



Crisis Control Ministry

# Wee Care! Cereal Drive

**March 1-31, 2023**



## 2023 Curriculum Booklet





Welcome to Wee Care!, the children's cereal drive that benefits Crisis Control Ministry's client choice food pantries.

The Wee Care! program began in 2001 as a way to teach children about sharing and helping those who are less fortunate with a donation they could easily relate to - cereal. Since then, more than 80,000 boxes of cereal have been donated to help feed hungry children in our community.

This curriculum booklet is designed to help you teach young children about the importance of helping others, as well as to teach healthy eating choices. This booklet has activities and a list of age-appropriate books that illustrate the importance of community service, helping others, and choosing nutritious foods.

Wee Care! occurs during March, which is National Nutrition Month. We believe that encouraging children to share and to volunteer gives them, as well as other children in our community, a solid foundation for a better future.

Thank you for being a Wee Care! partner school and for supporting Crisis Control Ministry. We hope you and your students enjoy these program activities and have a successful Wee Care! cereal campaign.

Sincerely,

A handwritten signature in black ink that reads "Margaret P. Elliott".

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Wee Care! is a program of Crisis Control Ministry. For more information visit [www.crisiscontrol.org](http://www.crisiscontrol.org).



Crisis Control Ministry

## **Wee Care! Cereal Drive**

**March 1-31, 2023**

### **TEACHER'S OVERVIEW OF THE CURRICULUM PACKET**

Within this packet, you will find a variety of activities, websites, masters for handouts and a reading list to help you and your students explore sharing, giving and nutrition.

#### **CLASSROOM ACTIVITIES:**

In an effort to present activities that are developmentally appropriate for each age group, you will find that the packet is organized around age groupings. These age groupings, Pre-K—K/1, 1st-3rd grades, and 4th-5th grades are arbitrary; children develop at different paces, so if some activities seem advanced or not advanced enough for your class, please examine activities in the level that appears appropriate for your students.

#### **WEBSITES:**

The "Resources Online: Games, Activities and Information" page offers a list of sources for the teacher which includes lesson plans, activities and information. Many of these sites also host sites for children, which are listed on the Resources Online page, and contain interactive games, activity sheets, hands-on activities, music and more.

#### **MASTERS FOR HANDOUTS:**

Toward the back of the packet you will find a set of masters to photocopy for classroom use relating to My Plate. Following the My Plate resources are handouts that are referred to in the various activities listed throughout the curriculum package.

#### **MATERIALS FOR PARENTS:**

Among the Masters for Handouts section are Tips for Families, Safe Cooking with Kids and Simple Recipes that can be sent home to parents.

#### **READING LIST:**

On the last page of the packet is a reading list, which can be used in class and photocopied to be sent home with students as a suggested library reading list. These books are generally listed for ages 4-9. Many of these books are classics, while others are newly published.

**Wee Neighbors Helping Wee Neighbors**





Crisis Control Ministry

## **Wee Care! Cereal Drive**

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### **ONLINE RESOURCES**

#### **GAMES, ACTIVITIES AND INFORMATION**

<http://www.myplate.gov>

Provides information, free posters and other resources,  
as well as interactive games for kids

<http://teamnutrition.usda.gov/educators.html>

For educators; resources, information, resource library

<http://nourishinteractive.com>

For educators and kids; provides handouts, activity and snack ideas,  
as well as interactive games for kids

[http://kidshealth.org/kid/en\\_espanol/index.html](http://kidshealth.org/kid/en_espanol/index.html)

Kids health activities related to nutrition and health in Spanish for kids

<http://kidshealth.org/kid/>

Activities related to nutrition and health for kids

<https://cookingmatters.org/educational-tools>

Toolkits with hands-on activities and healthy recipes for kids

<http://www.dole.com/en/MonthlyNewsLetter/DNI-Resources>

Site on nutrition that includes a reference center (fruit and veggie encyclopedia and nutrition facts chart), interactive games, music, activity sheets to print and color, etc.  
Teacher curriculums, lesson plans, directions for making the most of the kids' site, are also available.

### **Wee Neighbors Helping Wee Neighbors**

## PRE-K THROUGH K/1 IDEAS AND ACTIVITIES



### GROCERY STORE:

- Set up a grocery store in the dramatic play/ home living area.
- Add empty food boxes, cans, etc. (ask parents to bring some in)
- Pull out all the plastic food and have the children sort them into “aisles” for the store.
- Create a cash register out of a cardboard box and have play money available.
- Bring in brown paper grocery bags, and have grocery baskets available (these can be made out of any type of basket).
- Think up a name for your store.
- When you “shop” in the store with the children, ask them questions such as, “How much does this cost? Which one is healthier?, When I get home, where do I put this? What do I eat with this? How does this taste?” etc.

### HELPING HANDS DONATION BULLETIN BOARD:

- Using the hand pattern found on **page 29** in the Handouts section, copy the hand pattern onto multicolored construction paper (one per child in class).
- As children donate cereal boxes let the parents or child pick a hand, write their name on it and place it on the board.
- Or, as children do helpful things at home or at school, they are invited to pick out a hand, write their name on it and place it on the board.

### “THIS IS THE WAY...” SONG:

- Sing “This is the way that I can help...” to the tune of “Mulberry Bush”
- The song will go as follows: This is the way that I can help, I can help, I can help! This is the way that I can help, all through the day.
- Additional verses can be,  
This is the way I clean up my room  
This is the way I set the table  
This is the way I wipe up spills

# PRE-K THROUGH K/1

## IDEAS AND ACTIVITIES



### WHY DO WE SHARE?

- During group time, talk with the children about different ways to share; for example, taking turns or using a toy or resource cooperatively.
- Ask for volunteers to role play different sharing opportunities.
- Building blocks: Give one child a big pile and the other child a small pile. Guide the role play to help children understand about the benefit of sharing opportunities.
- Doll: Encourage the children to think of roles they can both take to use the doll cooperatively—one be the mother, the other the baby-sitter, etc.
- Use different resources available in your classroom to come up with other role-playing ideas.

### CEREAL BOX PUZZLES:

- Cut out the fronts of empty cereal boxes.
- Cut them into 3-6 pieces to create puzzles.
- Remember the more pieces, the more difficult the puzzle will be.

### SHARE A SMILE:

- Have the children sit in a circle, making sure they can see everyone else.
- Begin by explaining how starting the day with a healthy breakfast will put a smile on your face.
- Choose a child to start the game by smiling widely, while all the others are somber. He or she then uses his hand to wipe the smile off his face and throw it to another player, who has to catch it with his hand and put it on his face.
- The new player can then wipe the smile off and throw it to someone else. Meanwhile, other players must sit stone-faced. One smirk and they're out.
- See how long it takes before everyone is laughing!

## PRE-K THROUGH K/1 IDEAS AND ACTIVITIES



### "I SAW SOME CEREAL"...GAME:

- This game can be played over and over by changing the name of the cereal.
- Everyone sits in a circle. Before beginning the game, ask the children to name their favorite kinds of cereal.
- Start the game. The first player says, "I saw some \_\_\_\_\_ in a bowl. I *one* it." (Allow child to name any cereal brand such as Cheerios.)
- The next player says, "I *two* it."
- Proceed around the circle until the child who gets to say "I *eight* it!"
- Embellish this delightful discovery by the children by having them rub their tummies and say things like, "and it was yummy," etc.

### WHERE DOES MY BREAKFAST COME FROM?

- Create a discussion concerning where milk, grains, fruit, etc. might come from (a farm: cows, fields, trees, etc.) using photographic images as examples.
- Using mainly cereal, along with other craft materials, create a picture of a farm. This might include a barn, animals, a simple wheat field, apple tree farm, and much more.
- This might be a great project for kids to do in groups, having each child create a specific part of the farm, putting them all together to create one image.

