

## HIGH IN VITAMIN C

Antioxidants in red peppers protect your body's cells from damage!

What are adjectives that could explain Red Peppers?

{ acidic, bitter, *juicy*,  
sour, sweet, mushy }

DO YOU THINK YOU WOULD EAT RED PEPPERS AGAIN?

**Sweet peppers come in many colors:**

**green, red, yellow, orange, purple**

**All colors are usually *sweeter* than green peppers**



**PROTECTION**

Red vegetables are good for your memory and keep your heart healthy



**BELL PEPPERS CONTAIN MANY ANTIOXIDANTS & PHYTONUTRIENTS THAT SERVE TO PROTECT OUR BODIES**

Rich in vitamins and minerals, they keep us healthy and can even improve the quality of our skin!

Consume **5** servings of fruits and vegetables each day

This serving of Red Pepper counts as one of those

**4** more to go!



**SuperFood**

HEROES



# POWER UP

*with*

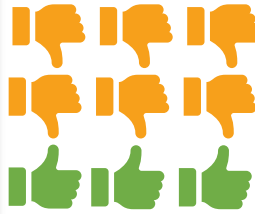
## Rhett Red Pepper

*Superpower*

### PROTECTION

SERVING UP  
A VARIETY  
OF VEGGIES  
FOR *YOU*  
TO  
DISCOVER  
A NEW  
*Superpower*

SUPER  
CHARGE  
YOUR  
LIKES



It could take 8-10 times to LIKE a new veggie



# SuperFood

## HEROES



Antioxidants in **red peppers** **PROTECT** your boy's cells from damage.

DISCOVER YOUR  
*Superpower*  
 with *Rhett*  
*Red Pepper*



rhett  
 red pepper

GET **5** VEGGIES  
 & fruits  
 EACH DAY

*Superpower*  
**PROTECTION**



**SuperFood**  
 HEROES

Antioxidants in  
 red peppers  
**PROTECT** your  
 body's cells from  
 damage.

# Rhett Red Pepper



# SuperFood

## HEROES

Antioxidants in  
red peppers  
**PROTECT** your  
body's cells from  
damage.



rhett  
red pepper

*Superpower*

## PROTECTION

**VEGGIES taste**  more flavorful  
 different  
 more appealing  
with each way they're served.

Discover your  **TODAY!**  


# Flying Home

SF



with Rhett Red Pepper

## Recipe

### Thai Pineapple & Chicken

*Preparation Time: 30-60 minutes*

- 4 Cups cooked brown rice
- 2 Tbsp peanut or canola oil, divided
- 1 lb Boneless, skinless chicken breast, cut into 1" cubes
- 2 Cloves garlic, minced
- 1 Red bell pepper, cut into chunks
- 1 Medium onion, cut into chunks
- 2 Cups broccoli florets and stems
- 2 Cups pineapple, fresh, diced
- 1 Lime, divided
- 1 Tbsp Thai fish sauce
- 2 Tbsp Thai chili sauce
- ¼ Cup chopped cilantro

Heat 1 Tbsp oil in a large skillet. Add cubed chicken, stir fry 4-5 minutes until done. Remove from skillet. Heat remaining oil. Add garlic and cook one minute. Add bell pepper, onion and broccoli; cook 5 minutes. Add pineapple; cook an additional 3-4 minutes. Return chicken to skillet and stir in juice from ½ lime, fish sauce, chili sauce and cilantro. Cook 1 more minute. Serve over brown rice with lime wedges.

## Talking Points

Antioxidants  
in red  
peppers help  
protect your  
body from  
\_\_\_\_\_

Red peppers are HIGH  
in Vitamin \_\_\_\_\_

Sweet peppers come  
in a variety of colors  
EXCEPT

- a) Blue
- b) Green
- c) Red

WHAT

is Randy Radish's superpower?

## Shopping Tip

- Look for bell peppers with smooth skin, which signifies freshness.
- Red bell peppers are green on the plant before turning a bright red, sweetening in taste.



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HEROES



rhet  
red pepper

Color Me!



## Rhett Red Pepper

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*When menuing SuperFood Heroes, make sure you have recipes on file and incorporated into the weekly nutritional analysis.*

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### Child Nutrition Program Tips

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#### Presentation

Add red peppers for color contrast in other food presentations such as pasta, tossed salads, corn

#### Quality

- Red, orange and yellow peppers spoil more quickly than green peppers.
- Store in the fridge for up to a week, unwashed

#### Safety

Wash thoroughly immediately before use.

#### Recipe Integration

- Top pizzas with red peppers
- Add cooked red peppers to hot sandwiches
- Add to other raw vegetables such as celery and carrots; serve with low fat dip
- Add diced red peppers to potato wedges, hash browns, Mexican corn, black bean salad

#### Name Game

Rhett's Poppin' Red Peppers

Garden Fresh Red Pepper

Sweet Red Pepper

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#### RECIPES:

**Red Pepper Rainbow Rice**

**Smokin Powerhouse Chili**

**Vegetable Dip**

**Vegetable Wrap**

**Vegetable Lasagna**

**Vegetable Quesadilla**

**Vegetable Stromboli**

**Chinese Style Vegetables**

**Soups \***



## VICTORY GARDEN

Internet access for the class

*Indiana Academic Standards* **SOCIAL STUDIES 4.1.9, 4.1.10, ELA 4.RN.1, 4.SL.2.1, ELA 4.SL.2.2, 4.SL.2.4** See *SFH Indiana Academic Standard Resources* for detailed standard alignment.

  
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 HEROES

Diets rich in potassium may help to maintain healthy blood pressure.

## LESSON DESCRIPTION...

## READ ALOUD

As a response to WWI and WWII United States government encouraged citizens to plant “Victory Gardens” to provide their own fruits and vegetables during hard times the country was experiencing. Millions of Americans, farm families as well as urban folks, joined the efforts in the name of patriotism. This effort helped save the commercial canned goods for troops fighting in the war.

Across the country, Americans were encouraged to join the efforts by regularly featuring articles in newspapers and magazines and posting colorful posters. Empty lots, schoolyards, baseball fields, rooftops , even the White House lawn were used to plant Victory Gardens. Children and adults took part in nurturing the growth and harvesting the crops. Excess produce was preserved for the winter months until the next victory garden produce was ripe.

[Livinghistoryfarm.org](http://Livinghistoryfarm.org)

Search and view images for “Victory Garden”

Lead a discussion on the country’s effort in encouraging homegrown gardens. What are some of the advantages you think Americans experienced from Victory Gardens?

What were some possible disadvantages?



## HOME OF THE LEGUME LEADER

Internet access for the class

*Indiana Academic Standards* SOCIAL STUDIES 4.1.12, 4.3.6, 4.4.1  
ELA 4.RN.1

See *SFH Indiana Academic Standard Resources* for detailed standard alignment.

## LESSON DESCRIPTION...

## READ ALOUD:

Did you know that Indiana is the home of the country's "Legume Leader?" The country's biggest distributor of beans, N.K. Hurst Company originated in Indianapolis and currently serves out of Zionsville, Indiana.

Hurst's® distributes over 32 varieties of dry beans and bean soup mixtures to every state in the country, and U.S. military bases around the world. Hurst's® packaged dry beans such as beans, peas, and lentils are grown in the U.S. and Canada.

Take a peek at the Indiana Landmark by visiting [indianalandmarks.org](http://indianalandmarks.org).

Also, checkout the Indiana company at [www.hurstbeans.com](http://www.hurstbeans.com).

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HEROES

Eating family meals together can have significant positive effects both physically and psychologically.



## INDIANA AGRICULTURAL ROOTS

*Indiana Academic Standards SOCIAL STUDIES 4.1.9, 4.1.12, 4.1.13, 4.3.6, ELA 4.RN.1, 4.RN.2.3*

*See SFH Indiana Academic Standard Resources for detailed standard alignment.*



**Beans and other legumes are some of the most widely available, inexpensive and nutritious staple foods!**

## LESSON DESCRIPTION...

Food is a reflection of the culture its grown in as people adapt to their environments and incorporate traditions. When Indiana became a state in 1816, Native Americans raised melons, squash, pumpkins, beans, maize, along with gathering berries, nuts, and roots. Many of these Indiana staples are still present in the Hoosier landscape.

In fact when other settlers landed in Indiana, they began to plant corn, the foundation of pioneer agriculture. Railroad systems were put in place to transport produce to regional and national markets. By the 1850s, Indiana's key economic component was the food production as they ranked as the nation's top five producers in corn and hogs. In 1852 Indiana hosted its first state fair to promote and showcase its agricultural success.

Ten years later, Congress passed the Morrill Act to dedicate land grant colleges and universities to teach agricultural and mechanical arts across the nation. The birth of Purdue University was in 1969 and still serves as Indiana's land-grant university.

Purdue agricultural scientists helped lead Hoosier farmers to begin growing new crops such as soybeans. Today, soybeans continue to be a leading crop production in Hoosier state. Other top agriculture products for Indiana include corn, hogs, dairy products, and eggs. Modernization of machines attribute to the rapid improvement of productivity in farming. The future of agriculture continues to be a significant opportunity in the bioenergy business, an exploration of capturing and using agricultural gas into fuel.

[Indianahumanities.org](http://Indianahumanities.org)



## WHAT DID PIONEERS EAT?

*Indiana Academic Standards SOCIAL STUDIES 4.1.12, 4.3.6, ELA 4.SL.2.1, 4.SL.2.4*  
 See *SFH Indiana Academic Standard Resources* for detailed standard alignment.

