

# COME AND EAT WITH US

## CALIFORNIA CONTENT STANDARDS

**Kindergarten:** Reading Comprehension 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text.

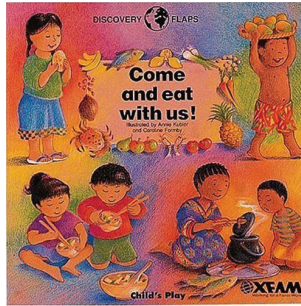
**Grade One:** Reading Comprehension 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions.

**Grade Two:** Reading Comprehension 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., why, what if, how]. 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.

**Grade Three:** Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text.

**Grade Four:** Reading Comprehension 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles.

**Grade Five:** Reading Comprehension 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.



GRADES: K - 5

READING LEVEL: Ages 4-8

OBJECTIVES: Students will be able to:

1. Identify 3 different fruits or vegetables that are major crops in other countries;
2. State the importance of eating a variety of fruits and vegetables; and
3. Identify 3 benefits of eating locally grown produce.

## ABOUT THIS LESSON...

*In this book, we meet different children from around the world, each of whom shows to us a little bit about the food they prepare and eat. In doing so, they also show us their home environment, how and where they get their food, as well as some customs they share with their families, friends, and neighbors. We are shown that even though food and people from other countries may be different from us, we still eat and gather together around food in many similar ways. We also learn that people have adapted to their growing region to meet their nutrient needs via cultivation of different kinds of fruits and vegetables.*

## TAKE A TRIP AROUND THE WORLD. BRING A FORK.

- Ask the students any of them have ever traveled or gone on vacation to other countries.
- Ask them if they had the opportunity to eat some fruits or vegetables from other countries. Introduce the book to them as a quick trip around the world where they'll get a chance visit different children from other countries and see how they prepare and eat meals together.
- Using a map, review with the class the different countries they traveled to in the book and the fruits and vegetables from each. Point on the map where each country is as it is discussed.
- Ask the students if they've eaten or can recognize any of those fruits or vegetables. If they have never tried the fruit or vegetable, ask if they would like to try it. Remind them that it's important for them to try different foods in order to know what they taste like and in order to discover new foods they might like (or not like). Listed below are the countries discussed in the book as well as some of the crops they grow.



Funded by USDA SNAP, known in California as CalFresh. California Department of Public Health



# COME EAT WITH US

## LESSON CONT.

Country	Major Crops
India	<ul style="list-style-type: none"><li>• guava</li><li>• coconut</li><li>• ginger</li><li>• fennel</li><li>• sesame seeds</li><li>• mangoes</li></ul>
Bolivia	<ul style="list-style-type: none"><li>• quinoa</li><li>• potatoes</li><li>• cabbage</li><li>• soybeans</li><li>• kidney beans</li><li>• apples</li><li>• oranges</li><li>• grapes</li></ul>
Mozambique	<ul style="list-style-type: none"><li>• cassava root</li><li>• corn</li><li>• potatoes</li><li>• cucumber</li><li>• sweet potato</li><li>• pumpkin</li><li>• cabbage</li><li>• tomatoes</li></ul>
Ukraine	<ul style="list-style-type: none"><li>• sugar beets</li><li>• wheat</li><li>• corn</li><li>• barley</li></ul>
El Salvador	<ul style="list-style-type: none"><li>• mangoes</li><li>• guavas</li><li>• oranges</li></ul>
Lebanon	<ul style="list-style-type: none"><li>• olives</li><li>• figs</li><li>• lemons</li><li>• oranges</li></ul>

**Activity:** Ask the students to write 3 sentences, each one identifying a fruit, vegetable, or other major crop at left that they have tried, or would like to try, and the country in which it is grown. Ask them if they live close to where their food is grown. Do they know from where their food is flown?

Many different people play a role in getting food to the dinner table.

- Some of the characters in the story helped their parents shop for their food at the market.
- Others simply went outside and picked their fruits and vegetables from their own gardens and fields.
- Some others even went out to sea and went fishing for their food.