### SPELLING WITH CEREAL:

- Have each child pick their favorite cereal, or use what is most available
- Using the cereal, instruct each child to spell out their name
- Each child could also make a pattern within their name
- Afterwards, either the final product can be hung on the wall (if each piece is glued to a sheet of paper), or if not glued, use the cereal as a snack!



# 1ST THROUGH 3RD GRADE

## IDEAS AND ACTIVITIES



### WRITING PROMPTS:

- Design your own cereal. What is the name of your cereal? Are there any special ingredients in your cereal? What is special about your cereal that would make people want to buy and eat it? Draw a picture of the design of your cereal box.
- If you could choose one thing in the world to give to someone or a group of people, what would that one thing be? Who would you give it to? Why?
- You have just won one million dollars on Kid's Week of the TV show, "Deal or No Deal." You want to use half of this money to help other people. How will you use the money?
- What is your favorite fruit? What is your favorite vegetable? If you could combine the two, what would your new product be called? What would it look like? What would it taste like?

### CEREAL TASTING AND GRAPHING:

- Pour a little bit of several types of cereals into small Dixie cups for each child for snack one day (make sure you check ingredients: several brands of cereal include nuts and milk, which are common childhood allergies).
- Hand out the worksheet provided on page 31 and make a graph by drawing a grid on a poster board and writing the names or pasting the pictures of the cereals across the top of a poster board and the children's names down the side.
- Have children taste each cereal and tell you if they like it or not.
- If the child likes the cereal, have he/she place a colored dot sticker on his/her row in the cereal column.
- Count how many children liked each cereal and discuss the good and bad aspects of the most popular choices.

### MAKE A PLATE OF FOOD:

- Cut out pictures of food from magazines, advertisements or catalogs. Be sure to include traditional (pizza, peanut butter, cookies) as well as other choices (tacos, seafood).
- Spread out the pictures on a table.
- Show children examples on "My Plate" of healthy food choices.
- Have the children pick the foods they like and paste them on paper plates to create their "meal."
- Share information about the foods as they work. Show them where the foods appear on "My Plate".

## Wee Neighbors Helping Wee Neighbors

# 1ST THROUGH 3RD GRADE

## IDEAS AND ACTIVITIES



### THE MY PYRAMID PROJECT:

- Photocopy the My Plate **Coloring Page (20)** then hand them out to the students.
- Using the guide found on **pages 17-19** in the Handouts section, help students fill in each section of the plate with the correct name of each food group. After this is done, help the students determine the appropriate colors for each category and color in the rest of the worksheet. (Key on page 19)
- If you have Internet access, let students go to the sites listed on the "Resources Online" page at the beginning of this packet and allow them to play the interactive nutrition games.

### CEREAL BOX BOOK REPORT:

- Have each child read a book of their own choice (or read a book with a parent's help).
- Have each child then cover an empty cereal box with paper.
- Label the front of the cereal box with the title of the book they read.
- Depending upon the reading and writing ability of the class, either write a summary of the book on the back of their cereal box, or draw a picture of the main idea of the story. List the main characters on the side of the box as if they were ingredients.

### FOSTER GRANDPARENTS:

- Seek out a retirement community in your area for your program to partner with. Invite volunteers from the retirement community to be "foster grandparents" in your program, telling stories to the children, etc. In return, arrange for the children to do community service activities for the retirement community (make cards for the residents, make table decorations for the residents, make refrigerator art, etc.) Initiate conversations with the children about how it feels to give to others.

### FARM TO TABLE ACTIVITY:

- Copy and hand out the activity sheet provided on **page 28**.
- Give the students time to fill out the worksheet, numbering (1-6) the process of how food comes from the farm to our table.
- After the appropriate amount of time is given, discuss the worksheet as a class.
- Answer key for Farm to Table worksheet: 1)6 2)3 3)4 4)2 5)1 6)5
- Other worksheets, such as Cooking Bookmarks, "What do plants need to grow?", "Where do fruits and vegetables grow?", and "Breakfast Tracker" can be found on the Nourish Interactive Website.

## Wee Neighbors Helping Wee Neighbors

## 4TH AND 5TH GRADE IDEAS AND ACTIVITIES



### THE MY PLATE PROJECT:

- Photocopy the My Plate guides as master copies for the class (17-19). Then, copy the My Plate Coloring Page provided in the Handouts section on page 20. Give a copy of this to each student.
- Instruct them to read the guide, then color in the blank plate writing in the appropriate category to match the colors.
- After filling in the plate, have the class give examples of what foods are a part of each category that they might eat every day. Have them add these examples to their worksheet.
- If you have Internet access, let students go to the sites listed on the "Resources Online" page at the beginning of this packet and allow them to play the interactive nutrition games.

### COOKBOOK:

- Ask the students to brainstorm the recipes for a few of their favorite meals. The students could ask their parents at home for the recipes, find them in simple cookbooks, or can look them up on the internet, if available.
- As a class, make a list of recipes to add to their own cookbooks.
- Taking turns, have students work together to write the recipes somewhere at the front of the class where everyone can see.
- Hand out construction paper and writing utensils, and any other supplies necessary.
- Have each student create a cover for his/her cookbook.
- Given a few more sheets of paper, have each student write down the recipes, embellishing the book as they like.
- After all the recipes are written, the students can either use the top left corner, the top of the book, or the entire left end of book to create a binding.
- Using a hole punch, make holes and weave pipe cleaners, yarn, or string as needed.
- To make the project a little more complicated, make the books into the shape of a vegetable, fruit, or a food that's a personal favorite.

### CREATE A RESTAURANT MENU:

- Have students divide into groups to create a breakfast menu for a restaurant.
- Have students name their restaurant.
- Design a menu for breakfast.
- Draw illustration for the menu.
- Use descriptive adjectives to describe each menu item.
- Have them label the menu items that are heart healthy (use a heart symbol), and which category the menu item falls into on My Plate (items may fall into more than one category: use the round shape and color it in with the matching food group colors found on My Plate).

## Wee Neighbors Helping Wee Neighbors

## 4TH AND 5TH GRADE

### IDEAS AND ACTIVITIES



#### CEREAL BOX BOOK REPORT:

- Have each student read a book of their own choice about someone who has done something that has changed the world for the better, who has given of him or herself to make a difference.
- Have each student then cover an empty cereal box with paper.
- Label the front of the cereal box with the title of the book they read. They can draw a picture or decorate the front of the box accordingly.
- Have the students write a summary of the book on the back of their cereal box.
- List the main characters on the side of the box as if they were ingredients.
- Include coupons, games, etc., that highlight the plot of the story.

#### CREATE AN ORGANIZATION FOR SHARING:

- Divide the class up into teams.
- Explain that each team has been given a check for \$500,000 to create an organization designed to help a group of people of their choice.
- The team has three tasks:
  1. Create the name of the organization
  2. Determine the purpose of the organization
  3. Determine what group of people they will help and explain why. This group can be a community group or a group in another part of the world.
- Before beginning this project, students should look up a couple of agencies to see what they do.
- Check out such charity and giving organizations as:  
**Crisis Control Ministry** ([www.crisiscontrol.org](http://www.crisiscontrol.org)), **The Heifer Project** ([www.Heifer.org](http://www.Heifer.org)), **Feed the Children** ([www.feedthechildren.org](http://www.feedthechildren.org)), **SOS Children's Villages** ([www.sos-usa.org](http://www.sos-usa.org))

#### CEREAL TASTING AND GRAPHING:

- Pour a little bit of several types of cereals into small Dixie cups for each student (make sure you check ingredients: several brands of cereal include nuts and milk, which are common childhood allergies).
- Make a graph by drawing a grid on a poster board and writing the names of the cereals across the top of a poster board and the students' names down the side.
- Have students taste each cereal and tell you if they like it or not by a show of hands.
- If the student likes the cereal, color in the corresponding spot on the graph.
- If you would like, hand out copies of the graph found on **page 31** of the handouts section for students to fill in individually, as you create the one for the class. Another option would be to have students create a graph on the computer that shows the results of the taste test survey, creating a bar graph that shows the totals of the students who liked the different cereals.