## LESSON DESCRIPTION...

## READ ALOUD AND DISCUSS

The first to settle in the frontiers of North America were called Pioneers. They grew their own vegetables and picked their own berries in large amounts to last throughout the year. For those who did not have equipment to can the vegetables and fruit, some produce was dried out to be cooked later.

## CLASS DISCUSSION

It was very common for Pioneers to serve large meals although there was virtually no obesity. What factors do you think attributed to that statistic?

Do you notice dry or organically prepared foods in a grocery store or market today that could compare to what the Pioneers might have preserved?

What types of vegetables do you think were grown in Indiana when Pioneers settled here? Where do you think they settled mostly in Indiana? Why?

\*beans, beets, cabbages, carrots, corn, lettuces, onions, peas, peppers, potatoes, sweet potatoes, pumpkins, sage, squashes, turnips, wintergreen.  
 \*near the rivers for water access to provide nutrients to the gardens.

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HEROES

**Adding vegetables can increase intake of fiber and potassium, which are important nutrients of which many Americans do not get in their diet.**

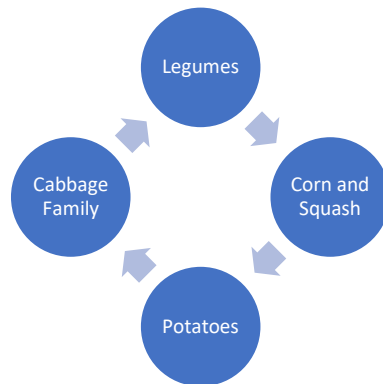


## CROP ROTATION

Indiana Academic Standards **SCIENCE 4.LS.2, 4.LS.3, ELA 4.RN.1**  
See **SFH Indiana Academic Standard Resources** for detailed standard alignment.

## Discussion topics for the class:

1. What are benefits of a crop rotation?
2. Using your science knowledge, what are other factors to consider when planting a garden?



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HEROES

**READ ALOUD** and then answer the questions on the left.

Planting a garden takes some science. Plant growth will be determined by its environment. One technique to help prevent soil diseases, insect pests, and to ensure soil health is called Crop Rotation. This is done by rotating the position of crop families from year to year in the garden layout, but that's where it takes some science to build a successful garden plan.

Pest life-cycles is one factor to keep in mind when developing a crop rotation. Often, pests attack plants within the same family. For example members of the Nightshade Family like tomatoes and potatoes share the same disease problems. For instance, a potato tuber is left in the ground with a fungus, if a similar plant member is planted there the following year, it will also obtain the disease. A well-planned crop rotation will plot the vegetable in a different row or area of the garden the following year to avoid the potential disease transplantation. Rotation of crops can also help disrupt insect's life cycles and prevent potential problems for the vegetation growth.

Soil health is determined by plant matter and erosion control which are important reasons to have a planned crop rotation. Different plant families have varying nutritional needs but also supply different nutrients back into the soil that could be useful to other plants growth. By varying the crop locations each year will help balance the soil health. Legume plants supply a reusable nitrogen in the soil, so they are often strategically rotated year to year as part of a healthy crop rotation. Getting to know your crops will help you build a healthy, bountiful garden.

Here is an example of rotating where you can plant black beans, a legume, as a rotational crop each year.

## GREEN V. WHITE

Optional: Bring in a head of cauliflower and head of broccoli or use a Smartboard to project images comparing the two vegetables.

*Indiana Academic Standards SCIENCE 4.LS.2, 4.LS.3, ELA 4.SL.2.1  
See SFH Indiana Academic Standard Resources for detailed standard alignment.*

## LESSON DESCRIPTION...

Discuss the physical differences and similarities between a head of broccoli and cauliflower.

Since cauliflower and broccoli are so closely related in the vegetable family, discuss the potential reasons why and how cauliflower is white, and broccoli is green.



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Good nutrition can contribute to improvements in mental health and help manage your mood.

Broccoli is green because of chlorophyll.



## PLANT CHARACTERISTICS

Indiana Academic Standards SCIENCE 4.LS.1, 4.LS.2, ELA 4.SL.2.1, 4.SL.2.4  
See *SFH Indiana Academic Standard Resources* for detailed standard alignment.



## CLASS:

Discuss the plant characteristics of this week's SuperFood Heroes taste test.

Does the plant begin as a seed?

Does the vegetable grow on a plant? Vine?  
Underground? Stalk?

Is the edible plant a root? Flower?

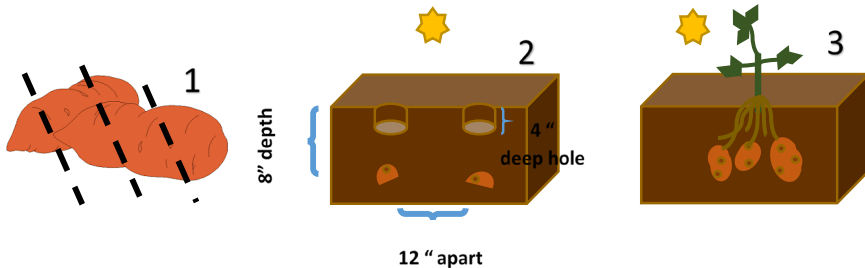
Does the plant take on characteristics from its parent plants, like color, leaf shape, etc?

White veggies are good for heart health and prevent cancer.



## VEGGIE REGROWTH

Indiana Academic Standards **SCIENCE 4.LS.2, 4.LS.3**  
See *SFH Indiana Academic Standard Resources* for detailed standard alignment.



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## HEROES

**CLASS:**

A great classroom experiment is to show that some vegetables can regrow themselves. Try a classroom observation by replanting a sweet potato.

For indoor observation, use a clear container that is at least 14" deep and 18" wide. If outdoors, plant in the ground.

1. Cut a sweet potato into 2 pieces, each having 1-2 "eyes" on it. Set pieces out at room temperature for a few days, until fully dry.
2. Plant the pieces with 8" deep into soil; Leave a 4" hole at the top of the soil above the pieces.
3. Allow 12" between pieces
4. Add more soil as the plant grows above ground level until it is about 6" tall.
5. Provide plant essentials: water, sunlight
6. You may be able to observe the sweet potato growth in a clear container.
7. When harvesting, store sweet potatoes in a warm, dry place for 2 weeks before using. This is what makes them sweet.

Red vegetables are good for your memory and keep you heart healthy.



## POPCORN ANSWERS

Indiana Academic Standards PE 4.1.1.A, 4.1.2.A, 4.1.4.A  
See *SFH Indiana Academic Standard Resources* for detailed standard alignment.

**CLASS:**

Let's time the class to see how long it takes to state 10 facts about a SuperFood Heroes vegetable. As you state a fact, **stand up!** Don't forget those SuperFood Heroes Talking Points.

How long did it take?

Let's retime the class to see if we can beat that time. Repeat the fact you stated, in the same order.

**Exchange the physical activity with one of these:**

Jumping Jack

Squat

Plank

Toss and catch a scarf

Green fruits & veggies promote vision health and strong bones and teeth.



CALL OUT

Chalkboard or Smartboard

*Indiana Academic Standards PE 4.1.1.A, 4.1.2.A, 4.1.4.A, 4.4.5.A, 4.5.3.A*

*See SFH Indiana Academic Standard Resources for detailed standard alignment.*



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**CLASS:**

Write on the board these physical movements for each food group on MyPlate:

Grains: run in place

Dairy: lunges

Vegetables: jump (for joy!)

Fruit: overhead punches

Protein: bicep curls

1. Call out foods or have students take turns in challenging the class by calling out names of food.
2. Class responds by performing the action above according to the food group. 1-2 minutes.
3. Don't forget to call out the Superfood Heroes.

**Interchange physical activity movements:**

Jumping Jack

Squat

Plank

Toss and catch a scarf

Stand on one foot

**These foods are excellent sources of plant protein and provide other nutrients such as iron and zinc.**



## LETTER HUNT

Cut out letters to the SuperFood Heroes vegetable or character and post or hide them around the room

**Variation:** Challenge two groups to compete in finding their own “color” letters. Print the letters on two different colored papers. One group can only collect their color while the other group is seeking to find the other color. Once all 12 letters of their color are found, the group races to put the letters into the words it spells it.

*Indiana Academic Standards PE 4.1.1.A, 4.1.2.A, 4.1.4.A  
See SFH Indiana Academic Standard Resources for detailed standard alignment.*



# SuperFood™

## HEROES

Although all fruits and vegetables likely contributed to this benefit, green leafy vegetables, most strongly associated with decreased risk of cardiovascular disease.

**CLASS:**

Perform a designated locomotor skill while seeking to collect letters that are posted or hidden around the room that spell out the SuperFood Heroes vegetable or character.

Call out the letter you discover and we will change the locomotor skill as you continue to seek the rest of the letters.

Once all the letters are collected, arrange them in order to spell the vegetable or character.

**Locomotor skills to use in the classroom:**

march, walk on toes, “raise the roof” with arms as walk, squat, waddle like a duck, bicep curls as walk, slow high knees, walk backwards.



## IMAGINARY ANSWERS

*Indiana Academic Standards PE 4.1.1.A, 4.5.3.A, ELA 4.W.6.2c  
Spelling  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*



**Because of their high nutrient content, consuming beans and peas is recommended for everyone, including people who also eat meat, poultry, and fish regularly.**

**CLASS:**

Using your index finger as an imaginary pencil, write the SuperFood Heroes name in huge cursive letters in the air.

Now repeat using different body parts as your pencil — elbow, knee, toe, belly button, head. Don't forget to make sure all your i's are dotted and t's are crossed!

**Now write your answer in the air to the following questions:**

- Did you try the SuperFood Heroes taste test today?
- Did you like it?
- What did it taste like?
- Have you tried it before?



