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Pathways Third Grade Curriculum - Week Five

Prevention Research Center, Albuquerque, New Mexico

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Week 5

FRUITS for OUR JOURNEY

Purpose: To encourage students to eat a variety of fruits and build goal setting skills for choosing fruit.

Lesson Objectives – Students should be able to:

- describe fruits they have eaten.
- discuss how, when, and why they like to eat fruits.
- set a goal to eat at least one fruit before the next Pathways class.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	15		Cassette Player Theme Music Cassette
2. Activity Book Assignment – Fruit Find	15	Activity Sheet 8 Everyday Food List	Visual Aid C Overhead Projector School Meals Menu (if available) Fruit Find Key
3. Activity Book Assignment – Go for Goal #3	10	Activity Sheet 9 My Pathways Goals	Go for the Goals Chart

Activity 1
Theme Story and Discussion

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.

2. Remind students to bring back their return cards. If they have forgotten, tell them to bring them back as soon as possible.

3. Ask students to be good listeners so that they will learn about fruits and about the O´odham people.

4. Turn off the Pathways Theme Music cassette.

B. Have students recall last week's Pathways class using the following questions.

- What is the name of the Pathways Nation that Amanda and Daryl are now visiting.

  Answer: The Tohono O´odham Nation

- Can anyone can recall the snack fruit that is found in the desert? What is its color? Is it fresh or dried?

  Answer: The fruit is dried and it is a red color.

C. Announce that they will find out the name of this fruit and where it grows.

D. Read aloud the following story, *Dried Cactus Fruit*, to the class.

Auntie Lopez, Amanda and Daryl began their walk into the desert. The sun was hot. The ground was even hotter.

Auntie Lopez said, "All life needs water. In the desert, water is very scarce. Our villages need water. In the old days, young girls carried the precious water in large ollas (o-yas) on their heads. Each day, they ran to the water hole. Then, they would trot back to the village. Everyone ran in those days."

As they walked, Daryl and Amanda saw plants. They gathered red berries, desert bananas, wild spinach, and a few cholla (choy-a) buds.

"Gosh, I thought that nothing could grow because it is so hot and dry," remarked Daryl.

Auntie Lopez laughed. She said, "Take a deep breath. "What do you smell?"

"Why, I smell rain," said Amanda, "but I don't see any rain clouds."

Auntie Lopez said, "We call this the Month of Rain. Oh! You can sure smell the rain long before it gets here. When it rains, it is a wonderful time. The desert smells fresh and is full of fruits and vegetables."

Daryl suddenly yelled, "Ouch!" He jumped high into the air. He had touched a cactus. He hopped around on one leg.

Auntie Lopez said, "Maybe we should rest now."

They sat down on the sand and drank water. Auntie Lopez picked up the red, dried fruit. She said, "This fruit is called bahidaj (ba hi dach). It tastes just like a juicy, delicious and sweet watermelon." It grows on the tallest plant in the desert, the Giant Saguaro (Sa-wa-ro) that we call Ha:sañ (Haa-shan).

Amanda said, "Hmmm . . . this is so good! Auntie, how do the people pick this fruit? That cactus is so tall and is covered with thorns."

Auntie Lopez replied, "A stick made from the rib of a cactus is used to harvest the fruit. It takes a lot of strength to harvest the Ha:sañ."

Daryl asked, "What's sitting on top of the Ha:sañ?"

Auntie Lopez laughed, "It's a white bird. This bird always goes to the Ha:sañ that has the ripest fruit."

Auntie Lopez told them, "Jams, syrup and sweet juices are made from this fruit. The pulp sweetens bread and the flowers make a gruel. Even when the fruit dries and falls to the ground, it is picked up and stored for winter eating."

"Why, even the ribs from the inside of the cactus is used to build houses. This Ha:sañ is an important plant for the O´odham people," said Auntie Lopez.

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[1] *Ollas (O yas) A Spanish word for the clay container carried by O´odham women.*

[2] *Cholla (Choy a) A cactus plant that has buds which are eaten like a vegetable.*

[3] *Bahidaj (Ba hi dach) The ripe fruit that is harvested from the Ha:sañ.*

[4] *Saguaro (Sa wa ro) The Spanish word for the giant cactus which gives both wood and edible fruits.*

[5] *Ha:sañ (Haa shan) The O´odham name for the giant Saguaro cactus.*

E. Discuss the story with students using the following questions.

- What did Auntie Lopez say was most important for life to live in the desert?

