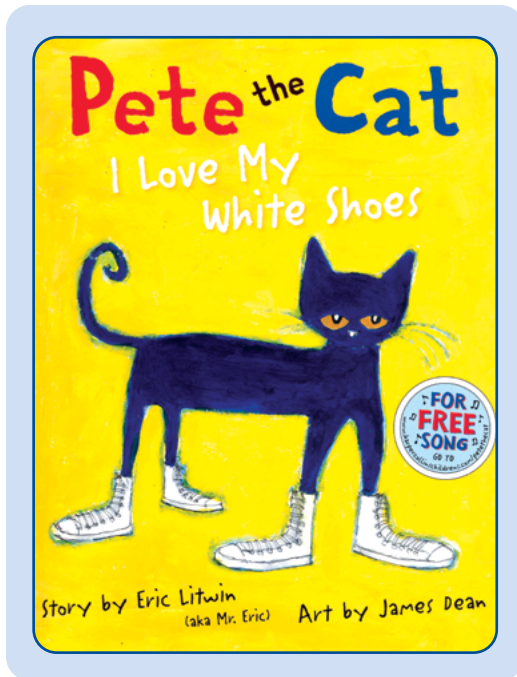


Pete the Cat I Love My White Shoes



About the book:

Pete the Cat
I Love My White Shoes
by Eric Litwin

Publisher: Harper Collins
ISBN#: 978-0-06-190622-0

Nutrition Objectives

- Describe ways to make fruit for a meal or snack.
- Relate good practices for food safety.

Physical Education Objectives

- Demonstrate dance/rhythm skills while participating in an activity.
- Move safely through space.

Activities

- Nutrition Activity #1: Adding Up the Fruit
- Nutrition Activity #2: Fight BAC!
- Physical Activity #1: Dancing in My White Shoes
- Physical Activity #2: Raining on the Orchard

Lesson Handouts

- Adding Up the Fruit
- Adding Up the Fruit 2

Parent Newsletter

- Prepare Food Safely

Intent of Lesson

Promote safely and healthfully preparing and eating a variety of fruits while practicing food preparation skills.

Previewing (5 minutes)

Instruct children to look carefully at the first page of the story. Do not read the page yet. Answers will vary. Encourage clarification of answers.

Q: What do you think is happening in this picture?

Q: What do you see that makes you think that?

Q: Would you like to be this cat? Why or why not?

Active Reading: (10 minutes)

Read *Pete the Cat I Love My White Shoes* or play the following video of the book and encourage the children to participate and to sing along: <https://www.youtube.com/watch?v=1ll1oy2esjo> or go to youtube.com and search for Pete the Cat.

Summarizing (10 minutes)

Q: What did Pete step in?

A: strawberries, blueberries, mud, water

Q: Which of these are foods that we can eat?

A: strawberries, blueberries

Q: What kind of foods are these?

A: Fruits

Q: What other colors of fruits are there? What is the name of a fruit that is that color?

A: Orange/orange, apple/red and white, cherry/red, grape/purple or green, pineapple/yellow, banana/white, avocado/green, raspberry/red, other.

Point out that it is fun to eat fruits that are all colors just like Pete had fun with his colored shoes. You can eat fruit “because it’s all good”!



20 minutes

Equipment:

- Washed blueberries, de-stemmed strawberries, grapes.
- Drained pineapple cubes.
- Banana.
- Vanilla lowfat yogurt or pudding.
- For each group—medium sized bowl, cutting board, plastic knife, spoon, 1 cup measure.
- Individual small bowls and spoons for sampling.

Common Core Math Standards:

- K.OA.1 Operations and Algebraic Thinking— Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- 1.G.3 and 2.G.3 Geometry—Reason with shapes and their attributes.