## MUSICAL VEGGIES

Print off and cut out veggies to pass around.

Music

Space for students to stand in a circle or a few small circles.

*Indiana Academic Standards Music 3-5 LR 4.5.1, P.7.5.1*

*See SFH Indiana Academic Standard Resources for detailed standard alignment.*



## CLASS:

- Similar to Musical Chairs, stand the class in a circle.
- Handout veggie cards or cut outs.
- As the music is played, students pass around the veggies.
- Stop the music.
- Each person holding a veggie has to state out loud what the veggie he/she is holding.
- The last veggie said or the veggie that is not said, is taken out of the circle.
- Continue until there is one veggie remaining or until the song is completed.

## VARIATION:

Sing a common song or rhyme

**Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate, vitamin A, and vitamin C.**



## CLAPPING SYLLABLES

*Indiana Academic Standards Music Cr.9.5.3  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*

**CLASS:**

Clap the syllables in the SuperFood Heroes taste test of the week.

Host a class competition for students to repeat a 3-1-3-1 syllable pattern of words by including the taste test veggie in between each new word.

For example: Broccoli has 3 syllables. Repeat a pattern of 1 syllable words in between repeating “broccoli”; (3-1-3-1).

Change the syllable pattern once every student has gone. Mix it up by the type of words called out; ie words that begin with B, things that are green, action words, make a sentence on the board and students follow along with inserting broccoli in between each word while syllables are clapped.

**Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.**



## VEGETATION CONCENTRATION

*Indiana Academic Standards Music 3-5 Cn.1.5.2, LR 6.5.3, P.8.5.2*  
 See *SFH Indiana Academic Standard Resources* for detailed  
 standard alignment.

**CLASS:**

Group students to stand in a circle, facing inside.

Each student offers up the right hand palm down to his/her right side, and the left hand face up on the left side. Each neighbor's hand is available to "hand clap" together as a group, alternating palm up/palm down with each neighbor at the same time.

On counts 1-2, the group hand-claps together followed by individual claps on counts 3-4-5.

This pattern is continued as the rhyme below is chanted.

Insert the "vegetables" as the category or specific topics such as green vegetables, round vegetables, orange vegetables, etc.

As the rhyme is chanted, each player must say an item that matches the category without messing up the chant. If the pattern is thrown off or the player can not think of anything to answer the category, he/she is removed from the group. The chant starts over with a new category stated in the rhyme.

Vegetation (clap, clap, clap)

Concentration (clap, clap, clap)

No repeats (clap, clap, clap)

Or hesitations (clap, clap, clap)

I'll go first (clap, clap, clap)

You'll go last (clap, clap, clap)

Category is...(leader states vegetable topic)

**The darker the color, the more nutrients  
per forkful!**



## GROUP CREATION

*Indiana Academic Standards Music 3-5 Cn.1.5.1, Cn1.5.2, p.8.5.4, Cr.9.5.1, Cr.11.5.2*  
*See SFH Indiana Academic Standard Resources for detailed standard alignment.*

## CLASS:

Create a fun rhyme about the SuperFood Heroes taste test of the week by allowing small groups to come up with one fun line each about the vegetable.

Combine the class's lines to sing together to a familiar tune. Assign a rhyming pattern so the tune flows.



# SuperFood™

## HEROES

**Foods at peak ripeness eaten raw contain the most vitamin C.**



## MAKING MATH WITH PRODUCE

Paper/pencil

Indiana Academic Standards Math 4.AT.1, 4.C.1, 4.C.2, 4.C.3, 4.C.4  
See *SFH Indiana Academic Standard Resources* for detailed standard alignment.



Vegetables are important sources of many nutrients, including potassium, dietary fiber, folate, vitamin A, and vitamin C.

**SOLVE:**

Mike wants to plant 2 acres of green peppers and 3 acres of zucchini. If it takes 150 green pepper plants and 50 zucchini mounds for each acre, how many seeds or starter plants of each kind will Mike need?

**CHALLENGE:**

Practice basic operations (addition, subtraction, multiplication, division) by creating vegetable-themed word problems. Write and illustrate a story problem that includes vegetables; exchange with a partner for solving.

*(300 green peppers/150 zucchini)*



## ROLL CALL

Access to a Chalkboard or Smartboard

*Indiana Academic Standards Math 4.NS.6, 4.DA.1, 4.DA.3  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*

**CLASS:**

Let's take a roll call for those who have tasted (this week's taste test veggie) before this taste test. Raise your hand if you have had \_\_\_\_\_ before this taste test.

Create a percentage and draw a pie graph to represent the numbers.

Let's take another roll call on who likes \_\_\_\_\_.

Develop another pie graph to demonstrate the results of who likes \_\_\_\_\_.



**Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.**



## BAG OF BEANS

- Bag of mixed beans
- Small dishing spoon or utensil
- \*Optional for students to use a sheet of paper, pencil, calculator

*Indiana Academic Standards Math 4.NS.2, 4.M.3, 4.NS.6  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*

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**Folate (folic acid) in green vegetables helps  
the body form red blood cells.**

## TEACHER

Dish out a small amount of mixed beans to each student.

## Discuss the following:

1. Categorize types of beans by shape, size, color.
2. Which beans would have a higher volume in a container?
3. Determine the percentage of types of beans given to you.
4. Recategorize the beans into two sections: one section of beans you've never ate, and one section of beans ate before. Engage students to share what type of ways they have eaten the beans. (salads, roasted, soups, etc.)





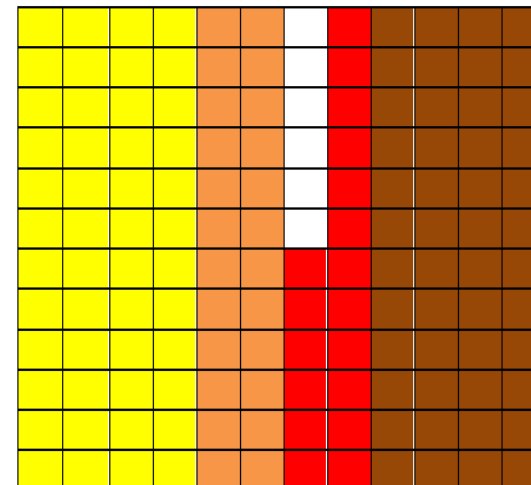
**VEGETABLE GARDEN PLOT (Page 2)**

Paper/pencil

*Indiana Academic Standards Math 4.NS.4, 4.NS.5, 4.AT.5  
See SFH Indiana Academic Standard Resources for detailed standard alignment.*

Squash—S (Yellow)  
Sweet Potato—SP (Orange)  
Radish—R (Red)  
Onions—O (White)  
Beans—B (Brown)

Answer:



1.  $\frac{1}{2}$
2. Onion,  $\frac{1}{12}$
3. S/B, SP, R, O

## VEGGIE SCATTEGORIES

Paper/pen  
Chalkboard or Smartboard

*Indiana Academic Standards ELA 4.SL.1, 4.SL.2.1, 4.RV.1  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*



## PARTNER PAIR UP

1. With a partner create a list of 5 descriptive words that describe the vegetable of the SuperFood Heroes taste test. Try to come up with words that won't be common amongst the rest of the class.
2. Allow only a few minutes to complete the task.

## CLASS COMPARISON

1. Invite each group to share or write their descriptive list on the board.
2. If a word is already shared, mark it off the list.
3. Which group has the most uncommon descriptive words listed?

**Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease.**



## CREATING A VEGGIE ACROSTIC POEM

Chalkboard or Smartboard

*Indiana Academic Standards ELA 4.W.1, 4.W.6.1b Verbs, 4.W.6.1c Adjectives/ Adverbs, 4.W.6.1e Usage, 4.W.6.2*  
*See SFH Indiana Academic Standard Resources for detailed standard alignment.*

## CLASS:

Write the SuperFood Heroes taste test vegetable of the week on the board.

Students create an acrostic poem to describe the SuperFood Heroes character and the benefits of eating vegetables.



**Make half of your plate fruits and vegetables!**



## WHY DO BEANS GIVE YOU GAS?

Indiana Academic Standards ELA 4.RF.5, 4.RN.2.1, 4.RN.2.3, 4.RV.2.1, 4.RV.3.2  
See SFH Indiana Academic Standard Resources for detailed standard alignment.

**Can you answer why beans give you gas?  
Read the passage first and then try to  
answer these questions.**

1. Complex \_\_\_\_\_ in beans can't be digested.
2. \_\_\_\_\_ eat sugar and give off gas in the lower intestine.
3. Your body will become \_\_\_\_\_ to them the more you eat.
4. Reduce gas by \_\_\_\_\_ beans before cooking them.
5. \_\_\_\_\_ beans produce less gas.



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HEROES

**READ ALOUD** and then answer the questions on the left.

Why do beans give you gas? Wait. What?

The digestive system attempts to break down all the food and drink you consume with digestive enzymes. This is one of the first processes of getting the nutrients from your food that your body needs. The problem with beans, however, is that human digestive enzymes can't digest the complex sugars found in beans, creating a fragrant, musical byproduct called gas.

These sugars found in beans go untouched until they meet bacteria in the lower intestine. The bacteria eat the sugar and give off gas. Because it is in the lower intestines, the quickest and easiest way out is by "passing" the gas or flatulence. If the gas was created in the upper digestive system, it's more likely the gas would be passed as a belch.