## Wee Neighbors Helping Wee Neighbors



## 4TH AND 5TH GRADE IDEAS AND ACTIVITIES



### COLLAGE OF KINDNESS:

- Using pictures from magazines, catalogs, brochures, newspapers or the Internet, have students create a collage of pictures that show people helping one another or giving to one another.

### MEDIA AND WHAT WE EAT:

- Take home activity. Tell students to conduct this study while watching their favorite shows on TV: During the program, they are to write down everything they see that people are eating or purchasing to eat.
- During the commercials, write down all the food commercials. How do the commercials entice viewers to purchase their products? What are some jingles or slogans that are used? What food groups did not get advertised?
- Have students create a slogan or advertising jingle for a food from one of the groups that received no advertising.

### CHOOSING HEALTHY CEREALS:

- Get several brands of cereals, and have students guess which one is healthier, based on the front cover of the box and what they know of the cereal. Then make copies of the food labels and have them compare labels to determine which cereals are actually the healthiest. As a class, first determine what makes a healthy cereal.
- The worksheet provided on **page 32 can** be used for this project, or for comparisons of other foods.

### TRACK YOUR FOOD WEEKLY JOURNAL:

- Give each student a piece of paper, ruler, and a writing utensil.
- Using these supplies, have each student make a 7x8 table (7 boxes down, 8 across).
- Across the top of the table, write the days of the week in the boxes. On the vertical axis of the table, add the different food groups (Top to bottom starting with box 2: Grains, Veggies, Fruits, Milk, Meat/Beans) In the last box of this row, the students can write, "Did I eat right today?" or something similar.
- Each day, have the students add what foods they ate for the day in the appropriate box. At the end of the day, if a student ate the correct amount of each food group, fill in the box at the bottom of the column with a star or maybe his/her favorite color.
- If there are questions concerning serving sizes, there is a handout provided on page 17 the kids can take home as a reference.

## Wee Neighbors Helping Wee Neighbors



Crisis Control Ministry

**Wee Care!  
Cereal Drive**

**March 1-31, 2023**

# **MASTERS FOR HANDOUTS IN ENGLISH**

Wee Neighbors Helping Wee Neighbors

Wee Care! is a program of Crisis Control Ministry. For more information visit [www.crisiscontrol.org](http://www.crisiscontrol.org).

# MY PLATE

The Food Guide Plate is one way for people to understand how to eat healthy.

Each color of the placemat represents the five food groups plus fats and oils.

Here's what the colors stand for:

- orange - grains
- green - vegetables
- red - fruits
- blue - milk and dairy products
- purple - protein

**My Plate is a great reminder to eat a variety of foods.** A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day.

**Make it personal.** Through the USDA's My Plate website, people can get personalized recommendations about the mix of foods they need to eat and how much they should be eating.

## **How Much Do I Need to Eat?**

Everyone wants to know how much they should eat to stay healthy. It's a tricky question, though. It depends on your age, whether you're a girl or a boy, and how active you are. Kids who are more active burn more calories, so they need more calories. But we can give you some estimates for how much you need of each food group.

## **GRAINS:**

Grains are measured out in ounce equivalents. What are they? Ounce equivalents are just another way of showing a serving size. Here are ounce equivalents for common grain foods. An ounce equivalent equals:

- 1 piece of bread
- 1/2 cup of cooked cereal, like oatmeal
- 1/2 cup of rice or pasta
- 1 cup of cold cereal

- 4- to 8- year-olds need 5 ounce equivalents each day.
- 9- to 13- year-old girls need 5 ounce equivalents each day.
- 9- to 13- year-old boys need 6 ounce equivalents each day.

And one last thing about grains: Try to eat a lot of whole grains, such as 100% wheat bread, brown rice, and oatmeal.

## **VEGETABLES:**

Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. Most vegetables are naturally low in fat and calories. None have cholesterol. Of course, you need your vegetables, especially those dark green and orange ones. But how much is enough? Vegetable servings are measured in cups.

- 4- to 8- year-olds need 1 1/2 cups of veggies each day
- 9- to 13- year-old girls need 2 cups of veggies each day.
- 9- to 13- year-old boys need 2 1/2 cups of veggies each day.

## **Wee Neighbors Helping Wee Neighbors**

## **FRUITS:**

Sweet, juicy fruit is definitely part of a healthy diet. Here's how much you need:

- 4- to 8-year-olds need 1-1 1/2 cups of fruit each day.
- 9- to 13-year-old girls need 1 1/2 cups of fruit each day.
- 9- to 13-year-old boys need 1 1/2 cups of fruit each day.

Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. In general, 1 cup of fruit or 100% fruit juice, or 1/2 cup of dried fruit can be considered as 1 cup from the Fruit Group. Fruits are sources of many essential nutrients that are under consumed, including potassium, dietary fiber, vitamin C, and folate (folic acid). Also, diets rich in foods containing fiber, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.

## **MILK AND OTHER CALCIUM-RICH FOODS:**

Calcium builds strong bones to last a lifetime, so you need these foods in your diet.

- 4- to 8-year-olds need 2 1/2 cups of milk (or another calcium-rich food) each day.
- 9- to 13-year-old girls need 3 cups of milk (or another calcium-rich food) each day.
- 9- to 13-year-old boys need 3 cups of milk (or another calcium-rich food) each day.

If you want something other than milk, you can substitute yogurt, cheese, or calcium-fortified orange juice - just to name a few.

## **MEATS, BEANS, FISH, AND NUTS:**

These foods contain iron and lots of other important nutrients. Like grains, these foods are measured in ounce equivalents.

An ounce equivalent of this group would be:

- 1 ounce of meat, poultry, or fish
- 1/4 cup cooked dry beans
- 1 egg
- 1 tablespoon of peanut butter
- a small handful of nuts or seeds

- 4- to 8-year-olds need 4 ounce equivalents each day.
- 9- to 13-year-old girls need 5 ounce equivalents each day.
- 9- to 13-year-old boys need 5 ounce equivalents each day.

Whoa! That's a lot to swallow. The good news is that your mom, dad, and the other grown-ups in your life will help you eat what you need to stay healthy. There's more good news - you don't have to become a perfect eater overnight. Take it one step at a time knowing that switching to healthier eating habits now can lead to a healthier future.

<http://www.choosemyplate.gov/food-groups/>

## **Wee Neighbors Helping Wee Neighbors**



Choose **MyPlate**.gov



Wee Neighbors Helping Wee Neighbors

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# BUILDING A HEALTHY MEAL

## Are fruits and vegetables covering half your plate?

Vegetables and fruits are full of nutrients and may help promote good health. Try eating red, orange, and dark green vegetables such as tomatoes, sweet potatoes, and broccoli.

## Where's the protein?

Protein can come from beef, pork, chicken, turkey, beans, or tofu. To switch it up, have seafood as your protein twice a week!

## What about whole grains?

Whole grain products provide more nutrients than refined grains, so always look for "100% whole grain" or "100% whole wheat" on the food label!

## Don't forget the dairy!

Fat free or low fat milk would be a great way to include dairy with a meal, so pour yourself a glass! Fat free milk provides the same amount of nutrients as whole milk, just without all the fat and extra calories. If you don't like milk, maybe soymilk would work for you! Or you can try having low-fat yogurt with your meal.

## Who wants dessert?

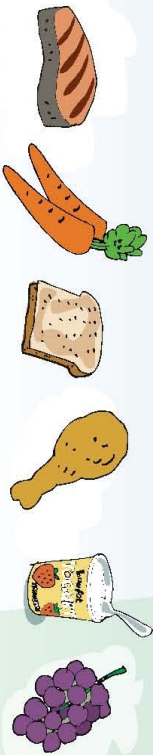
Have dessert, but make it a healthy one! Baked apples, pears, or even fruit salad are a nice sweet ending to a meal. Frozen juice bars (100% juice) are also a good option.

