



Pre-K thru 8th Grade

Pre-K & Kinder: CHECS #1, #2, # 8

Discuss eating healthy snack with students and what they do for us (energy, keep us healthy, make our bodies happy). Have students make a list of healthy snacks they can leave for Santa and his reindeer instead of cookies. As a group, with the help of students, see if you can fill out the Alphabet nutrition sheet (see in resource packet) **Reading 1.4, 2.0**. Practice tracing the letters in the word pear, or focus on just the **P** **Writing 4.4**. Create a “12 days of Christmas” song with fruits, vegetables, and physical activities **Listening and Speaking 2.2**. Make the snowman on a stick snack with students **Listening and Speaking 1.1**. Discuss some traditional foods eaten during the holidays by different cultures.

First: CHECS #1, #2, #7, #8

When discussing homophones, use pear/pair/pare and berry/bury as examples **Reading & LA**. Use writing prompts about fruits and/or vegetables **Dec Writing Prompt**. For science, explain that heat and light are needed for fruits and vegetables to grow **Science Unit C Ch.2**. Have students help create a red and green menu for your holiday celebration **Social Studies Unit 2**. Try using red and green fruits and vegetables as your main ingredients, keeping snacks healthy. Make the snowman on a stick snack with students. Create a “12 days of Christmas” song with fruits, vegetables, and physical activities. Discuss some traditional foods eaten during the holidays by different cultures **Social Studies Unit 2**.

Second: CHECS #1, #2

Compare and contrast appearance and taste of different pears (or pears vs. apples) **Reading & LA 3.1**. Use pears to come up with rhyming words and homonyms. In math use pears when practicing measuring (inches and centimeters). Also cut the pairs to use as a visual when introducing the concept of fractions **Math 5.0-6.0**. Discuss some traditional foods eaten during the holidays by different cultures **Social Science 2.2**.

Third: CHECS #1, #7

Homonyms: pear, pair, pare; berry, bury. Compare and contrast oranges, apples, and pears. Create a healthy holiday menu with students for your holiday celebration. Have a red and green theme, using fruits and veggies as main ingredients. Have students write invitations to parents to the party to practice handwriting **Writing 1.2, 2.3**. After having your nutrition lesson, have students write a descriptive paragraph about trying the new recipe **Writing 2.2**. Monrovia history: what types of fruits and veggies do we have growing in our communities/ backyards? **Soc Science 3.3, 3.4**

Fourth: CHECS #1, #2

Compare and contrast apples and pears **Reading & LA 2.5**. Which are facts, which are opinions? Esperanza Rising: discuss the produce in the story. What was its role? **Reading & LA 2.0** Why is produce important in California? We'll Be Right Back: Analyze market ads and connect to the story. Food From the Hood: Identify resources for valid health information. Math: Use fruits to measure circumference, diameter, etc. after students have made predictions about the measurements **Math MG 3.2, 2.0-2.3**. Take a vote of who did or did not like the tasting trio recipe. Turn the results into a percentage, fraction, pie chart, and/or bar graph **Math NS 1.5-1.6, STDA 2.1-2.2**. Do this with previous recipes as well. History: What types of foods did the explorers, ranchos, and missions eat? Why? What influenced the foods they ate? **History & Soc Science 4.1, 4.2, 4.5** Have students write up a menu to go along with their mission report.

Fifth: CHECS #1, #2

Use pears and other fruit to help show fractions (oranges work well too!) **Math NS 1.2, 2.3, 2.4**. What foods did colonists eat? **History & Soc Science 5.1, 5.2** What influenced their diet? Do you think people in California eat the same foods as people in Maine? Why/ why not? Also, look at grades 4 and 6-8 for ideas.

Middle School: CHECS #1, #2, #3, #5, #7, #8

Turn the "12 Days of Christmas" song into the 12 days of fitness (see included paper). Encourage students to do these moves during the holiday break. Instead of playing HORSE for basketball, play PEAR or APPLE. Discuss how family, culture, and advertising all affect the foods we choose to eat. Evaluating evidence: have students bring in snack food and/or beverage packages and evaluate the food labels.

CHECS (California Health Education Content Standards)

#1 – Essential Concepts

#2 – Analyzing Influences

#3 – Accessing Valid Health Information

#4 – Interpersonal Communication

#5 – Decision Making

#6 – Goal Setting

#7 – Practice Health Enhancing Behaviors

#8 – Health Promotion