Beans and legumes provide important nutrients such as protein and fiber which provide benefits to the body. It's definitely worth trying to minimize the gas effect than to take them out of your diet. The more beans you eat, the more your body will become adapted to them. Slowly add them to your diet. Avoid eating other fiber-packed foods in a meal with beans or legumes. It's possible that gas is reduced by soaking and rinsing dry beans before cooking them and the longer the beans cook, the more the sugars get broken down. Fresh beans produce less gas.

agclassroom.org

## ROLE PLAY

*Indiana Academic Standards ELA 4.W.3.1, 4.W.4, 4.W.6.1e Usage, 4.W.6.2b Punctuation, HW 5.5.5, 5.6.5, 5.8.3*  
*See SFH Indiana Academic Standard Resources for detailed standard alignment.*



**Consume 5 servings of fruits and vegetables each day.**

## READ ALOUD AND DISCUSS:

1. Your family is eating breakfast at a restaurant. You and your brother are deciding what to order. You have been really trying to eat more fruits and vegetables. What do you do?
2. You and your friends are choosing snacks from a vending machine that has mostly candy and chips. You have been trying to eat more fruits and vegetables. You notice another vending machine. It has fruit juice and soda pop. What do you do?
3. Your class is planning a class party for the end of the school year. Most of the foods suggested have been the usual-cake, cookies, candy, etc. You have been trying to eat more fruits and vegetables. What do you do?

**Lesson Extension:** Write a dialogue for the role play persuading other kids to eat more fruits and vegetables.



## GOAL SETTING

*Indiana Academic Standards Health and Wellness 5.6.1, 5.6.2, 5.6.4 ELA 4.SL.2.1, 4.SL.2.2*  
*See SFH Indiana Academic Standard Resources for detailed standard alignment.*



**Did you know that vegetables can even be added to breakfast? ...like mushrooms in an omelet!**

**READ ALOUD:**

Jeremiah's bloodwork came back with some deficiencies in vitamins and minerals that his doctor and parents are concerned about. He realized if he wants to feel better, he will need to take control of improving his diet but doesn't know where to start.

**Report out from small group discussions or write individually:**

2 long term goals with 3 supporting short term goals that will help improve Jeremiah's deficiencies.

Once reported, discuss potential barriers to some of the short-term goals. What are some ways he could still achieve the goal even with those barriers?



## COMMON CLASS VEGGIE

Chalkboard or Smartboard  
Sheet of paper per student

*Indiana Academic Standards Health and Wellness 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.51 ELA 4.SL.2.1, 4.SL.2.4*

*See SFH Indiana Academic Standard Resources for detailed standard alignment.*

**STUDENTS:**

On a sheet of paper, list 10 vegetables your family commonly eats.

As a class, create a comprehensive list on the board of all the vegetables eaten by your families. No need to duplicate answers!

**Discussion points:**

What vegetables are the most unique in the comprehensive list?

How does the family influence your health habits?

How can school influence those choices, such as vegetable consumption or preference?

Which vegetables have you never tried or heard of?

Which ones are the most common for the class? Why do you think it/they are so common? Liked?

**Beans are fat-free, high in dietary fiber and a good source of folate.**



## VEGGIE RAINBOW

Chalkboard or Smartboard  
Sheet of paper per student

*Indiana Academic Standards HW 5.5.6, VA 4.6.3  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*



**No single fruit or vegetable provides all of the nutrients you need to be healthy. Eat variety every day.**

**STUDENTS or CLASS:**

Draw a rainbow with all the appropriate colors.

**CHALLENGE:**

For each color of the rainbow, create a list vegetables. Which color has the vegetables? Least?

SuperFood Heroes challenges you to try to eat all the colors of the rainbow each day! Many colors come from healthy vegetables!



## MENU TO MY PLATE

Chalkboard or Smartboard  
Access ChooseMyPlate.gov  
School menu

*Indiana Academic Standards HW 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6  
See SFH Indiana Academic Standard Resources for detailed  
standard alignment.*

## CLASS:

Reference today's school menu.

1. Organize each item into each section of MyPlate.
2. Are all of the sections offered today?
3. What sections of MyPlate have more options?
4. What sections of MyPlate have less options?
5. Which sections of "your" plate will be eaten today? Which will not? Why do you need to make sure you eat from all the sections of MyPlate?

ChooseMyPlate.gov

  
**SuperFood**<sup>TM</sup>  
HEROES

**Vitamin A keeps eyes and skin healthy and helps to protect against infections.**



## VEGGIE MURAL

Class needs:

- long sheet of art paper
- sheet of paper for each student
- coloring crayons/markers

*Indiana Academic Standards ELA 4.SL.2.4*

*See SFH Indiana Academic Standard Resource for detailed standard alignment.*

  
**SuperFood**<sup>TM</sup>  
HEROES

**CLASS:**

Attach a long piece of mural paper to a wall or chalkboard. Create a veggie mural of a class garden.

**STUDENTS:**

On a sheet of paper, draw two vegetables, color and cut them out. Select where it should grow in the class garden by placing it on the mural paper.

**TEACHER:**

Discuss with students how gardens are plotted in rows with similar vegetables together. Encourage them to place their drawings according to how the class garden is coming together as others are placing their drawings.

**White veggies are good for heart health and prevent cancer.**



## VEGGIE EYE EXAM

Students need:

- paper
- coloring crayons/markers

*Indiana Academic Standards ELA 4.SL.2.1, ELA 4.SL.2.4  
See SFH Indiana Academic Standard Resource for detailed  
standard alignment.*



**Dietary fiber from vegetables, as part of an overall healthy diet, may lower risk of heart disease.**

**STUDENTS:**

Have you had an eye exam before? You were likely asked to distinguish which slide was clearer for you. Today, you get to create a Veggie Eye Exam slide.

On one side of your paper, create a healthy plate or vegetable. On the other side of the plate, create a not-so-healthy plate or food.

Be creative with the use of colors to show freshness and variety for the healthy side. Incorporate the taste test veggies you've had through SuperFood Heroes.

Discuss what it's like to have an eye exam and correlate the experience to this project...which side is healthy?

Discuss any color differences on the healthy vs. unhealthy sides.

**TEACHER:**

Collect the drawings and role play a "Veggie Eye Exam" as you display each drawing.



## VEGGIE FACES

Chalkboard or Smartboard

Students need:

- paper
- coloring crayons/markers

*Indiana Academic Standards VA 4.6.1*

*See SFH Indiana Academic Standard Resource for detailed standard alignment.*

**CLASS:**

On the board, create a master list of all vegetables the class can recall within 3 minutes.

**STUDENTS:**

Referencing the master list, on a sheet of craft or drawing paper, create a Veggie Face using only vegetables as shapes and colors.

Remember to incorporate elements and principles of art that have been discussed in art class.

Don't forget to name your Veggie Face!

  
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HEROES

Eating green produce as part of a balanced diet can help with a variety of health needs, including vision and heart.



## PAINTING WITH VEGGIES

- Prepare and supply a variety of vegetables cut in halves and/or shapes.
- Poster paint
- Paper/posters

*Indiana Academic Standards VA 4.7.4, VA 4.7.2, MATH 4.AT.6  
See SFH Indiana Academic Standard Resource for detailed  
standard alignment.*

SF  
**SuperFood**<sup>TM</sup>  
HEROES

**STUDENTS:**

Create a piece of art by dipping a variety of shapes of vegetables in poster paint onto paper.

What shapes can you create with these veggies?

For more advanced vegetable painting, draw a pattern on the flat side of the halved vegetable and cut it out to create a stamp.

**TEACHER:**

While students are painting, challenge them to recall the super power of the vegetables being used. Superpowers are named after the powerful benefits the vegetable provides the body.

**Blue vegetables and fruit prevent cancer  
and are good for memory.**





SFH Lesson Title	Indiana Academic Standard
Popcorn Answers	<p><b>Physical Education 4.1.1.A</b> Applies mature patterns in locomotor skills in a variety of lead-up activities and small- sided game play.</p> <p><b>PE 4.1.2.A</b> Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments).</p> <p><b>PE 4.1.4.A</b> Applies mature pattern in non- locomotor skills in a variety of lead-up activities and small- sided game play.</p>
Call Out	<p><b>PE 4.1.1.A</b> Applies mature patterns in locomotor skills in a variety of lead-up activities and small- sided game play.</p> <p><b>PE 4.1.2.A</b> Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments).</p> <p><b>PE 4.1.4.A</b> Applies mature pattern in non- locomotor skills in a variety of lead-up activities and small- sided game play.</p> <p><b>PE 4.4.5.A</b> Works safely with peers, independently, and with/without equipment in physical activity settings.</p> <p><b>PE 4.5.3.A</b> Ranks the enjoyment of participating in different physical activities.</p>
Letter Hunt	<p><b>PE 4.1.1.A</b> Applies mature patterns in locomotor skills in a variety of lead-up activities and small- sided game play.</p> <p><b>PE 4.1.2.A</b> Jumps and lands in the horizontal and vertical planes using a mature pattern within activities (such as in dance, educational gymnastics and small-sided practice tasks and game environments).</p>
Imaginary Answers	<p><b>PE 4.1.1.A</b> Applies mature patterns in locomotor skills in a variety of lead-up activities and small- sided game play.</p> <p><b>PE 4.5.3.A</b> Ranks the enjoyment of participating in different physical activities.</p> <p><b>ELA 4.W.6.2c Spelling</b> Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.</p>