**Wee Neighbors Helping Wee Neighbors**

# TIPS FOR FAMILIES

## EAT RIGHT

- 1 Make half your grains whole.** Choose whole-grain foods, such as whole-wheat bread, oatmeal, brown rice, and lowfat popcorn, more often.
- 2 Vary your veggies.** Go dark green and orange with your vegetables—eat spinach, broccoli, carrots, and sweet potatoes.
- 3 Focus on fruits.** Eat them at meals, and at snack time, too. Choose fresh, frozen, canned, or dried, and go easy on the fruit juice.
- 4 Get your calcium-rich foods.** To build strong bones serve lowfat and fat-free milk and other milk products several times a day.
- 5 Go lean with protein.** Eat lean or lowfat meat, chicken, turkey, and fish. Also, change your tune with more dry beans and peas. Add chick peas, nuts, or seeds to a salad; pinto beans to a burrito; or kidney beans to soup.
- 6 Change your oil.** We all need oil. Get yours from fish, nuts, and liquid oils such as corn, soybean, canola, and olive oil.
- 7 Don't sugarcoat it.** Choose foods and beverages that do not have sugar and caloric sweeteners as one of the first ingredients. Added sugars contribute calories with few, if any, nutrients.



## EXERCISE

- 1 Set a good example.** Be active and get your family to join you. Have fun together. Play with the kids or pets. Go for a walk, tumble in the leaves, or play catch.
- 2 Take the President's Challenge as a family.** Track your individual physical activities together and earn awards for active lifestyles at [www.presidentschallenge.org](http://www.presidentschallenge.org).
- 3 Establish a routine.** Set aside time each day as activity time—walk, jog, skate, cycle, or swim. Adults need at least 30 minutes of physical activity most days of the week; children 60 minutes everyday or most days.
- 4 Have an activity party.** Make the next birthday party centered on physical activity. Try backyard Olympics, or relay races. Have a bowling or skating party.
- 5 Set up a home gym.** Use household items, such as canned foods, as weights. Stairs can substitute for stair machines.
- 6 Move it!** Instead of sitting through TV commercials, get up and move. When you talk on the phone, lift weights or walk around. Remember to limit TV watching and computer time.
- 7 Give activity gifts.** Give gifts that encourage physical activity—active games or sporting equipment.



## HAVE FUN!



Wee Neighbors Helping Wee Neighbors



# My Plate - Food Group Servings and Amounts

<b>Grains</b> 1 serving = 1 ounce	<b>Vegetables</b> 1 serving = 1/2 cup	<b>Fruits</b> 1 serving = 1/2 cup	<b>Dairy</b> 1 serving = 1 cup	<b>Protein</b> 3 serving = 3 ounces	
<b>Make 1/2 your grains whole grains.</b>  Look for the words "100% Whole grains"  1 ounce = 1 cup of cereal 1 slice of bread 1/2 cup of rice/ pasta	<b>Veggies are the main source of Vitamin A</b>  Vary your veggies and don't forget green leafy and orange vegetables like spinach, broccoli and carrots.	<b>Fruits are the main source of Vitamin C</b>  Eat a variety of fresh fruit.  Fruit juice can have a lot of added sugar. so try to eat fresh fruits! When you do drink juice look for 100% fruit juice.	<b>Milk provides calcium for strong bones and teeth</b>  Go low-fat or fat-free when you choose milk, yogurt, or cheese.	<b>Choose lean or fat free meats and poultry</b>  Vary your protein choose more fish and beans,  1 ounce = small handful of nuts 1 Tbsp peanut butter 1 egg 1/2 cup of beans	
Find your balance between food and physical activity. Be physically active for at least <b>60 minutes every day</b> , or most days.			<b>Limit Fats and Sugars.</b> Limit foods with added fats and sugars, they only add calories but no other nutrients.		

Visit [www.ChefSolus.com](http://www.ChefSolus.com) for printable food groups worksheets for kids, nutrition education games, mypyramid puzzles, activities and more food pyramid chart fun!

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# SAFE COOKING WITH CHILDREN

Cooking is a wonderful way to share time with children while educating them about different foods and nutritional choices. Children learn valuable lessons from sharing time in the kitchen with parents, such as:

- Learning new words like whisk, knead, spatula and grater.
- Learning social skills as they plan, prepare and eat a meal with family or friends.
- Learning math concepts, like half, tablespoon, full, three minutes.
- Learning about different cultures while trying foods from other countries.
- Learning about nutrition and safety.

Here are ways to share the cooking experience with children at various ages:

## **TWO-YEAR-OLDS CAN:**

- Scrub vegetables and fruits
- Wipe tables
- Dip vegetables and fruits
- Tear lettuce and salad greens
- Break bread for stuffing
- Snap fresh beans

## **THREE-YEAR-OLDS CAN:**

- Pour liquids into a batter
- Mix muffin batter
- Shake a milk drink
- Spread peanut butter on firm bread
- Knead bread dough

## **FOUR– AND FIVE-YEAR OLDS CAN:**

- Roll bananas in cereal for a snack
- Juice oranges, lemons and limes
- Mash soft fruits and vegetables
- Measure dry and liquid ingredients
- Beat eggs with an egg beater

# COOKING WITH KIDS

## EASY AND FUN RECIPES

### SNACKS:

#### Jello with Swimming Fish

- 1 4-serving size package blue Jello
- 3/4 cup boiling water
- 1/2 cup cold water
- Ice cubes
- Gummy fish

Dissolve Jello in boiling water. Combine cold water and ice cubes to make 1-1/4 cups ice and water. Add to Jello, stir until slightly thick. Remove any unmelted ice. If it is still too thin, refrigerate for a few minutes. Pour Jello into clear glasses. Drop in gummy fish. Refrigerate until set, about an hour.

#### Gummy Fruit Snacks

- 1 cup mixed berries
- 1/4 cup water
- 1/2 cup applesauce
- 1/2 cup fruit juice (apple, cranberry, etc.)
- 2 envelopes gelatin (1 envelope = 2 1/2 tsp)

In a small saucepan over medium heat combine the berries and water. Bring to a boil and cook until berries are soft, about 5 minutes. Transfer to a blender or use an immersion blender to puree berries until smooth. Return to pot. Add applesauce and return to a boil, then remove from heat, cover and set aside. In a large bowl, sprinkle gelatin over fruit juice and let stand one minute. Add hot fruit mixture and stir until gelatin completely dissolves, 3 to 5 minutes.

Pour into 8 x 8 inch glass or ceramic baking dish (or into molds, if you want to go that route). Refrigerate until firm, about 3 hours. Cut into blocks or shapes.

#### Fruit Dip

If the kids don't like plain fruit, try adding a dip!

- 1 (3 ounce) package instant vanilla pudding mix
- 8 ounces container sour cream
- 1/2 cup low-fat yogurt

Mix the vanilla pudding mix, sour cream and yogurt in a medium bowl. Chill in the refrigerator for 2 hours before serving. Serve with apples, strawberries, or pretty much any fruit you desire!

#### Fruit and Cheese Kabobs

Stick melon balls, berries, pineapple chunks, and cubed peaches, pears or apples along with a favorite low-fat cheese onto pretzel sticks. You can even make the cheese more interesting by letting the kids use cookie cutters to make fun shapes!

## MEALS:

### Mini Sandwiches

Use crackers or cut-up bread--or give the kids a few slices of bread, lunch meat, and cheese, and a couple of miniature cookie cutters to make tiny, fun-shaped sandwiches OR top a slice of bread with peanut butter and use an apple slice for a smile and raisins for eyes.

### Pizza

Who can resist pizza? Pizza can be a perfectly healthy snack. Use half an English muffin, a whole pita, or a tortilla as a pizza crust. Let them smear on a bit of tomato sauce, add a light sprinkle of low-fat mozzarella cheese, and then top with chopped vegetables and maybe a bit of lean meat. Heat for a few minutes in the toaster oven or microwave, then cut into triangles for extra kid-appeal.

