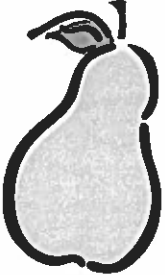


To	WAD Date	WAD No.	Page
ALL SITE ADMINISTRATORS	December 1, 2010		1 of 1
Subject	Date Due	Not Applicable After	
December Harvest of The Month	N/A	December 31, 2010	
From	Title	Signature	Telephone
Kim Coates	Supervisor, Student Support Services Department, School Health Programs		242-2615
Action Required			
PLEASE INFORM ALL STAFF AND ENCOURAGE HARVEST OF THE MONTH ACTIVITIES X Post X Distribute To All Staff			
Administrative Directive			
<u>WHO:</u> All Staff at Elementary, Middle and High Schools			
<u>WHAT:</u> December's Harvest Of The Month – Pears			
<u>Facts about Pears:</u>			
<ol style="list-style-type: none"> 1. Pears have vitamin C which helps the body maintain healthy gums. 2. One medium pear is a high source of fiber. 3. There are more than 3,000 varieties of pears worldwide. 			
For more information about <i>Pears</i> , click on the attachments below:			
<ul style="list-style-type: none"> • Educator's newsletter • Family Newsletter (English) • Family Newsletter (Spanish) • Family Newsletter (Chinese) 			
<u>HOW:</u>			
<ul style="list-style-type: none"> • Distribute Harvest of the Month materials: <ul style="list-style-type: none"> ⇒ Copy Educator's Newsletter for every classroom teacher ⇒ Copy Family Newsletter, send home in weekly envelope • Prepare and offer the <i>Fruit Crunch Cobbler</i> or the <i>Party Pear Frisbee</i>, at your next staff meeting (recipes available in the Harvest of the Month newsletters). • Teach a lesson from the Educator's Newsletter 			
<u>WHY:</u>			
<i>The goal of Harvest of the Month is to increase fruit and vegetable awareness and to motivate children, families, and school staff to make healthier choices.</i>			
<u>WHEN:</u> December 2010			
Approved	Name	Title	Signature
	Kevin Truitt	Associate Supt. Student Support Services	
SAN FRANCISCO UNIFIED SCHOOL DISTRICT WEEKLY ADMINISTRATIVE DIRECTIVE			

Harvest of the Month

Network for a Healthy California
健康與學習成功相輔相成

飲食健康的好處也可反映在您子女的學業上。研究顯示，健康的免疫系統、記憶功能和視力，與適當的營養有直接關聯。所以，要多認識和多進食蔬果，並且每天多做運動。

本月時令水果推介：梨子

健康資訊

- 研究顯示，吃校餐的學童，比起那些不吃的，每天進食建議食量的蔬果的可能性較高。
- 10月份第二星期是全國學校午餐週。家長應鼓勵子女參加學校的有關活動，並進食學校的早餐與午餐。欲知校餐詳情，請致電校區總辦事處查詢。
- 為子女樹立好榜樣，每日三餐和小吃都有蔬果。
- 萬勝節時，與其以糖果招待小朋友，不如給他們有益健康的葡萄乾或安全的貼紙。



每月水果精選

12月

食譜

菠菜梨子沙拉

材料：

- (每杯一份，做四份)
- 四杯菠菜葉
- 一個紅梨子或黃梨子
- 半杯豆薯(jicama)，切成條狀
- 半杯小紅莓乾
- 半杯瓶裝的脫脂或低脂醋漬醬汁(vinaigrette dressing)
- 一茶匙薑末或碎薑

做法

- 將菠菜、梨子、豆薯和小紅莓拌勻。
- 將醋漬醬汁與姜末混和。
- 將醬汁倒在菠菜上，加以攪勻，即可供食。

資料來源：Discover the Secret to Healthy Living, Public Health Institute, 2004。

齊齊做運動！

- 與子女一同步行到雜貨店去。在回家路上，彎着臂，用手挽住較輕的食品雜貨袋。
- 泊車時，盡量將車停在遠處，然後步行。

欲知更多體育活動建議，請

瀏覽：www.kidnetic.com
www.healthierus.gov/exercise.html。

梨子需知

挑選、貯藏及食用方法

- 所選梨子色澤要鮮明，果皮沒有碰瘀或損壞。
- 試驗梨子熟的方法：用手輕按梨子莖部附近。若感到柔軟，即表示可以吃。

- 將梨子放在廚房工作檯上的果盤或紙袋內，梨子就會變熟。梨子若置於蘋果旁，則會熟得更快。
- 將熟了的梨子放在冰箱最凍的位置。
- 如要保持梨子片不變色，將之放進由一湯匙純蘋果汁和一杯水混和的溶液中浸一下。

