.
- Cantaloupes belong to the same family as cucumber and squash, so it is considered a gourd.
- Cantaloupe is also a good source of Dietary Fiber, Niacin, Vitamin B6 and Folate, and a very good source of Vitamin A, Vitamin C and Potassium.

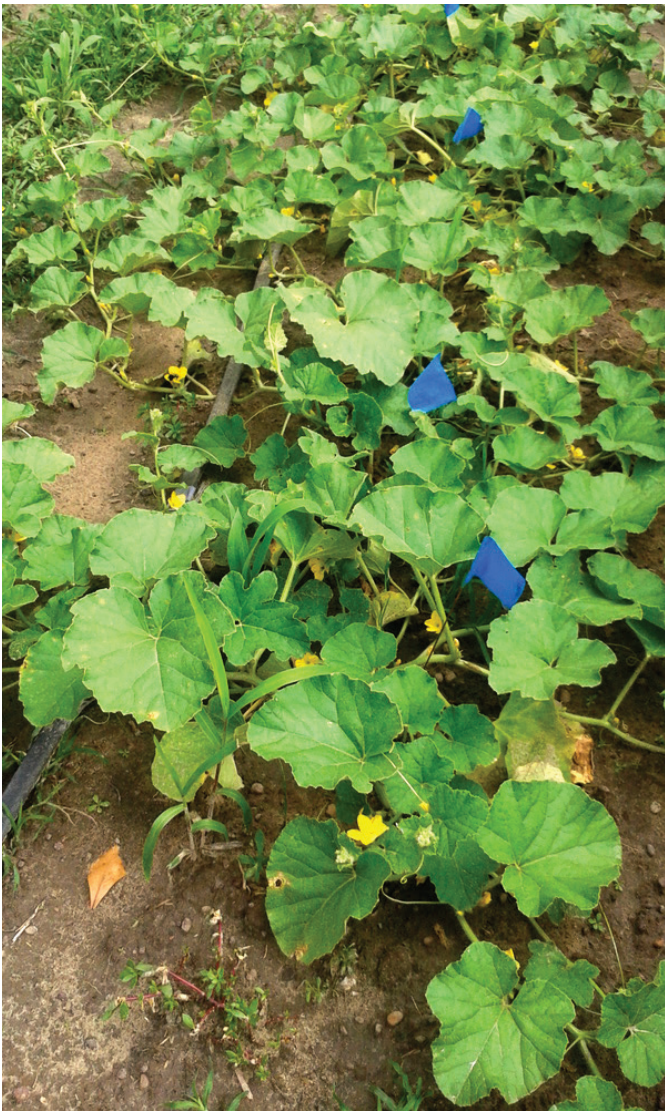


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Cantaloupe blooms



Image used under creative commons license via Flickr user Young Sok Yun

Cantaloupe seeds.

Local Cantaloupe with Salty Ham

Ingredient List:

- 1 local cantaloupe
- 8 - 12 thin slices of cured ham (local, if possible!)

Directions:

- Have an adult cut and seed the cantaloupe (making 8-12 slices, depending on size of the melon)
- Remove the flesh from the rind of the cantaloupe.
- Wrap each piece of cantaloupe with a thin slice of the ham.
- Serve cold and enjoy!



Image used under creative commons license via Flickr user Young Sok Yun

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Carrots

Circle Time

- Read *The Carrot Seed* by Ruth Krauss.
- Discuss eye health, vitamin A, and carotene.

Math & Science

- Observe tiny carrot seeds. Add the carrot seeds to a ziploc bag lined with a wet paper towel. Watch for the carrot seeds to sprout.
- Make carrot muffins or cake.
- Create a hanging carrot basket:
 - Cut a two inch piece from the top of a thick carrot. Using a knife, carve out as much of the inside of the carrot as you can without splitting the carrot. This hole becomes a watering cup.
 - Stick four toothpicks around the cut edge of the carrot. Tie strings to the toothpicks to make a hanging basket.
 - Fill the hollow part of the carrot with water and hang in a sunny window. Keep the carrot cup filled with water. Watch each day to see a sunny surprise.

Arts

- Provide carrot slices, glue, and paper. Tell the children to create a masterpiece using the materials provided. Ask each child to describe what they made.

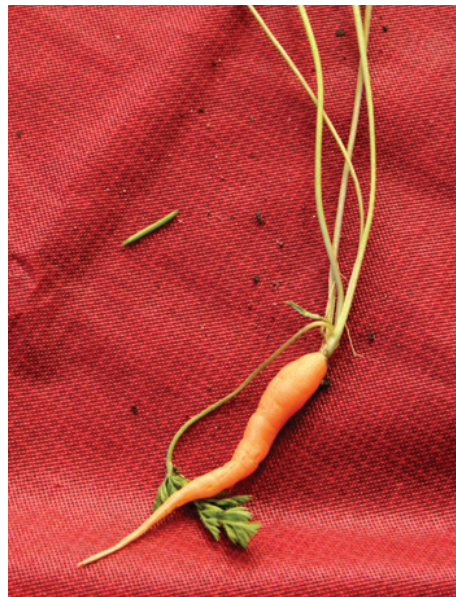
Newsletter: Carrots

We are excited to offer locally grown carrots to your children on the menu this month, from *Farm Name* in *Farm Location*. 'Local' means that the food has spent minimal time in transit from the farm and is at its freshest when it hits your child's plate. Fresh and in-season, our local produce is at the height of its flavor and nutritional value. Children love to learn that carrots grow underground and the part we eat is the root of the plant! Carrots can be eaten raw, cooked or can be made into a delicious juice. Has your child ever tried raw carrots? How about cooked? What is your child's favorite way to eat carrots?

Carrots



Carrot seedlings



Baby carrot

- Carrots grow underground. The part we eat is the root of the plant.
- Carrots can be eaten raw, cooked or can be made into a delicious juice!
- Carrots are usually orange, but can also be purple, white, yellow or red.
- The world's longest carrot ever was over 19 feet long!
- Carrots are full of vitamin A and beta-carotene.



Carrot in the ground



Image used under creative commons license via Flickr user McAli333

Just picked carrots!

Roasted Carrot Recipe

Ingredients:

- Local carrots (tops cut off)
- Olive oil
- Salt and pepper

Directions

1. Scrub the carrots clean and rinse well.
2. Coat the carrots with olive oil and place whole on a baking sheet.
3. Season with salt and pepper.
4. Roast carrots at 400 degrees Fahrenheit for 25 minutes, or until easily pierced with a fork.
5. Enjoy!



	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Chives

Circle Time

- Look at a picture of grass and of chives. What is the same? What is different?
- Play a rhyming game-what are all the words you can think of that rhyme with chive? Make up a story or song about chives using those words.

Sensory and Dramatic Play

- With a partner, use the chives like a brush. One closes their eyes and the other brushes their arm. Say when you can feel the 'brush' at the crease of your elbow.
- In a group, pretend you are a bunch of chives. What happens when the wind blows? What happens when it rains? When someone cuts the chives, what happens? (They grow back!)

Math and Science

- Collect regular grass, and compare. How are they similar? How are they different? Draw them in detail. Make a chart comparing those details.
- Collect different types of onions and compare. What do they all have? What is unique about each one? Draw pictures of them and label the parts.
- Look at all types of bulbs: tulips, irises, garlic etc. They are in the same "family." What do you think that means? Describe what you notice about each one.
- Cut the chives at their base and measure them. How long is the longest? The shortest? Make a chart comparing them.

Arts

- Make chive jewelry by tying around wrists or fingers.
- Cut or break chives into different lengths and make shapes and designs with them.
- Collect several chives together and cut them all the same length. Glue or tape them onto a popsicle stick. Use as a paint brush.
- Using green construction paper, cut out lots of large versions of chives. Build a giant chive forest and then create the characters that live there.
- Take the chives that you cut (above) and line them next to each other from shortest to longest.

Newsletter: Chives

This month, your child will try fresh chives from *Farm Name* in *Farm Location*. Chives are the smallest species of edible onions. Chives taste like onions but can vary from nutty to sweet to very pungent. They are used as herbs to add a lot of flavor to dishes, and have been used in cooking for 5,000 years! Chives are high in vitamin C, potassium and folic acid. They can help with digestion and prevent bad breath, and also can be planted in gardens to repel insect pests. They are easy to grow, and children love to try tasting them fresh picked from the garden.

Chives



Image used under creative commons license via Flickr user bookmouse



Image used under creative commons license via Flickr user 416style

Field of chive plants



Image used under creative commons license via Flickr user psiegler

Closeup of chive flower

- Chives belong to the onion family and are related to the lily family.
- Chives like full sun and rich soil. They can grow in pots for a year round supply of fresh stems.
- Chives taste like onions but can vary from nutty to sweet to very pungent.
- Chives are high in vitamin C, potassium and folic acid. They can help with digestion and prevent bad breath.



Image used under creative commons license via Flickr user Trev Bowling

Field of chive flowers



Image used under creative commons license via Flickr user mjs_2009

Chive stalk with dew

Chive Yogurt Dip

Ingredient List:

- 1 cup Greek yogurt
- 1 teaspoon lemon juice
- 1 tablespoon olive oil
- 1 garlic clove - minced
- 2 tablespoons finely chopped
 - Chives
 - Dill
 - Any other herbs you like (Basil, Mint, etc...)
- Salt
- Pepper



Image used under creative commons license via Flickr user bookmouse

Directions:

- Add the yogurt, lemon juice, garlic and olive oil to a bowl and whisk together
- Add the chives and dill, stir together
- Add salt and pepper to your liking
- Serve with your favorite local vegetables and enjoy!

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Cucumbers

Circle Time

- Sing the song “My Car is Constructed of Pickles”.
- FACTS: Did you know?
 - Cucumbers are 96% water.
 - Cucumbers are a great food for travelers in the desert. The cucumber’s smooth skin keeps the water in like a jug.
 - Cucumber flavor is in its seeds. Medium sized cucumbers with soft small seeds have better flavor.
 - They are one of the oldest vegetables, cultivated for thousands of years in India and parts of Asia.

Sensory and Dramatic Play

- Have the children do a taste-test using raw cucumbers and pickles. Discuss the difference between them. Explain how a cucumber becomes a pickle.

Newsletter: Cucumbers

This month we have cool, delicious cucumbers from *Farm Name* in *Farm Location*. Cucumbers come in lots of shapes and sizes. Some are long and others are round. Most are green, but some come in different colors (yellow and white). Some are very big and some are very small. Some cucumbers are great for eating fresh and some are perfect for making into pickles. Children love to learn that pickles are made from cucumbers! What is your child’s favorite way to eat cucumbers?

Cucumbers



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Cucumber plants



Image used under creative commons license via Flickr user Nibedita

Bowl of cucumbers

- Cucumbers grow on a vine that crawls along the ground or can be trellised.
- Cucumbers come in lots of shapes and sizes. Some are long and others are round. Most are green, but some come in different colors (yellow and white). Some are very big and some are very small.
- Some cucumbers are great for eating fresh and some are perfect for making into pickles.
- Cucumbers are 95% water!
- They are very low in calories and are packed with Vitamin K.

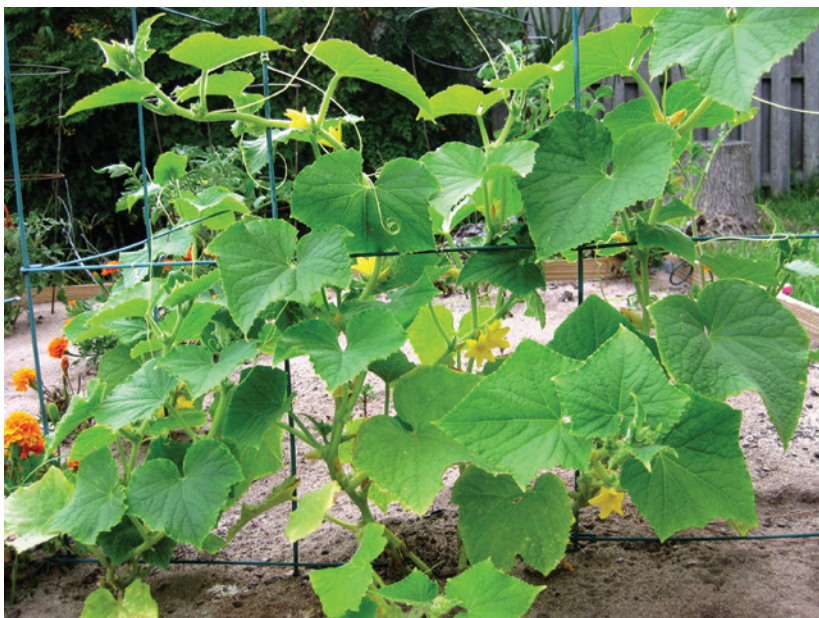


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Cucumber plant and flowers



Image used under creative commons license via Flickr user Ula Gillion

Cucumber plant

Quick and Easy Pickles!

Ingredient List:

- 1/2 cup white vinegar
- 2 teaspoons sugar
- 1 teaspoon mustard seed
- 1 teaspoon salt
- 3 cloves of garlic, smashed
- 2 tablespoons fresh dill leaves, chopped or snipped
- 2 bay leaves
- Local cucumbers, cut into thin slices on an angle



Image used under creative commons license via Flickr user thebittenword

Directions:

- Place a small saucepan over medium heat
- Add vinegar, sugar, mustard seed, salt and garlic to the pan and cook until the sugar dissolves
- Mix the dill, bay leaves and sliced cucumber together in a heat-proof bowl
- Pour the hot liquid over the cucumber mixture and stir to evenly coat
- Place the bowl in the fridge and serve when chilled

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Kale

Circle Time

- Look at a leaf or a bunch of kale. What is it? Where does it come from? Who has tasted kale? Did you like it? Why/why not?
- Look at a variety of greens and learn the names for each of them. What is different and the same about them? What is particularly noticeable about kale?

Sensory and Dramatic Play

- Take a walk outside and look at or collect various leaves. What is similar about these leaves? What is different? Does kale grow on a tree? Can we eat the leaves from the trees outside?
- Include a leaf of kale as a prop for a play.
- Come up with a list of words that rhyme with “kale”. Make a poem, song or story using all the words.

Math and Science

- What does a kale plant look like? Are there other plants that look similar? What are they?
- Taste a raw piece of kale. Describe it. How does it taste? How does it feel in your mouth? Now taste a steamed piece of kale and a roasted piece of kale. How is it different? What happened?
- Where are the ‘veins’ on the kale? What are they and what do they do? Where else are there veins? Do you have veins? Where? Are they the same/different? What do your veins do? Draw a picture comparing the veins in kale with the veins in our bodies.

Arts

- Use a piece of kale to make a painting. Use a whole leaf and hold the stem like a paintbrush. Try a small leaf, and a big one for different effects
- Make a kale crown-attach the stems together with string, or tape or chives.
- Use the various leaves you collected (including the kale) to make a collage.
- Make a kale leaf print. Get a large piece of paper, bigger than a whole leaf of kale. With a roller, roll one or several colors of ink over the entire leaf, then press the paper onto the leaf. The firmer you press and the thicker the ink, the darker the print will be.

Newsletter: Kale

During this month, your child will be enjoying fresh local kale from *Farm Name* in *Farm Location*. Kale is packed with antioxidants. One cup of chopped raw kale provides more than 100% of the daily value of vitamins A, C and K! It is also rich source of minerals like copper, calcium, sodium, potassium, iron, manganese, and phosphorus. Along with its health benefits, it's also delicious and can be eaten raw in salads, cooked in soups, stewed with cream or even baked into chips. Has your child tried kale before? What is your child's favorite kale dish?

Kale



Image used under creative commons license via Flickr user Nick Saltmarsh



Image used under creative commons license via Flickr user Steven Jackson Photography

Dinosaur kale



Image used under creative commons license via Flickr user briannaorg

Baby kale plant

- Kale has been cultivated for over 2,000 years!
- Kale is packed with antioxidants. One cup of chopped raw kale provides more than 100% of the daily value of vitamins A, C and K.
- Kale belongs to the same family as cabbage, Brussels sprouts and collards.
- Kale has many different colors: green, white, purple or bluish green.
- Kale must be harvested after the first frost for the best flavor.



Kale plant closeup



Kale row

Baked Kale Chips

Photo Credit: [allice_henneman](#)

Ingredient List:

- 1 bunch local kale – washed and thoroughly dried
- 2 tablespoons olive oil
- Salt

Directions:

- Preheat oven to 275 F
- Remove the stiff ribs from the kale
- Cut (or have a child tear) the kale into 1 ½ inch pieces.
- Put the kale on a baking sheet, drizzle olive oil and sprinkle salt over the kale
- Mix with your hands
- Bake until crisp (20-30 minutes), turning halfway through
- Let cool and enjoy!



Image used under creative commons license via Flickr user [Ruth Hartnup](#)

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Peppers

Circle Time

- Talk about how peppers can be called either a fruit or a vegetable (fruit because of how it grows from a flower, vegetable because of how it is prepared). Ask the class how they think peppers grow – in a tree like oranges? On a vine like peas? In the ground like carrots? (They grow on small plants).
- FACT: Red bell peppers are green bell peppers that have been allowed to ripen.

Math and Science

- Make veggie pizza using peppers. Measure the ingredients and talk about how peppers change when they are cooked.

Arts

- Paint a Rainbow of Peppers
 - Display the photo cards for green bell peppers, red and yellow bell peppers and chili peppers
 - Make available the paints: Green, Red, Yellow, Orange & Purple
 - Each student can create their own Pepper painting or the class can make one large painting
 - Talk about peppers as they paint, write down any comments they make about peppers next to their drawing.