Ask the students if they know how their food comes to their table.

- Who in their home goes shopping for the food?
- Who cooks their food?

Ask the students if and how they've helped in making breakfast, snacks, lunch, or dinner.

- Do any of them grow their own fruits or vegetables at home?

(Most of the students will likely respond that their food is bought at the grocery store). Remind them that before they can buy their fruits or vegetables at the store, farmers first have to grow them for several months and wait patiently until the season comes to harvest them. Relate this with the characters in the book who pick their own fruits, vegetables, and grains from their own gardens and fields.

Traveling to other countries offers the chance to experience other people, other cultures, and new and exciting foods, including the local produce of each new place. Many fruits and vegetables that are major crops in other countries can also be grown and enjoyed here in California. Tomatoes and cucumbers from Mozambique, and beets from the Ukraine are just a few examples. Point out to the students some of the advantages of eating produce that is grown locally and picked when it's in season. Eating locally grown produce:

- Saves not only time, but also the fuel required for transportation
- Allows us to buy fruits or vegetables that may contain more nutrients and have a more developed flavor because they are brought to market sooner after harvest
- Helps local farmers earn a better living



# COME EAT WITH US

## LESSON CONT.

Inform the students that produce that has to travel from far away may be picked too early, before all the nutrients and flavor have a chance to develop. Produce that has to travel long distances also loses nutrients because the cells dry up and start to lose their vitamins and minerals. The sooner the produce is eaten after it is picked, the more vitamins and minerals it will have. *(In a recent study, conducted by the Institute of Food research and published, frozen vegetables retained their nutrients longer than their fresh counterparts. The research showed that fresh vegetables lost up to 45 percent of their nutrients by the time they were eaten. Another study published in the Journal of Food Quality in 1992 found that 58 percent of Vitamin C in green beans is lost within three days. Please note that both studies were sponsored by major manufacturers of frozen vegetables, and therefore, may not be without some bias, but these studies also appeared in peer-reviewed journals. You will have to decide about the validity).*

### GROW IT IN A POT (ACTIVITY)

**Objective:** Students will be able to identify one fruit or vegetable that grows well in a pot, its respective harvest season, a nutrient found in that fruit or vegetable, and the function or benefit of that nutrient in the body.

Ask for a show of hands who would like to grow their own fruits or vegetables. Explain that some fruits and vegetables may be grown in containers. Identify fruits and vegetables that can be grown in a pot and in which season they are ripe to harvest. Discuss with the students the nutrients each fruit or vegetable contributes to good health. Point out the ones that are also major crops from some of the countries discussed in the book. Use this opportunity to discuss the fact that each fruits or vegetable has different nutrients that contribute to our bodies. Emphasize the importance of eating a variety of fruits and vegetables in order to have all their nutrient needs met. Have the students draw and color a picture of one fruit or vegetable growing in a pot. Underneath the picture, help the students construct a sentence or two about what they are growing, the harvest season, and the nutrient contained in it.

PLANTS THAT GROW WELL IN POTS

Fruit or Vegetable	Harvest Season	Nutrient/Purpose
Strawberries	Summer	Vitamin C for healthy gums
Tomatoes (Mozambique)	Summer	Potassium for a healthy heartbeat
Cucumbers (Mozambique)	Summer	Vitamin K for blood clotting
Beets (Ukraine)	Fall	Folate for healthy cells
Eggplant	Summer	Niacin for healthy skin
Zucchini	Summer	Vitamin B6 for healthy blood supply
Broccoli	Winter	Calcium for strong bones
Fennel (India)	Fall	Manganese for bone development

Example: I can grow my own \_\_\_\_\_ which will be ready in \_\_\_\_\_.

(fruit/vegetable)

(season)

\_\_\_\_\_ can give my body \_\_\_\_\_.

(fruit/vegetable)

(nutrient/purpose)

"I can grow my own strawberries which will be ready in summer. Strawberries can give my body Vitamin C for healthy gums."