### Bagel Snake

Split mini bagels in half. Cut each half into half circles. Spread the halves with toppings like tuna salad, egg salad, or peanut butter. Decorate with sliced cherry tomatoes or banana slices. Arrange half circles to form the body of a snake. Use olives or raisins for the eyes.

## DESSERTS:

### Smoothies!

You can't go wrong with a smoothie. There are endless possibilities, and they are as simple as adding yogurt or milk to fruit, or if lactose intolerant, just add one of your favorite juices. For more specific recipes, try going to this website: <http://allrecipes.com/howto/healthy-snacks-for-kids-smoothies/>

### Frozen Banana Pop

-Bananas, Plain Yogurt, Popsicle sticks or lollipop sticks

-Dry Cereal (any kind you like) suggestions: Special K with strawberries, granola, Fruity Pebbles, Cocoa Pebbles.

Cut banana in half horizontally, dip in yogurt, and roll in dry cereal. Place in freezer for 30 min. (just to set up)

### Frozen juice cups

Pour 100% fruit juice into small paper cups. Freeze. To serve, peel off the paper and eat.

### "Dreamsicle" Yogurt Pie

- 1 9" graham cracker crust shell

- 1 8-oz. container orange yogurt

- 1 cup Cool Whip

- 1/2 cup mandarin oranges

Combine yogurt and whipped topping together in a bowl and stir. Add mandarin oranges and stir. Spoon into pie shell, cover with plastic and chill.

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# "Break for Breakfast"

Find these words:

Break  
Oatmeal  
Smoothie  
Banana  
Eggs  
Orange  
Cereal  
Breakfast

T D B R E A K S S E  
Q B A N A N A E R I  
T S A F K A E R B H  
E K J N G F S S A T  
G X C E G N A R O O  
G O R L A E M T A O  
S E L E M O A J E M  
C E R E A L T D T S

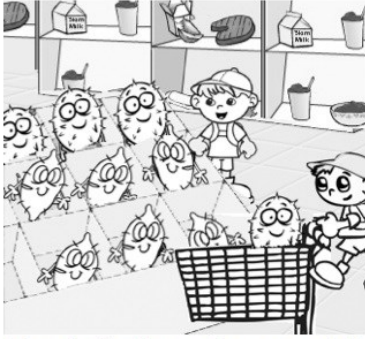


Wee Neighbors Helping Wee Neighbors

# Farm to Table Activity Sheet



It takes several steps to get fresh fruits and vegetables to your dinner table. Can you put these scenes in their correct order by placing the correct number under each one?



Fresh fruit and vegetables are now in the store \_\_\_\_\_



Fruits and vegetables are ripe for picking at the farm \_\_\_\_\_



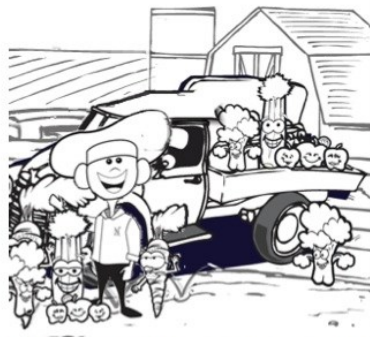
Fruits and vegetables are picked and put into a basket \_\_\_\_\_



Fruits and vegetable plants are growing \_\_\_\_\_



Seed are planted \_\_\_\_\_



All the fruits and vegetables from the farm are on the truck to be delivered to stores \_\_\_\_\_



Visit [www.ChefSolus.com](http://www.ChefSolus.com) for Free online nutrition games, healthy eatings, fun kids activities, and tips! Learn more about fruits and vegetables and farm to table concepts in a fun way.

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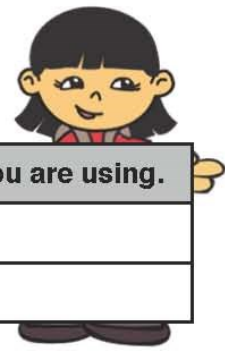
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Write in the name of the Food Labels you are using.	
Name of Food Label A	
Name of Food Label B	

Circle your Food label that is best described:

- |  |         |         |
|--|---------|---------|
| 1. most sodium per serving:              | Label A | Label B |
| 2. most carbohydrates per serving?       | Label A | Label B |
| 3. most saturated fat per serving?       | Label A | Label B |
| 4. least sugar per serving?              | Label A | Label B |
| 5. more calories from fat?               | Label A | Label B |
| 6. more fat per serving?                 | Label A | Label B |
| 7. has less sodium?                      | Label A | Label B |
| 8. least amount of calories per serving? | Label A | Label B |
| 9. most protein per serving?             | Label A | Label B |
| 10. most total fat per serving?          | Label A | Label B |
| 11. most Vitamin A?                      | Label A | Label B |
| 12. most Calcium?                        | Label A | Label B |



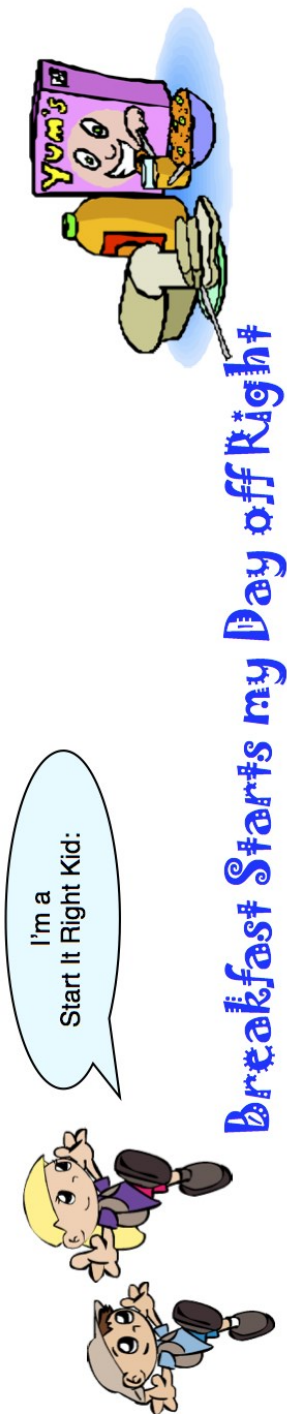
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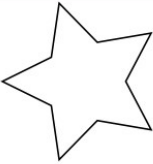

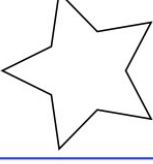


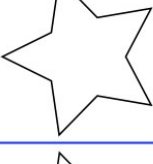

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Color the box I ate breakfast today							
Color a star, if you ate from at least three food groups							

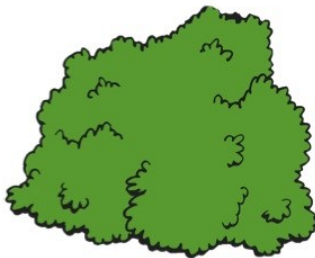
## Where Do Fruits and Vegetables Grow?



Fruits and vegetables are plants that grow in different ways.  
Draw a line from the fruit or vegetable to the place grow.