營養成份表

食用量：1隻大小中等的梨子
(166克)

每份的營養素含量

熱量：96克 2克來自脂肪

佔每日所需標準百分比

脂肪總量：0克 0%

飽和脂肪：0克 0%

膽固醇：0克 0%

鈉：2毫克 0%

碳水化合物總量：26克 9%

纖維質：5克 21%

糖：16克

蛋白質：1克

維他命A 1% 鈣1%

維他命C 12% 鐵2%

資料來源：www.nutritiondata.com

幫助子女吃得健康

- 將梨子切開兩半並去核，在各半的中央部分塗滿含豐富蛋白質的花生醬或鈣質含量高的低脂酸乳酪，然後在梨子表面灑上即食麥皮及肉桂，即可享受一道美味可口、有益健康的小點。
- 與子女討論秋季收成的其他蔬果，然後設計一款食譜，並一起動手烹調。

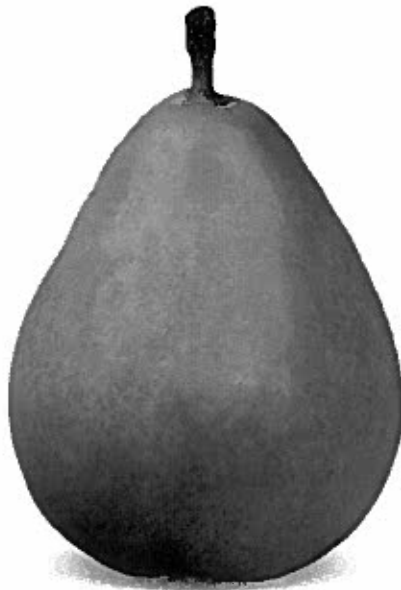
欲知更多建議，請瀏覽：

www.harvestofthemonth.com
www.calpear.com

本資料由美國農業部（一個提供平等就業機會的僱主）糧食券計劃透過 Network for a Healthy California 提供。糧食券計劃為低收入人士提供營養方面的援助，如購買有益健康的營養食品。欲知詳情，請撥打糧食券辦事處免費熱線：1-888-328-3483。

Harvest of the Month

Network for a Healthy California



Nutrition Facts

Serving Size: ½ cup pears, sliced (70g)
Calories 41 Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 11g	4%
Dietary Fiber 2g	9%
Sugars 7g	
Protein 0g	
Vitamin A 1%	Calcium 1%
Vitamin C 5%	Iron 1%

PEARS

Health and Learning Success Go Hand-In-Hand

School-based nutrition education promoting healthful eating and physical activity can improve academic performance. *Harvest of the Month* connects with core curricula to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It links the classroom, cafeteria, home, and community to motivate and support students to make healthy food choices and be physically active every day.



Exploring California Pears: Taste Testing

What You Will Need:

- Variety of red, yellow, green, and brown pears, whole and quartered* (refer to *Home Grown Facts* on page 3 for varieties)
- One pear variety per every four students
- Whiteboard or chalkboard
- Dry erase markers or chalk

*To reduce browning (oxidation), cut pears immediately before tasting.

Activity:

- Divide students into four groups (red, yellow, green, and brown pears).
- Make four columns on the whiteboard: red, yellow, green, and brown.
- Each group observes, smells, feels, and tastes their assigned pear.
- Note the different features in the columns on the whiteboard.
- Use descriptive sensory words like sweet, fragrant, yellow, grainy, crunchy, etc.
- Discuss the similarities and differences in the four groups.
- Sample the other colors.



For more ideas, ask your school nutrition staff or ask to borrow: *Fruits and Vegetables Galore*, USDA, 2004.