  Answer: Water.

- Have you ever tasted bahidaj (ba hi dach)? Ask if anyone knows of any fruits that grow on wild plants within their home or community.

  Answer: Accept variety of answers.

- Can you name different ways that fruit can be prepared?

  Answer: Fresh, dried, canned, frozen, juiced, or cooked.

- What kinds of fruits would you find in the grocery store or trading post?

  Answer: Accept variety of responses in naming fruits.

- Why is fruit an Everyday Food?

  Answer: Because it contains no fat.

- Why is it fun to eat fruit?

  Answer: Because it tastes good, is easy to eat, and can be eaten right away.

Activity 2
Activity Sheet Assignment
Fruit Find

A. Instruct students to turn to **Activity Sheet 8 - Fruit Find** in their *My Pathways Journey Activity Book*.

1. Explain to students that this sheet has a puzzle that contains the name of eight different fruits.

2. Read the directions on the sheet. Explain that after they find the names of the fruits in the puzzle, they should answer the questions.

3. Give students time to complete their assignment.

B. Project **Visual Aid C** and use the following instructions to complete the Fruit Find.

1. Call out the name of a fruit and ask a student to circle the name of that fruit on the visual. (A Fruit Find Key is included at the end of this week.)

2. Repeat the name of the fruit. Ask students what time of the day this fruit can be eaten (breakfast, lunch, dinner, or snack). Be sure to stress that **fruits can be eaten almost anytime.**

3. Discuss some of the students' answers to the questions on their activity sheet.

Activity 3
Activity Book Assignment
Go for Goal #3

A. Stress to students that they have identified many different fruits on this Pathways Journey. They can now set their third Pathways Goal, which is to eat at least one fruit before the next Pathways class.

1. Instruct students to turn to **Activity Sheet 9 - Go For Goal #3** in their activity book.

2. Explain that they will now **set a goal to eat at least one fruit**.

3. Hold up an activity book and point out the **Goal Box** on the sheet.

4. Tell students that after they select a fruit, they can print their name, today's date, and sign their name to show that they are really going to eat at least one fruit this week.

5. Point out the **Goal Check** at the bottom of their activity sheet and explain that **after** they have reached their goal of eating a fruit, they can check the box.

B. Explain that students should think about a fruit that they can choose as a goal. To help them, they can use the fruits list in their activity book or the School Meals Menu, if available.

1. Have students refer to their fruit list to identify a fruit that they will eat during school breakfast or lunch, or at home.

2. Read aloud (or ask a student to read aloud) all the different fruits listed on the School Menu that will be served during school breakfast and lunch this week.

C. Divide the class into their Pathways groups to discuss the fruits they might choose to eat.

1. Encourage students in each group to help each other set their goals.

2. Have students discuss some fruits they could eat and to complete their goal sheets.

3. Monitor groups to be sure that students understand how to complete their goal sheets

4. After students have completed their goal sheets, call on volunteers to name some of the fruits they will eat this week.

5. Announce to your students the goal you set for yourself in the **Goal Box**.

D. Remind students that for every goal they reach in Pathways, they will receive two stickers, one to place on the **My Pathways Goals** chart in their activity book and one to place on the **Go for the Goals** chart.

1. Point to **Goal #3** on the **Go for the Goals** chart where the class will be placing their stickers when they reach their goal. Fill in the Goal #3 line on the chart with **"Eating Fruits!"**

2. Remind students that if they complete all three goals and fill in the circle with stickers by next week (the end of the first part of their Pathways Journey), the class will celebrate by getting to do the special activity that the class decided on.

E. Congratulate students on setting their third Pathways goal and urge them to encourage each other so that everyone in the class completes their goal before the next Pathways class.

1. Repeat the date of the next Pathways class this week.

2. Emphasize that students should notice which fruits are served during school breakfast and lunch, and encourage them to try fruits that they have never tasted to see how they like them.

Reminders:

✔ Complete the **Evaluation Form** for this lesson.

✔ Check with Food Service on the food/supplies needed for the snack preparation and Family Snack Pack activities in Part B.