Adding Up the Fruit

Directions:

1. Have the children wash their hands before the lesson.
2. Divide them into groups of 3 and arrange them at food preparation stations.
3. Tell the children:
 - Pete had fun with the strawberries and the blueberries which are fruits.
 - Fruit is also easy to learn to make as a snack for yourself.
 - Fruits come in many different sizes in addition to their many colors.
 - Some are small and bite-sized like blueberries and some are very large like a watermelon.
 - We will use a variety of sizes of fruit to make this fruit salad.
 - Some we will need to cut up to make them easy to eat.
 - We will also practice our math as we make this "Adding Up the Fruit Salad".
4. Hand out the fruit salad recipe.
5. Instruct each group of children to do one step at a time by selecting the number of fruit indicated. Read each step as they do it.
6. When the correct number of fruit are collected, instruct them to use the cutting board and plastic knife to carefully cut the fruit into the number of pieces on the recipe. Demonstrate cutting with the plastic knife on the cutting board. Guide them step by step through the list of fruits.
7. For grades 1 and 2, hand out the worksheet page 2. Together work through the fractions and record answers as they cut the fruit. Key: $\frac{1}{5}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{3}$

8. Provide pre-measured yogurt or pudding or have children measure 1 cup. Mix all fruit together. Serve and sample.

Processing:

9. Ask them, "What other fruit could be cut into smaller pieces?"
Suggest: peach, apple, watermelon, cantaloupe, pear, etc.
10. Ask them, "What do we need to do to make a...
 - peach easier to eat? (remove the pit)
 - An apple or pear? (remove the core),
 - A watermelon? (remove the rind),
 - A cantaloupe? (remove rind and seeds).
 - Ask an adult to help prepare these fruits or maybe you can learn to do this yourself."



Adding Up the Fruit

Choose **1** banana

Choose **2** strawberries

Choose **3** pineapple chunks

Choose **4** grapes

Choose **5** blueberries

Add the blueberries as **1** whole blueberry each to the bowl.

Cut the grapes into **2** pieces. Add.

Cut the pineapple into **3** pieces. Add.

Cut the strawberry into **4** pieces. Add.

Cut the banana into **5** pieces. Add.

Stir in **1** cup of vanilla yogurt or pudding.

Serve and taste.



Adding Up the Fruit 2

For grades 1 and 2.

What is the fraction that shows **1** blueberry out of **5** blueberries?

Answer here.

What is the fraction that shows **1** grape cut into **2** parts?

What is the fraction that shows **1** pineapple chunk cut into **3** parts?

What is the fraction that shows **1** strawberry cut into **4** parts?

What is the fraction that shows **1** banana cut into **5** parts?

If **3** children share the salad what fraction is **1** child's share?





20 minutes

Equipment:

- Script of K-3 Story of BAC
- BAC badges printed or cut from paper or on sticker paper for each child
- BAC fighting pictures printed and cut apart

Fight BAC!

Directions:

Q: Why do you think there were blueberries and strawberries on the ground for Pete to step in?

A: Answers will vary. Possible: someone dropped them, someone was careless about where they set them down, someone wanted to make a mess.

Q: Would you eat those berries that Pete stepped in on the ground? Why not?

A: Probably no. Dirty, full of germs, smashed.

Q: How do we make sure that our fruit or other foods are safe to eat?

A: Answers will vary. Probably involve washing.

Tell the children: "We will listen to a short play to learn more about clean and safe food."

Use different voices or involve 2 or 3 people to read the play on the following pages. Post pictures at the front of the room as ideas are presented.

Q: After the play ask the children what can we use to keep BAC or germs away?

A: wash hands, keep counters clean, keep food clean, wash fruits and vegetables, keep cold things cold

Give each child a BAC fighter badge.



The Story of BAC

For Kindergarten and First Grade

Presenter: (*scary, deep voice*) Once upon a time there was an ugly little germ. His real name was ... B - A - C - T - E - R - I - A but his friends called him BAC, for short.

BAC: (*scraggly voice*) I wish I were a nicer guy
But I am yucky and here's why:
I like to hide on hands and food.
I'm germy, green and very rude!



Presenter: Now, ever since he was a little germ, BAC would spend his days wandering around, finding places for himself and his friends to hide.

There were lots of places for germs like BAC and his friends to hang out! Germs like the things you carry around every day, like your backpack. Or your food before you wash or cook it or if you forget to put it in the refrigerator. And most of all, your hands! Everybody knows that germs are everywhere!

BAC: There are places that I love:
Your shoes ... your books ... your baseball glove!
Your hands ... the counter ... on your food
They put me in a germy mood!