Cooking in Class: Party Pear Frisbee

Makes 36 tastes at 2 rice cakes with yogurt each

Ingredients:

- 1 (29-ounce) can pear chunks in light syrup, drained
- 4 (6-ounce) containers lowfat vanilla yogurt
- 3½ ounces mini rice cakes

1. Spoon yogurt into a large bowl.
2. Add pears and gently stir until just blended.
3. Place 1 teaspoon of yogurt and 2 pear chunks on top of each rice cake.
4. Place 2 rice cakes in a paper tray.
5. Serve immediately.

Nutrition information per serving:

Calories 33, Carbohydrate 7 g, Dietary Fiber 0 g, Protein 1 g, Total Fat 0 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 1 mg, Sodium 15 mg

Adapted from: Tasting Trio Team, *Network for a Healthy California*, 2010.

For more ideas, reference: *Kids Cook Farm-Fresh Food*, CDE, 2002.

Reasons to Eat Pears

- A ½ cup of sliced pears contains fiber and vitamin C.
- The edible skin* of pears is an additional source of fiber**.
- Pears offer a natural, quick source of energy, due largely to high amounts of two kinds of monosaccharides (fructose and glucose) and levulose.

*Always wash fruits and vegetables before serving.
**Learn more about fiber on page 2.

Champion Sources of Fiber*:

- Beans
- Berries
- Dates
- Peas
- Pumpkins
- Whole wheat cereals and breads

*Champion sources provide a good or excellent source of fiber.

For more information, visit:
www.fruitsandveggiesmatter.gov/month/pear.html

www.nal.usda.gov/fnic/foodcomp/search/
(NDB No: 09252)

What is Fiber?

- Fiber is a complex carbohydrate found only in plant foods like fruits, vegetables, grains, nuts, and seeds.
- Fiber contains no calories.
- Fiber comes in two forms: insoluble and soluble.
- Insoluble fiber is known as "roughage" and helps move food through the body to prevent constipation. It also helps control blood sugar levels.
- Soluble fiber helps pull cholesterol out of the body. It also helps control blood sugar levels and keep food in the stomach longer so that you feel full.
- Fiber may help lower the risk of high blood pressure, heart disease, stroke, and some types of cancer.

For more information, visit:
www.eatright.org

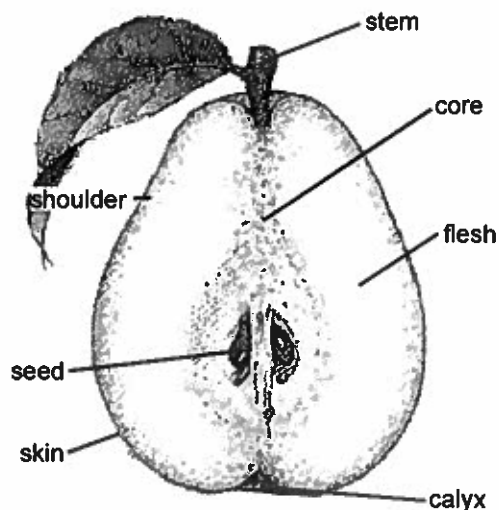
How Do Pears Grow?

Pears need a location with good air circulation where the ground is slightly elevated and sloping because the trees bloom early and the flowers may be damaged in the spring by frosty air, which settles in low-lying areas. Pears should be grown in heavier soil types and will not survive on ground that is saturated with water.

The pear tree has glossy leaves and white flowers grouped in corymbs, which are pollinated to become the edible fruit. In early spring, bees help the pear trees pollinate from flower to flower on the different pear trees. During the growing season, pear orchards need the ideal warm days and cool nights that are found in California, Oregon, and Washington regions.

Pears do not ripen properly on the tree so growers pick the fruit when it is mature but green. Pears are harvested by hand, placed into bins, and transported to a packing house. The pears are graded for quality, sorted by size, and packed for the fresh market or sent to a processing facility. They are cooled to slow down the ripening process. To initiate ripening, pears need to be brought to room temperature.