FRUITS for OUR JOURNEY

Purpose: To provide students an opportunity to prepare and taste a fruit snack.

Lesson Objectives – Students should be able to:

- prepare a Fruit Kabob with a low-fat yogurt dip as a snack using a recipe.
- report the fruits they ate to reach their third Pathways goal.
- describe the **Pathways Family Snack Pack: Week Five**.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Snack Preparation - Fruit Kabobs with Low-Fat Dip	15	Activity Sheet 10 Foods/Supplies*	Cassette Player Theme Music Cassette
2. Goal Check #3 for Eating a Fruit	10	Activity Sheet 9 Goal #3 Stickers My Pathways Goals	Go for the Goals Chart
3. Family Pack	10	Family Pack Stickers Star Chart Family Action Pack: Week Five Family Snack Pack Foods* Snack Bags	Return Box
4. Summary of the Week	5		

*See **Food Service** section of this manual for order forms.*

Activity 1
Snack Preparation
Fruit Kabob with Low-Fat Dip

A. Prepare students for today's activity.

1. Turn on the Pathways Theme Music cassette.

2. Set aside time for students to wash their hands prior to working with the snack ingredients.

3. Explain to students that they will be making a delicious snack today, Fruit Kabob with Low-Fat Yogurt Dip. A "kabob" is a term used to describe food placed on a wooden stick. To do this, students will use a toothpick for the kabob.

4. Turn off the Pathways Theme Music cassette.

B. Instruct students to turn to **Activity Sheet 10 - Fruit Kabobs Dip** in their activity book.

1. Review with students that this recipe contains a list of ingredients and written directions. By following these written directions, they may find it easier to make the kabob.

2. Read aloud the Fruit Kabobs with Dip recipe step by step with students. Emphasize that they need to follow the procedures in an orderly way to make this snack.

3. Give students enough time to follow the directions on the recipe and to complete their Fruit Kabobs. Encourage them to choose at least one of each fruit to make their kabobs.

C. Tell students to go ahead and eat the Fruit Kabob with Dip whenever they have completed making it.

D. Discuss with students their reactions to today's snack preparation.

- How did the snack taste?

  Answer: Sour or sweet.

- Why are fruits listed on the Everyday Food poster?

  Answer: Because, like vegetables, they are contain no fat.

E. Encourage students to eat fruits served for school breakfast and lunch and to try fruits for snacks.

Activity 2
Goal Check #3 for Fruit

A. Instruct students to turn to **Activity Sheet 9 – Go for Goal #3** in their activity book. Explain they are now going to check their goal to eat at least one fruit.

1. Hold up a goal sheet and pointing to the **Goal Check** at the bottom, and ask students to find that box on their activity sheet.

2. Explain that if they completed the goal to eat the fruit that was written down in their **Goal Box**, they should now put a check mark in the YES! I DID IT! box.

3. Instruct them to fill in the rest of the **Goal Check** with the name of the fruit that they ate, and then sign their name to show that they completed the goal. Monitor students as they fill in their **Goal Check**.

4. Ask for a show of hands of how many students reached their goal. Call on several students to name the fruit that they ate and share whether or not they liked it.

5. Announce that you also reached the goal that you set and fill in your **Goal Check**.

B. Tell students to find the **My Pathways Goals** chart on the back cover of their activity book.

1. Instruct them to write the name of the fruit they ate on the line next to Goal #3 on their **My Pathways Goals** chart.

2. Distribute two **Goal #3 stickers** to each student who reached their goal and instruct them to paste one of them over the Goal #3 circle on their **My Pathways Goals** chart.

3. Call on individual students or Pathways groups to take turns going to the **Go for the Goals** chart and pasting their third sticker in the Goal #3 part of the circle.

4. Congratulate all students who reached their Goal #3: **Eating Fruits!** Encourage them to remember to continue to eat fruits like the ones they ate to reach their goals.

5. Remind students to continue eating vegetables and to be physically active as they did in their previous goals.

C. Encourage students who did not reach their goal to keep trying. When they do reach their goal, they should fill in the **Goal Check** at the bottom of their activity sheet. Then, they need to show it to you so that they can get their goal stickers.

1. Explain that if they are having trouble finding the fruit that they wanted to eat, then they should select another fruit.