Newsletter: Peppers

This month we will be learning all about peppers in our classrooms, and your child will be enjoying the local peppers from *Farm Name* in *Farm Location*. Not only are they featured on our menus, but we are also talking about the farmers who grew them, how they grow, what they look like and more. You can reinforce these lessons at home. Peppers come in many different shapes, sizes and colors, making them fun to shop for at your local farmers market. Peppers can be sweet or hot or somewhere in between. They come in red, green, yellow, orange, purple and even brown! Next time you are at the grocery store, see how many different types of peppers your child can find. Did you know that green and red peppers are from the same plant? The red ones are more mature and much sweeter than the green. The more your child finds enjoyment in thinking and talking about different foods, the more likely they are to try and maybe even like them!

Peppers



Baby pepper plants



Pepper ready to pick

- Peppers come in all shapes and sizes. Some are sweet (like bell peppers), while other types of peppers can be spicy (like jalapenos).
- Peppers also come in lots of different colors – green, yellow, orange, red and even purple.
- Green and red bell peppers come from the same plant. As they mature they turn from green to red and get sweeter.
- Peppers seeds and plants like warm soil and lots of sun. In places with shorter summers, we have to start peppers indoors so they are warm enough to start growing.
- Peppers are usually ready to pick starting in late July and early August.
- Peppers are low in calories and are packed with Vitamins A and C.



Green pepper plant



Image used under creative commons license via Flickr user joan

Closeup of pepper flower

Eggs in Peppers Flowers

Ingredient List:

- 1 Large Bell Pepper, Whole
- 4 - 6 Farm Fresh Eggs (Depending on how large the bell pepper is)
- Cooking Oil
- Salt
- Pepper

Directions:

- Cut the bell pepper into 4 -6 ½ inch thick rings - set aside
- Heat a skillet (non-stick works best) over low - medium heat
- Thinly coat with your cooking oil
- Place a pepper ring in the hot skillet
- Crack open 1 egg into the ring
- Cover and cook until the yolk reaches your preferred firmness. Break the yolk when you first put in the egg if you prefer firmer yolks
- Continue this process until all rings and eggs are cooked (you can put more than one in the pan)
- Salt and pepper to your liking
- Enjoy!

Recipe adapted from: <http://tastykitchen.com/recipes/breakfastbrunch/eggs-breakfastbrunch/flower-power-eggs-in-pepper-rings/>



	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Apples

Circle Time

- Talk about root vegetables. What is a root? Where does it grow? Make a list of root vegetables. Make a list of other kinds of roots.
- Look at a picture of a radish.

Sensory and Dramatic Play

- Create puppets by drawing faces on the radishes and then do a puppet show about the radishes, talking about who they are, where they live etc.

Math and Science

- Slice a radish, and notice how from bottom to top the size of the slice changes. How does it change? Why?
- Collect several radishes and compare their sizes.
- Measure each radish around the middle and from top to bottom. Make a chart that shows the smallest to the biggest.
- Leave the slices out for a week. Each day examine the slice. What happened? Compare and describe the differences between a fresh slice and each day it sits out.

Arts

- Make radish prints with the slices you made. See what happens with the different textures of slices. How do they look or act different?

- Make prints by rolling a whole radish like a rolling pin.

Newsletter: Radishes

This month, your child will be enjoying fresh local radishes from *Farm Name* in *Farm Location*. Radishes grow quickly and are one of the first local vegetables available in spring. Radishes are root vegetables that look like beets or turnips, but have a different flavor. They are the root of a plant classified in the mustard family, and sometimes they can taste a little spicy! In the United States radishes are usually eaten raw, but they can be added to cooked dishes or served whole. Remember, when a child sees their parent eating and liking these foods, they are more likely to try them too. So, visit your local farmers market and find something delicious to prepare and enjoy with your child at home.

Radishes



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Closeup of radish flowers



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Radishes covered in dirt

- The name radish comes from the Latin word 'radix' meaning root.
- Radishes are root vegetables that look like beets or turnips, but have a different flavor. It is the root of a plant classified in the mustard family.
- In the United States radishes are usually eaten raw, but they can be added to cooked dishes or served whole.
- There are five varieties of radishes: Red Globe, Black, Daikons, White Icicles and California Mammoth White.



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Radish patch



Image used under creative commons license via Flickr user katerha

Radish seedlings

Roasted Radishes

Ingredient List:

- 1 Bunch Local Radishes - cleaned
- Olive Oil
- Salt
- Pepper

Directions:

- Preheat oven to 450 degrees F.
- Evenly spread radishes over a baking sheet
- Drizzle with olive oil and sprinkle with salt and pepper
- Mix all ingredients with your hands to ensure that the radishes are evenly coated and seasoned
- Place in the preheated oven and roast for about 15 minutes - turning once
- Allow to cool and enjoy!
 - Roasted radishes can be enjoyed as a side dish alone or roasted with other vegetables, such as carrots
 - Add roasted radishes to soups and salads
 - Add roasted radishes to a salsa
 - The possibilities are endless - find your favorite and enjoy!



	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Pea Pods

Circle Time

- How big is the pea compared to the pea pod?
- SONG AND ACTIVITY: Place pea pods in a clear water bottle. Sing the following song with the children:

Shake, shake, shake your peas

Shake them one, two, three

Shake them merrily!

Repeat

Sensory and Dramatic Play

- FINGER PLAY: FIVE FAT PEAS

Five fat peas in a pea pod (Children hold hand in a fist)

One grew, two grew, so did all the rest (Pat thumb and fingers up one by one)

They grew and grew (Raise hand in the air very slowly)

And did not stop,

Until one day,

The pod went POP! (Children clap hands together)

- How many peas are in the pod? Break pods open and compare how many peas are in each pod. Establish the concept that the number of peas in a pod varies.

Math and Science

- GRAPHS: Divide the children into groups. Give each group a pea pod to open. Record the number of peas in each groups' pod on a tally sheet. Transfer the tallies to graphs.
- Have the children take the peas out of pea pods and place them into a container lined with paper. Squirt paint inside and cover. Give it a shake!
- Ask the children to each open up two pods. Tell the children to add or subtract the number of peas in each pod.

Arts

- Ask the children to open several pea pods and sort them according to the number and size of peas in each.
- Use pea pods to create different letter shapes.

Newsletter: Snap peas

Farm to Childcare continues! This month we begin to see the best of our state's fresh produce. We kick off July with snap peas from *Farm Name* in *Farm Location*. Pea pods love the cooler weather, so are among the first of the fresh veggies we get. Your child will continue to learn about the food, how it's grown and where it comes from. You can reinforce these lessons at home. Want to keep eating fresh, local food at home? Shop at one of our local farmers markets. And remember, many farmers markets now accept EBT cards and WIC fruit and vegetable vouchers! Snap peas are only a sampling of the fresh, locally grown foods that July brings!

Snap Peas



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Pea seeds planted in the ground



Peapods on the plant

- Peas like the cool weather.
- Peas grow on vines that climb up poles or trellises.
- Peas grow in a pod. There are lots of different kinds of peas: snow peas, sugar snap peas, shelling peas.
- Peas can be eaten raw, boiled, steamed. Some peas can be eaten in the pod (snow and sugar snap peas), some peas have to be taken out to eat (shelling peas).
- Peas have lots of vitamin C and fiber!



Closeup of pea flower



Row of pea plants

Snap Peas with Sesame and Chili Oil

Ingredient List:

- 2 cups local snap peas - trimmed
- 1 teaspoon chili oil
- 2 teaspoons sesame oil
- 1 tablespoon sesame seeds - toasted
- Salt

Directions:

- Heat the chili oil and sesame oil in a large pan over medium heat
- Add the trimmed snap peas and stir to coat in oils
- Cook until bright green - about 3 minutes
- Add toasted sesame seeds and mix again
- Remove from heat
- Serve hot or at room temperature



	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 3					
Week 4					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Tomatoes

Circle Time

- Set out tomatoes, a potato masher, a bowl, and a plastic bottle of ketchup. Invite the children to guess what you can make. Ask the children the following questions:
 - How many of you like ketchup?
 - How do you think ketchup is made?
- Bring in various types of tomatoes to observe and discuss (e.g.: heirloom, beefsteak, Roma, cherry, grape, green, red, etc.). Ask the children which type they prefer to eat. Compare and contrast delicate tomatoes to hardy produce such as squash.

Math and Science

- SEQUENCE: Invite the children to create a sequence of steps to make ketchup. Arrange the materials in order from first to last. Make the sequence more complex by providing materials such as a dishpan for washing the tomatoes or an empty bottle for packaging the results.

Arts

- Smash tomatoes and use the goop as paint.

Newsletter: Tomatoes

The heat is on! These warm summer months bring us a delicious bounty of local summer produce. During the month of August, your child will be enjoying the ripe local tomatoes from *Farm Name* in *Farm Location*. Not only are tomatoes featured on our menus, but we are also talking about the farmers who grew them, how they grow, what they look like and more. You can reinforce these lessons at home. Can you think of all of the different foods you eat with tomatoes? Tomato soup, tomato juice, ketchup, pizza and pasta sauce, not to mention slices of tomatoes on sandwiches and salads. What else can you think of? Tomatoes come as tiny cherry tomatoes and huge heirloom tomatoes and every size in between. Which is your child's favorite?

Tomatoes



Baby tomato plant



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The inside of a tomato

- Tomatoes can come in all different colors: yellow, orange, green, brown, purple, striped or multicolored, and-of course-red!
- Tomatoes are a valuable source of food minerals and vitamins, particularly vitamins A and C, and Calcium and Potassium.
- Tomatoes are eaten raw, and are also used to make many kinds of food, including pasta sauce, salsa, pizza sauce, and ketchup.
- While tomatoes are perfectly safe and healthy to eat, their leaves are actually toxic!



One ripe tomato



Row of tomato plants

Pico de Gallo: Fresh Tomato Salsa with Local Ingredients

Ingredient List:

*The great thing about *pico de gallo* is that you can make it your own. Use the following amounts as a suggestion and then go from there. If you love cilantro, garlic or heat from jalapenos, add more of what you love. Buy local when you can and enjoy!



- 6 - 8 local tomatoes (Number depends on variety and size)
- ½ - 1 onion
- 1 - 2 jalapenos
- 3 - 5 garlic cloves
- 1 bunch cilantro (Adjust to your taste)
- Juice of two limes
- ¼ cup of olive oil
- Salt to taste

Directions:

- Dice the tomatoes and onions - set aside
- Finely chop the jalapenos, garlic and cilantro -set aside
- Juice two limes (be sure to remove any seeds)
- In a large mixing bowl add the lime juice, olive oil and mix vigorously
- Add the tomatoes, onions, jalapenos and garlic to the bowl
- Mix all ingredients together, adding cilantro and salt to taste
- Use as a topping or dip and enjoy!

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 3					
Week 4					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Zucchini

Math and Science

- Make zucchini bread. Ask the children to help you mix and measure the ingredients.
- Measure zucchini and cut out a copy from construction paper. How many zucchini tall are you?

Newsletter: Zucchini

In July we will be eating and learning about locally grown zucchini from *Farm Name* in *Farm Location*. Not only are they featured on our menus, but we are also talking about the farmers who grew them, how they grow, what they look like and more. Zucchini plants produce big yellow flowers which, if pollinated, become zucchini. The zucchini flower is also edible! There are lots of ways to eat zucchini: raw, baked, sautéed, in pasta sauces and soups and even in bread. Check out the display in our center for information about the farmers, as well as facts and pictures about our Farm to Childcare vegetables.

Zucchini



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Image used under creative commons license via Flickr user HA! Designs - Artbyheather

Flowering zucchini plant



Image used under creative commons license via Flickr user HA! Designs - Artbyheather

Zucchini with flowers still attached

- Zucchini seeds like warm soil, so are usually planted in late May.
- Zucchini plants produce big yellow flowers which, if pollinated, become zucchini.
- The zucchini flower is also edible!
- There are lots of ways to eat zucchini: raw, baked, sautéed, in pasta sauces and soups and even in bread.
- Zucchini have a lot of potassium – even more than a banana.



Image used under creative commons license via Flickr user libaer2002

Zucchini slices



Image used under creative commons license via Flickr user Cailean VIII

Closeup of zucchini flower

Roasted Zucchini with Rosemary and Thyme

Ingredient List:

- 1 ½ pounds of local zucchini
- 1 large onion
- 2 tablespoons fresh chopped thyme
- 1 tablespoon fresh chopped rosemary
- Olive Oil
- Salt
- Pepper



Directions:

- Preheat oven to 450 degrees Fahrenheit
- Quarter and cut zucchini into cubes (about ½ inch)
- Thinly slice the onion
- Evenly spread the zucchini and onion over a baking sheet
- Drizzle with olive oil and sprinkle with salt, pepper thyme and rosemary
- Mix all ingredients with your hands to ensure that the zucchini and onions are evenly coated and seasoned
- Place in the preheated oven and roast for about 30 minutes - turning once
- Serve warm and enjoy!

LET YOUR CHILDREN KNOW WHO GREW THEIR FOOD THIS WEEK!

- Create printed photos of your farmers to show children and hang on walls where families will see (examples are in Section 6). Show these every week to personalize where their food comes from.
- Create ongoing stories about the farmers—this could be weekly, kids can add to the stories, draw pictures to go along with them
- Create a list of questions for the farmers and submit them to the farmer for real answers
- See if you can arrange for one of your farmers to visit your classroom.
- Plan a field trip to take the children to visit one of your farms.

CIRCLE TIME

- Read *Stone Soup* by Marcia Brown. Cook stone soup to go with the story. Use vegetables that we have learned about over the summer and fall.
- Show the children different varieties of the featured food. Discuss the similarities and differences.
- Play a color matching game: Place out several pictures of different colored varieties of the featured food. Ask the children to match the foods according to color.
- Invite a farmer from a farm to come into the classroom to discuss how they do their job with the children.
- Brainstorm and write words that describe the food.
- Can You Tell What's Hiding? Make a Mystery Box or Bag: Put the new food in the bag and ask the children to sit in a circle. Send the bag around the circle and ask the children to feel inside the bag and describe what they feel. Give examples of description words such as sharp, soft, bumpy, heavy, light, etc., to help them understand the kind of observations to share with you. Is the food a fruit or a vegetable? What shape is it? How does the outside of it feel? When everyone has had a turn, remove the food and let them see it—then talk about the food—how it looks, feels, where it comes from, etc. If possible, allow children to taste the food.
- Cut open the featured food and allow the children to examine the insides. Ask questions:
 - What colors are on the inside of the food?
 - What does the inside of the food look like?

- Seed Talk: In the spring, people plant vegetable seeds and flower seeds in their gardens. After the rain falls and the sun shines, the seeds sprout. Soon, pretty flowers and yummy vegetables are growing. We eat the seeds of some foods such as peas, cucumbers, and corn. Strawberries have seeds on the outside, and we eat those, too. We do not eat the seeds in apples or melons. What else can you think of that has seeds?
- Talk about texture. How does your featured food feel? Is it soft, hard, squishy? Compare the food to other fruits and vegetables.
- Teach the children the first letter of your featured food. Name other foods that start with the same letter.
- Show pictures of produce that grows on vines and produce that grows on trees, bushes or underground. Discuss the differences between them. Discuss how your featured food is grown.
- Focus on one piece of the featured food each day (root, stem, leaves, fruits, seeds, flowers etc). Once all of the featured food in the same group is introduced, ask for children to compare and contrast.
- Sing the song “The Farmer Plants the Seeds”
- What color is your featured food? What other foods are the same colors?
- Put a puzzle together with the children, showing the growth of the plant and time of year it is planted and eaten.
- Make the Letter of the Week the first letter of your featured food.
- Describe various foods that use your featured food (soups, stir fry, etc.). Make a chart of their favorite foods made with the featured food.
- Discussion: Talk about the history of your featured food.
- Map it: Point out on a map where your featured food is grown in your state, highlighting the farm that grew yours this week.
- Compare the contrast and characteristics of different types of the featured food. Create a list of differences.
- Discuss the healthy facts about your featured food:
 - Levels of protein
 - High fiber
 - Low in sodium
 - A natural food with no additives and no preservatives
- Have students bring in a family recipe (send a form home with kids including certain questions). You can even make a cookbook of these.
- Have kids dream about their favorite foods. What would you love to cook? What do you need to grow in order to cook it?
- Follow your food—ask kids what they had for breakfast? Where did it come from? Draw a map together with them showing the sources of their foods.

SENSORY AND DRAMATIC PLAY

- **Farm Market:**
 - **Supplies:** Lots of plastic fruits and vegetables, paper bags, baskets, etc. A pretend or real cash register, play money, rebus grocery lists, other items that would be fun are a grocery cart, apron for the clerk, store signs like a chalk board, etc.
 - **Directions:** Set up a pretend farm market, set up one table for fruits and one for veggies. Have one child be the clerk, and the others have to be shoppers. Give the shoppers a list and they need to purchase the items on their list. After they find their items they can pay the clerk. Have them separate and put back the foods when they are done and let a different child be the clerk, give them different lists and let them do it again.
- **Garden dramatic play:** A small plastic hoe, rake and garden shovel can be placed outdoors to encourage pretend gardening. A watering can, flowerpot, seed packages, and sun hats will also stimulate interest. If possible at your center, start a real garden plot with the children to watch the vegetables grow.
- **Have the children taste the field-grown variety of the featured food and the food purchased from a grocery store. Chart the food that tastes best.**
- **Create a Food Discovery Lab:**
 - Place many of the whole featured food on the sensory table for the children to examine by measuring and comparing
 - Make available scientific tools such as measuring tapes/rulers, a scale, magnifying glasses, tweezers, cups
 - Make available paper, pencils and crayons for students to draw their observations. Teachers can write down the student's observations on each student's paper or collectively on one large paper
 - As the day progresses, cut a cross section of the food and have them compare it to the whole food
 - Encourage children to separate the seeds from the food and examine
- **Creative Movement (If possible have at least one adult model the movement)**
 - Ask the children to crouch down into a ball to become tiny "seeds"
 - Pretend to spray them with water
 - Have them begin to sprout by slowly stretching their legs
 - Tell them to reach their face to the sun to grow strong
 - Make their legs and feet firm to make strong roots
 - Slowly stretch their arms up with their fists closed
 - Slowly open their "buds" (hands) to create leaves or fruits
 - They plop back down and start the process over
 - You can read parts of "Growing Vegetable Soup" while doing this exercise and incorporate a slide whistle as they "grow"

- Have the children wash their hands. Allow the children to touch the featured food for their own inspection. Ask the children the following questions:
 - How many of you know what you are holding?
 - How many of you have eaten this food?
 - Explain what you feel.
- Compare the taste of the featured food cooked and uncooked.
 - Ask the children what is the same and different.
 - Which smells better?
 - Do they feel different?
 - Which tastes better?
 - Ask them to predict which will take more chewing – the cooked or raw food?
 - Write down their predictions
 - Encourage the children to chew the cooked food and the raw food.
 - Ask the children which took more time and why?
 - Chart the results.
 - Compare the predictions to the results.
- Smash up or shred the featured food and place it in your sensory table.
- Create a setting with activities to place the kids in the shoes of a farmer during the time of year the food is grown. Help the children relate to the growing process:
 - “Two months from now, we are going to eat the food. In order for the food to be ready to harvest in two months, when do we need to plant the seeds?”
 - After one month of growth, how does our food look?
 - After two months?
 - If there is a big rain or hail storm, what might happen to our food?”
- Taste-Testing: Purchase different varieties of the featured food. Encourage the children to taste each and chart their favorite.
- Recreate a harvesting field of your featured food. Place water, your food and grass in the sensory table.
- Reenact the process and timing for collecting your featured food in dramatic play.
- Have the children help with easy preparation of the foods for snack time.