SFH Lesson Title	Indiana Academic Standard
Musical Vegetables	<p><b>Music 3-5 (LR 4.5.1)</b> Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.</p> <p><b>Music 3-5 (P.7.5.1)</b> Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.</p>
Clapping Syllables	<p><b>Music 3-5 (Cr.9.5.3)</b> Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources.</p>
Vegetation Concentration	<p><b>Music 3-5 (Cn.1.5.2)</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p> <p><b>Music 3-5 (LR 6.5.3)</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.</p> <p><b>Music 3-5 (P.8.5.2)</b> Play melodic, rhythmic, and chordal patterns at a consistent tempo</p>
Group Creation	<p><b>Music 3-5 (Cn.1.5.1)</b> Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.</p> <p><b>Music 3-5 (Cn.1.5.2)</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p> <p><b>Music 3-5 (P.8.5.4)</b> Perform appropriately for a variety of audiences while following the cues of a conductor.</p> <p><b>Music 3-5 (Cr.9.5.1)</b> Improvise independently and cooperatively successive melodic phrases to create a song.</p> <p><b>Music 3-5 (Cr. 11.5.2)</b> Create, notate, and perform songs in a variety of meters.</p>

SFH Lesson Title	Indiana Academic Standard
Bag of Beans	<p><b>Math 4.NS.2</b> Compare two whole numbers up to 1,000,000 using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</p> <p><b>Math 4.M.3</b> Use the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p><b>Math 4.NS.6</b> Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., <math>1/2 = 0.5 = 0.50</math>, <math>7/4 = 1\ 3/4 = 1.75</math>).</p>
Roll Call	<p><b>Math 4.NS.6</b> Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., <math>1/2 = 0.5 = 0.50</math>, <math>7/4 = 1\ 3/4 = 1.75</math>).</p> <p><b>Math 4.DA.1</b> Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.</p> <p><b>Math 4.DA.3</b> Interpret data displayed in a circle graph.</p>
Making Math with Produce	<p><b>Math 4.AT.1</b> Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</p> <p><b>Math 4.C.1</b> Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.</p> <p><b>Math 4.C.2</b> Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.</p> <p><b>Math 4.C.3</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning.</p> <p><b>Math 4.C.4</b> Multiply Fluently within 100.</p>
Veg Garden Plot	<p><b>Math 4.NS.4</b> Explain why a fraction, <math>a/b</math>, is equivalent to a fraction, <math>(n \times a)/(n \times b)</math>, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]</p> <p><b>Math 4.NS.5</b> Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, <math>1/2</math>, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions (e.g., by using a visual fraction model).</p> <p><b>Math 4.AT.5</b> Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).</p>



SFH Lesson Title	Indiana Academic Standard
Why do beans give you gas?	<p><b>ELA 4.RF.5</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p> <p><b>ELA 4.RN.2.1</b> Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p><b>ELA 4.RN.2.3</b> Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>ELA 4.RV.2.1</b> Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p> <p><b>ELA 4.RV.3.2</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.</p>
Creating a Veggie Acrostic Poem	<p><b>ELA 4.W.1</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p><b>ELA 4.W.6.1b Verbs</b> Using modal auxiliaries (e.g., can, may, must).</p> <p><b>ELA 4.W.6.1c Adjectives/ Adverbs</b> Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p> <p><b>ELA 4.W.6.1e Usage</b> Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).</p> <p><b>ELA 4.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization and punctuation.</p>

SFH Lesson Title	Indiana Academic Standard
Veggie Scattegories	<p><b>ELA 4.SL.1</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p><b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p><b>ELA 4.RV.1</b> Build and use accurately general academic and content-specific words and phrases.</p>
Role Play	<p><b>ELA 4.W.3.1</b> Write persuasive compositions in a variety of forms that</p> <ul style="list-style-type: none"> <li>● In an introductory statement, clearly state an opinion to a particular audience.</li> <li>● Support the opinion with facts and details from various sources, including texts.</li> <li>● Use an organizational structure to group related ideas that support the purpose.</li> <li>● Connect opinion and reasons using words and phrases.</li> <li>● Provide a concluding statement or section related to the position presented.</li> </ul> <p><b>ELA 4.W.4</b> Apply the writing process to</p> <ul style="list-style-type: none"> <li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>● Use technology to interact and collaborate with others to produce and publish legible documents.</li> </ul> <p><b>ELA 4.W.6.1e-Usage</b> Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).</p> <p><b>ELA 4.W.6.2b Punctuation</b></p> <ul style="list-style-type: none"> <li>● Correctly using apostrophes to form possessives and contractions.</li> <li>● Correctly using quotation marks and commas to mark direct speech.</li> <li>● Using a comma before a coordinating conjunction in a compound sentence.</li> </ul> <p><b>Health and Wellness 5.5.5</b> Assume responsibility for personal health decisions.</p> <p><b>HW 5.6.5</b> Examine the impact of personal choices on the personal health goal.</p> <p><b>HW 5.8.3</b> Locate evidence about the health or safety issue.</p>

SFH Lesson Title	Indiana Academic Standard
Indiana Agricultural Roots	<p><b>Social Studies 4.1.9</b> Give examples of Indiana’s increasing agricultural, industrial, political, and business development in the nineteenth century.</p> <p><b>SS 4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <p><b>SS 4.1.13</b> Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.</p> <p><b>SS 4.3.6</b> Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p><b>ELA 4.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p><b>ELA 4.RN.2.3</b> Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Indiana: Home of the Legume Leader	<p><b>SS 4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <p><b>SS 4.3.6</b> Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p><b>SS 4.4.1</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p> <p><b>ELA 4.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>

SFH Lesson Title	Indiana Academic Standard
Victory Garden	<p><b>SS 4.1.9</b> Give examples of Indiana’s increasing agricultural, industrial, political, and business development in the nineteenth century.</p> <p><b>SS 4.1.10</b> Describe the participation of Indiana citizens in World War I and World War II.</p> <p><b>ELA 4.RN.1</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p> <p><b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.</p> <p><b>ELA 4.SL.2.2</b> Explore ideas under discussion by drawing on readings and other information.</p> <p><b>ELA 4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
What did Pioneers eat?	<p><b>SS 4.1.12</b> Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.</p> <p><b>SS 4.3.6</b> Describe Indiana’s landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).</p> <p><b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others’ ideas and expressing personal ideas clearly.</p> <p><b>ELA 4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>

SFH Lesson Title	Indiana Academic Standard
Common Class Veggies	<p><b>Health and Wellness</b>  <b>HW 5.2.1</b> Describe how the family influences personal health practices and behaviors.  <b>HW 5.2.2</b> Describe how the school and community can support personal health practices and behaviors  <b>HW 5.2.4</b> Recognize how peers can influence healthy and unhealthy behaviors.  <b>HW 5.2.5</b> Identify the influence of cultural on health beliefs, practices, and behaviors.  <b>HW 5.5.1</b> Identify personal health decisions and influences.  <b>ELA-Speaking and listening</b>  <b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.  <b>ELA 4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
Goal Setting	<p><b>HW 5.6.1</b> Explain the benefits of planning and setting personal health goals.  <b>HW 5.6.2</b> Develop a personal health goal and a plan to achieve it.  <b>HW 5.6.4</b> Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan.</p> <p><b>ELA-Speaking and Listening</b>  <b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.  <b>ELA 4.SL.2.2</b> Explore ideas under discussion by drawing on readings and other information.</p>
Veggie Rainbow	<p><b>HW 5.5.6</b> Describe the outcomes of a health related decision.  <b>Visual Arts 4.6.3</b> Identify and use a variety of symbols and subject matter that clearly communicate ideas.</p>
Menu to MyPlate	<p><b>HW 5.5.1</b> Identify personal health decisions and influences.  <b>HW 5.5.3</b> Predict health risk of decisions to self and others.  <b>HW 5.5.4</b> Identify important steps to take when making a health related decision.  <b>HW 5.5.5</b> Assume responsibility for personal health decisions.  <b>HW 5.5.6</b> Describe the outcomes of a health related decision.</p>

SFH Lesson Title	Indiana Academic Standard
Veggie Eye Exam	<p><b>ELA Speaking and Listening</b></p> <p><b>ELA 4.SL.2.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p><b>ELA 4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
Mural	<p><b>ELA 4.SL.2.4</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
Veggie Faces	<p><b>Visual Arts</b></p> <p><b>VA 4.6.1</b> Demonstrate refined perceptual skills in the production of personal artwork.</p>
Painting with Veggies	<p><b>VA 4.7.4</b> Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.</p> <p><b>VA 4.7.2</b> Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.</p> <p><b>Math 4.AT.6</b> Describe a relationship between two variables and use to find a second number when a first number is given. Generate a number pattern that follows a given rule.</p>

# Vegetable Quesadilla

Main Dishes

D-52

Ingredients	50 Servings		100 Servings		Directions
	Weight	Measure	Weight	Measure	
Enriched flour tortilla, 6" soft (at least 0.9 oz)		50 each	100 each		1. For 50 servings, line 3 sheet pans (18" x 26" x 1") with parchment paper. Place 8-9 tortillas side by side on each pan (use a total of 25 tortillas). For 100 servings, line 5 sheet pans (18" x 26" x 1") with parchment paper. Place 10 tortillas side by side on each pan (use a total of 50 tortillas). Reserve for step 5.
* Fresh green peppers, chopped	1 lb 4 oz	3 ¾ cups 2 Tbsp	2 lb 8 oz	1 qt 3 ¾ cups	2. Combine peppers, onions, black beans, and corn. Heat on medium heat for 5 minutes.
* Fresh onions, chopped	15 oz	2 ½ cups	1 lb 14 oz	1 qt 1 cup	
Canned black beans, drained	1 lb 15 oz	1 qt 3 cups (½ No. 10 can)	3 lb 14 oz	3 qt 2 cups (1 No. 10 can)	
Canned corn, liquid packed whole kernel, drained	2 lb 1 oz	2 qt 3 cups (½ No. 10 can)	4 lb 2 oz	1 gal 1 ½ qt (1 No. 10 can)	
* Fresh tomatoes, diced	15 oz	2 ¾ cups	1 lb 14 oz	1 qt 1 ½ cups	3. Add tomatoes to vegetable mixture and drain excess liquid.
Chili powder		2 Tbsp		¼ cup	4. Add chili powder, curmin, onion powder, and paprika to vegetable mixture.
Ground cumin		2 Tbsp		¼ cup	
Onion powder		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Paprika		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Reduced fat Monterey Jack, shredded	1 lb 9 oz	1 qt 2 ¼ cups	3 lb 2 oz	3 qt ½ cup	5. Sprinkle each tortilla with ¼ cup of Monterey Jack cheese.
Reduced fat Cheddar cheese, shredded	1 lb 9 oz	1 qt 2 ¼ cups	3 lb 2 oz	3 qt ½ cup	6. Spoon 1 cup 1 Tbsp vegetable mixture on to each tortilla. 7. Sprinkle each tortilla with ¼ cup Cheddar cheese.
					8. Place remaining tortillas on top, pressing down gently. Spray tortillas with pan release spray to aid browning.
					9. Bake until tops are golden brown: Conventional oven: 400° F for 10 minutes Convection oven: 375° F for 7 minutes
					10. Allow quesadilla to stand for 5 minutes.