Presenter: (*Stage whisper to children*) Now, the one thing you may NOT know is that even though BAC and his other germy friends are everywhere it's EASY to get rid of them!

BAC: (*to presenter*) Wait wait wait don't let them know!
If they find out ... I'll have to go!

Presenter: (*stage whisper*) More about that later ...

(*regular voice*) So anyway, one day, BAC was out looking for a fun new place to hide and invite all his other germy friends over to play.

He ESPECIALLY liked hanging around with children who didn't know anything about keeping their food safe from germs.

He knew that if they didn't know about him, they didn't know how EASY it was to chase him away!

BAC: It's easy to get rid of me;
You can do it don't you see?
But many children just don't know.
That's great for me so here I go!

Presenter: (*stage whisper*) BAC knew that if the children found out about him, they would want to get rid of him. After all, he was a GERM and no one likes GERMS!

Suddenly, he saw a group of children in a kitchen. As he snuck in, it looked like they were doing lots of things that were going to make it easy for him to hide!

BAC: Oh, boy! This is gonna be GREAT!

Presenter: They didn't put their milk back in the refrigerator ...

BAC: Yippee Yippee I hate cold!

Presenter: They forgot to rinse their fruits and vegetables with water ...

BAC: Dirty snacks! Just what I like!

Presenter: Oh no! They were putting their backpacks and smelly sneakers on the counter!

BAC: Oh, boy! Putting their stuff on the counter where food belongs!

Presenter: And worst of all they were about to eat WITHOUT WASHING THEIR HANDS!

BAC: Ya – ay – ay!!!

Presenter: BUT WAIT! Suddenly, the children remembered what they had learned in school that day!

They started out by washing their hands ...

BAC: Oh, no! Say it isn't so!

Presenter: Next they rinsed their fruits and vegetables with water!

BAC: Oh, no! I don't like clean snacks!

Presenter: They took their dirty stuff off the counter! They washed the counter, too!

BAC: A clean counter?! Where will I go???

Presenter: And finally, they put all of the cold food, like milk, back in the refrigerator when they were done!

BAC: Brrrrr! I feel a terrible cold coming on!!!

Presenter: All of a sudden, BAC's excitement was gone.
HE HAD NOWHERE TO HIDE ANYMORE!!!

BAC: That's it for me I'm done, it's true!
'Cause now you know just what to do.
Put food away ... clean counters, too;
Rinse fruits and veggies through and through!

And one last secret now I'll tell.
Just wash your hands and wash them well!
Soap and water do the trick.
They make you clean but make me S - I - C - K ...

Presenter: So now you know the true story of BAC! Those children had discovered that there were EASY ways to get rid of him.


But they also had to remember even though they got rid of BAC, there were other germs out there too!

So they made up a rhyme that they could say each time they washed their hands. Maybe you can learn it too!

Presenter: Say it **TWO TIMES** through, every time you wash your hands.
That way, the germs will all go away!

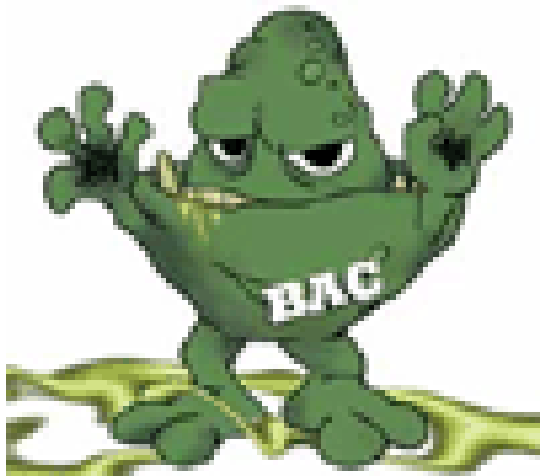
It goes like this:

**WE WASH OUR HANDS TO KEEP THEM CLEAN ...
THE CLEANEST HANDS YOU'VE EVER SEEN!
USE SOAP AND WATER THAT'S THE WAY
TO CHASE THOSE YUCKY GERMS AWAY!**

(At the end of the presentation, as BAC gets chased away, you may stick the red  symbol on his chest – or have one of the children do it. When you're done, remember to distribute badges to your new "deputies"!)