- Sing “Old MacDonald Had a Farm,” substituting your food for the animal. See example below:

OLD MACDONALD HAD A FARM: SPINACH STYLE

1st Verse

Old MacDonald had a farm, EIEIO! (Skip in place)
On this farm, he grew some spinach, EIEIO! (Pretend to carry a basket of spinach)
Plant seeds here and plant seeds there, (Pretend to dig ground and plant using large, vigorous motions)
Here seeds, there seeds, everywhere spinach seeds!
Old MacDonald had a farm, EIEIO! (Skip in place)

2nd Verse

Old MacDonald had a farm, EIEIO! (Skip in place)
On this farm, he grew some spinach, EIEIO! (Pretend to carry a basket of spinach)
Water spinach here and water spinach there, (Pretend to hold a watering can and water plants-walking along the rows)
Here water, there water, everywhere water, water!
Old MacDonald had a farm, EIEIO! (Skip in place)

3rd Verse

Old MacDonald had a farm, EIEIO! (Skip in place)
On this farm, he grew some spinach, EIEIO! (Pretend to carry a basket of spinach)
Pick spinach here and pick spinach there, (Pretend to kneel and pick spinach)
Here a pick, there a pick, everywhere pick spinach. (Pretend to kneel and pick spinach)
Old MacDonald had a farm, EIEIO! (Skip in place)

4th Verse

Old MacDonald had a farm, EIEIO! (Skip in place)
On this farm, he grew some spinach, EIEIO! (Pretend to carry a basket of spinach)
With a bite, bite here, and a bite, bite there, (Pretend to eat spinach)
Here a bite, there a bite, everywhere a spinach bite. (Pretend to eat spinach)
Old MacDonald had a farm, EIEIO! (Skip in place)

MATH AND SCIENCE

- Use the featured food to measure objects in the room (e.g. table, cot, wall). Ask the children to guess how many it will take to measure each object. Record each guess and the real answer on a chart.
- Estimate and measure the circumference of featured food. Compare varieties.
- Make a sequence of how the plant changes throughout the year, from spring to fall.
- Make fruit or vegetable salad with the children. Compare and contrast the many different tastes.
- Ask the children to predict how much the food weighs. Graph the predictions. Weigh the food and chart the results. Discuss how accurate the predictions were to the actual results.
- What is the same shape as your featured food? Assemble a container of items of different shapes. If you have play food, you may use that. Otherwise, select a variety of blocks, balls, musical instruments or other items familiar to the children. Have children choose the shapes similar to the food from the collection of assembled items. Count the number of similar shapes. Find other shapes in the room.
- Cut your featured food in half. Cut a second one into quarters. Demonstrate how they fit together to make the same amount. Point out how each is cut in halves and quarters. Count the number of parts on each food. Which has the most? Which has the least?
- Identify different parts of the plant and the parts we eat.
- Sort the food by color, size, shape, and parts (stems, seeds, skin, etc.).
- Place one piece of the food in a clear plastic bag for the children to observe. Each day, have the children chart and journal the changes in the food as it decomposes.
- Compare sizes of the featured food. Line up the food by size from largest to smallest. Measure the foods using a ruler.
- Compare weights of many of the featured foods. Record results.
- Growing order: Use picture similar to http://teammnutrition.usda.gov/Resources/growit_book6.pdf pg. 33, depicting 5 different stages of fruit/vegetable growth and ask children to order them correctly.
- “Where does X food grow?” Print a picture of the food of the week and a number of other pictures representing options for where the food comes from (ie: “On a boat” “On a tree” “In a building” “In a field” “On a mountain”). Ask the children to draw a line from the food of the week to where they think it comes from. (Good example: http://teammnutrition.usda.gov/Resources/growit_book3.pdf (pg. 35))
- Grow a pretend fruit tree: Day one: put up a picture of a tree with blossoms. Day two: replace blossoms with small fruit. Day three: replace small fruit with bigger fruit. Day four: harvest fruit! Talk about real amount of time it takes to grow fruit. Talk about resources needed to grow fruit. Example: http://teammnutrition.usda.gov/Resources/growit_book6.pdf pg. 10.
- What does your featured food need to grow? Graph Activity:
 - At the beginning of the plant lesson plan, use a poster board to chart the different answers of your students. Ask what they think a plant needs to grow, and offer different possibilities: dirt, cake, water, bugs, sun, gas, moon, wind, cheese . . . have fun with it! Graph the answers and display on the wall.

- Grow the featured food with the children in garden boxes or small planters. Take pictures throughout the growth process. Allow the children to plant, water, and pick the food.
- Which weighs more? Using a scale, weigh the uncooked and cooked food (for most foods). Which weighs more? Prior to the weighing, ask the children to predict which will weigh more. Chart their predictions and the final results.
- Temperature and Rain Gauge Poster: Create a summer long project for the children to monitor the daily temperature and rainfall. Plot the daily temps and rainfall amounts on a large poster. Include the farmer, the temperature, and the amount of precipitation needed to grow the featured food.
- Farm Webcam Set-up a webcam to show the featured food as it grows. Contact a local farmer that would be interested in a partnership with your center.
- Give kids a bunch of ingredients and let them create some 'recipes'

ARTS

- Encourage the kids to use as many different types of veggies and fruits as possible to create their own Produce Super Heroes. Have them give their hero a name.
- Have the children create ‘veggie people’ using a variety of your featured food.
- Make a scarecrow using the produce and your featured food as part of the body.
- Ask the children to color a picture of something that we can make from the featured food.
- Create a class plant: Have the kids cut out leaves and the featured food from paper and paste onto an art board.
- Create a food lacing card for the children.
- Use the seeds of the food in an art project (i.e. mix with paint or sprinkle on paper) (all foods with seeds).
- Create a collage. Ask the children to cut out pictures of different foods with your featured food and glue onto paper.
- Use the featured food to make examples of fields in your state.
- Have the children create the featured food out of scrunched up paper or paper bags. Have the children paint their foods.
- Have the children cut out shapes of your featured food from colored construction paper.
- Food Prints: Cut the featured food in half and have the children dip it into paint and stamp or roll it onto paper.
- Ask children to draw a picture of what they think the featured food looks like.
- Make models, using clay, paper maché, cardboard, legos, lincoln logs etc, of the farm, community, town, city around the farm/food. Use it to show where the kids’ homes, school, community is in relation to the farms.
- Draw a garden. What could/would you plant? What would you be able to prepare with it? Make detailed pictures that show the relationship between the foods in the garden, and what meals they might become-can use photos, magazine pictures, drawings etc.
- Color pictures showing what is from the farmer’s market
- Take creative photos of the foods and the children with the foods, print them and post on classroom walls where parents can see them.
- Have the children color vegetables on bookmarks to take home to use in books.
- Seed Art: Create an original design with seeds and crayons.
- Painted Pots: Decorate clay pots for use in a container garden or for gift giving.
- Food on the farm versus food in store: Show pictures of the food at the farm (ie: a picture of a tomato plant) and a picture of the tomato at the grocery store, so children can see both sides of the tomato. Examples @ http://teamnutrition.usda.gov/Resources/growit_book1.pdf (pg. 61-72).
- Puzzle: Use a farm picture for the food you are focusing on. Have the children color the picture. Then glue it on to a piece of cardboard. Cut the board into puzzle pieces and practice putting it together! (Find example here: http://teamnutrition.usda.gov/Resources/growit_book3.pdf pg. 38).

TABLE TALK: QUESTIONS/DISCUSSIONS/IMAGININGS FOR AROUND THE TABLE DURING MEALTIME

- Mindfulness/hunger/body awareness. Stop and think: How are you feeling? Are you hungry? What do you notice in your body? Is your tummy growling? Are you tired? Is it hard to focus? Do you feel different after you eat? What's different? Stop, take three breaths and look at your plate.
- Let's pretend we're farmers and we are getting ready to plant and choose what we will have on our farm. What will we do? How do we get started? What do we need to grow food? (tools, water, sun, people) What do we need to raise animals? (specify each one...pasture, a barn or coop, etc.).
 - We need to prepare the soil, get ready to plant seeds—what seeds should we plant?
 - Maybe we'll have some animals, what animals would they be? What would we get from Chickens? (chicken, eggs) Cows? (beef, milk) Pigs? (pork, bacon, ham) Goats (meat, milk)?
 - What can we make with eggs?
 - What can we make with milk?
 - What can we make with chicken, beef, pork etc
- Have you had this food before? If yes, how did you eat it? Is it different than before? Is it soft/hard/crunchy/smooth etc? Do you like it? Is it sweet/salty/spicy?
- What color is your food? Have you had (color) foods before? If yes, what?
- What is a grain? Are there any on your plate? Where do they come from? Are they from plants? What part of the plant (show pictures of plants)?
- Is it a fruit or vegetable? How do you know that? (fruits have seeds on the inside, really tomatoes and squash are fruits!!)
- Does it come from an animal? What kind of animal?
- Did it come from the ground? A plant? A tree?
- What part of the plant is it? Is it leaves, stems or seeds? How do you know this?
- Where did it grow? What do you think it looked like where it grew? Do you think a person grew it? What is her/his name? Does s/he live in the city?
- Do we know the person who grew what we are eating today? If yes, what is the farmer's name? Where do they live? How did this food get to our plates?
- Where do you usually get your food? How does it get to your plate?
- Are there trees and plants and fields and animals near your house? What is close to your house? What is a farm? What does it look like? What is close to a farm?
- Let's make up a story/song about the farmers who grow our food.
- Where do animals live? What are their houses, names, food?

- Tell your own family's story. Where did your parents grow up? What about your grandparents? Did anyone grow up on a farm or live near one? Where did their food come from? Did they eat food that came from a farm? What food? What was the farmer's name? (If they don't know this, they can go home and ask and come back with information)
- Food Heroes: What is a hero? What makes someone a 'food hero'? Maybe they grow food, or cook food, or make sure the food is safe, or maybe it is your mom or dad...Who are your food heroes? Why are they important?
Example: The farmer who grows our food and brings it to us-at the farmer's market, or in a CSA delivery, or in our school lunches or at the grocery store. The cooks at our childcare center who make yummy healthy food for us every day. Our parents who know our favorite food.

BACK-UP CURRICULUM

Occasionally, there may be some weeks when locally grown produce may not be available as scheduled (due to unforeseen weather or on-farm issues). If that occurs, you can use these curriculum ideas instead! You can also use these curricula to extend your Farm to Childcare program beyond the regular growing season.

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Life as a Farmer

Circle Time

- What do you think life is like on a farm? What would you do in the morning? What would you eat? What would you do in the afternoon? At night?
- Say good morning as if you were a farmer-what would you be looking at when you look out the window? Who would you be saying good morning to?
- Plan a farmer day where everyone wears ‘farmer’ clothes (overalls, big boots, sun hats, gloves).
- Tell us about all the animals on your farm. What are they? What are their names? What do they do/give to the farm (ie: cow gives milk)?
- Tell us about the plants on your farm. What’s your favorite plant? Why?
- Look at farm pictures. Talk about all the different places and things on a farm: animals, equipment (tractor, shovel, hoe), plants, fields, buildings etc.
- If a farmer were going to come to visit, what would you ask her/him? What would you want to tell her/him?

Sensory and Dramatic Play

- Create a dance that takes us around the farm-how do the chickens dance? How do the cornstalks dance? How does a tractor dance? What about the farmer?
- Read the book *Big Red Barn* by Margaret Wise Brown or *Who’s making that mess?* By Jenny Tyler and Phillip Hawthorn. What is interesting about these farms? Are they similar? How? Different? How? Imagine what your own farm might be like. Is it similar? How? Different? How?

- Act out a day on the farm. What happens when the sun rises? Eat breakfast, feed the animals, work in the fields (planting, weeding, picking), fix the machines, take a lunch break, work some more
- Think of farm sounds (moo, cockadoodle doo, wind blowing, rain, farm machinery) make the sounds, act them out, move to them
- Write a poem about your life on the farm.
- Listen to the CD: Baby Einstein *on the farm or country songs for children* by Tom T Hall. Sing along. Create a dance to go along with a song.

Math and Science

- How many legs are there on a farm? Don't forget the farmer's legs! Draw a chart showing all the legs
- Draw a picture of the farm. Show all the squares, circles, triangles and other shapes. Count how many of each there are. Make a graph comparing the numbers of circles, squares and triangles
- Share with the class your favorite farm animal. Make a chart showing the animals. Which is the most popular? Least popular? Discuss why that might be.
- How big is an acre? How many rows of carrots, broccoli, lettuce are there? Which has the most rows? The least? Draw a chart showing least to most of all the categories: vegetables, animals, wheels, people, hats etc
- What time of day do you need to wake up? What time do you go to sleep? How many hours are you working? Sleeping? Eating? Which is the most? The least?

Arts

- Draw a picture of your farm and everyone who lives and works there. What are they wearing (does this change depending on the weather?) Where do they sleep? Where do they eat? What do they eat?
- If you could decorate the barn, and the farm-house, how would you? Draw a picture showing your special design, maybe a unique logo or sign for your farm
- What are all the colors you find on the farm? Don't forget the colors of the vegetables you grow.
- Create a collage using a variety of textures, shapes and materials (ie: cotton balls, tin foil, seeds and beans, paper, cardboard, magazines) Try to show all the things you might find on a farm including buildings, land, plants, animals, people, machines etc.

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Farm Animals

Circle Time

- Tell a story about your favorite farm animal. Where is the farm? What grows there? What is the animal's name? Who else lives on the farm? What do they do? Where do they go?
- Read the book "Click Clack Moo" and talk about what you would do if you were a farm animal and needed something from the farmer.
- Play "guess this farm animal" by giving hints until children guess what animal you are thinking of:
 1. We eat eggs that are laid by farm animals. What animal lays these eggs? Its name starts with "C."
Answer: Chickens
 2. We drink milk that is produced by farm animals. Butter, ice cream and cheese are made from this milk. What is the name of the animal that produces this milk? Its name starts with "C." Answer: Cow
 3. Some farms have problems with rats and mice eating the food raised on the farm, so farmers keep a type of animal that eats the rats and mice. What is the name of this small animal? Its name starts with "C." Answer: Cat
 4. This big farm animal starts with an "H." This animal is very strong and can run very fast. It used to be used to pull plows that prepare the land for planting. What is this animal called? Answer: Horse
 5. What is the name of a female chicken? Its name starts with "H." Answer: Hen
 6. What is the name of a male chicken? Its name starts with "R." Answer: Rooster
 7. This animal starts with an "S." It has thick, woolly fur that people use to make sweaters, socks, and blankets. What is this animal called? Answer: Sheep
 8. What is the name of a baby sheep? Its name starts with "L." Answer: Lamb

9. This farm animal starts with a “P.” It likes to roll around in mud. It has a flat snout and a litte, curly tail. What is it called? Answer: Pig
10. This farm animal starts with a “D.” It likes to float on the water. It makes a quacking sound. What is this animal called? Answer: Duck
11. This animal starts with an “D.” This animal is very good at herding sheep and is also used for hunting. What is it called? Answer: Dog
12. What is the name of a baby dog? Its name starts with “P.” Answer: Puppy
13. This farm animal starts with a “G.” It has a long beard and eats almost anything. What is it called? Answer: Goat
14. What is the name of a baby goat? Its name starts with “K.” Answer: Kid
15. This farm animal starts with a “T.” It is a big bird that many people eat for Thanksgiving. Answer: Turkey

Sensory and Dramatic Play

- Let’s pretend we are farm animals. For each animal (cow, sheep, horse, chicken, turkey, goat, pig, dog, cat) show: Where do you sleep? How do you wake up? How do you move around the farm? What sounds do you make? Are you inside or outside? Do you play alone or with other animals?
- Create a puppet show about animal life on the farm (create puppets below)
- Play a recording of animal sounds. Identify the sounds, act out the animals when you hear them. What do you think they are talking about?
- Sing “Old McDonald had a Farm” and act out the animals as you make their sounds.

Math and Science

- Here are several shapes: triangle, square, circle etc. Look at pictures of farms, and farm buildings and implements and animals and find where these shapes might fit. Can you create a farm scene with animals in it using these shapes?
- Look at pictures (from magazines, books or internet) of animals and measure them. Which is the tallest? The shortest? Make a chart and show where all of the animals are on the chart. You can show them by height, by type of animal, or by another category
- Matching game: Have pictures or cutouts of various foods or products and animals, and match one to the other (ex: eggs/chicken, milk/cow, wool sweater/sheep etc.)