# Vegetable Quesadilla

Main Dishes

D-52

11. Cut each quesadilla in half and serve.  
One portion is ½ quesadilla.

Comments:  
\*See Marketing Guide.

Marketing Guide for Selected Items		
Food as Purchased for	50 Servings	100 Servings
Green peppers	1 lb 9 oz	3 lb 2 oz
Mature onions	1 lb 1 oz	2 lb 2 oz
Tomatoes	1 lb 2 oz	2 lb 4 oz

## SERVING:

1 serving provides 1 ¼ oz equivalent meat/meat alternate, ½ cup vegetable, and 1 serving of grains/breads.

## YIELD:

**50 Servings:** 50 quesadilla halves

**50 Servings:** 2 gallons 1 ⅓ quarts (filling)  
3 sheet pans

**100 Servings:** 100 quesadilla halves

**100 Servings:** 4 gallons 2 ⅔ quarts (filling)  
5 sheet pans

Tested 2004

## Nutrients Per Serving

<b>Calories</b>	249	<b>Saturated Fat</b>	4.23 g	<b>Iron</b>	1.98 mg
<b>Protein</b>	12.74 g	<b>Cholesterol</b>	17 mg	<b>Calcium</b>	282 mg
<b>Carbohydrate</b>	25.77 g	<b>Vitamin A</b>	435 IU	<b>Sodium</b>	459 mg
<b>Total Fat</b>	8.22 g	<b>Vitamin C</b>	11.9 mg	<b>Dietary Fiber</b>	2.7 g

# Vegetable Lasagna

Meat/Meat Alternate-Vegetable-Grains/Breads

Main Dishes

D-50

Ingredients	50 Servings		100 Servings		Directions
	Weight	Measure	Weight	Measure	
Water, boiling		4 gal 2 qt		9 gal	1. Add salt to boiling water.
Salt		3 Tbsp		½ cup 2 Tbsp	
Enriched lasagna noodles, uncooked (at least 0.78 oz each)	2 lb 12 oz	56 each	5 lb 8 oz	112 each	2. Slowly add lasagna noodles and return to boil. Cook for 10-12 minutes, until tender. Drain.
Vegetable oil		¼ cup		½ cup	3. In a pan, heat vegetable oil. Add zucchini, mushrooms, and onions. Sauté for 3 minutes, until tender. Stir in flour and cook for 3 minutes. Remove from heat and set aside.
*Fresh zucchini, sliced	1 lb	1 qt	2 lb	2 qt	
*Fresh mushrooms, sliced OR	12 oz OR	1 qt 1 cup OR	1 lb 8 oz OR	2 qt 1 ¾ cups OR	
Canned sliced mushrooms, drained	15 oz	3 8-oz cans	1 lb 14 oz	6 8-oz cans	
*Fresh onions, chopped OR	9 oz OR	1 ½ cups OR	1 lb 2 oz OR	3 cups OR	
Dehydrated onions	1 ¾ oz	½ cup	3 oz	1 cup	
Enriched all-purpose flour	2 oz	½ cup	4 oz	1 cup	
Frozen chopped broccoli	2 lb 8 oz	1 qt 2 cups	5 lb	3 qt	4. Place broccoli in steamtable pan (12" x 20" x 2 ½"). Steam for 6 minutes, or until tender. Drain well and set aside.
Canned tomato sauce	8 lb 4 oz	1 gal (1 ¼ No. 10 cans)	16 lb 8 oz	2 gal (2 ½ No. 10 cans)	5. In a steam-jacketed kettle, heat the tomato sauce and tomato paste. Add the oregano and granulated garlic. Simmer, uncovered, for 30 minutes.
Canned tomato paste	1 lb 9 oz	2 ¾ cups	3 lb 2 oz	1 qt 1 ½ cups	
Dried oregano		¼ cup 2 Tbsp		¾ cup	
Granulated garlic		1 ¾ tsp		1 Tbsp ½ tsp	
Reduced fat cottage cheese, drained	8 lb	1 gal	16 lb	2 gal	6. Add sautéed vegetables and steamed broccoli to tomato sauce. Stir to combine. Simmer for 10 minutes. 7. In a large bowl, combine cottage cheese, parsley, granulated garlic, and bread crumbs. Mix well.
Dried patsley		¼ cup		½ cup	
Granulated garlic		2 tsp		1 Tbsp 1 tsp	
Enriched dry bread crumbs	8 oz	2 cups 2 Tbsp	1 lb	1 qt ¼ cup	

# Vegetable Lasagna

Meat/Meat Alternate-Vegetable-Grains/Breads

Main Dishes

D-50

Grated Parmesan cheese	2 oz	¼ cup	4 oz	1 ½ cups	8. Combine Parmesan cheese and mozzarella cheese.
Lite mozzarella cheese, shredded	1 lb 14 oz	1 qt 3 ½ cups	3 lb 12 oz	3 qt 3 cups	9. Spread 1 cup of vegetable sauce on the bottom of each steamtale pan (12" x 20" x 2 ½") to prevent sticking. For 50 servings, use 2 pans. For 100 servings, use 4 pans. Assembly: First layer: a. 9 ½ lasagna noodles b. 1 qt ½ cup cottage cheese mixture c. 1 qt vegetable sauce d. 2 cups 1 Tbsp Parmesan-mozzarella cheese mixture Second layer: Repeat first layer Third layer: e. 9 ½ lasagna noodles f. 2 ½ cups vegetable sauce
Grated Parmesan cheese	4 oz	1 ½ cups	8 oz	3 cups	10. Sprinkle 2 oz of Parmesan cheese over each pan of lasagna. Cover with foil. Bake: Convectional oven: 375° F for 50 minutes Convection oven: 350° F for 40 minutes CCP: Heat to 165° F or higher for 15 seconds.
					11. Remove from oven and allow to set for 15 minutes before serving.
					12. CCP: Hold for hot service at 135° F or higher. Cut each pan 5 x 5 (25 portions per pan).

Comments:

\*See Marketing Guide.

## Marketing Guide for Selected Items

Food as Purchased for 50 Servings 100 Servings

Zucchini	1 lb 1 oz	2 lb 2 oz
Mushrooms	13 oz	1 lb 10 oz
Mature onions	11 oz	1 lb 6 oz

# Vegetable Lasagna

Meat/Meat Alternate-Vegetable-Grains/Breads

Main Dishes

D-50

## SERVING:

1 piece provides 2 oz equivalent meat/meat alternate, ¼ cup of vegetable, and 1 serving of grains/breads.

## YIELD:

**50 Servings:** about 25 lb 12 oz

## VOLUME:

**50 Servings:** 2 steamtable pans

**100 Servings:** about 51 lb 8 oz

**100 Servings:** 4 steamtable pans

Tested 2004

## Nutrients Per Serving

<b>Calories</b>	278	<b>Saturated Fat</b>	2.60 g	<b>Iron</b>	2.86 mg
<b>Protein</b>	21.30 g	<b>Cholesterol</b>	11 mg	<b>Calcium</b>	268 mg
<b>Carbohydrate</b>	36.39 g	<b>Vitamin A</b>	1669 IU	<b>Sodium</b>	1016 mg
<b>Total Fat</b>	5.67 g	<b>Vitamin C</b>	27.2 mg	<b>Dietary Fiber</b>	4.1 g