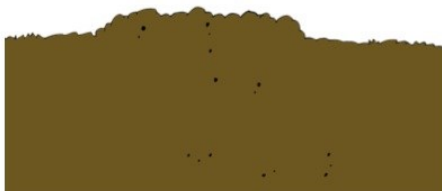
Tree



Bush



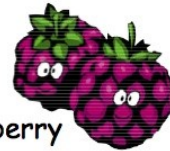
Vine



Underground



banana



raspberry



potato



apple



red onion



grapes



blueberry



pumpkin

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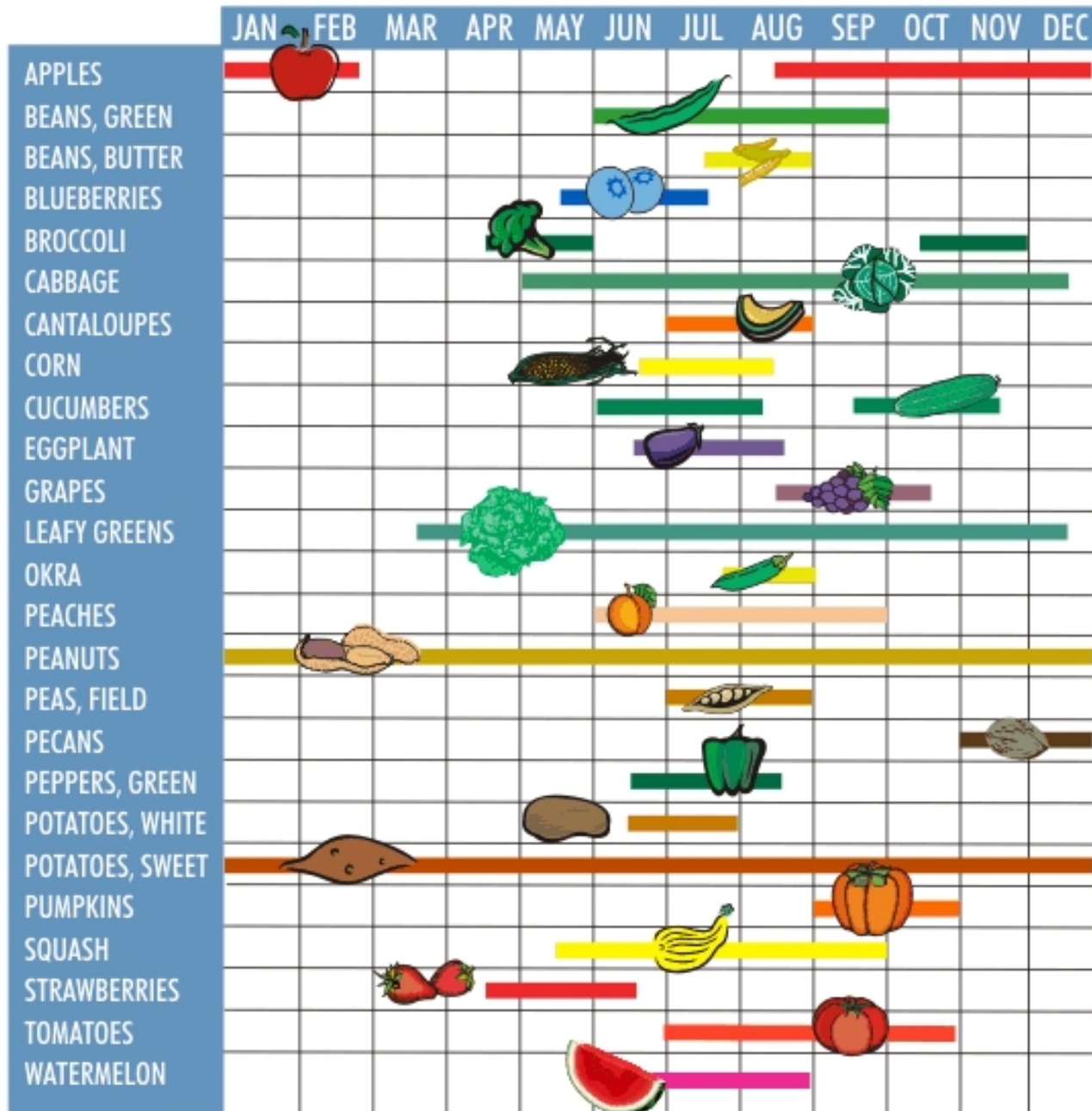
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# What's in Season?

## North Carolina Fruit and Vegetable Availability

You can use this guide to choose the freshest, best tasting produce obtainable!

Insist on buying locally grown food in grocery stores, restaurants, in the work place and schools,  
Or- buy direct from a local grower at a farmers market, pick-your-own or roadside farm market.



For directories and more information about NC produce, visit [www.ncdamarkets.org](http://www.ncdamarkets.org).

Agriculture is NC's # 1 industry. When you see the Goodness Grows in North Carolina logo on food products, you are contributing to the economic growth of North Carolina and to our farmers.



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Crisis Control Ministry

**Wee Care!  
Cereal Drive**

**March 1-31, 2023**

# **MASTERS FOR HANDOUTS IN SPANISH**

Wee Vecinos Ayudando Wee Vecinos

# MI PLATO

El plato de la guía de alimentos es una forma para que las personas entiendan cómo comer sano. Cada color del mantel individual representa los cinco grupos de alimentos más grasas y aceites. Esto es lo que significan los colores:

- anaranjado - granos
- verde - vegetales
- rojo - frutas
- azul: leche y productos lácteos
- morado: proteínas

**Mi Plato es un gran recordatorio para comer una variedad de alimentos.** Una dieta equilibrada es la que incluye todos los grupos de alimentos. En otras palabras, comer alimentos de todos los colores, todos los días.

**Hazlo personal.** A través del sitio web Mi plato del USDA, los usuarios pueden obtener recomendaciones personalizadas sobre la combinación de alimentos que deben consumir y en qué cantidad.

## **¿Cuánto necesito comer?**

Todo el mundo quiere saber cuánto debe comer para mantenerse saludable. Sin embargo, es una pregunta difícil. Depende de tu edad, de si eres una niña o un niño, y de qué tan activo eres. Los niños que son más activos queman más calorías, por eso necesitan más calorías. Pero podemos darle algunas estimaciones de la cantidad que necesitas de cada grupo de alimentos.

## **GRANOS:**

Los granos se miden en onza equivalente. ¿Qué son? Los equivalentes de onza son solo otra forma de mostrar el tamaño de una porción. Aquí hay equivalentes de onza para los alimentos de grano común. Un equivalente de onza es igual a:

- 1 pedazo de pan
- 1/2 taza de cereales cocidos, como avena
- 1/2 taza de arroz o pasta
- 1 taza de cereales fríos

- Los niños de 4 a 8 años necesitan equivalentes de 5 onzas cada día.
- Las niñas de 9 a 8 años necesitan equivalentes de 5 onzas cada día.
- Los niños de 9 a 13 años necesitan equivalentes de 6 onzas cada día

Y una última cosa sobre los granos: trate de comer muchos granos enteros, como pan de trigo 100%, arroz integral y avena

## **VEGETALES:**

Cualquier 100% jugo vegetal o vegetales cuenta como miembro del Grupo Vegetal. Las verduras pueden estar crudas o cocidas; frescas, congeladas, enlatadas o secas/deshidratadas; y puede ser entero, cortado o machacado. La mayoría de los vegetales son naturalmente bajos en grasas y calorías. Ninguno tiene colesterol. Por supuesto, necesitas tus verduras, especialmente aquellas de color verde oscuro y naranja. Pero, ¿cuánto es suficiente? Las porciones de vegetales se miden en tazas.

- Los niños de 4 a 8 años necesitan 1 1/2 tazas de verduras cada día Las
- Las niñas de 9 a 13 años necesitan 2 tazas de verduras cada día

## **Wee Vecinos Ayudando Wee Vecinos**

## **FRUTAS:**

La fruta dulce y jugosa forma parte de una dieta sana. Aquí tienes la cantidad que necesitas:

- Los niños de 4 a 8 años necesitan 1-1 1/2 tazas de fruta cada día.
- Las niñas de 9 a 13 años necesitan 1 taza y media de fruta cada día.
- Los niños de 9 a 13 años necesitan 1 taza y media de fruta cada día.

Cualquier fruta o jugo de fruta al 100% cuenta como parte del grupo de las frutas. Las frutas pueden ser frescas, enlatadas, congeladas o secas, y pueden ser enteras, cortadas o puré. En general, 1 taza de fruta o 100% de jugo de fruta, o taza de fruta seca se puede considerar como 1 taza del grupo de frutas. Las frutas son fuentes de muchos nutrientes esenciales que se consumen menos, incluyendo potasio, fibra dietética, vitamina C y folato (ácido fólico). Además, las dietas ricas en alimentos que contienen fibra, como algunas verduras y frutas, pueden reducir el riesgo de cardiopatías, obesidad y diabetes de tipo 2.