2. Suggest that students continue to eat fruit kabobs with low-fat yogurt dip, like they tasted in class today.

3. Remind students that if they complete their goals and fill in the circle with stickers by next week (the end of the first part of their Pathways Journey), the class will celebrate by getting to do the special activity that they decided on.

Activity 3
Family Pack

A. Review with students how well their families liked the snack in the Family Pack last week.

1. Ask if anyone has a return card for the Return Box. Tell students that if they have forgotten they should bring the card back as soon as possible.

2. Reward the students who brought their card back with a **sticker** for the **Star Chart** in their activity book.

B. Distribute a **Pathways Family Action Pack: Week Five** to each student and have students write their name on the inside of the envelope.

1. Explain that the items in the envelope include:

- Fruit, Fruit, and More Fruit tip sheet for your family about preparing and eating fruits.

- Fruit List from the Everyday Foods.

- **Return Card: Week 5** for you and a family member to sign when you make the snack.

2. Instruct students to put their Family Action Pack envelope in the bag and then add the special snack to share with their family.

    - 2-Apples
    - 2-Kiwis

C. **Remind students that they are to share these Family Packs with their family, so they should not open them until they are home.**

D. Remind students that they will receive a Special Reward next week if they have brought back three or more return cards.

Activity 4
Summary of the Week

A. Review with students this week's Pathways Journey.

1. Congratulate students on sharing their Family Packs with their family and bringing back their return cards.

2. Tell students that they have now learned about some fruits and vegetables that taste great and are good to eat. Point out that the **Everyday Foods** poster can give them many more ideas of different fruits and vegetables to eat.

3. **Encourage students to eat fruits and vegetables in their school breakfast and lunch and at home.**

B. Read the **Cliffhanger for Week 5** to the class.

Amanda heard a car outside of the house. Auntie Lopez was in the car and very excited. She said, "The Gila River Indian Community is hosting a Health Fun Run in Sacaton[1] *(Sak-a-thon)*. They are inviting everyone to participate."

Amanda also became very excited about the event and said she would enter the two-mile run/walk. Auntie Lopez said she was also going to join in the run/walk.

Daryl was inside the house playing Nintendo.

"Daryl, Daryl!" shouted Amanda. "Let's enter the Health Fun Run. There will be lots of people there. It should be fun."

"When is it?" asked Daryl.

"The Fun Run is scheduled for early Saturday morning," said Amanda.

Daryl hesitated to answer. His shyness about running made him unsure about what he wanted to do.

"But . . . I would hate to miss the Saturday morning cartoons," said Daryl.

"Daryl, I've seen you walk a long way to Uncle's house just to ride horses. I think you would enjoy the Fun Run," she encouraged him.

Daryl thought about all the "fun" in being a part of the Fun Run but kept playing Nintendo. It began to rain. Pretty soon, he began to think about staying inside where it was warm and dry.

C. Discuss the story with students using the following questions:

- Have you ever been in a Fun Run or Walk?
- What do you think Daryl will do?

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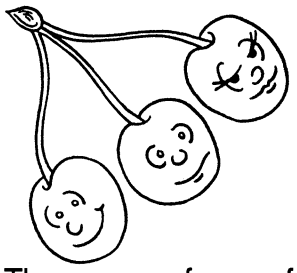
[1] *Sacaton (Sak-a-thon) A village in the Gila River Indian Community whose Spanish name refers to the Sacaton grasses that grow in the area.*

Reminders:

- ✔ Be sure to complete the **Evaluation Form** for this lesson.
- ✔ Write a thank-you note signed by students to the Food Service personnel and any parent who assisted with the snack activities during Weeks 4 and 5.

Week 5



Fruit Find

Directions

The names of some fruits are hidden in this puzzle. Try to find the words by looking up, down, across, backwards, or at a slant. See if you can find the names of all **8** fruits and then answer the questions below the puzzle.