# Vegetable Stromboli

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-06B

Ingredients	50 Servings		100 Servings		Directions
	Weight	Measure	Weight	Measure	
Active dry yeast (see Special Tip)	2 Tbsp	1 ½ tsp	2 oz	¼ cup	<p>For best results, have all ingredients and utensils at room temperature.</p> <ol style="list-style-type: none"> <li>Dissolve dry yeast in warm water. Let stand for 4-5 minutes.</li> <li>Place flour in mixer bowl. Make well in the center.</li> <li>Pour dissolved yeast, oil, salt, and sugar into well in flour. Gradually work into the flour using dough hook on low speed. Continue with dough hook. Knead for 15 minutes on medium speed.</li> <li>Divide and shape dough. For 50 servings, shape into 1 ball (14 oz) and 2 balls (1 lb 12 oz each). For 100 servings, shape into 5 balls (1 lb 12 oz each). Let rest for 20 minutes.</li> </ol>
Water, warm (110° F)		3 cups		1 qt	
Enriched all-purpose flour	2 lb 10 oz	2 qt 2 cups	5 lb 4 oz	1 gal 1 qt	
Vegetable oil		¼ cup		½ cup	
Salt		1 tsp		2 tsp	
Sugar		2 Tbsp	2 oz	¼ cup	
Dried basil		2 Tbsp ¼ tsp		¼ cup ½ tsp	
Dried oregano		1 Tbsp 2 tsp		3 Tbsp 1 tsp	
Dried marjoram		1 ½ tsp		1 Tbsp	
Dried thyme		¼ tsp		½ tsp	
*Fresh green or red bell peppers, chopped	1 lb 4 oz	3 ¾ cups 2 Tbsp	2 lb 8 oz	1 qt ¾ cups	6. Mix peppers, carrots, mushrooms, onions, yellow squash, and zucchini into steamtable pan (12" x 20" x 2 ½"). For 50 servings, use 1 pan. For 100 servings, use 2 pans. Steam vegetable mixture for 3 minutes.
*Fresh carrots, shredded	7 ½ oz	1 ½ cups	15 oz	3 cups	
*Fresh mushrooms, sliced	7 ½ oz	¾ cup 3 Tbsp	15 oz	1 ¾ cups 2 Tbsp	
*Fresh red onions, chopped	6 ¼ oz	1 cup 1 Tbsp	12 ½ oz	2 cups 2 Tbsp	
*Fresh yellow squash, sliced	12 ½ oz	3 cups 2 Tbsp	1 lb 9 oz	1 qt ¼ cups	
*Fresh zucchini, sliced	1 lb ¼ oz	3 ½ cups	2 lb ½ oz	1 qt 3 cups	
*Fresh tomatoes, chopped	1 lb 5 ¼ oz	¾ cup 3 Tbsp	2 lb 10 ½ oz	1 ¾ cups 2 Tbsp	7. Add tomatoes to vegetables and mix. Reserve for step 9.

# Vegetable Stromboli

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-06B

<p>Lite mozzarella cheese, shredded</p>	<p>1 lb 9 oz</p>	<p>1 qt 2 ¼ cups</p>	<p>3 lb 2 oz</p>	<p>3 qt ½ cup</p>	<p>8. On lightly floured surface, roll out dough. Roll each 1 lb 12 oz ball into a rectangle 24" x 16". Roll each 14 oz ball into a rectangle 24" x 8".</p> <p>9. Layer ingredients lengthwise along the center, leaving 6" across the top and bottom for folding.</p> <p>For 24" x 16" rectangle use:          1st layer-5 oz cheese          2nd layer-1 Tbsp ½ tsp seasonings          3rd layer-1 lb 2 oz vegetable mixture</p> <p>For 24" x 8" rectangle use:          1st layer-2 ½ oz cheese          2nd layer-1 ¾ tsp seasonings          3rd layer-9 oz vegetable mixture</p> <p>10. Fold top third of dough over cheese and vegetable mixture. Place another layer of cheese, seasoning, and vegetable on top of folded dough as follows:</p> <p>For 24" x 16" rectangle use:          1st layer-5 oz cheese          2nd layer-1 Tbsp ½ tsp seasonings          3rd layer-1 lb 2 oz vegetable mixture</p> <p>For 24" x 8" rectangle use:          1st layer-2 ½ oz cheese          2nd layer-1 ¾ tsp seasoning          3rd layer-9 oz vegetable mixture</p> <p>11. Fold bottom third of dough over the second layer of cheese and vegetable. Pinch to seal end and top seams.          (If desired, brush seams with egg wash)</p> <p>12. Place rolled dough on sheet pans (18" x 26" x 1") which have been lightly coated with pan release spray. For 50 servings, use 2 pans. For 100 servings, use 3 pans.</p> <p>13. Allow rolled stromboli to rise for 30 minutes.</p> <p>14. Bake until crust is lightly browned:          Convection oven: 400° F for 30-35 minutes          Convection oven: 350° F for 25-30 minutes</p> <p>15. Remove from oven. Let stand for 15 minutes before cutting.</p>
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# Vegetable Stromboli

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-06B

16. Cut each full stromboli lengthwise down the middle and crosswise 10 times (20 pieces).  
Cut each half stromboli lengthwise down the middle and crosswise 5 times (10 pieces).
17. CCP: Hold for hot service at 135° F or higher.

**Comments:**

\*See Marketing Guide.

Marketing Guide for Selected Items		
Food as Purchased for	50 Servings	100 Servings
Bell peppers	1 lb 9 oz	3 lb 2 oz
Carrots	9 oz	1 lb 2 oz
Mushrooms	8 oz	1 lb
Red onions	8 oz	1 lb
Yellow squash	14 oz	1 lb 12 oz
Zucchini	1 lb 2 oz	2 lb 4 oz
Tomatoes	1 lb 9 oz	3 lb 2 oz

**SERVING:**

1 piece provides ½ oz equivalent meat/meat alternate, ¼ cup of vegetable, and 1 ½ servings of grains/breads.

**YIELD:**

**50 Servings:** 2 ½ stromboli rolls  
about 10 lb 4 oz

**100 Servings:** 5 stromboli rolls  
about 20 lb 8 oz

**VOLUME:**

**50 Servings:** 50 pieces  
2 pans

**100 Servings:** 100 pieces  
3 pans

Tested 2004

**Special Tip:**

To use high-activity (instant) yeast, follow manufacturer's instructions.

# Vegetable Stromboli

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-06B

Nutrients Per Serving			
<b>Calories</b>	145	<b>Saturated Fat</b>	1.19 g
<b>Protein</b>	7.09 g	<b>Cholesterol</b>	5 mg
<b>Carbohydrate</b>	22.28 g	<b>Vitamin A</b>	1205 IU
<b>Total Fat</b>	3.01 g	<b>Vitamin C</b>	13.1 mg
		<b>Iron</b>	1.65 mg
		<b>Calcium</b>	123 mg
		<b>Sodium</b>	126 mg
		<b>Dietary Fiber</b>	1.6 g

# Vegetable Wraps

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-09

Ingredients	50 Servings		100 Servings		Directions
	Weight	Measure	Weight	Measure	
Enriched flour tortilla, 12" soft (at least 1.8 oz)		50 each		100 each	1. Steam tortillas for 3 minutes until warm. OR Place in warmer to prevent torn tortillas when folding.
Ranch dressing (E-19)	50 oz	1 qt 2 ¼ cups	100 oz	3 qt ½ cup	2. For ranch dressing use Ranch Dressing recipe (see E-19) Spread 2 Tbsp ranch dressing down the center of each tortilla.
*Leaf lettuce	13 oz	1 qt 2 ¾ cups	1 lb 10 oz	3 qt 1 ½ cups	3. Place about ¼ oz lettuce on top of ranch dressing.
†Raw mixed vegetables * Raw green peppers, chopped * Raw onions, chopped * Raw carrots, peeled and sliced * Raw cucumbers, peeled and diced	1 lb 10 oz 1 lb 13 oz 1 lb 5 oz 1 lb 9 oz	1 qt ¾ cup 1 qt 1 cup 1 qt 1 cup 1 qt 1 cup	3 lb 4 oz 3 lb 10 oz 2 lb 10 oz 3 lb 2 oz	2 qt 1 ½ cups 2 qt 2 cups 2 qt 2 cups 2 qt 2 cups	4. Combine raw vegetables: green peppers, onions, carrots, and cucumbers. Portion 2 oz vegetable mix with a No. 10 scoop (¾ cup) on top of lettuce leaf and dressing.
Reduced fat Cheddar cheese, shredded	3 lb 2 oz	3 qt ½ cup	6 lb 4 oz	1 gal 2 ¼ qt	5. Sprinkle 1 oz (¼ cup) cheese on top of vegetables.
					6. Fold the top and bottom of the tortilla into the center. Beginning at either side, roll the tortilla until all the contents cannot be seen.
					7. Cut diagonally in half.

Comments:

\*See Marketing Guide.

Marketing Guide for Selected Items		
Food as Purchased for	50 servings	100 servings
Leaf lettuce	1 lb 4 oz	2 lb 8 oz
Green peppers	2 lb 1 oz	4 lb 2 oz
Mature onions	2 lb 1 oz	4 lb 2 oz
Carrots	1 lb 10 oz	3 lb 4 oz
Cucumbers	1 lb 14 oz	3 lb 12 oz

# Vegetable Wraps

Meat/Meat Alternate-Vegetable-Grains/Breads

Sandwiches

F-09

## SERVING:

2 pieces provide 1 oz equivalent meat/meat alternate,  $\frac{1}{2}$  cup of vegetable, and 2 servings of grains/breads.