## **LECHE Y OTROS ALIMENTOS RICOS EN CALCIO:**

El calcio construye huesos fuertes para durar toda la vida, por eso necesitas estos alimentos en tu dieta.

- Las niñas de 4 a 8 años necesitan 2 tazas y media de leche (u otro alimento rico en calcio) al día.
- Las niñas de 9 a 13 años necesitan 3 tazas de leche (u otro alimento rico en calcio) al día.
- Los niños de 9 a 13 años necesitan 3 tazas de leche (u otro alimento rico en calcio) al día

Si quieres algo que no sea leche, puedes sustituir yogur, queso o jugo de naranja fortificado con calcio, solo por nombrar algunos.

## **CARNES, FRIJOLES, PESCADO Y NUECES**

Estos alimentos contienen hierro y muchos otros nutrientes importantes. Al igual que los granos, estos alimentos se miden en onzas equivalentes.

Una onza equivalente de este grupo sería:

- 1 onza de carne, pollo o pescado
- 1/4 taza de frijoles secos cocidos
- 1 huevo
- 1 cucharada de mantequilla de maní
- Un pequeño puñado de nueces o semillas

- Los niños de 4 a 8 años necesitan equivalentes de 4 onzas cada día.
- Las niñas de 9 a 13 años necesitan equivalentes de 5 onzas cada día.
- Los niños de 9 a 13 años necesitan equivalentes de 5 onzas cada día.

¡Guau! Eso es mucho para recordar. La buena noticia es que tu mamá, papá y los otros adultos en tu vida te ayudarán a comer lo que necesitas para mantenerte saludable. Hay más buenas noticias: No tienes que convertirte en un comedor perfecto de la noche a la mañana. Tómallo paso a paso sabiendo que cambiar a hábitos alimenticios más saludables ahora puede conducir a un futuro más saludable.

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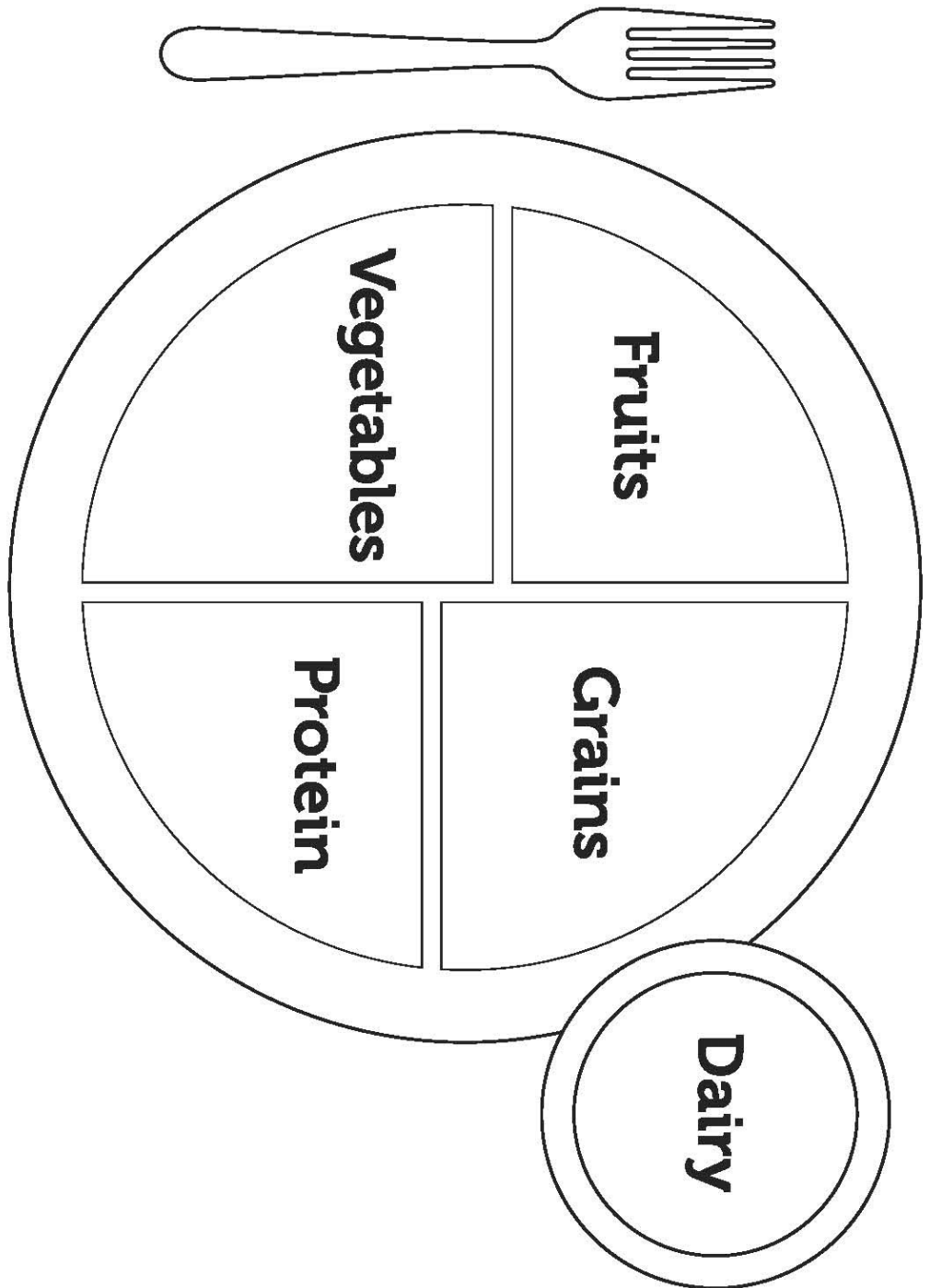


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# PREPARANDO UNA COMIDA SALUDABLE

## ¿Las frutas y verduras cubren la mitad de su plato?

Las verduras y frutas están llenas de nutrientes y pueden ayudar a promover la buena salud. Trate de comer verduras rojas, naranjas y verde oscuro como tomates, camote y brócoli .

## ¿Dónde está la proteína?

La proteína puede provenir de la carne de res, cerdo, pollo, pavo, frijoles o tofu. Para cambiarlo, ¡tenga mariscos como su proteína dos veces por semana!

## Y los granos enteros?

Los productos de granos enteros proporcionan más nutrientes que los granos refinados, así que siempre busque "100% grano entero" o "100% trigo integral" en la etiqueta de los alimentos.

## ¡No te olvides de los lácteos!

La leche libre de grasa o baja en grasa sería una gran manera de incluir productos lácteos con una comida, así que sirvete un vaso de leche! La leche sin grasa proporciona la misma cantidad de nutrientes que la leche entera, sin toda la grasa y calorías adicionales. Si no te gusta la leche, ¡tal vez la leche de soja funcionaría para ti! O puede probar a comer yogur bajo en grasa con su comida.

## ¿Quién quiere postre?

¡Ten postre, pero hazlo saludable! Las manzanas horneadas, las peras o incluso la ensalada de frutas son un buen final dulce para una comida. Las barras de jugo congelado (100% jugo) también son una buena opción.

Wee Vecinos Ayudando Wee Vecinos

# COCINANDO SEGURAMENTE CON NIÑOS

Cocinar es una manera maravillosa de compartir tiempo con los niños mientras los educan sobre diferentes alimentos y opciones nutricionales. Los niños aprenden valiosas lecciones al compartir tiempo en la cocina con los padres, tales como:

- Aprender nuevas palabras como batir, amasar, espátula y rallador.
- Aprender habilidades sociales mientras planifican, preparan y comen una comida con familiares o amigos.
- Aprender conceptos matemáticos, como la mitad, cucharada, llena, tres minutos.
- Aprendiendo sobre diferentes culturas mientras prueba alimentos de otros países.
- Aprendiendo sobre nutrición y seguridad.