The End













15 minutes

Connection:

Just as Pete enjoyed moving and walking you will practice moving to a few interesting dance steps to music.

Equipment:

- Music (Optional)
"Personality" by Lloyd Price (but can use any 4/4 count music) <https://www.youtube.com/watch?v=EBiJAxgZFFI>
- Show poster of steps

Dancing in My White Shoes

Directions:

Activity can be done in a small or large space. Children may be scattered or in lines. Practice and then add music.

Part A: Chorus

Walk forward slowly R, L, R, L...swinging arms
Step-together-step—to side—R, L, R
Step-together-step—to side—L, R, L
Walk backward slowly R, L, R, L...swinging arms
Step-together-step—to side—R, L, R
Step-together-step—to side—L, R, L

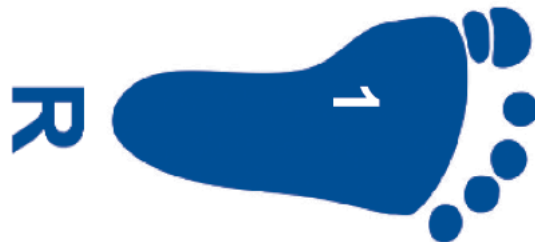
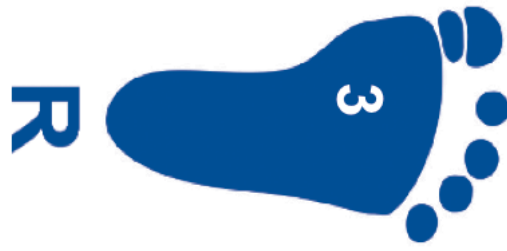
Part B:

Tap R toe in front 2 times
Step R foot behind L
Step L
Step R in front of L
Tap L toe in front 2 times
Step L foot behind R
Step R
Step L in front of R

Repeat

Cool Down/Closure Discussion: What were some of the dance steps that you did to complete the dance? What are other dance steps/moves that you know? Is dancing a skill that you can do for the rest of your life? Why?









L



L

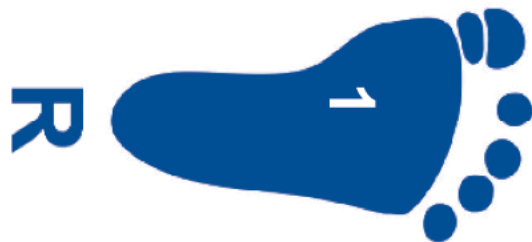
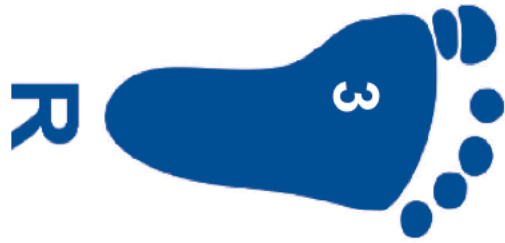


R



R

















10 minutes

Connection:

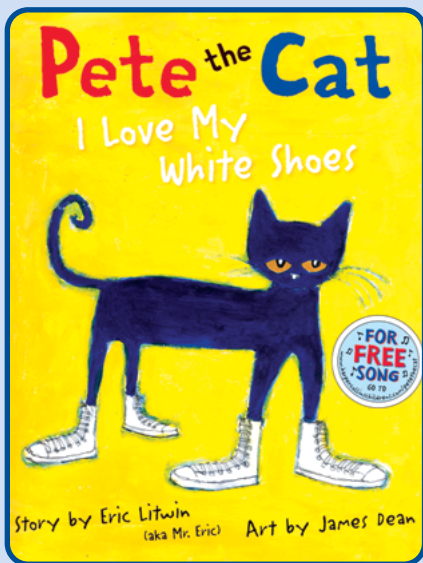
Pete walked in the mud and got his shoes dirty and then in the water and got his shoes wet but clean. We will pretend to be in a rainstorm and see what happens.