## YIELD:

**50 Servings:** about 19 lb

**100 Servings:** about 38 lb

## VOLUME:

**50 Servings:** 1 gallon  $\frac{7}{8}$  quarts (vegetable filling)  
100 halves

**100 Servings:** 2 gallons  $1\frac{3}{4}$  quarts (vegetable filling)  
200 halves

Tested 2004

## Nutrients Per Serving

<b>Calories</b>	299	<b>Saturated Fat</b>	4.72 g	<b>Iron</b>	2.04 mg
<b>Protein</b>	13.80 g	<b>Cholesterol</b>	21 mg	<b>Calcium</b>	336 mg
<b>Carbohydrate</b>	36.52 g	<b>Vitamin A</b>	3707 IU	<b>Sodium</b>	636 mg
<b>Total Fat</b>	10.80 g	<b>Vitamin C</b>	16.5 mg	<b>Dietary Fiber</b>	2.9 g

# Chinese Style Vegetables

Vegetable

Vegetables

I-09

Ingredients	50 Servings		100 Servings		Directions
	Weight	Measure	Weight	Measure	
Assorted frozen and/or fresh vegetables	6 lb 4 oz		12 lb 8 oz		1. Select a colorful assortment of 4 or more vegetables from vegetable list. (Frozen vegetables may be mixed with fresh.) Keep Group A vegetables separate from Group B vegetables, as they require different cooking times in step 5.
GROUP A Broccoli Carrots Cauliflower Celery Onions					
GROUP B Cabbage Green beans Green peas Yellow summer squash Zucchini					
Optional vegetables Snow peas Red or green peppers Pimientos Water chestnuts					
Water		½ cup		1 cup	2. Combine water, soy sauce, and granulated garlic. Set aside for step 6.
Low-sodium soy sauce		¼ cup		½ cup	
Granulated garlic		2 tsp		1 Tbsp 1 tsp	
Vegetable oil		½ cup		1 cup	3. Heat oil in steam-jacketed kettle.
Ground black or white pepper		½ tsp		1 tsp	4. Add pepper to oil and stir.
					5. Add vegetables in order of cooking time, as follows: Add Group A vegetables. Cook for 4 minutes. Add Group B vegetables and any optional vegetables. Stir mixture constantly over high heat for 1 minute.
					6. Add soy sauce mixture to vegetables. Stir quickly for a few seconds.

# Chinese Style Vegetables

Vegetable

Vegetables

I-09

<p>7. Cover, lower heat, and steam for 2-3 minutes. <b>VEGETABLES SHOULD NOT BE OVERCOOKED</b> as they will continue to cook on the steamtable.</p> <p>CCP: Heat to 140° F or higher.</p>
<p>8. Pour approximately 3 qt 3 cups into each steamtable table pan (12" x 20" x 2 ½"). For 50 servings, use 1 pan. For 100 servings, use 2 pans.</p>
<p>9. CCP: Hold for hot service at 135° F or higher.</p> <p>Portion with No. 16 scoop (¼ cup).</p>

**Comments:**

Equal amount of fresh broccoli, carrots, cabbage, green pepper, celery, and onion are used in the nutrient calculation.

**SERVING:**

¼ cup (No. 16 scoop) provides ¼ cup of vegetable.

**YIELD:**

**50 Servings:** 1 steamtable pan

**VOLUME:**

**50 Servings:** about 3 quarts 3 cups

**100 Servings:** 2 steamtable pans

**100 Servings:** about 1 gallon 3 ½ quarts

Edited 2004

# Creamy Dip for Fresh Vegetables

Ingredients	1 Quart		1 Gallon		Directions
	Weight	Measure	Weight	Measure	
Lowfat plain yogurt	8 ¾ oz	1 cup	2 lb 3 oz	1 qt	1. Combine all ingredients. Blend well.
Reduced calorie salad dressing	1 lb 3 ½ oz	2 ½ cups	4 lb 14 oz	2 qt 2 cups	
OR					
Lowfat mayonnaise	1 lb 3 ½ oz	2 ½ cups	OR 4 lb 14 oz	OR 2 qt 2 cups	
Instant nonfat dry milk, reconstituted		½ cup		2 cups	
Dried parsley		2 Tbsp		½ cup	
Granulated garlic		¾ tsp		1 Tbsp	
Onion powder		¾ tsp		1 Tbsp	
Salt		1 ½ tsp		2 Tbsp	
Ground black or white pepper		½ tsp		2 tsp	
					2. Cover. Refrigerate until service. For best results, refrigerate overnight to develop flavor.
					3. Portion with 1 oz ladle (2 Tbsp).

## SERVING:

2 Tbsp (1 oz ladle).

## YIELD:

**1 Quart:** about 32 1 oz servings

## VOLUME:

**1 Quart:** about 1 quart

**1 Gallon:** about 128 1 oz servings

**1 Gallon:** about 1 gallon

Edited 2004

**Special Tip:**  
Serve with raw vegetables or tossed green salads.

# Creamy Dip for Fresh Vegetables

Salads and Salad Dressings

E-13


Nutrients Per Serving			
<b>Calories</b>	52	<b>Saturated Fat</b>	0.61 g
<b>Protein</b>	0.70 g	<b>Cholesterol</b>	8 mg
<b>Carbohydrate</b>	4.76 g	<b>Vitamin A</b>	27 IU
<b>Total Fat</b>	3.41 g	<b>Vitamin C</b>	0.2 mg
		<b>Iron</b>	0.18 mg
		<b>Calcium</b>	22 mg
		<b>Sodium</b>	269 mg
		<b>Dietary Fiber</b>	0.2 g

# Rainbow Rice

Meal Components: Meat-Dark Green Vegetable-Red/Orange Vegetable-Grains

Main Dishes D-56r

Ingredients	50 Servings		100 Servings		Directions Process #2: Same Day Service
	Weight	Measure	Weight	Measure	
Brown rice, long-grain, regular, dry	1 lb 4 oz	3 cups	2 lb 8 oz	1 qt 2 cups	<p>1. Combine brown rice, brown and wild rice blend, barley, water, and base in stockpot. For 50 servings, add 2 ½ qt water and 2 Tbsp 2 tsp base. For 100 servings, add 1 gal 1 qt water and ½ cup base. Reserve remaining base for step 4.</p> <p>2. Heat to a rolling boil. Cook until water is absorbed, about 30-40 minutes. Stir once. Cover and cook an additional 10 minutes over low heat. Fluff.</p> <p>Critical Control Point: Hold at 135 °F or higher.</p>
Brown and wild rice blend, dry	10 oz	1 ½ cups	1 lb 4 oz	3 cups	
Barley, quick pearl, dry	13 ½ oz	1 qt	1 lb 11 oz	2 qt	
Quinoa, dry	6 ½ oz	1 cup	13 oz	2 cups	<p>3. Rinse quinoa in a fine mesh strainer until water runs clear, not cloudy.</p> <p>4. Combine quinoa, bulgur wheat, water, and remaining base in a stockpot. For 50 servings, add 1 qt 2 cups water and 2 Tbsp base. For 100 servings, add 3 qt water and ¼ cup base.</p> <p>Bring to a boil. Reduce heat to low and stir occasionally. Simmer until water is completely absorbed, about 15 minutes. Note: When done, quinoa will be soft and a white ring will pop out of the kernel. The white ring will only appear when it is fully cooked.</p> <p>Critical Control Point: Hold at 135 °F or higher.</p>
Bulgur wheat, dry	10 oz	2 cups	1 lb 3 ½ oz	1 qt	
Low-sodium chicken base	2 ½ oz	¼ cup 2 tsp	5 oz	½ cup 1 ⅓ Tbsp	


 The grain ingredients used in this recipe must meet the Food and Nutrition Service whole grain-rich criteria.

# Rainbow Rice

Meal Components: Meat-Dark Green Vegetable-Red/Orange Vegetable-Grains

Main Dishes D-56r

Ingredients	50 Servings		100 Servings		Directions Process #2: Same Day Service
	Weight	Measure	Weight	Measure	
*Fresh carrots, diced	2 lb 8 oz	2 qt	5 lb	1 gal	5. Combine carrots, red peppers, oil, and salt. Toss to coat.
*Fresh red bell pepper, diced	2 lb 11 oz	6 ½ cups	5 lb 6 oz	3 qt 1 cup	
Extra virgin olive oil		2 Tbsp 2 tsp		4 Tbsp 4 tsp	
Kosher salt		2 tsp		1 Tbsp 1 tsp	
					6. Lightly coat steam table pan (12" x 20" x 2 ½") with pan release spray. Transfer vegetables to steamtable pan. For 50 servings, use 2 pans. For 100 servings, use 4 pans.
					7. Roast: Conventional oven: 375 °F 10 minutes Convection oven: 350 °F for 10 minutes
Frozen, cooked diced chicken, thawed, ½" pieces	7 lb	1 gal 3 qt	14 lb	3 gal 2 qt	8. Fold in rice/barley combination, quinoa/bulgur combination, chicken, and spinach. Return to oven and bake for 10 minutes.  Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.
*Fresh baby spinach, chopped	1 lb 4 oz	2 qt	2 lb 8 oz	1 gal	
					9. Critical Control Point: Hold for hot service at 135 °F or higher.
					10. Portion with 8 fl oz spoodle (1 cup).

 The grain ingredients used in this recipe must meet the Food and Nutrition Service whole grain-rich criteria.


# Rainbow Rice

## Meal Components: Meat-Dark Green Vegetable-Red/Orange Vegetable-Grains

## Main Dishes D-56r

Notes
*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredient is available.

Serving	Yield	Volume
1 cup (8 fl oz spoodle) provides 2 oz equivalent meat, ¼ cup dark green vegetable, ¼ cup red/orange vegetable, and 1 oz equivalent grains.	50 Servings: about 19 lb	50 Servings: about 2 gallons 2 quarts 2 steam table pans
	100 Servings: about 38 lb 8 oz	100 Servings: about 5 gallons 4 steam table pans

 The grain ingredients used in this recipe must meet the Food and Nutrition Service whole grain-rich criteria.

Marketing Guide		
Food as Purchased for	50 servings	100 servings
Carrots	3 lb	6 lb
Red bell peppers	3 lb 6 oz	6 lb 12 oz
Baby spinach	1 lb 7 oz	2 lb 14 oz

Nutrients Per Serving					
Calories	232.21	Saturated Fat	1.01 g	Iron	3.46 mg
Protein	22.22 g	Cholesterol	55.41 mg	Calcium	28.50 mg
Carbohydrate	28.16 g	Vitamin A	5414.43 IU	Sodium	159.37 mg
Total Fat	4.15 g		(270.72 RAE)	Dietary Fiber	4.50 g
		Vitamin C	37.41 mg		