Arts

- Draw pictures of your favorite farm animals. What do they say? Show where they live/sleep/eat. Draw the foods that we get from each animal (see table talk or above)
- Look through the various magazines and pictures and find the animals you would find on a farm. Create a collage that shows the different animals in their homes and pastures
- Create farm animals using cardboard, pipe cleaners, glue, felt etc
- Develop farm animal puppets for a puppet show
- Make a bingo board with pictures/drawings of all the farm animals, then play bingo (using sounds or names or the foods that come from each animal)

	Monday Activity	Tuesday Activity	Wednesday Snack	Thursday Menu Item	Parent Outreach
Week 1					
Week 2					

Activities

Choose two activities per week from the general activity section or the specific activities below.

Specific Activities for Weather and Seasons

Circle Time

- Make rain (Children rub their fingers together to make a mist, rub their hands together to make a drizzle, pat knees increasingly loud to make a rain and a downpour, stomp the floor to make thunder. Then reverse the movements for the rain to stop)
- Plan a rubber boot day, or raincoat day, or scarf day where everybody wears their item all day (or maybe just for circle time)
- Tell a funny or scary weather story
- What's your favorite season? Why?
- Look at weather pictures. Name each season, talk about which season is 'growing' season. What does that mean? When is it (starts in May....goes until October) What do we eat from those seasons?
- What work would a farmer be doing each season? What tools would they need? (dirt shovel in spring/summer, hoe, rake, tractor, plows, horses etc, snow shovel in winter)

Sensory and Dramatic Play

- Create a rain dance, sun dance....etc. Why do we need rain? Sun?
- Read the book "Thunder Cake" by Patricia Polacco and then make a thunder cake (most fun to make when a storm is approaching)
- Read the book "Sun Bread" by Elisa Kleven and then make sun bread (may be best in winter)
- Read the book "Cloudy with a chance of meatballs" by Jody Barret, have spaghetti and meatballs for lunch
- Think of weather sounds: ie: plop, splash etc. Act them out.

- Pretend to be a farmer and act out what you need to do each season: Spring planting, Summer watering and weeding, Fall Harvest, Winter eating and dreaming of what to plant next.

Math and Science

- Create a weather chart. Keep track of the weather each day and record the following: date, temperature, conditions (cloudy/sunny etc), At the end of each month (or week, or season) see what is the most common, least common, and any other discoveries. Make charts comparing rainfall, temperature etc and answer: when is the rainiest month? Sunniest? Driest?
- Draw a tree (or perennial plant) in each season. What is the same? What changes? (this can also be done as a craft-with felt, colored paper, tissue paper etc).
- In the fall, collect leaves of different shapes and colors. Arrange them by shape, color, size. Make a chart of each. Why do leaves fall? What trees are represented by each leaf?
- Use the windsock (below) to determine which way the wind is blowing, and how hard it is blowing. Create ways to measure the wind (speed, height of windsock, sound) and write them down.
- Put a cup outside to collect rain water. Measure how much you collect.
- Talk about what different weather means for a farm. What happens when it's sunny? Is that good for growing plants? What about rain? What about hail? What about snow?

Arts

- Create a set of farmer dolls. Then create their clothes for each season. What would they wear in Fall? In Winter? Etc (You can also draw this.)
- Make a list of weather words for each season, draw pictures to go along with the words.
- Create clouds out of cotton balls.
- Create a 'weather book' that holds pages of the above documentation. You can answer these questions in your book: When it rains (snows, is sunny), I... , These are the clothes I wear when (it rains, snows etc)..., Snow (rain, sun etc) is good for nature because...
- Make a windsock out of tissue paper and pipe cleaners by draping tissue over a pipe cleaner ring so it forms a column that can blow in the wind. You can decorate the tissue paper or use a variety of colors.
- Create a weather mobile using symbols from the seasons (cloud, raindrop, snowflake, sun, plants etc) Include a farmer and a farm in the mobile, too.
- Draw a self-portrait of yourself as a farmer! Draw a picture of a farm with your favorite foods growing.

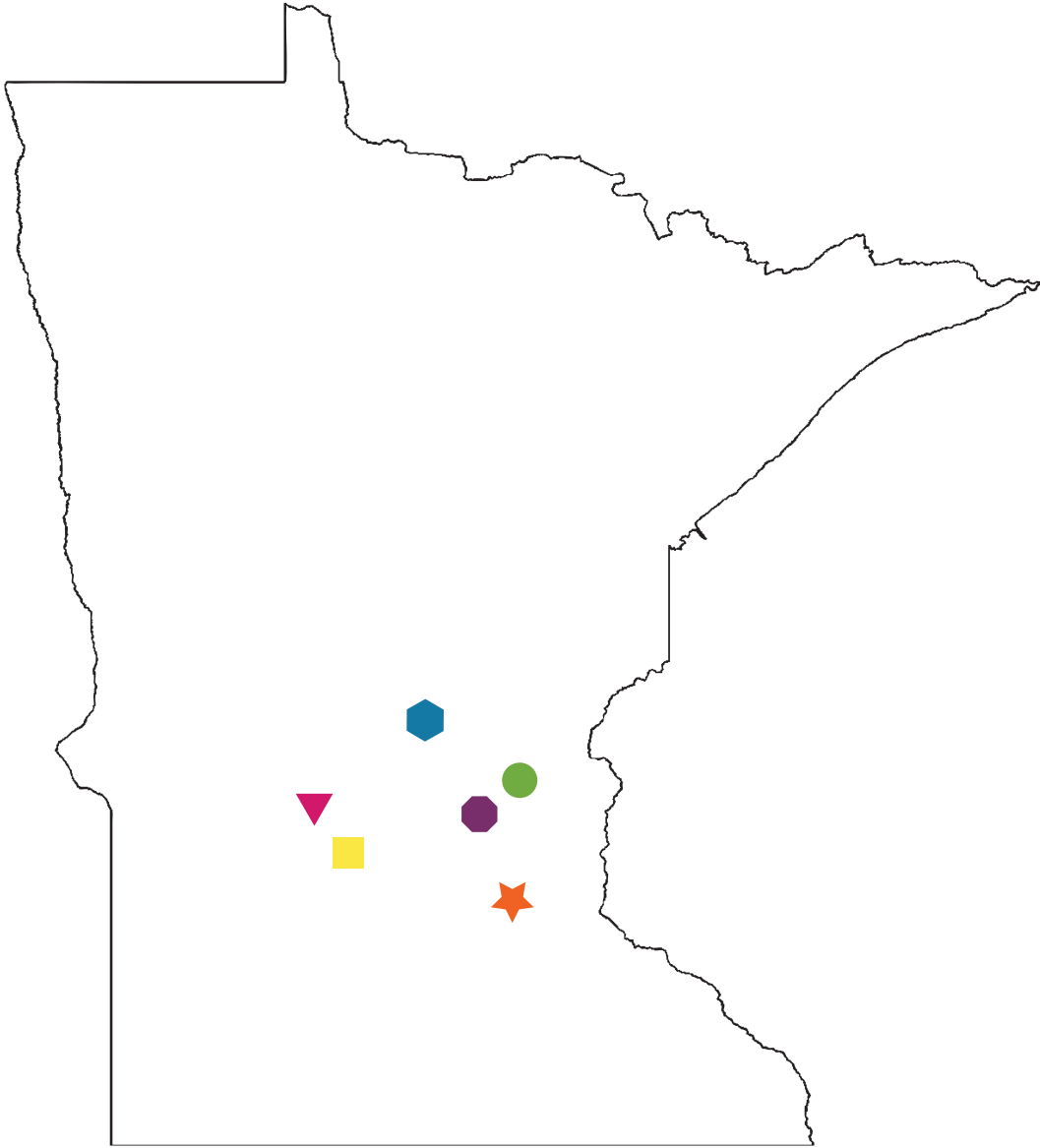
CONNECTING CHILDREN WITH YOUR GROWERS

One of the primary goals of a Farm to Childcare program is teaching participating children where their food comes from and giving them a connection to their local producers. In addition to talking about the foods themselves, make sure to let children know about the farmers who grew them!

- If possible, take the children on a field trip to your local farm to see how their food grows! Other great field trip options would be your local farmers market or a “pick your own” apple orchard or pumpkin patch.
- If the farm is nearby and the farmer is willing, have the farmer bring some of his or her produce in to the center to show to the children, talk about how it grows and answer children’s questions. If possible, it is best to offer a stipend to compensate the farmer for the time commitment and effort.
- Throughout the program, tell the children your farmers’ names, where the farm is located and how far the food traveled to reach you, and talk about how the foods they are eating grow on the farm. Show large pictures of your farmers to the children. This helps make it real for them! We also recommend laminating the visual farmer information pages—they can be used again and again as “flashcards” for the children, and can double as wall decorations that parents will see, too.
- Give children’s families information on your local farmers as part of your regular communication with them. Including photos helps engage families.

In this curriculum package, we have included examples of visual farmer “flashcards” to show to children, and more detailed farmer profiles that were shared with parents and childcare staff. You can use these examples to make your own farmer flashcards and profiles for the producers your local food comes from.

OUR LOCAL FARMERS



 Svihel Farms, Foley, MN

 Malamen Gardens, Cedar, MN

 Ed Fields & Sons, Anoka, MN

 Cherry Lake Farms, Atwater, MN

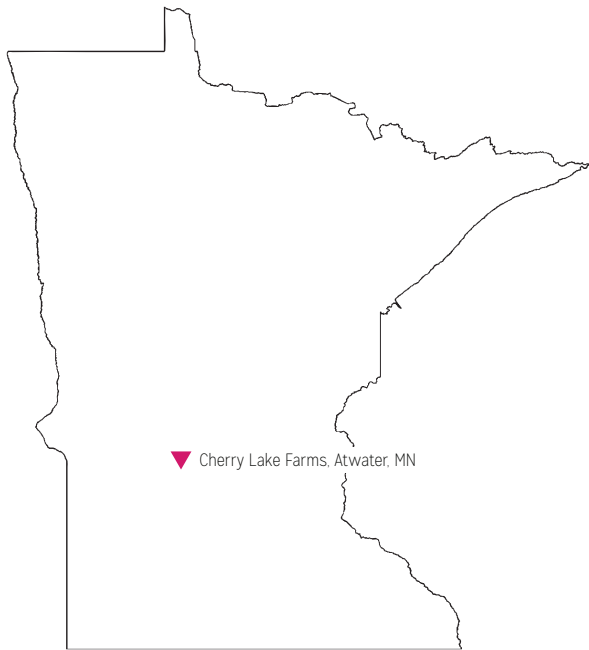
 Vine Valley Farms, Stewart, MN

 Pahl's Market, Apple Valley, MN

FARMER MIKE TANATA, CHERRY LAKE FARMS



Mike Tanata with his favorite squash.



Lots of winter squash in storage at Cherry Lake Farm.

Farmer Mike hand picks and hand packs most of the produce grown on the farm



At the end of the summer, the fields are prepared to rest over the winter.

Cherry Lake Farms

Atwater, MN

Cherry Lake Farms is a 3rd generation, family-owned and operated business that has offered fresh produce for nearly 10 years. Mike Tanata grew up farming not far away, and his brother John has his own farm, too, and is another one of the farmers growing food for the Farm to NHA Program! Mike's farm is located in the Central Lakes region of Minnesota, and is named Cherry Lake after the lake right next to the farm. The area is known for its fertile black soil that is perfect for growing a wide variety of vegetables that taste great.

They grow all kinds of vegetables at Cherry Lake Farm, including green beans, cucumbers, cabbage, tomatoes, zucchini, and a wide variety of pumpkins and squash. Most of the produce they grow is hand-picked and hand-packed. Zucchini and summer squash are some of the more difficult vegetables to grow, because they grow quickly and have to be picked by hand every day when they start to ripen. Mike is proud of how delicious his zucchini and summer squash are, and likes to grow them even if they are challenging.

Winter squash ripen more slowly and last for a long time after they are picked, so they are easier to grow, but they need a lot of land for the plants to spread out. Mike loves to eat winter squash, and grows many different kinds. His favorite way to eat them is to cut one in half and bake it with butter and brown sugar. Delicious!



Mike Tanata with his favorite squash.



Lots of winter squash in storage at Cherry Lake Farm.



At the end of the summer, the fields are prepared to rest over the winter. You can see the rich black soil where the vegetables are grown on the right side of the photo.

Source: http://www.top10produce.com/grower_profiles/cherry-lake-farms-atwater-minnesota

FARMER CHUCK FIELDS, ED FIELDS & SONS



Chuck Fields grows many vegetables: radishes, carrots, parsnips, potatoes and green onions



Farmer Chuck uses the vegetables he grows on his farm in many different family recipes.

Freshly picked radishes



Chuck shows how his radish harvester works

Ed Fields & Sons

Anoka, MN

Growing up, Chuck Fields and his siblings each had a part to play in helping run their dad's farm. Chuck was naturally talented at working on the many machines used to plant, harvest, clean and process the vegetables they grew, and often could be found working in the garage, fixing up a tractor until well after dark.

Ed Fields and Sons has been family owned and operated since the 1940's, and Chuck is the third generation of farmers in his family. They grow a great variety of vegetables, from radishes, carrots, and

parsnips to potatoes and green onions. He grew up eating his mother's cooking, made with food harvested fresh from the farm. "I was the last of eight children, and until I got older my mom worked out on the farm, too. She would go in half an hour before lunchtime, put together a tremendous meal, clean up a bit and go out on the farm again and then go back in at five so that when we got done at 6:00 there was a big meal! She's a great cook and could put stuff together so quick it was amazing. And she did this every day, six days a week. Sundays we would go out to dinner—you worked so hard, you had to have a break!"

Chuck's talent with mechanics is a skill that comes in pretty handy on the farm. "The mechanical aspect has always been the most interesting to me," says Chuck. "We just buy the bare tractor, and everything on it, other than the frame of the tractor itself, we build. It's satisfying when you do something like that. I enjoy it—it's therapeutic for me!"

He has a harvester that he modified so well to harvest radishes that its manufacturers came out to take pictures as it plucked the veggies out of the ground and loaded them into a waiting truck.

After harvesting, the little pink orbs ride a series of conveyer belts that take them to be cleaned, sized and packaged, all on machines Chuck has maintained and modified.

Chuck still eats the veggies grown on the farm, and continues to use his mother's recipes to prepare their farm-fresh produce.



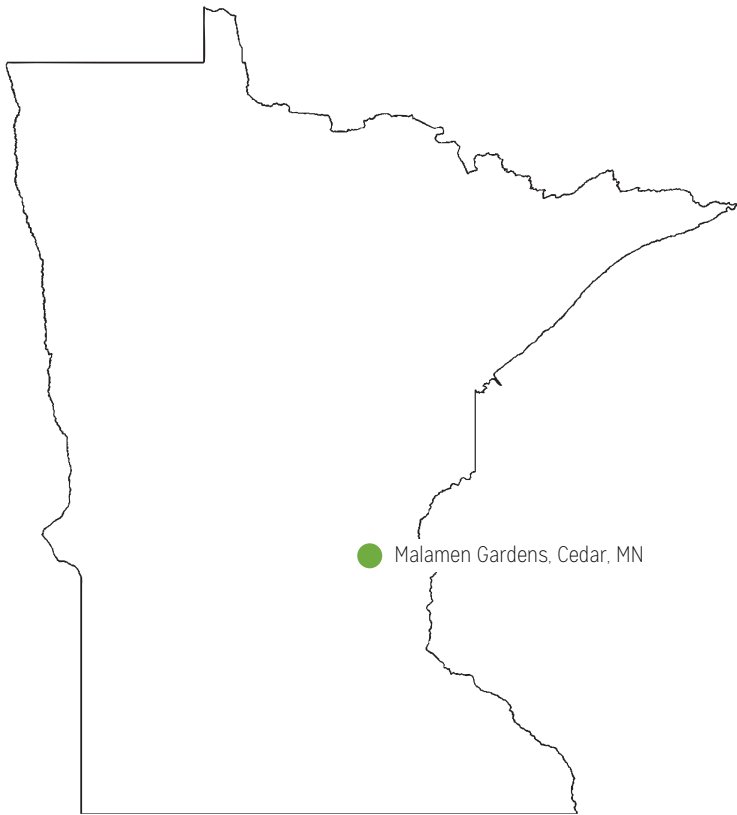
Chuck Fields grows many vegetables: radishes, carrots, parsnips, potatoes and green onions



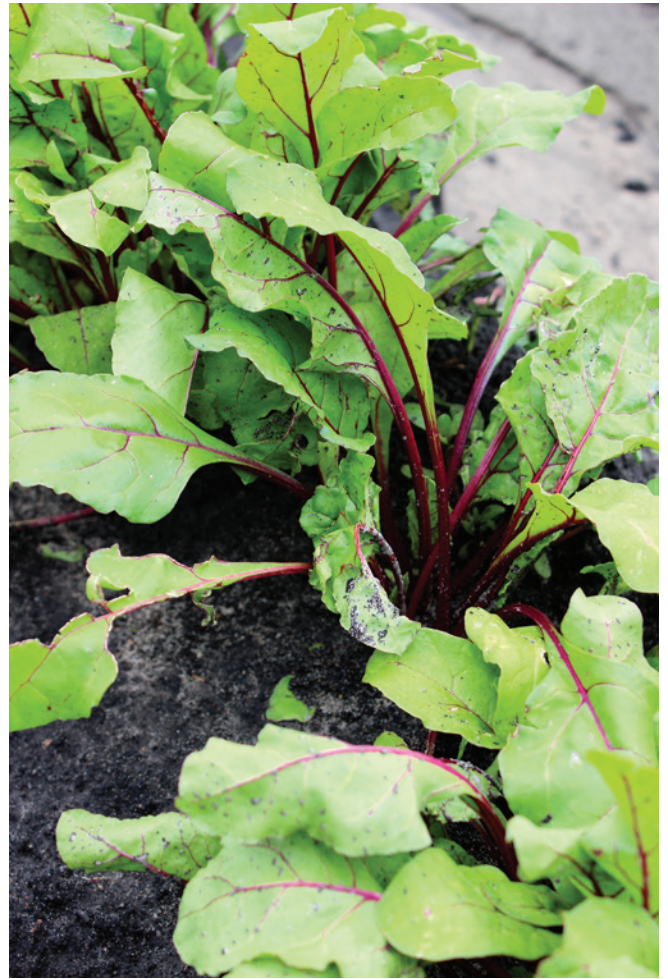
Chuck shows how his radish harvester works

FARMER MICK MELAMEN, MELAMEN GARDENS





Farmer Mick's favorite vegetable to grow is carrots, even though they can be tricky to grow in windy weather



Beet greens on Mick's farm



A field of young carrots on Mick's farm

Melamen Gardens

Cedar, MN

Mick Melamen grew up on his parents' farm, and has been farming nearly all his life. He loves the freedom of being his own boss and working outside (especially in the good weather!). He practices specialized growing techniques for every vegetable he grows, from carrots and beets to kohlrabi, tomatoes and more. Mick's farm operates year-round, but he does try to take a vacation in the beginning of March, just after they finish with the carrot crop and before planting begins again in April. Vegetable farmers don't get much time off in the year!

