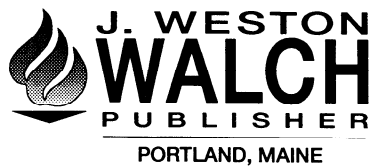


Choosing and Preparing Foods

**Basic Nutrition and Food Preparation
for Special Students**

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illustrated by Lafe Locke



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LESSON IV—Vegetable Recipes

Objectives:

1. Prepare a dish with vegetables.
2. Identify foods that are vegetables.

Select from the following activities for the class period.

Activity	Materials Needed
<p>1. Make Stir-fry Vegetables</p> <p>Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct each student to write his or her name under the numbers of the activities they are doing. Cook. Taste. Clean up.</p>	<p>Copies of the recipe on page 115 Ingredients listed in the recipe Utensils listed in the recipe Stove Plate and fork for each student</p>
<p>2. Make Potato Salad</p> <p>This recipe can be made by the whole group working together, by small groups of students, or by students working individually. If students are working in small groups, have them sit with their partner(s). Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about what utensils will be used. Demonstrate any that may be new. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct each student to write his or her name under the numbers of the activities they are doing. Prepare recipe. Taste. Clean up.</p>	<p>Copies of the recipe on page 97 Ingredients listed in the recipe Utensils listed in the recipe Bowl and spoon for each student</p> <p>Advance preparation: Wash and cook potatoes.</p>

3. ***Find the Vegetables***

“Which foods on the worksheet belong to the Vegetables Group? Use a pencil to circle the vegetables.”

- Students can begin working on the worksheet as they finish cooking.
- Students can work on the worksheet individually or with a partner.

Copies of the worksheet on page 45

Pencil for each student

Alternative:

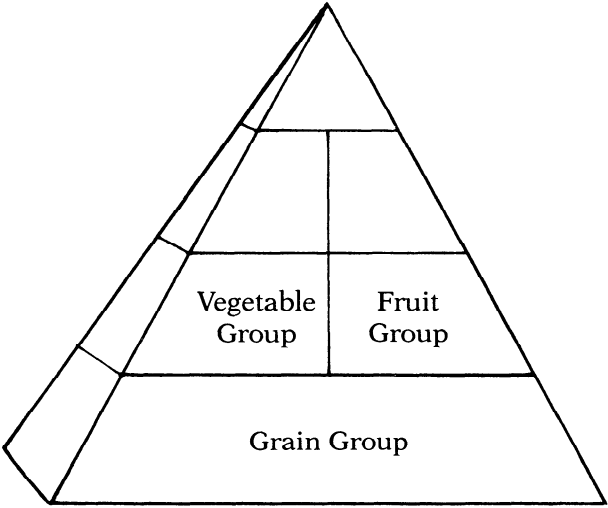
For students who cannot read, use the worksheet on page 46, which has pictures of a variety of foods. Students will circle the pictures that show vegetables.

LESSON V—Fruit

Objectives:

1. List foods that are fruit.
2. Prepare some fruits for eating.
3. Compare fresh fruits and vegetables with frozen and canned.
4. List foods from this group that individuals ate in one day.

Select from the following activities for the class period.

Activity	Materials Needed
<p>1. Make a List of Fruit</p> <p>“We have been talking about vegetables. Today we are going to make a list of fruits.”</p> <ul style="list-style-type: none"> ■ Each of the paper bags contains a different kind of fruit. One at a time, each student comes to the table, chooses a bag, and identifies the fruit it contains. <p>“We will make our list on the chalkboard.”</p> <ul style="list-style-type: none"> ■ When all the bags are empty, ask students for additional fruit they can name—for example, watermelon. (It would not be practical to try to put a watermelon in a small paper bag!) <p>List may include: apple, banana, blueberries, cantaloupe, cherries, grapefruit, grapes, honeydew melon, lemon, orange, peach, pear, pineapple, plum, tangerine.</p> <ul style="list-style-type: none"> ■ The above list is not exhaustive. According to your area, students may know and eat other fruits. ■ Some fruits included on the list above may not be available in your area. Don't include them on the list. ■ As with the vegetable list in Lesson III, if your students think of other fruits during the next few weeks, be sure they get added to the list. <p>“Fruits are another group in our food pyramid. In the block beside vegetables, we will write ‘Fruit Group.’ (Write ‘Fruit Group’ in the block as shown.) It is recommended we eat 2 to 4 servings from this group each day.”</p>	<p>Small brown paper bags</p> <p>A variety of different fruits, at least one kind for each member of the class. Put each piece of fruit in a separate, small brown paper bag. Put the bags together on a table.</p> <p>Chalkboard and chalk</p> <p>Pyramid on chalkboard entitled “Food Pyramid” (used in Lesson III)</p> <div style="text-align: center;"> <p>Food Pyramid</p>  </div>

Alternative:

If it is not possible to have pieces of real fruit, have pictures of a variety of fruits for the students to identify and make their list.

2. Make a Fruit Float

- Wash blueberries.
- Wash grapes. Remove from stem.
- Peel cantaloupe. remove seeds. Cut into bite-sized pieces.
- Wash raspberries and remove stems.
- Put fruit in glass, alternating first one kind and then another until glass is full.
- Pour orange juice into the glass.
- Add spoon and straw.

For each student:

- 10–12 blueberries (fresh or frozen)
- 6–8 seedless grapes
- $\frac{1}{8}$ cantaloupe
- 4–5 raspberries (fresh or frozen)
- $\frac{1}{2}$ cup orange juice

- Paring knife
- Cutting board
- Tall glass (or parfait dish)
- Long-handled spoon
- Straw

Alternative:

Other fruits can be substituted. Use whatever is easily available. Try to include a variety of colors and textures.

3. Make Fruit-Face Salad

- Wash lettuce leaves. Arrange on plate.
- Lay peach half, rounded side up, on one side of lettuce bed.
- Put 2 raisins where the eyes should be.
- Cut cherry in half and use one half for the nose.
- Use thin apple wedge for mouth.
- Peel banana half. Cut one slice off the cut end. The large piece will be the base for the other face.
- Put pineapple ring over end of banana to form rim of hat. Place on plate on other side of lettuce bed.
- Cut banana slice in half. Arrange to look like a collar at the cut end of the banana half.
- Cut cherry half into 2 pieces. Use one piece for the mouth.
- Put other piece of cherry with raisin to make a flower on the pineapple hat brim.
- Use raisins to make eyes and nose.
- Serve with fork.

For each student:

- $\frac{1}{2}$ banana
- 1 pineapple ring (canned)
- 6 raisins
- $\frac{1}{2}$ peach (canned)
- 1 maraschino cherry
- 1 apple wedge
- 2–3 lettuce leaves

- Salad plate
- Paring knife
- Fork



4. Make a Fruit Montage

“A montage is a collection of things that are alike. We’re going to make a montage of pictures of fruit.”

- Students can work together to collect pictures of a variety of fruits and then arrange them attractively to cover the entire piece of poster board, gluing in place.
- Hang the finished montage on the wall.

Old magazines and seed catalogs

Scissors

Glue

Large poster board

Alternative:

Students can work individually or in small groups to make montages, using a piece of 9" × 12" construction paper for each montage.