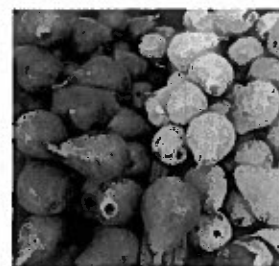
For more information, visit:
www.caippear.com



Source: www.usapear.com

Botanical Facts

Pronunciation: pār
Spanish name: pera
Family: Rosaceae
Genus: *Pyrus*
Species: *P. communis*, *P. pyrifolia*



Pear is the name for the fruit tree of the genus *Malus* and for its fruit, a pome, which is edible in most species. There are 30 known species of pears, three of which are important for edible fruit production. The common pear, *Pyrus communis* or European Pear, is cultivated mainly in Europe and North America, while *Pyrus pyrifolia* is grown mainly in eastern Asia and is known as the Nashi, Asian, or Apple Pear. The Ya Pear, *Pyrus bretschneideri*, is also cultivated in Asia.

Other pear species are used as rootstocks for European and Asian pear trees and as ornamental trees. For example, the Bradford Pear (*Pyrus calleryana*) and Willow-leaved Pear (*Pyrus salicifolia*) are grown only for decoration and have become widespread in North America.

For more information, visit:
www.fruitsandveggiesmatter.gov/month

Just the Facts

- There are more than 3,000 varieties of pears worldwide.
- Ninety-eight percent of all pears grown in the United States are grown in California, Oregon, and Washington.
- The Bartlett pear variety is America's favorite pear.
- Pears ripen better off the tree and from the inside out.
- Pears are best when eaten with the peel, as that is where most of the fiber and antioxidants are found.
- Pears are processed into canned pears, fruit cocktail, juice concentrate, baby food products, and can be dried.
- The wood of pear trees is one of the preferred materials in the manufacture of high quality woodwind instruments.

How Much Do I Need?

A ½ cup of sliced pears is about one cupped handful. This is about half of one medium-sized pear. The amount of fruits and vegetables each person needs depends on age, gender, and physical activity level.

Visit www.mypyramid.gov and have students determine how many cups each of fruits and vegetables they need to eat every day. Have students write down their goals and make a daily log for tracking how many fruits and vegetables they eat each day.

Recommended Daily Amount of Fruits and Vegetables*

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

*If you are active, eat the higher number of cups per day.
 Visit www.mypyramid.gov to learn more.

Student Sleuths

- 1 Define the following terms and describe what they do in the body: monosaccharides, fructose, glucose, and levulose.
- 2 Which fruits are eaten with the peel? Which fruits are typically eaten after being peeled? How much fiber is added by eating the peel of fruits like pears, peaches, and apples?
- 3 Make a list of the snacks you eat regularly. Analyze the sugar and nutrient content of your snacks. How healthy are your snacks? Make a list of snacks that you can eat that are healthier (more nutrients and low in sugar).
- 4 Research and describe the technique called grafting that is used to grow and cultivate pears. What other fruits use the grafting technique?
- 5 Label the parts of the pear.
- 6 Map the various geographical regions in California where pears are grown. What are the top three pear-producing counties in California?

For information, visit:

www.calpear.com
www.fruitsandveggiesmatter.gov/month/asian_pear.html
www.cfaltc.org/factsheets/pdf/Pears.pdf
www.usapears.com

Cafeteria Connections

- Set aside a time each day to discuss the menu with students. Ask which meals they would like to try. How many times is the featured produce included on the menu? Does each meal include a fruit and a vegetable?
- Team up with the school nutrition staff to celebrate National School Lunch Week (NSLW) during the second week of October. NSLW encourages hunger awareness and community involvement, and opens the doors for further nutrition learning and discussions. Take this opportunity to involve your classroom in a particular NSLW activity.
- Visit www.schoolnutrition.org or contact your school nutrition staff for more NSLW information.

For more ideas, reference:

School Foodservice Guide – Successful Implementation Models for Increased Fruit and Vegetable Consumption, Produce for Better Health Foundation, 2005, pp. 39-42.



School Garden: Composting

Autumn is an excellent time to make a compost pile in your school garden by recycling waste from the garden and cafeteria. Composting is a simple way to add nutrients to depleted soil. Common items used in compost piles include dead bugs, twigs, leaves, hay, fruit and vegetable scraps, and coffee grounds.

Discussion:

Nutrient-rich soil helps plants grow optimally. People also need nutrient-rich foods to grow and stay healthy. Discuss with students nutrient-rich foods that grow in the garden and why it is important to eat these foods every day.