His favorite vegetable to grow is carrots, even though they can be a tricky crop. He tells us that the most difficult time for carrots is when the seedlings just come up in the spring and only have two leaves on them. "If a wind comes, those two leaves start spinning just like a helicopter, and they can pull the plant right out. Now, if you look right down these rows you can see where some of the carrots are a little bit smaller, and then they get bigger and then they get smaller going down the row—that's caused by a gust of wind."

If the weather doesn't cooperate you can lose a lot of your crop that way, and carrot seeds are expensive: it costs Mick \$4000 for one 5 gallon bucket of carrot seeds.

To protect against losses, Mick plants many different varieties of carrot that can handle different conditions, grow at different rates and will mature at different times. He plants the seeds at varying distances from one another to control how large the carrots will grow and plants different varieties of carrots to meet his customers' needs, whether they are looking for carrots to eat fresh or ones that can be made into "baby carrots," canned or frozen.

He is glad that kids are learning more about the origins of their food now, and tells a story about the disconnect many young people have with where their food comes from: "When she was in high school, our

daughter brought her friends over and they were out in the fields. We pulled up a carrot, and they were so surprised—they didn't know carrots grew in the ground!" With Mick's help, more kids will have a chance to learn how their food is grown.



Beet greens on Mick's farm



A field of young carrots on Mick's farm

FARMER GARY PAHL, PAHL FARMS



Gary Pahl in front of his garden center



The Pahl family has a garden center to sell plants for home gardens

Pahl Farms grows all kinds of produce, like corn, cabbage, green beans, tomatoes, cucumbers, peppers, squash and pumpkins.



The family used to sell their produce out of the back of a truck!

Pahl Farms

Apple Valley, MN

Situated just south of the Twin Cities in beautiful Apple Valley, Pahl's is a 1000 acre fifth generation family farm that was established in the early 1900's. After graduating from the University of Minnesota, Gary Pahl and his sister Lynn came up with the business plan to sell their homegrown vegetables out of the back of a truck. This is how Pahl's Market first began. Today, Pahl's Market is owned and operated by Brian, Gary and Jane Pahl. They are famous not only for their fresh homegrown produce, but also for their Garden Center, which carries a large selection of herbs and vegetable plants for home gardens in addition to ornamental flowers. The farm side of the business is a lot of hard work with early planning, planting, moving machinery, maintenance and watching the weather. "We try to stay ahead of ourselves with good planning but there is always something keep us hoppin'," says Brian Pahl, brother and co-owner. Luckily, that hard work pays off in their delicious produce, which is picked daily to ensure freshness. "You can truly taste the difference", says Gary Pahl. "There is freshness in every bite." They harvest and sell all kinds of produce, including sweet corn, cabbage, green beans, tomatoes, cucumbers, peppers, squash, and pumpkins, and use their website to recommend favorite family recipes to their customers.

Pahl's takes pride in both growing and selling their quality products, and they strive for a large selection and the best quality at competitive prices.



Gary Pahl in front of his garden center

FARMER JOHN SVIHEL, SVIHEL VEGETABLE FARM



John Svihel in front of a field of Aphrodite cantaloupe protected by small “hoop houses.”



Farmer John grows all kinds of vegetables! Every plant needs different things, and he remembers how to take care of them all.

Pepper plants protected by sheeting



Rows of squash protected by a windbreak row of rye grass on the left

Svihel Vegetable Farm

Foley, MN

On a recent tour of his farm, John Svihel drives his pickup around fields with rows of bell peppers, cucumbers, pea pods, cabbage, cantaloupe, tomatoes, squash and more. “I grow a little bit of everything,” John Svihel explains, and he has a hard time choosing a favorite.

John purchased his farm land near Foley in central Minnesota several years ago, but he has been involved in the vegetable business for many years. He started out operating roadside stands where he sold farm-fresh vegetables grown on nearby farms. As customers asked for new fruits and vegetables, he listened to their feedback and started farming to meet demand. As he diversified his crops he also found new ways to get his produce to market, like selling to local distributors and getting involved in Farm to School programs.

Working in different markets and selling many kinds of produce means that John knows a lot of people in the fruit and veggie business. As he looks over the farm, he answers several phone calls, and checks in with the leaders of his farming team. He calls everyone by name, and doesn't seem perturbed by being so busy.

Being “an outdoors person, and pretty conservation-minded,” John takes care to grow his vegetables with minimal environmental impact. John rotates his crops and extensively uses cover crops to keep the soil fertile. He reduces soil erosion by planting windbreaks and by not tilling his fields in the fall. John says he believes in farming in harmony with the natural world; he keeps areas of his farm as habitat for wildlife, and every year plants food plots for pheasants, deer, and turkeys.

All of his fruits and vegetables have different growing requirements, and John enjoys experimenting to find the most effective way to grow each one. During our visit to his farm, John shows us cantaloupe plants that were started in greenhouses, and ones that were planted as seeds directly in the field. Some rows of zucchini are open to the air, while others are covered with small “hoop houses” that protect them from the elements. There are rows of raised beds watered by soaker hoses and rows that are watered by overhead sprinklers that rain down on the plants.



John Svihel in front of a field of Aphrodite cantaloupe protected by small “hoop houses.”



Pepper plants protected by sheeting



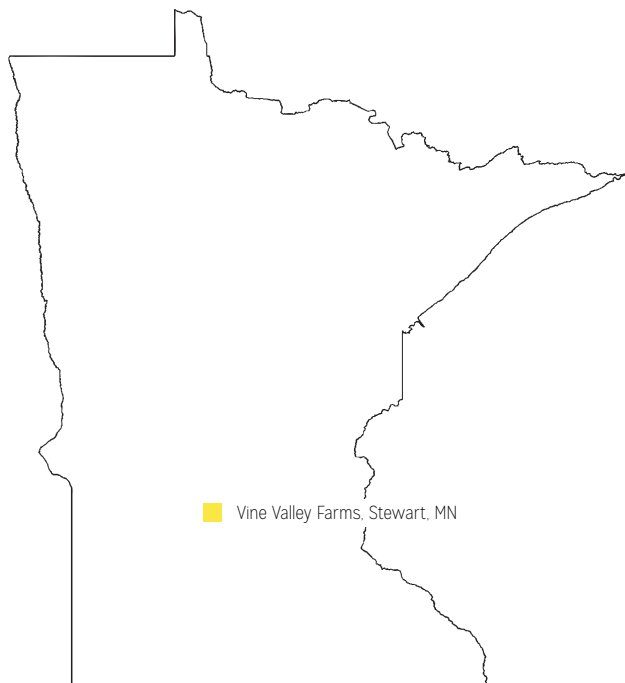
Rows of squash protected by a windbreak row of rye grass on the left

John keeps track of all these variables to identify the best way to grow each plant, and to get the fruits and vegetables to ripen when he needs them. The variety of crops on the farm is truly impressive.

THE TANATA FAMILY, VINE VALLEY FARMS



Wendy and John Tanata and their sons in front of their fields



John and his family are most proud of their zucchini plants.

The Tanatas use sustainable farming practices, using little pesticides and herbicides on their vegetables.



The Tanata family has been farming for three generations

Vine Valley Farms

Stewart, MN

“When people think of a family farm, I think we pretty much fit the description,” says John Tanata of Vine Valley Farms in Stewart, Minnesota. Family owned since 1947, Vine Valley Farm rests 60 miles west of the Twin Cities near Hutchinson. The operation is owned and operated by John and Wendy Tanata and their sons Josh, Adam and Anthony. “Our family loves the lifestyle. Your work is your home. And you eat your meals with your family every day,” John says.



Members of the Food Alliance with a deep commitment toward sustainable farming practices, the Tanatas practice sustainable farming by limiting the pesticides and herbicides applied to the plants and controlling weeds by managing crop rotation, cultivating and hoeing. They also preserve natural habitat on their farm with the use of windbreaks, native plantings, and standing deadwood for raptors.

The Tanatas have been farming the rich loamy soil of central Minnesota for three generations. They began managing the Vine Valley operation in 1980, raising winter and summer squash, cucumbers, onions, radishes, green beans, beets, and cabbage.

John and his family are most proud of their zucchini. “It’s what we’re known for,” says John. Being zucchini enthusiasts as well as growing experts, the family eats a lot of it. “We fry it in butter, make zucchini crisp, zucchini bread and zucchini cake. You can substitute zucchini in lots of recipes, especially those with apples,” says John.

“Our soil is rich with clay so it holds a lot of moisture. When you grow zucchini on sandy soil, the ground acts like glass and scratches the skin. I like to think our zucchini is the best. We take a lot of pride in it.”



The Tanata family has been farming for three generations

Source: http://hbrooks.com/growers/index.php?grower_id=19;
<http://www.lundsandbyerlys.com/recipes/eat-local/vine-valley.aspx>

EXAMPLES OF FAMILY ENGAGEMENT FROM THE FARM TO NHA PILOT

Required Farm to Childcare Communication Strategies at the Centers

- **MONTHLY MENU** – Page two of the monthly menu includes information about the Farm to Childcare program along with recipes and wellness tips for families. We will continue using the monthly menu as a way to inform parents about healthy eating and keep families up-to-date about our progress with the Farm to Childcare program.
- **NEW HORIZON ACADEMY WEBSITE** – The Family Resource link on our web site includes information for families on healthy eating. It even includes recipes, links to web sites that will help support families in finding healthy options for their families. We will continue using the Web site as a way to inform parents about healthy eating and keep families up-to-date about our progress with the Farm to Childcare program.
- **FAMILY RESOURCE CONNECTIONS** – There are several Family Resource Connection articles that provide families with information to support healthy eating awareness. We will continue to use the Family Resource Connection as a method to provide families with useful information to support their efforts towards maintaining a healthy environment for their children and teaching them about our local farms.
- **FARM TO CHILDCARE INTRODUCTION LETTER** – The Farm to Childcare introduction letter provides families with an overview of the Farm to Childcare program.
- **FARM TO CHILDCARE BOOK LIST** – A resource for families which provides them with suggested books to support healthy nutrition and the Farm to Childcare program.
- **E-BLAST TO PILOT PARENTS**
- Create a display which includes the menu along with information about the Farm to Childcare program.
- Use the Farm to Childcare Farm and Food Highlight Display to inform families of the fruit or vegetable for the month, provide information about the farm the food item comes from, and provide information about the farmer.
- As appropriate, incorporate information about the Farm to Childcare program in your monthly newsletter. Share photos of children sampling new foods, engaged in cooking projects, and/or learning about Farm to Childcare food during group time, and photos and stories about the children’s garden at the center.
- Include information about Farm to Childcare on the daily sheets. Provide families with detailed information about their child’s experience with the Farm to Childcare food item.
- Create a display in the classroom to highlight Farm to Childcare curriculum activities in your classroom. Incorporate statements of learning and photos to explain the curriculum activity. Use “K-W-L boards” to highlight what children know about the featured food item, what they want to know, and what they learned about the food item at the conclusion of the unit.

Suggested Farm to Childcare Communication Strategies at the Centers

- Create a photo timeline – seed, plant, actual Farm to Childcare food, recipe and samples.
- Post the chart of local food seasonal availability.
- Invite local farmers to visit the center and speak with the children.
- Invite families to participate in a recipe round-up. Families can share their favorite recipes using the food items chosen as part of the Farm to Childcare program.
- Provide favorite snack and recipe ideas to families.
- Provide families with information about local farmers markets.
- Create a cookbook with recipes used as part of the Farm to Childcare program.
- Set up a Food Taste Test Event at the pick-up time. Families can chart their favorites. The Tasting event is a fun way to introduce families to the Farm to Childcare. At the event, children visit “tasting stations” with their parents to taste samples of Farm to Childcare food featured in the Farm to Childcare Program.
- **Schedule a Family Cooking Event at pick-up time. The event** encourages families to explore cooking with their children and celebrates their participation in the Farm to Childcare Program. At the event, families prepare and eat simple recipes that the children have previously made as a part of the Farm to Childcare Program classroom activities.
- Provide families with a copy of the Farm to Childcare Book List.

Family Engagement Activities: 10 week Sample Schedule

WEEK 1 – Distribute Farm to Childcare parent letter to families, along with a copy of the Farm to Childcare book list. Record information about the Farm to Childcare activities and snacks on the daily sheet of each child.

WEEK 2 - Create a display to highlight the Farm to Childcare activities and snacks. Use photos and statements of learning to inform parents about the Farm to Childcare program.

WEEK 3 – Update a display to inform parents about the Farm to Childcare program.

WEEK 4 - Record information about activities and snacks on the daily sheet.

WEEK 5 – Record information about activities and snacks on the daily sheet.

WEEK 6 – During pick-up offer a taste test and have families graph their favorite snack. Provide families with recipes of the snacks. Update the display to inform parents about children’s experiences with the selected food items.

WEEK 7 - Record information about activities and snacks on the daily sheet. Create a display to inform parents about the Farm to Childcare program.

WEEK 8 - Provide families with a copy of the song The Farmer Plants the Seeds. Update display with new photos and information about foods that are now in season.

WEEK 9 - Record information about activities and snacks on the daily sheet.

WEEK 10 – Provide families with recipes for snack and menu items. Update the display to inform parents about children’s experiences with the selected food items.

Additional Ideas for Family Engagement from NHA Teachers and Staff

- Give parents new foods to take home and try.
- Post the menu right by the kitchen.
- Send the menu home with children.
- Load pictures from the program in digital picture frames.
“A bunch of centers have picture frames that you can load pictures in—put in pictures of children eating, and parents will look at that and be interested in what they are doing. If you don’t understand English, you will understand context of picture. Pictures of us tasting and doing stuff.”
- Talk to parents.
“My toddlers ate tomatoes the other day—they served themselves! I would never have thought they would do that.”
- Host an open house.
“The open house went really well! We had farm animals here, food out, stickers—the whole picture. There is a little zoo that can bring animals—we had goats, llama, bunnies, ducks. It was really cheap! We are trying to get away from feeding the families, but we thought they wouldn’t come. The kids were showing the parents what they did, telling them about the program.”
- Hold a mini farmers market at the center site.
- Invite farmers to talk to parents.
- We have a big display up and are publicizing the program, highlighting what kids are saying.
- Field trips to the farm.
- Create a garden. Ask parents to be a part of caring for it or create a gardening team, then host events where everyone eats the fruits (/veggies) of their labor!
- Use email, emphasize website resources.
- “Learn to cook new foods” events with parents.
- Have event that parents come to when the kids are being picked up at the end of the day, give stickers, farmer bag.
- Send seeds home with parents to plant with children. Include planting/care instructions.
- Send home a song for children to sing with their parents.
- Host “Tasting Days” (say, the first day of each new food cycle) where parents know they will be able to taste the new food.
They can then be aware of the food that their child will be consuming for the next two weeks. Could also take the opportunity to hand out recipes.
- Translate materials into native languages of parents.
- Offer cooking demos and tastings at high traffic times, hand out recipes of what you are preparing, be sure that parents are given a sample, and know what they are tasting. Ask for feedback, or give them a feedback form to fill out immediately.

- Create a recipe exchange among parents and teachers. Make it a regular event so parents and kids begin to expect it. Promote and publicize in the center, hang recipes on walls, prepare recipes for kids lunches, have a contest, invite parents to come and cook/demo their recipes, participate in taste tests.
- Take photos of the kids with various foods in various forms, from fresh to prepared. Ask parents to do the same at home.

OPEN HOUSE IDEAS

Farm to Childcare Cook-off Kick-Off

- Cooks and directors lead a cooking demo for parents during pick-up time.
- Hand out samples, family-sized recipes and other local foods swag!

Winter Open House

- Feature a healthy snack (example: Farm to Childcare tacos made with all of the recent featured foods).
- Create a poster with the farmers' pictures and the local food calendar.
- Have a farmer visit during the open house to meet the parents.

Summer Open House

- Feature a healthy snack (example: locally-made yogurt with locally grown berries).
- Quiz/game about how each food is grown (match the picture of the food and its plant to its name).

LANGUAGE TO INTRODUCE YOUR FAMILIES TO FARM TO CHILDCARE

Families can reinforce the Farm to Childcare message at home!