Raining on the Orchard

Directions:

1. Have children form a circle with an arm's length between each. The leader stands in front of one person facing that person. He/she begins rubbing his/her hands together. The child imitates the motion. The leader **slowly** turns around in place and as he/she faces a child they will begin rubbing hands until everyone is rubbing their hands together. All continue rubbing hands.
2. Then, starting with the first person again (everyone else continues rubbing their hands) the leader starts snapping fingers. This motion spreads around the circle until everyone is snapping their fingers.
3. The leader continues directing the "storm," slapping thighs.
4. Finally the leader encourages them all to stomp their feet—gently on the first round and then vigorously stomping on a second round. The noise and activity level will increase.
5. Then the leader brings the volume down, going through in reverse order until the last person rubbing hands is silent. The storm is over and it has rained on the orchard.
6. **Optional:** Add other motions—jump forward and backward over a puddle, arch your arms like a pretend umbrella over the head, twirl around enjoying the rain drops falling on your face, march with squishy shoes like Pete, other motions that the children think of.

Cool Down/Closure: Did you think this sounded like a real rainstorm? What motion did you enjoy most?



Family Fun

For a family activity check out *Pete the Cat I Love My White Shoes* from your local library.

Read together and then discuss ways you might improve your food preparation or serving habits.

Prepare Food Safely

Principles of Food Safety

Clean: Wash Hands & Surfaces

- Wash hands with warm soapy water for at least 20 seconds when handling food.
- Wash cutting boards, dishes, countertops, and any utensils to be used with hot soapy water.
- Use paper towels when cleaning surfaces in your kitchen.
- Rinse fruits & veggies under running water to clean.

Separate: Avoid Cross-Contamination

- Keep raw meat, poultry, seafood, and eggs, away from ready-to-eat foods.
- Use separate cutting boards for produce and raw meat.
- Never put cooked food on a plate or cutting board that had raw meat on it before.

Cook: Cook to Appropriate Temperature

- Always use a food thermometer to check the internal temperatures of cooked meats.
- Cook beef roasts to 145°F, pork to 145°F, poultry to 165°F, ground meat to 160°F, fish to 145°F, eggs & casseroles to 160°F, and leftovers to 165°F.
- Always use microwave-safe dishes and plastic wrap when cooking or re-heating foods in a microwave.

Chill: Refrigerate Right Away!

- Refrigerate or freeze meat, poultry, eggs, and other perishables as soon as you get home from the store.
- Never allow raw meat, poultry, eggs, cooked food, or fresh fruits and vegetables to sit out at room temperature for more than 2 hours.
- Separate large amounts of leftovers into smaller containers for quicker cooling.
- Regularly use up or throw out foods kept in the refrigerator.

Understanding Food Safety



One of the most important parts of proper nutrition is ensuring that the food you are eating is clean and safely prepared.

The risk of developing foodborne illness actually increases when food safety is not practiced properly and regularly. In fact, every year, millions of people contract foodborne illness and thousands of people with food poisoning are sent to the hospital.

Some people, especially those with weakened immune systems have an increased risk for contracting foodborne illness and need to avoid eating certain foods.



Newborns, elderly adults, and pregnant women are put at a higher risk as well. However, when it comes to food that has either spoiled or become contaminated with harmful bacteria, no one is safe from food poisoning. Practice these principles of food handling to ensure your family's safety.

Strawberry Banana Frozen Dessert

Servings: 4

Ingredients:

- 4 frozen bananas
- $\frac{3}{4}$ -1 lb. of strawberries

Instructions:

1. Remove banana peels, break bananas into chunks and freeze overnight.
2. While preparing strawberries, let bananas sit out to warm slightly. Wash, hull, and slice or chop strawberries.
3. Place frozen bananas into a food processor or blender. Blend until bananas create a texture similar to ice cream. If desired, some strawberries may be blended in as well.
4. Remove bananas from the food processor and fold in remaining strawberries. Serve immediately.

Tips:

- Leftovers may be frozen, but will become solid, so re-blend for best texture.



Nutrition Facts: Calories 140, Total Fat 0g, Cholesterol 0mg, Sodium 0mg, Total Carbohydrate 35g, Dietary Fiber 5g, Sugars 21g.

Sources: <https://extension.sdstate.edu/pick-it-try-it-preserve-it>
<https://www.choosemyplate.gov/resources/food-safety>