Try to find: **apple** **banana** **cantaloupe** **grapes** **kiwi** **orange** **pear** **watermelon**

N	O	L	E	M	R	E	T	A	W	U	W	Z
F	W	V	B	A	X	O	A	E	**P**	J	S	A
E	P	U	O	L	A	T	N	A	C	**E**	D	I
R	Z	U	M	O	E	J	O	K	T	W	**A**	X
E	A	R	Q	O	R	S	P	H	I	T	P	**R**
G	T	P	C	D	E	A	O	E	J	W	E	J
R	S	H	P	P	F	B	N	G	A	A	I	H
W	B	Y	A	L	X	K	S	G	L	R	Z	W
D	V	R	S	M	E	E	H	K	E	B	E	Z
G	R	A	P	E	S	P	A	N	A	N	A	B

1. Which of these fruits is your favorite? _____

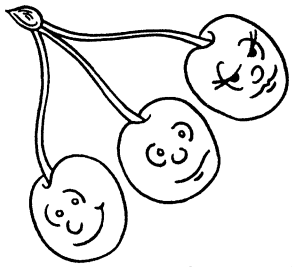
2. Which of these fruits would you like to eat on top of cereal? _____

3. Which of these fruits have you eaten in school lunch? _____

4. Which of these fruits would you like to eat for a snack after school? _____

5. Which of these fruits do you like to drink as a juice? _____

Week 5



Fruit Find

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N	O	L	E	M	R	E	T	A	W	U	W	Z
F	W	V	B	A	X	O	A	E	**P**	J	S	A
E	P	U	O	L	A	T	N	A	C	**E**	D	I
R	Z	U	M	O	E	J	O	K	T	W	**A**	X
E	A	R	Q	O	R	S	P	H	I	T	P	**R**
G	T	P	C	D	E	A	O	E	J	W	E	J
R	S	H	P	P	F	B	N	G	A	A	I	H
W	B	Y	A	L	X	K	S	G	L	R	Z	W
D	V	R	S	M	E	E	H	K	E	B	E	Z
G	R	A	P	E	S	P	A	N	A	N	A	B

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Week 5

Go for Goal 3

Goal Box

I, _____ ,
(print your name)

set my third Pathways goal to

_____
(write in the name of the fruit you will try to eat)

before the next Pathways class.

_____ _____
(write in today's date) (sign your name)

Goal Check: ✔ the box **after** you reach your third goal.

❒ Yes! I did it!

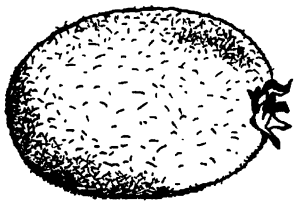
I ate _____ ,
(write in the fruit you ate)

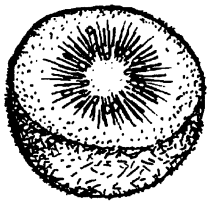
so I reached the goal I set.

_____
(sign your name)

Week 5

Fruit Kabobs with Dip





Ingredients

1/3 banana
1/2 kiwi
3 grapes
1 tablespoon fruit-flavored low-fat yogurt

Directions

1. Take a plate, knife, 3 toothpicks, and a napkin.
2. Put the banana, kiwi, grapes, and yogurt on your plate.
3. Peel banana and cut into three pieces.
4. Cut kiwi into three pieces.
5. Put one piece banana, one piece kiwi, and one grape on each toothpick.
6. Dip fruit into the low-fat yogurt.
7. EAT!

What did you think?

What did you like about this snack? _____

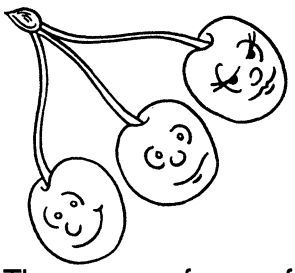
_____

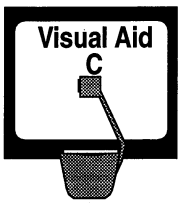
Why do you think the fruits are Everyday Foods? _____

_____

Why do you think the dip is an Everyday Food? _____

_____





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E	P	U	O	L	A	T	N	A	C	**E**	D	I
R	Z	U	M	O	E	J	O	K	T	W	**A**	X
E	A	R	Q	O	R	S	P	H	I	T	P	**R**
G	T	P	C	D	E	A	O	E	J	W	E	J
R	S	H	P	P	F	B	N	G	A	A	I	H
W	B	Y	A	L	X	K	S	G	L	R	Z	W
D	V	R	S	M	E	E	H	K	E	B	E	Z
G	R	A	P	E	S	P	A	N	A	N	A	B

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