Parent involvement is an important component of the Farm to Childcare program. The better informed parents are throughout the process, the more likely parents are to incorporate the new foods into their own kitchens. Start with family engagement strategies you already use to incorporate Farm to Childcare themes into them. (moved from p106)

Farm to Childcare has come to our center! We are connecting our center with foods grown locally by family farmers, for the mutual benefit of children, farmers, and community. The Farm to Childcare program includes fresh, locally grown, healthy menu items and snacks, classroom curriculum, information about the farmers that grow our food, opportunities to learn how each food grows, and lots of ideas for parents to connect to their local farmers.

Why Farm to Childcare?

Across the country, Farm to School has grown significantly, linking K-12 schools with local farmers to supply foods for school lunches.

This is wonderful progress for our schools and a boost for our local farms. We need to continue creating new opportunities for our small and mid-size growers and we need to reach children before their K-12 years when their taste preferences are at their most formative. The answer is Farm to Childcare!

What is Farm to Childcare?

Farm to Childcare prepares our new generation to make good food choices for their health, their community and the environment. This program shows children how to eat seasonally and teaches children how and where their food is coming from. Farm to Childcare helps children and their parents learn about and form a commitment to local farms, local economies and more sustainable agricultural systems. In addition, the program reinforces the importance of increasing children's intake of fresh fruits, vegetables and grains.

It often takes six to eight experiences with a food to get a child to try it. For this reason, Farm to Childcare is much more than simply putting locally grown food in their lunches. Children learn about the food in the classroom, experience it in different forms, and may even grow the food in the center's garden.

Children learn that Farm to Childcare foods come from small-scale farms not far from home. In Farm to Childcare, the children learn the farmer's name, see pictures of their families, learn the history of their farms, and talk about their farming practices. Building this relationship with the farmer creates a different relationship with our food. We know exactly who we are supporting when we buy and eat a locally grown product.

Children's families are also part of the learning process. You will receive information about the food and the farmer, given resources about where to find locally grown foods, and are encouraged to try seasonal foods at home.

With all of these different experiences, the child forms a relationship with local foods, understands where the food comes from, and is more willing to try and like zucchini, peppers, tomatoes and more!

EXAMPLE FARM TO CHILDCARE INTRODUCTION LETTER FROM NHA PILOT



Dear Families,

We are excited to introduce the Farm2NHA program to you and your child. We have partnered with the Institute for Agriculture and Trade Policy (IATP) to connect our center with foods grown locally by family farmers for the mutual benefit of children, farmers, and community. The program includes healthy and fresh locally grown menu items and snacks, a center garden, classroom curriculum, interaction with nearby farmers, and community involvement.

Each week our teachers will introduce children to locally grown food items. The children will learn about the food, the farm and the farmer, healthy eating, gardening, and much more. The children will have an opportunity to participate in taste testing and cooking projects, read books about nutrition, gardening, healthy habits, and grow a garden. We have even incorporated the food into our monthly menu. (Look for the carrot symbol  for the locally grown food item.) Our weekly menu display area will provide you with information about the highlighted food item, the local farm, and farmer. Additionally, we will provide you with support tools to reinforce the concepts learned at home. The support tools will include suggested book lists, recipes, cooking activities, apps, and Web site links.

We feel that the Farm2NHA program will strengthen children's knowledge about and attitudes toward agriculture, food, nutrition, and the environment. We are eager to share this wonderful opportunity with you and your child.

If you have any questions or need additional information, please feel free to stop by the office.

Sincerely,


Center Director



INTRODUCTION LETTER COPY

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Each week our teachers will introduce children to locally grown food items. The children will learn about the food, the farm and the farmer, healthy eating, gardening, and much, much more. The children will have an opportunity to participate in taste testing and cooking projects, read books about nutrition, gardening, healthy habits, and grow a garden. We have even incorporated the food into our monthly menu. (Look for the carrot symbol  for the locally grown food item.) Our weekly menu display area will provide you with information about the highlighted food item, the local farm, and farmer. Additionally, we will provide you with support tools to reinforce the concepts learned at home. The support tools will include suggested book lists, recipes, cooking activities, apps, and Web site links.

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Center Director

EXAMPLE MENU HIGHLIGHTING LOCALLY GROWN FOODS FROM NHA PILOT






Monthly menu

Menu subject to change.

NEW HORIZON ACADEMY • NOVEMBER MENU					
MEAL	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
W1	OCT 29	30	31	NOV 1	2
Breakfast	Cereal & Fruit	Waffle & Fruit	Hot Cereal & Fruit	Scrambled Eggs, Toast & Fruit	Bagel with Cream Cheese & Fruit
Lunch	Fish Sandwich with Cheese, Green Beans, Mandarin Oranges	Chicken O's Nuggets, Carrots, Pineapple, Roll	Sloppy Joe on Bun, Baked Carrots , Fresh Fruit	Chicken Burrito with Beans, Cheese, Lettuce, Salsa, Pears	Tuna or Turkey Noodle Casserole, Peas, Peaches
Snack	Rosy Applesauce	Teddy Grahams	Cottage Cheese with Fruit	Carrot Coins & Dip	String Cheese & Crackers
W2	5	6	7	8	9
Breakfast	Pancake & Fruit	Muffin & Fruit	Cereal & Fruit	Egg and Cheese Omelet, Toast, Fruit	Hot Cereal & Fruit
Lunch	Chicken & Rice Casserole, Broccoli, Mixed Fruit	Cheese Tortellini with Meat Sauce, Green Beans, Mandarin Oranges	Fish Fun Shapes, Beets, Peaches, Bread	Ham or Turkey & Cheese Sandwich, Tomato Soup, Baked Carrots , Pineapple	BBQ Meatball Sub with Cheese, Carrots, Peas
Snack	Animal Crackers & Yogurt	Goldfish Crackers	Carrots and Dip	Baked Rice Cakes	Baked Pretzels
W3	12	13	14	15	16
Breakfast	Egg Patty, Cheese, English Muffin, & Fruit	Cereal & Fruit	Muffin & Fruit	French Toast & Fruit	Bagel with Cream Cheese & Fruit
Lunch	Soft Shell Beef & Cheese Taco with Fixings, Lettuce, Corn, Pineapple	Diced Ham and Au Gratin Potatoes, Broccoli, Peas, Bread	Grilled Chicken Patty on Bun, Beets, Peaches	Macaroni & Cheese, Baked Squash , Mixed Fruit	Meatloaf, Mashed Potatoes, Peas, Mandarin Oranges, Bread
Snack	NutriGrain Bars	Orange Slices & Crackers	Squash Muffins	Fresh Veggies & Dip	String Cheese & Crackers
W4	19	20	21	22	23
Breakfast	Pancakes & Fruit	Hot Cereal & Fruit	Egg Patty, Cheese, English Muffin & Fruit	Centers Closed!	
Lunch	BBQ Pork or Chicken Sandwich on Bun, Coleslaw, Chipped Apples	Baked Squash Spaghetti with Meat Sauce, Green Beans, Peaches, Garlic Toast	Chicken & Gravy with Mashed Potatoes, Roasted Squash & Veggies, Peas, Bread		
Snack	Fresh Veggies & Dip	Fruit & Yogurt	Crackers & Cheese		
W5	26	27	28	29	30
Breakfast	Cereal & Fruit	Muffin & Fruit	Waffle & Fruit	Scrambled Eggs, Toast, & Fruit	Hot Cereal & Fruit
Lunch	Baked Sweet Potato Puff Holdish, Mixed Veggies, Peaches, Bread	Turkey a la King with Pasta, Broccoli, Chipped Apples	Spanish Rice with Ground Beef, Cheese, Corn, Pineapple	Meatball Sub Sandwich with Lettuce and Cheese, Peas, Peas	Sweet & Sour Chicken Over Rice, Carrots, Mixed Fruit
Snack	String Cheese & Crackers	Goldfish Crackers & Yogurt	Apple Slices with Cinnamon	Fresh Fruit	Fresh Veggies & Dip


Milk is served with breakfast and lunch; milk or water is served with snack.

EXAMPLE NEWSLETTER HIGHLIGHTING FARM TO CHILDCARE PROGRAM FROM NHA PILOT




info

Nutritional & Other



New Horizon Academy is Committed to Proper Nutrition


At New Horizon Academy we know nutrition is an important part of a child's growing years. That is why we only serve whole wheat and whole grain items (every bread, pasta, cereal, and cracker you see on this menu) when possible, as well as cereal that is high in fiber and the freshest items available. We serve a variety of fruits and vegetables and Kemp's Select, hormone-free milk, with each meal (toddlers are served whole milk, preschoolers and school-agers are served skim milk). Additionally, water is available throughout the day. Age-appropriate portion sizes are provided at each meal and we follow the USDA's MyPlate recommendations for portion sizes. Meals are served in a combination of pre-plated and family style, with an emphasis on self-serving at developmentally appropriate ages. New Horizon Academy's menu meets the Child and Adult Care Food Program (CACFP) meal standards for children.




Farm2NHA connects our centers with locally grown food, or food raised by family farmers, for the mutual benefit of our children, farmers, and communities.

Winter is arriving and the last of this year's Minnesota produce is here. We are excited to offer locally grown carrots and winter squash to your children on the menu this month. "Local" means that the food has spent minimal time in transit from the farm and is at its freshest when it hits your child's plate. Fresh and in-season, our local produce is at the height of its flavor and nutritional value. Crunchy, nutty carrots and sweet, buttery winter squash are a special treat for kids, and we hope you can try these foods at home as well.

Thank you for all of your enthusiasm and words of encouragement with our 2012 Farm to Child Care initiative! We are looking forward to another year of serving Minnesota's most delicious local foods to your children in 2013.


 Look for this symbol for all of our locally grown selections. Locally grown items are subject to availability.



GET UP AND GO ACTIVITIES!

One often overlooked fun family activity is bowling! With the cooler weather in November, why not spend some time as a family at your local bowling alley? There is fun for everyone at a bowling alley and a little family-friendly competition makes the outing even more silly.

Many bowling alleys offer bumper bowling for children and may even have ball guides to aid in getting the heavy ball down the alley for small children. Children (and adults) are practically guaranteed to knock at least one pin down using the bumpers. Glow-in-the-dark bowling is a popular craze nowadays and such fun for families too! Call your local bowling alley to find out about family bowling times and rates.



FUN FACT!

FUN THANKSGIVING FACTS: The largest pumpkin pie ever made weighed 2,020 pounds | A ripe cranberry will bounce | All turkeys and chickens have wishbones | Abraham Lincoln declared a national day of Thanksgiving in 1863 | The first Macy's Thanksgiving Day parade was held in 1924.

MENU SUBJECT TO CHANGE.

NH-801 NOVEMBER MENU - F2NHA Copyright © 2012 New Horizon Enterprises, Ltd. All rights reserved.

EXAMPLE FARMER INFORMATION SHEET FROM NHA PILOT



FARM:
Vine Valley Farms
Stewart, MN

FARMERS:
John and Wendy
Tanata

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ON THE FARM

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growing experts, the family eats a lot of it. “We fry it in butter, make zucchini crisp, zucchini bread, and zucchini cake. You can substitute zucchini in many different recipes, especially those with apples,” says John.

“Our soil is rich with clay so it holds a lot of moisture. When you grow zucchini on sandy soil, the ground acts like glass and scratches the skin. I like to think our zucchini is the best. We take a lot of pride in it.”

Source: http://hbrooks.com/growers/index.php?grower_id=19; <http://www.lundsandbyerlys.com/recipes/eat-local/vine-valley.aspx>.



Zucchini growing with flowers still attached.



Where do our zucchini come from?

- Zucchini seeds like warm soil, so are usually planted in late May.
- Zucchini plants produce big yellow flowers which, if pollinated, become zucchini.
- The zucchini flower is also edible!
- There are lots of ways to eat zucchini: raw, baked, sautéed, in pasta sauces and soups, and even in bread.
- Zucchini have a lot of potassium – even more than a banana.



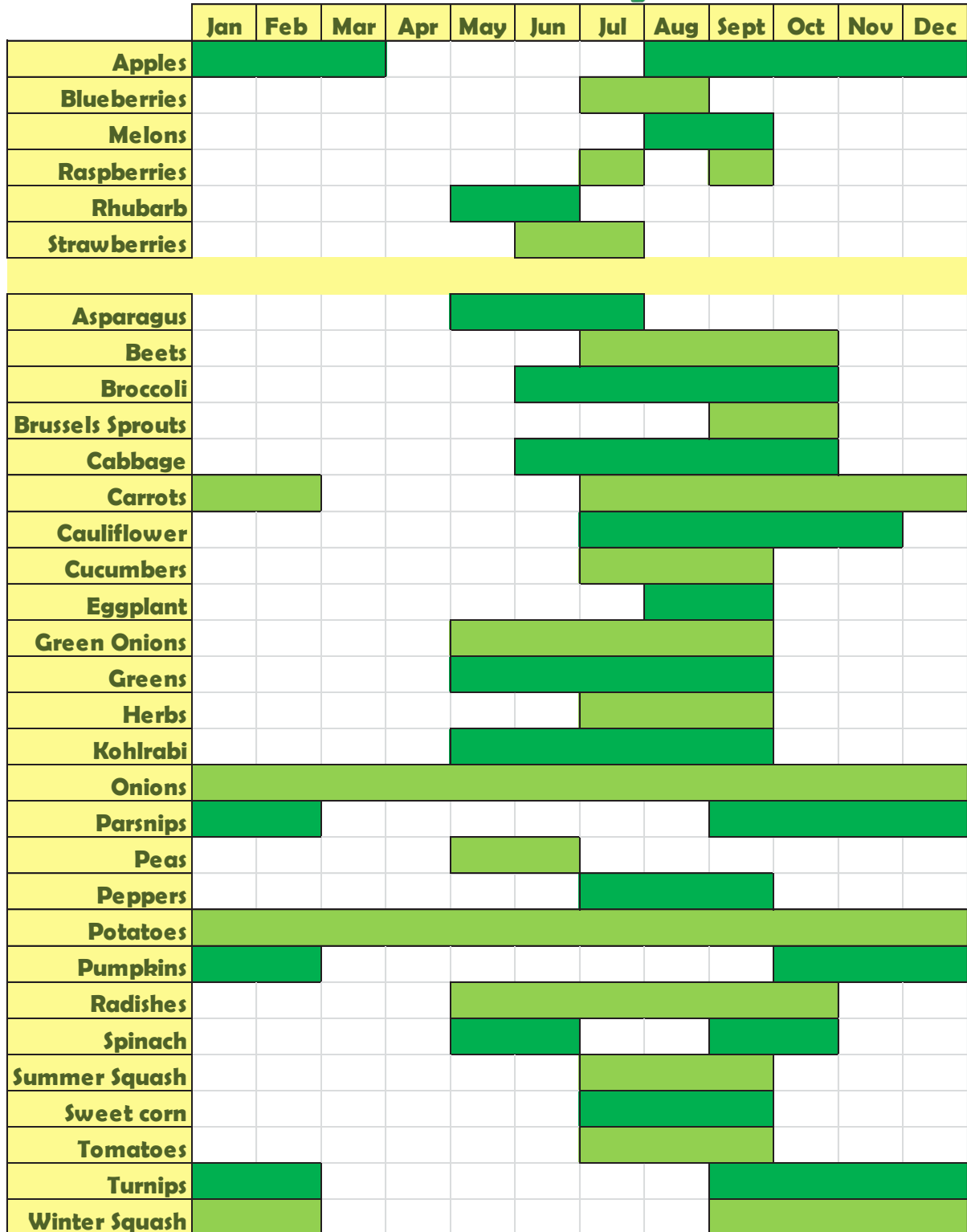
Zucchini Flower
Image used under creative commons license via
Flickr user Cailean VIII.



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EXAMPLE SEASONALITY CHART TO SHARE WITH FAMILIES

Minnesota Local Produce Availability



RECIPE FORM

Use this form to collect recipes from families of the children
in your class, and make a class cookbook!

NAME _____ DATE _____

NAME OF RECIPE _____

WHO IN YOUR FAMILY IS THIS RECIPE FROM? HOW ARE YOU RELATED/CONNECTED TO THIS PERSON (ie:
She is my grandmother, or He is a friend of my dad's etc)

WHAT PART OF THE WORLD IS THIS RECIPE FROM?

IS THERE A STORY THAT GOES WITH THIS RECIPE?