Aquí hay maneras de compartir la experiencia culinaria con niños de diferentes edades:

## **LOS NIÑOS DE DOS AÑOS PUEDEN:**

- Frote verduras y frutas
- Limpie las mesas
- Sumerja verduras y frutas
- Arrancar la lechuga y las verduras de ensalada
- Partir el pan para el relleno
- Rompa frijoles frescos

## **LOS NIÑOS DE TRES AÑOS PUEDEN:**

- Vierta líquidos en una masa
- Mezcle la masa de muffins
- Agite una bebida láctea
- Extienda mantequilla de maní sobre pan firme
- Amasar masa de pan

## **LOS NIÑOS DE CUATRO Y CINCO AÑOS PUEDEN:**

- Enrollar plátanos en cereales para un bocadillo
- Hacer Jugo de naranjas, limones y limas
- Triturar frutas y verduras blandas
- Mide los ingredientes secos y líquidos
- Batir los huevos con una batidora de huevos

**Wee Vecinos Ayudando Wee Vecinos**

# COCINANDO CON NIÑOS

## RECETAS FÁCILES Y DIVERTIDAS

### MERIENDAS:

#### Gelatina con peces de goma

- 1 paquete de gelatin azul para 4 porciones
- 3/4 taza de agua hirviendo
- 1/2 taza de agua fría
- hielo
- Peces de goma

Disuelva Jello en agua hirviendo. Combine agua fría y cubitos de hielo para hacer 1-1/4 tazas de hielo y agua. Añadir al gelatina, revolver hasta que esté ligeramente espeso. Retire el hielo sin derretir. Si todavía está demasiado delgado, refrigere durante unos minutos. Vierta Jello en vasos transparentes. Déjate caer en el pez gomoso. Refrigere hasta que esté ajustado, aproximadamente una hora.

#### Bocadillos de fruta gomosa

- 1 taza de bayas mixtas
- 1/4 taza de agua
- 1/2 taza de puré de manzana
- 1/2 taza de jugo de fruta (manzana, arándano, etc.)
- 2 sobres de gelatina (1 sobre = 2 1/2 cucharaditas)

En una cacerola pequeña a fuego medio combine las bayas y el agua. Llevar a ebullición y cocinar hasta que las bayas estén suaves, unos 5 minutos. Transfiera a una licuadora o use una licuadora de inmersión para hacer puré de bayas hasta que esté suave. Volver al recipiente. Agregue puré de manzana y vuelva a hervir, luego retírelo del calor, cúbralo y déjelo a un lado. En un tazón grande, espolvoree la gelatina sobre el jugo de fruta y deje reposar un minuto. Agregue la mezcla de frutas calientes y revuelva hasta que la gelatina se disuelva por completo, de 3 a 5 minutos. Cortar en bloques o formas.

#### Dip de Fruta

Si a los niños no les gusta la fruta, ¡intente agregar un dip!

- 1 paquete (3 onzas) de pudin instantáneo de vainilla
- 8 onzas de crema agria
- 1/2 taza de yogur desnatado

Mezcle la mezcla de pudín de vainilla, la crema agria y el yogur en un tazón mediano. Enfríe en el refrigerador durante 2 horas antes de servir. ¡Sirva con manzanas, fresas o casi cualquier fruta que desee!

#### Brochetas de frutas y queso

Pega bolas de melón, bayas, trozos de piña y melocotones en cubos, peras o manzanas junto con un queso bajo en grasa favorito en los palitos de pretzel. ¡Incluso puedes hacer que el queso sea más interesante dejando que los niños usen cortadores de galletas para hacer formas divertidas!

### Wee Vecinos Ayudando Wee Vecinos

## MEALS:

### Mini Sándwiches

Use galletas saladas o pan cortado, o dele a los niños algunas rebanadas de pan, carne de almuerzo y queso, y un par de cortadores de galletas en miniatura para hacer sándwiches diminutos Y divertidos O cubra una rebanada de pan con mantequilla de maní y use una rebanada de manzana para sonreír y pasas para los ojos.

### Pizza

¿Quién puede resistirse a la pizza? La pizza puede ser un bocadillo perfectamente saludable. Usa la mitad de un muffin inglés, una pita entera o una tortilla como masa de pizza. Deja que se unten un poco de salsa de tomate, agrega una ligera pizca de queso mozzarella bajo en grasa y luego cubre con verduras picadas y tal vez un poco de carne magra. Calentar durante unos minutos en el horno tostador o microondas, luego cortar en triángulos para un atractivo adicional para los niños.

### Serpiente Bagel

Partir los mini bagels por la mitad. Corta cada mitad en semicírculos. Unta las mitades con ingredientes como ensalada de atún, ensalada de huevo o mantequilla de cacahuete. Decóralos con rodajas de tomate cherry o de plátano. Coloca los medios círculos para formar el cuerpo de una serpiente. Utiliza aceitunas o pasas para los ojos.

## POSTRES:

### ¡Batidos!

No puedes equivocarte con un batido. Hay infinitas posibilidades, y son tan sencillas como añadir yogur o leche a la fruta, o si eres intolerante a la lactosa, basta con que añadas uno de tus jugos favoritos. Para recetas más específicas, visita este sitio web: <http://allrecipes.com/howto/healthy-snacks-for-kids-smoothies/>

### Frozen Banana Pop

-Plátanos, yogur natural, palitos de paleta o palitos de piruleta

-Cereales secos (cualquier tipo que te guste) sugerencias: Special K con fresas, granola, Fruity Pebbles, Cocoa Pebbles.

Corta el plátano por la mitad horizontalmente, sumérgelo en yogur y pásalo por cereales secos. Mételo en el congelador durante 30 minutos (sólo para que se endurezca).

### Vasos de jugo congelados

Vierta jugo de fruta 100% en vasos de papel pequeños. Helar. Para servir, despegue el papel y coma.

### "Dreamsicle" Yogurt Pie

- 1 9" graham cracker crust shell

- 1 cup Cool Whip

- 1 corteza de galleta graham de 9"

- 1 taza de Cool Whip

- 1 8-oz. container orange yogurt

- 1/2 cup mandarin oranges

- 1 envase de 8 onzas de yogur de naranja

- 1/2 taza de mandarinas

Combine el yogur y la cobertura batida en un tazón y revuelva. Agregue las mandarinas y revuelva. Vierta en la cáscara del pastel, cubra con plástico y enfríe.

## Wee Vecinos Ayudando Wee Vecinos



Crisis Control Ministry

# **Wee Care! Cereal Drive**

**March 1-31, 2023**

## **RECOMMENDED READING LIST**

### **GIVING & HELPING**

Peter's Chair by Ezra Jack Keats  
The Rainbow Fish by Marcus Pfister  
Love You Forever by Robert Munsch  
The Giving Tree by Shel Silverstein  
Old Bear by Jane Hissey  
Rise and Shine by Tim Warnes  
Beatrice's Goat by Page McBrier and Lori Lohstoeter (the Heifer Project)  
The Little Red Hen

### **FOOD AND NUTRITION**

Winston the Book Wolf by Marni McGee and Ian Beck  
Giving Box by Fred Rogers  
Growing Vegetable Soup by Lois Ehlert  
Carrot Seed by Ruth Krauss  
Blueberries for Sal by Robert McCloskey  
Cloudy with a Chance of Meatballs by Judith Barrett  
Bread and Jam for Frances by Russell Hoban  
Green Eggs and Ham by Dr. Seuss  
Stone Soup by Marcia Brown  
The Adventures of the Dish and the Spoon by Mini Grey  
Pancakes for Supper by Anne Issacs  
Watermelon Wishes by Lisa Moser  
On Top of Spaghetti by Paul Brett Johnson  
Mabel O'Leary Put Peas in her Ear-y by Mary Delaney  
There was a Coyote who Swallowed a Flea by Jennifer Ward  
The Gulps by Rosemary Wells

### **Wee Neighbors Helping Wee Neighbors**