DIRECTIONS:

Farm 2 Child Care Book List for Families

Books About Food

Eating the Alphabet by Lois Elhert
Sorting Foods by Patricia Whitehouse
Handa's Surprise by Eileen Browne
Rabbit Food by Suzanne Gretz
Lunch by Denise Fleming
Market Day by Lois Elhert
I Eat Vegetables! By Hanna Tofts
I will Never Not Ever Eat A Tomato by Lauren Child
Oliver's Fruit Salad by Vivian French
The Beastly Feast by Bruce Goldstone
Cool as a Cucumber by Sally Smallwood
Food for Thought by Joost Efferts and Saxon Freymann
Little Pea by Amy Krouse Rosenthal
Good Food by DeMar Reggier
Llama Llama Mad at Mama by Anna Dewdney

Books About Gardening & Growing Fruits & Vegetables

I'm a Seed by Jean Marzollo
Growing Vegetable Soup by Lois Elhert
Jack's Garden by Henry Cole
The Carrot Seed by Ruth Krause
Vegetable Garden by Douglas Florian
In the Garden by Davide Schwartz
Seeds Grow by Angela Medearis
A Fruit is a Suitcase for Seeds by Jean Richards
From Seed to Plant by Gail Gibbons

Books About Farms

The Rusty, Trusty Tractor by Joy Cowley
Giggle, Giggle, Quack by Doreen Cronin
On the Farm by David Elliot
Over On The Farm: A Counting Picture Book Rhyme
by Christopher Gunson
The Big Red Barn by Margaret Wise Brown
Click, Clack, Quackity-Quack: An Alphabetical Adventure
by Doreen Cronin
Old Macdonald Had a Farm by Pam Adams
Farm Alphabet Book by Jane Miller
Farming by Gail Gibbons

Books About Our Senses

My Five Senses by Alikei
Fruits are Fun by Amanda Rondeau
Little Bunny Follows His Nose by Katherine Howard
Sweet as a Strawberry by Sally Smallwood



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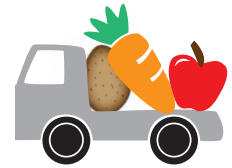
Book Title	Author	Age Group	Note
The Big Red Barn	Margaret Wise Brown	3+	describes farm scene.
The Rusty, Trusty Tractor	Joy Cowley	4+	About a farmer with an old trustworthy tractor
Click, Clack, Quackity-Quack: An Alphabetical Adventure	Doreen Cronin	2+	Alphabet book with farm animals
The Little Red Hen (Little Golden Book)	Diane Muldrow	2+	Folk tale about red hen planting wheat.
Giggle, Giggle, Quack	Doreen Cronin	3+	Farm animal comedy story
Raising Yoder's Barn	Jane Yolen	8+	Less bold, more mature illustration, literal story about farm work.
Farmer Duck	Vivian French	3+	Duck doing farm chores.
The Milk Makers (Reading Rainbow Books)	Gail Gibbons	5+	On how milk is made and what foods come from milk.
Wake Up, Big Barn	Suzanne Chitwood	3+	Fun illustrations, sounds of farm.
Old Macdonald Had a Farm	Pam Adams	2+	book of the classic rhyme.
Farm Alphabet Book	Jane Miller	0+	Introduces babies and young kids to things found on farms with clear, high-contrast photos. Farm Alphabet Book also includes information about farms for older kids.
Barnyard Banter	Denise Flemming	2+	Beautiful illustrations of farm animals and a catchy, rhyming text. Kids will enjoy searching for goose, hiding on each page.
Little Lamb	Kim Lewis	2+	A very short story about a girl, Katie, meeting and feeding a lamb.
Apple Farmer Annie	Monica Wellington	3+	describes Annie harvesting apples; making applesauce, apple cider, and more; and selling her apples and apple products at the farmers' market.
Tractor	Craig McFarland Brown	3+	Describes how a farmer uses his modest tractor and attachments to prepare the soil, plant seeds, harvest corn, and haul the corn to a roadside stand. At the back of the book, each attachment is described in detail.
Winter on the Farm	Laura Ingalls Wilder, Jody Wheeler, and Renee Graef	3+	describes Almonzo helping his father and older brother care for their animals.
Maple Syrup Season	Ann Purmell	4+	describes the Brockwell family collecting sap, boiling the sap, and making maple syrup. I love the colorful, detailed illustrations, which include birds and other animals looking on.
The Year at Maple Hill Farm	Alice Provensen and Martin Provensen	4+	describes a storybook farm with cows, chickens, sheep, horses, goats, pigs, corn, and pumpkins. While the farm described is dated, the detailed illustrations of the farm and descriptions of how the farm changes from one season to the next remain appealing
Life on a Goat Farm	Judy Wolfman	5+	Real Photos. makes living on a goat farm sound like fun, explains the hard work involved in taking care of goats, and shares a lot of information that will be interesting to adults as well as kids (e.g. why and how farmers dehorn goats). Others in the series include: Life on a Dairy Farm, Life on a Crop Farm, Life on a Sheep Farm, and more

Book Title	Author	Age Group	Note
Rosie's Walk	Pat Hutchins	3+	Beautiful illustrations of hen walkign through the farm and unknowingly evading a following fox.
The Carrot Seed	Ruth Krauss	2+	Story of a little boy growing a carrot, tending the seed.
Milk: From Cow to Carton	Aliki	5+	Story of how milk is made.
Arthur on the Farm (A Chunky Book)	Marc Brown	0+	All the animals on Grandpa Dave's farm are hiding and only their tails are showing! Preschoolers will have fun guessing, then lifting the flaps to discover each farm friend and the noise it makes.
Farm Animals (A Chunky Book)	Phoebe Dunn	2+	All the friendly animals on the farm--ducks, sheep, horses, and more--are presented and identified by name in lively, color photographs
On Grandpa's Farm	Anne Hunter	5+	describes a young child's day on Grandpa's farm, from the rooster's early morning crow to shared oatmeal for breakfast, collecting eggs, feeding the animals, working in the garden, bailing hay, and fixing wobbly fences.
Barnyard Dance!	Sandra Boynton	1+	Singing and dancing fun with barnyard animals.
Oh Say Can You Seed : All About Flowering Plants	Bonnie Worth (Dr. Seuss style)	6+	Narrated by The Cat in the Hat, iscussing the way flowering plants work.
Farming	Gail Gibbons	4+	An introduction, in simple text and illustrations, to farming and the work done on a farm throughout the seasons.
From Seed to Plant	Gail Gibbons	5+	simple introduction to how plants reproduce, discussing pollination, seed dispersal, and growth from seed to plant
At the Farmers Market	Brain child Press	2+	Photo book about farmers market.
A Farmer's Alphabet	Azarian, Mary		Wood cuts that should be framed; each letter of the alphabet is a farm-associated word
Apples	Gibbons, Gail		All about different kind of apples, including how they are grown and sold.
Apples, Apples, Apples	Wallace, Nancy		How apples grow and what you can do with them.
Barnyard Banter	Fleming, Denise		A fun rhyming story full of farm animal onomatopoeia, this book is a terrific introduction to animals and the sounds they make.





Food Songs & Rhymes



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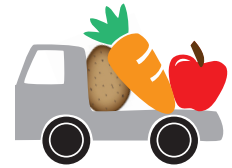
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Two Red Apples	20
Two Red Apples	20





Food Songs & Rhymes



CARROTS FINGERPLAY:

See the carrots in the ground
(point hands and arms in a point to form a carrot and point to the ground)
I pull them hard without a sound (pull them out)
I wash and clean them up and down.
(scrub up and down with your palms of your hands)
I love to eat them all year round.
(Pretend to eat carrots with mouth)

CARROTS FOR LUNCH

Out in the garden, under the sun.
Grew lots of carrots, so I picked some.
I took them inside and washed the whole bunch.
Then I sat down and ate them for my lunch.

CARROTS, PEAS, AND BROCCOLI

Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.

HEALTHY VEGETABLES

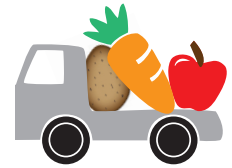
A color Rhyme

Cut a tomato shape out of red felt, a zucchini shape out of green felt, and a corn cob shape out of yellow felt. Place the shapes on a flannel board as you read the following rhyme.

I ate a red tomato,
The biggest I have seen.
I ate a long zucchini,
It was the color green.
I ate some yellow corn,
That was sweet as sweet could be.
When I eat my colors,
I know I'm healthy!



Food Songs & Rhymes



I LIKE VEGGIES

Tune: "Are You Sleeping?"

I like veggies, I like veggies.
Do you too? Do you too?
I like corn and carrots, I like corn and carrots.
And peas too! And peas too!

I'M A BIG RED TOMATO

I'm a big red tomato
Growing on a vine,
A big red tomato
Looking oh, so fine.
Now you can make good things with me-
Soup, juice, pizza, to name just three.
I'm a big red tomato
Growing on a vine.
Grow, grow, grow.

MAKING STONE SOUP

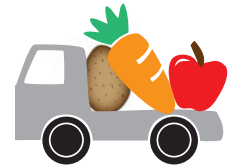
Tune: "The Farmer In the Dell"

Have the children act out the song, pretending to toss the ingredients into a big pot as they sing.

Let's make stone soup,
Let's make stone soup,
Put some water in a pot.
Stir, it's getting hot.
First we add a stone.
Then we add a bone,
Stir the soup in the pot,
The soup is getting hot.
Then we add some broth,
Then we add some corn.
Stir the soup in the pot.
The soup is getting hot.
Next, we add some carrots,
Then we add some peas.
Stir the soup in the pot.
The soup is getting hot.
Last, we add potatoes,
Celery and zucchini.
Stir the soup, oh what fun.
The soup is now done!



Food Songs & Rhymes



MEET THE VEGGIES

Tomato: I'm round and red and juicy too.
Chop me for a salad,
Or dump me in your stew!

Lettuce:

Hey, wait a minute!
If a salad you're fixin'
I can stand alone.
No need for the mixin'!

Onion:

Chop me and slice me
But keep water near.
I sometimes get juicy
And can bring on a tear!

Carrot:

Orange is my color;
I stand long and lean.
In the garden you'll see
Just my bright leaves of green.

Pea:

I live in a pod
With so many others.
I think I was born
With one hundred brothers!

Green Bean:

Look in the garden;
You'll see my sign.
Then bring out your basket
When it's pickin' time!

Potato:

I've an eye for perfection
To give you the best.
Baked, mashed, or fried-
I'll pass the test!

Cabbage:

My head is quite thick
So people tell me.
I guess that's the reason
Grocery stores sell me!

Celery:

Cut and rinse my stalks,
Then spread on cream cheese.
A refreshing hors d'oeuvre
To make parties a breeze!

Squash:

Some call me a game,
A game of good sport,
But I'm ready to eat
As a side dish of sorts!

Brussel Sprout:

I'm kinda cute
When I'm served on a plate
I'm just a little mouthful.
You can eat six or eight!

Cauliflower:

I carry white flowers
To break off and eat.
I'm sometimes served raw,
A nutritious snack treat!

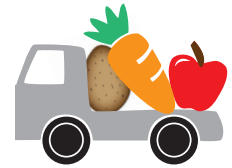
Broccoli:

My friends call me trees
Now that's a funny name.
Though I am a dark green
With stalks just the same.

We're the veggies you should eat every day!
Now don't make a face. We're as good as we say!



Food Songs & Rhymes



NUMBER FOOD RHYME

One, two, three, four
_____ at the kitchen door.
Five, six, seven, eight.
Eating _____ off her plate.

Have children take turns naming vegetables or other food items to fill in the rhyme.

OH, DO YOU EAT YOUR VEGETABLES?

Tune: "Muffin Man"

Oh do you eat your vegetables, vegetables, vegetables?

Oh, do you eat your vegetables-each and every day?
Oh, yes we eat our vegetables, vegetables, vegetables:
Oh yes we eat our vegetables-each and every day!

To continue the song, ask each child in turn to name a vegetable. Substitute the child's name and his/her vegetable choice, and have everyone sing the new words. For example:

Oh Janet eats green beans, green beans, green beans,
Oh Janet eats green beans-each and every day!

SOUPS ON

Tune: "Sound Off"

Carrots, beans, and potatoes
Corn and peas and tomatoes
Mix and stir up in a pot.
Smells so good as it gets hot.
Soup's on-1, 2.
Soup's on-3, 4.
1, 2, 3, 4-Let's eat a good treat!

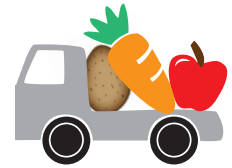
THE VEGETABLE SONG

Tune: "Twinkle, Twinkle Little Star"

Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.



Food Songs & Rhymes



THE GOOD FOOD SONG

Tune: "Old MacDonald Had A Farm"

Vegetables are good for me, EE I EE I O
And so I eat them happily, EE I EE I O
(Children take turns naming vegetables that they like)
With a carrot, carrot here, and a carrot, carrot there
Here a carrot, there a carrot
Everywhere a carrot, carrot.
Vegetables are good for me, EE I EE I O.

Use your own creativity to add other vegetables

VEGETABLE RAINBOWS

There are many colored vegetables,
They are good for you.
Carrots are orange, let's eat a few.
Beans are green, let's try them, too.
Corn is yellow, tomatoes are red.
When you eat a rainbow,
You know you're well fed!

Vegetable Soup Song

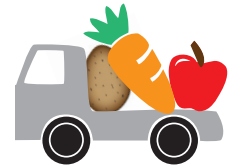
Tune: "Farmer in the Dell"

The soup is boiling up
The soup is boiling up
Stir slow-around we go
The soup is boiling up.
First we add the broth
First we add the broth
Stir slow-around we go
The soup is boiling up.
Now we add some carrots
Now we add some carrots
Stir slow-around we go
The soup is boiling up.

Continue with asking the children which vegetable comes next. Have the children stand around a large imaginary pot pretending to stir the soup.



Food Songs & Rhymes



HUNGRY LITTLE CATERPILLAR

Hungry little caterpillar in the garden one day,
Ate one of everything, he saw on his way.
When he weighed himself, he weighed a ton.
He wondered why, when he only ate one!

I'M A LITTLE WATERING CAN

Tune: "I'm A Little Teapot"

I'm a little watering can
Tall and thin.
To fill me up,
Just pour the water in.
Then you tip me over
And the water sprinkles out.
"Thanks for the drink,"
The flowers all shout!

MY MAY GARDEN

Tune: "Skip To My Lou"

Sun in the sky; shine, shine, shine.
Sun in the sky; shine, shine, shine.
Sun in the sky; shine, shine, shine.
Help me with my garden.

Additional verses:

Rain from the clouds, drip, drip, drip.
Seeds in the dirt, grow, grow, grow.
Have your children act out the motions.

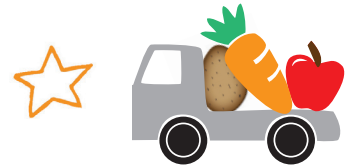
OUT IN THE GARDEN

Tune: "Down By The Station"

Out in the garden,
In the month of May.
See the busy farmers
Planting seeds all day.
Soon there will be flowers
And red ripe tomatoes .
Maybe even squash
And little brown potatoes.



Food Songs & Rhymes



THE GREEN BEANS GREW ALL AROUND

Tune: "The Green Grass Grew All Around"

There was a hole (repeat)
In the middle of the ground. (repeat)
The prettiest hole (repeat)
That you ever did see. (repeat)
Well, a holes in the ground
And the green beans grew all around and around
And the green beans grew all around!

Well, in this hole (repeat)
There was a seed. (repeat)
The prettiest seed (repeat)
That you ever did see.
Well, a seed in the hole
And a hole in the ground
And the green beans grew all around and around
And the green beans grew all around!

Well, from this seed
There came a plant.
The prettiest plant
You ever did see.
Well, a plant from the seed
And a seed in the hole
And a hole in the ground
And the green beans grew all around and around
And the green beans grew all around!
Apple Poem
Apples big,
Apples small.
Guess what?
I like them all.

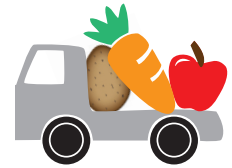
VEGETABLE PATCH

Tune: "The Paw, Paw Patch"

Pick some corn and put it in the wagon.
Pick some corn and put it in the wagon.
Pick some corn and put it in the wagon.
Way down yonder in the vegetable patch.



Food Songs & Rhymes



TAKE ME OUT TO THE FARM

Tune: "Take Me Out To The Ball Game"

Take me out to the farm.
Take me out to the cows,
Show me some pigs and bunnies, too.
Give me a ride on a pony or two.
Oh, it's so much fun at the farm.
There are so many things I can do.
And I love to listen and hear
All the neighs, quacks, and moos!

THE TRACTOR ON THE FARM

Tune: "The Wheels On The Bus"

Oh, the tractor on the farm goes round and round,
Round and round, round and round.
Oh, the tractor on the farm goes round and round,
All around the farm.
Oh, the cow on the farm goes, moo, moo, moo,
Moo, moo, moo, moo, moo, moo.
Oh, the cow on the farm goes, moo, moo, moo,
All around the farm.
Continue with other farm animals and farm objects.

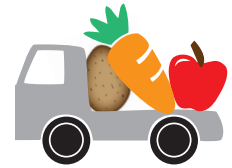
A LITTLE APPLE SEED

Tune: "Itsy, Bitsy Spider"

Once a little apple seed was planted in the ground
Down came the raindrops, falling all around.
Out came the big sun, bright as bright could be
And that little apple seed grew to be an apple tree!



Food Songs & Rhymes



A WIGGLY WORM

Tune: "Boom! Boom! Ain't It Great to Be Crazy?"

Chorus:

Yum! Yum! Don't you know I love apples?
Yum! Yum! Don't you know I love apples?
Red and green and yellow, too...
Yum! Yum! Don't you know I love apples?

Verse 1:

Way up high in an apple tree, I saw two eyes look at me.
I reached for an apple; it started to squirm...oops! I found a wiggly worm!

Chorus

Verse 2:

That wiggly worm is a friend of mine. We eat apples all the time.
I let him crawl back to that tree... hey! I see that worm looking at me!

Chorus

ALL AROUND THE APPLE TREE

Tune: "Mulberry Bush"

Here we go round the apple tree, the apple tree, the apple tree
Here we go around the apple tree
On a frosty morning.
This is the way we climb the ladder
(Use for additional verses: pick the apples, wash the apples, peel the apples, cook the apples)

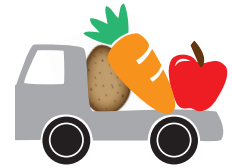
APPLES EVERYWHERE

Apples in the orchard.
Apples on the ground.
Apples in my basket.
Apples all around.

Apples in my cider.
Apples in my pie.
Apples everywhere,
My, oh my, oh my!



Food Songs & Rhymes



APPLE IS ITS NAME, OH!

Tune: "Bingo"

I know a fruit that grows on trees,
An apple is its name, oh!

Chorus:

A. P. P. L. E.

A. P. P. L. E.

A. P. P. L. E.

An apple is its name, oh!
In summer and in early fall
It's time to pick an apple!

Chorus

It may be sweet or may be tart,
It's red, or green, or yellow!

Chorus

A McIntosh or Granny Smith,
A Winesap or Delicious!

Chorus

Make applesauce or apple juice
Or apple pie with apples!

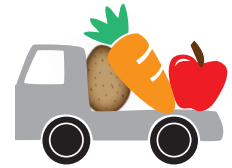
Chorus

APPLE ON A STICK

Apple on a stick, apple on a stick
I can lick it all day and not get sick.
Apple in a cup, apple in a cup
I can drink it all day and not fill up.
Apple in a crunch, apple in a crunch
I can eat it all day, it is so good to munch
Apple in a cake, apple in a cake
I can eat it all day with no tummy ache
Apple in a pie, apple in a pie
I can eat it all day and never cry.
Apple in a dish, apple in a dish
I can eat it all day, it's so delish!



Food Songs & Rhymes



APPLE RHYME

Apples, apples, good to eat.
Apples, apples, juicy and sweet.
Pick them off a tree, buy them at a store,
Apples, apples, WE WANT MORE!

APPLE UP HIGH

Tune: "Twinkle Twinkle Little Star"

Apple, apple, way up high,
I can reach you if I try.
Climb a ladder,
Hold on tight.
Pick you quickly
Take a bite.

APPLE WAS ITS NAME-O

Tune: "Bingo"

I know a fruit that's good to eat and apple was it's name O!
A-P-P-L-E! A-P-P-L-E! A-P-P-L-E! And apple was it's name-O!
I know a fruit that's good to eat and apple was it's name O!
Crunch-P-P-L-E! Crunch-P-P-L-E! Crunch-P-P-L-E And apple was it's name-O! (etc, etc, etc.)

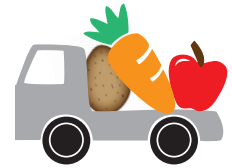
APPLES

Tune: "Twinkle Twinkle Little Star"

Apple, apple tree so tall,
I can hardly wait till fall!
When your apples I can pick,
Fill my basket, eat them quick.
Apple, apple tree so tall,
I can hardly wait till fall!
Apple, apple tree so fair,
What do I see growing there!
Green and round and plump and sweet,
Soon they will be good to eat.
Apple, apple tree so fair,
What do I see growing there!



Food Songs & Rhymes



APPLES ARE FALLING

Tune: "Are You Sleeping?"

Apples are falling, apples are falling
From the tree, from the tree.
Pick up all the apples, pick up all the apples,
One, two, three; one, two, three.

(Use appropriate motions for actions)

APPLESAUCE

Tune: "Yankee Doodle"

Peel an apple,
cut it up,
cook it in a pot.
When you taste it
you will find
it's applesauce you've got!

CLIMBING UP THE APPLE TREE

Climbing up the apple tree, (climb in place)
Swinging on a limb! (Raise arms above head, away left and right)
If I hear a robin, I may (cup hand near ear)
Sing along with him! (sing tra la la)
'And Robin, if you fly away, (Put hands over eyes)
Here's what I think I'll do: (Point with index finger)
I'll wish a pair of sparrow wings (gently flap arms at side and move around)
And fly away with you!

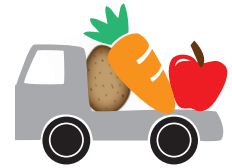
DO YOU KNOW THE APPLE MAN?

Tune: "The Muffin Man"

Oh, do you know the apple man,
the apple man,
the apple man?
Oh, do you know the apple man
who likes to play with me?
Oh, he has a great big smile,
a great big smile,
a great big smile,
Oh, he has a great big smile
and likes to play with me.
Continue with other verses that the children make up about the apple man.



Food Songs & Rhymes



EAT AN APPLE

Eat an apple; (Bring right hand to mouth)
Save the core. (Close right hand in fist)
Plant the seeds. (Bend down touch hand to ground)
And grow some more. (Extend both arms out)

FARMER HAD AN APPLE TREE

Tune: "Bingo"

Was a farmer had a tree.
With apples big and red.
A-P-P-L-E, A-P-P-L-E, A-P-P-L-E
With apples on his tree!

FIVE LITTLE APPLES

Five little apples lying on the floor.
I'll roll one away, and that leaves four. (make rolling motion with arms)

Four little apples hanging on a tree.
I'll pick one off, and that leaves three. (pick an imaginary apple)

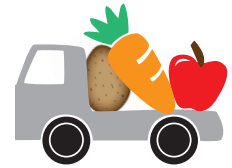
Three little apples, I know what to do!
I'll put one in my pocket, and that leaves two. (pretend to put apple in pocket)

Two little apples sitting in the sun.
I'll pick one up, and that leaves one. (pretend to pick apple up off the floor)

One little apple waiting in my lunch.
I'll eat it up with a crunch, crunch, crunch! (pretend to take a big bite!)



Food Songs & Rhymes



FIVE LITTLE APPLES

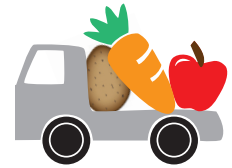
Five little apples hung on a tree
The farmer didn't care
So guess who came to eat?
A CATERPILLAR.....MUNCH, MUNCH
Four little apples hung on a tree
The farmer didn't care
So guess who came to eat?
A BIRD.....MUNCH, MUNCH
Three little apples hung on a tree
The farmer didn't care
So guess who came to eat?
A PIG.....MUNCH,MUNCH
Two little apples hung on a tree
The farmer didn't care
So guess who came to eat?
A HORSE.....MUNCH,MUNCH
One little apple hung on a tree
The farmer didn't care
So guess who came to eat?
A SCARECROW.....MUNCH,MUNCH
Now the tree is bare
There are no more apples there
But when next fall comes around
Guess who'll be there?
THE CATERPILLAR...
THE BIRD...
THE PIG...
THE HORSE...
and the SCARECROW.
YUM! YUM!

FIVE RED APPLES

Five red apples hanging in a tree (Hold up five fingers)
The juiciest apples you ever did see.
The wind came by and gave an angry frown (Fingers flutter downward)
And one little apple came tumbling down (One finger falls)
Four red apples, hanging in a tree, etc.



Food Songs & Rhymes



FIVE RED APPLES

Five red apples in a grocery store
Bobby bought one & then there were 4
Four red apples on an apple tree
Susie ate one & then there were 3
Three red apples. What did Alice do?
Why she ate one & then there were 2
Two red apples ripening in the sun
Tommy ate one, & now there was one
One red apple & now we are done
I ate the last one & now there are none!

HAVE YOU EVER HAD AN APPLE?

Tune: "Have You Ever Seen A Lassie"

Have you ever had an apple, an apple, an apple?
Have you ever had an apple and heard it go 'crunch'?
Have you ever had an orange, an orange, an orange? Have you ever had an
orange and heard it go 'slurp'?
Have you ever had a banana, a banana, a banana? Have you ever had a
banana and heard it go 'mush'?

HAVE YOU EVER SEEN AN APPLE?

Tune: "Have You Ever Seen A Lassie?"

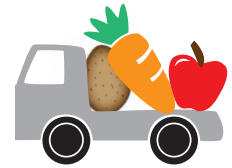
Have you ever seen an apple, an apple, an apple,
Have you ever seen an apple, that grows on a tree?
A red one, a yellow one, a red one, a yellow one.
Have you ever seen an apple, that grows on a tree?

HERE IS AN APPLE

(make circle with thumb and pointer) Here is an apple
(make circle with other thumb and pointer) and here is an apple
(Make circle with arms) and a great big apple I see
Now let's count the apples we've made
(repeat above actions) 1 - 2 - 3 !



Food Songs & Rhymes



LOOK AT THE APPLE

Tune: "The Mulberry Bush"

Look at the apple I have found,
so fat and rosy on the ground.
Mother will wash it and
cut it in two
half for me and half for you.

PICKING APPLES!

Tune: "Frere Jacques"

Picking apples
Picking apples
One by one
One by one

RED APPLE

A little red apple
Hung high in a tree
I looked up at it
And it looked down at me
"Come down, please" I called
And what do you suppose
That little red apple
Dropped right on my nose!

TEN RED APPLES

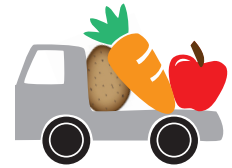
(Both hands high) Ten red apples grow on a tree
(Dangle one hand and then the other) Five for you and five for me.
(Shake body) Let us shake the tree just so
(Hands fall) And ten red apples will fall below
(Count each finger) 1,2,3,4,5,6,7,8,9,10.

TEN RED APPLES

Here I have five apples. (hold up five fingers on right hand)
And here are five again. (hold up both hands)
How many apples altogether?
Why, five and five make ten!



Food Songs & Rhymes



TWO RED APPLES

Two red apples, high in the tree.
One for you and one for me.
I shook that tree as hard as I could.
Down fell the apples, mmmm they were good.

TWO RED APPLES

Tune: "This Old Man"

Way up high, in a tree (raise hands over head)
Two red apples smiled at me (smile)
So I shook that tree as har-r-d as I could (Pretend to shake tree)
Down came the apples, Ummm, they were good!!!! (Rub tummy)



Resource list developed by Molly Turnquist, MPH, RD, February 2014 for Renewing the Countryside

Curriculum:

1. **Farm to Childcare Curriculum Package and Farm to Childcare: Highlights and Lessons Learned Report**, by Institute for Agriculture and Trade Policy
<http://www.iatp.org/farmtochildcarecurriculum>
2. **Grow it! Try it! Like it!**, by Team Nutrition (USDA)
<http://teamn nutrition.usda.gov/Resources/growit.html>
3. **Got Dirt? Garden Toolkit**, by Wisconsin Department of Health Services
<http://www.dhs.wisconsin.gov/publications/P4/p40112.pdf>
4. **Got Veggies? Garden Based Nutrition Toolkit**, by Wisconsin Department of Health Services
<http://www.dhs.wisconsin.gov/publications/Po/P00228.pdf>
5. **Farm to Preschool Harvest of the Month Curriculum**, by Occidental College Urban & Environmental Policy Institute
http://www.uepi.oxy.edu/wp-content/uploads/2013/10/Pub-Farm_to_Preschool_Harvest_of_the_Month_Curriculum.pdf
6. **Delicious, Nutritious, Wisconsin: Connecting Nutrition Education and Local Foods**, by Wisconsin Department of Public Instruction
<http://ne.dpi.wi.gov/files/ne/pdf/ndw.pdf>
7. **Early Sprouts**, by the Health Science and Early Childhood Education departments of Keene State College
<http://www.earllysprouts.org/>
8. **Growing A Green Generation**, by the University of New Hampshire Departments of Plant Biology & Child Study and Development Center
https://chhs.unh.edu/sites/chhs.unh.edu/files/docs/csdc/ggg/2006_GGG%20Curriculum_Guide.pdf
9. **Cultivating Joy and Wonder: Educating for Sustainability in Early Childhood Through Nature, Food, and Community**, by Shelburne Farms
http://www.shelburnefarms.org/sites/default/files/cultivatingjoywonder_all_smaller.pdf

Guides:

1. **Farm to Preschool Training Manual**, by Occidental College Urban and Environmental Policy Institute
http://www.uepi.oxy.edu/wp-content/uploads/2013/06/pub-Farm_to_PreK_Training_Manual.pdf
2. **Healthy Bites**, by the Wisconsin Department of Public Instruction, Department of Health Services, and Department of Children and Families (Free)
http://fns.dpi.wi.gov/files/fns/pdf/healthy_bites.pdf
3. **The Preschool Initiative**, by The Food Trust (Free)
http://thefoodtrust.org/uploads/media_items/the-preschool-initiative.original.pdf
4. **Building Blocks For Fun and Healthy Meals**, by Team Nutrition (USDA) (Free)
<http://teamnnutrition.usda.gov/resources/buildingblocks.html>
5. **Child Care Gardens**, by Wisconsin Department of Public Instruction (Free)
<http://ne.dpi.wi.gov/files/ne/pdf/ne-garden-bk.pdf>
6. **Child Care Food Program Wellness Toolkit**, by Food Research and Action Center (Free)
<http://frac.org/federal-foodnutrition-programs/child-and-adult-care-program/child-care-wellness-plans-and-policies/>
7. **Creating and Growing Edible Schoolyards: A How to Manual For School Professionals**, by the Statewide Health Improvement Program (SHIP), Anoka County
<http://www.health.state.mn.us/divs/hpcd/chp/cdr/nutrition/docsandpdf/CreatingandGrowingEdibleSchoolyardsManual.pdf>
8. **CHOICE: Creating Healthy Opportunities in Child Care Environments**, by Contra Costa Child Care Council
<http://www.cocokids.org/child-health-nutrition/c-h-o-c-e-toolkit-self-assessment-questionnaire/>

Finding Local Foods:

1. **Minnesota Grown:** <http://www3.mda.state.mn.us/mngrown/>
2. **Minnesota Grown CSA Finder:** <http://www.mda.state.mn.us/food/minnesotagrown/minnesotacsafarms.aspx>
3. **Local Harvest:** <http://www.localharvest.org/>
4. **Local Foods College resource locator:** <http://localfoods.umn.edu/>
5. **Interactive map:** <http://localfoods.umn.edu/map/explore>
6. **Pride of the Prairie Local Food Guide (Southwest and West Central MN):** <http://localfoods.umn.edu/bfblpotp/localfoodsguide>
7. **Directory of MN Organic Farms:** <http://www.mda.state.mn.us/food/organic/directory.aspx>
8. **CSA Farm Directory (Land Stewardship Project):** <http://landstewardshipproject.org/stewardshipfood/csa>
9. **Eat Wild – MN Listings:** <http://www.eatwild.com/products/minnesota.html>
10. **MN Farmers Market Association’s Farmers Market Locator:** <http://mfma.org/pages/OurMarkets/>

11. **IATP's Minnesota Farm to School Producer directory:** <http://www.farm2schoolmn.org/farmschoolmn/files/IATP%20F2S%20Producer%20Directory.pdf>

12. **Food Alliance Midwest:** <http://foodalliance.org/client-search>

Recipe Collections:

1. **Recipes for Healthy Kids:** Cookbook for Child Care Centers and Homes, by USDA Team Nutrition and Let's Move (Free)
 - **Homes:** <http://www.fns.usda.gov/sites/default/files/cookbook-homes.pdf>
 - **Child Care Centers:** <http://www.fns.usda.gov/sites/default/files/R4HKchildcare.pdf>
2. **USDA Recipes for Childcare,** by the United States Department of Agriculture (Free)
<http://www.fns.usda.gov/tn/usda-recipes-child-care>
3. **Harvest of the Month,** by Network for a Healthy California
<http://www.harvestofthemonth.cdph.ca.gov/edcorner/HOTM%20Templates/CalendarAppendix.pdf>
4. **Cooks for Kids: Cooking Green Across America,** by The University of Mississippi National Food Service Management Institute
<http://www.nfsmi.org/ResourceOverview.aspx?ID=324>
5. **Leap of Taste,** by West Virginia Department of Education Office of Child Nutrition
<http://wvde.state.wv.us/child-nutrition/leap-of-taste/menus-and-recipes/>
6. **Healthy Snacks and Physical Activities for Early Childhood Programs,** by USDA Team Nutrition
<http://healthymeals.nal.usda.gov/hsmrs/Iowa/nutritionandphysicalactivitycards.pdf>
7. **Snacks That Count: Recipes for Nutritious Snacks,** by Texas Department of Agriculture
<http://healthymeals.nal.usda.gov/hsmrs/Texas/SnacksThatCount.pdf>
8. **Learning About Nutrition Through Activities: Cooking Activities,** by Minnesota Department of Health
<http://www.health.state.mn.us/divs/hpcd/chp/cdr/nutrition/nutritioneducation/lana/cookingActivities.html>

Videos:

1. **What is Farm to Preschool?:** <http://vimeo.com/75766728>
2. **Using the Garden as an Educational Tool:** <http://vimeo.com/75747119>
3. **Building a Garden For Preschoolers:** <http://vimeo.com/75768835>
4. **Cooking With Preschoolers:** <http://vimeo.com/75747117>
5. **Teaching Children About Nutrition During Meals:** <http://centerfornutrition.org/teach-kids-nutrition/>
6. **Life Lab School Gardening Videos:** <http://www.youtube.com/user/lifelabvideos>

Farm Visits/Educational Opportunities:

1. **Gale Woods Farm, Minnetrista:** <http://www.threeriversparks.org/events/Groups/childrens-programs.aspx>
2. **Wolf Ridge Environmental Learning Center, Finland:** <http://wolf-ridge.org/>
3. **Red Barn Learning Farm, Hayfield:** <http://www.redbarnlearningfarm.com/>
4. **Dream of Wild Health, Hugo:** <http://dreamofwildhealth.org/>
5. **Midwest Food Connection, Twin Cities:** <http://www.midwestfoodconnection.org/>
6. **YEA Corps/SPARK, Twin Cities:** <http://yeacorps.org/projects/>
7. **Happy Dancing Turtle, Pine River:** <http://www.happydancingturtle.org/index.php/classes-a-activities>
8. **Dodge Nature Center, West St. Paul:** <http://www.dodgenaturecenter.org/>
9. **Wood Lake Nature Center, Richfield:** <http://www.ci.richfield.mn.us/index.aspx?page=261>
<http://www.ci.richfield.mn.us/modules/showdocument.aspx?documentid=752>
10. **Woodhill Urban Ag, Burnsville:** <https://www.facebook.com/WoodhillUrbanAg>

Websites:

1. **Farm to Preschool :** <http://farmtopreschool.org/>
2. **Farm to Preschool Training Templates:** <http://www.farmtoschool.org/trainingtemplates.php>
3. **Let's Move! Childcare:** <http://healthykidshealthyfuture.org/welcome.html>
4. **Growing Minds:** <http://growing-minds.org/>
5. **Gardening Matters:** <http://www.gardeningmatters.org/>
6. **Contra Costa Child Care Council:** <http://www.cocokids.org/providers/>
7. **Learning About Nutrition Through Activities (LANA):** <http://www.health.state.mn.us/lana>
8. **Life Labe School Garden Resources:** <http://www.lifelab.org/for-educators/schoolgardens/>
9. **CSGN Resources for Garden-Enhanced Nutrition Education:** <http://www.csgn.org/gene>
10. **Kids Gardening:** <http://www.kidsgardening.org/>