For more information on composting, visit:

www.lifelab.org
www.foodlandpeople.org
www.compostingcouncil.org

Student Advocates

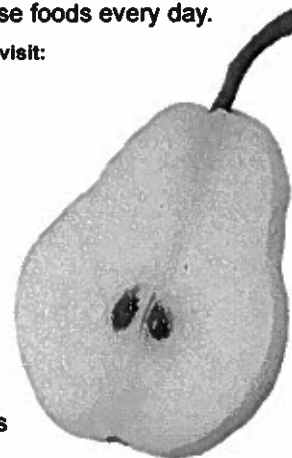
- Have students work with school nutrition staff to design posters with pear drawings and facts to hang throughout the school and cafeteria. Partner with a local grocery store to hang students' posters at the checkout stands.
- Help students organize a composting crew with your school nutrition staff to help reduce waste from the cafeteria. See the *School Garden* activity for details.

For more ideas, visit:

www.ciwm.ca.gov/schools

A Slice of Pear History

- Pears date back to ancient times as one of the earliest cultivated fruit trees. The Romans used special grafting techniques to develop more than 50 varieties of pears, which were introduced to other parts of Europe with the rise of the Roman Empire.
- The Bartlett pear was developed in England in the 17th century by a schoolmaster named John Stair. He sold some cuttings from a pear tree (which are used for grafting, a technique for developing new trees and fruit varieties) to a horticulturist named Williams, who further developed the variety and renamed it after himself.
- Early Americans brought pear seedlings across the Atlantic to the Massachusetts Bay Colony. In 1812, nurseryman Enoch Bartlett discovered the pear variety and, unaware of the pear's true name, distributed it as a "Bartlett." However, it is still known as the "Williams" pear around the world. Bartlett cuttings eventually came west when the forty-niners headed for the great California Gold Rush and they continue to grow in California today.



Adventurous Activities

Field Trip:

Take students on a pear-picking field trip or to a farmers' market. Or bring the field trip to the school. For information on Farm to School programs, visit www.cafarmersmarkets.com.

Guest Speaker:

Ask a local pear farmer or horticulturist to hold a hands-on grafting demonstration or explain how they harvest pears.

Problem Solving:

Use pears in math equations, such as addition, subtraction, and fractions, or introduce pie charts and chart the different ways and corresponding percentages that pears are sold.

- **Example:** Sixty-five percent of pears go to canneries, 25 percent are sold fresh, 10 percent go to baby foods, etc.

Science Investigation:

- **Materials:** Unripe pears of each variety being tested, thermometers, resealable plastic bags, and supplies as determined by students.
- **Activity:**
 - 1 Explain that pears ripen best after they have been picked. Brainstorm variables that may affect the ripening rate.
 - 2 Create and perform experiments that will test each variable. For example, separate pears in plastic bags. Place one bag in the refrigerator and one on a countertop. Over the next few days, record temperatures and changes in color, firmness, etc. Compare the ripeness of the two sets of fruit.
 - 3 Discuss the results of each of the performed experiments.

Adapted from: www.cfaltc.org/factsheets/pdf/Pears.pdf

Calendar Connection:

Participate in **Walk to School Week**. Encourage students to walk with a friend or an adult to school every day. Visit www.cawalktoschool.com for details.

For more ideas, visit:

www.nass.usda.gov/Education_and_Outreach/NASS_Kids
www.ars.usda.gov/its/kids



Physical Activity Corner

Eating healthy is only one step toward fighting overweight in youth. Children should engage in at least 60 minutes of physical activity every day to stay healthy and fit, both mentally and physically.

Objective:

Develops strength, locomotor skills, and group cooperation

Activity:

- Have students pretend that they are their favorite super hero (or cartoon character) and act out a movement of the character for all the students to do together for about 30 seconds.
- As students act out their movements have them call out their favorite fruit or vegetable that gives them energy.
- Repeat until all students have had a turn being a super hero.

Bring It Home:

Encourage students to talk with family members about their favorite super heroes and the importance of being active every day.

For more ideas, visit:

www.sparkpe.org

Home Grown Facts

- The California pear harvest begins in mid-July and continues through September.
- Seventy-five percent of California's pear acreage is for the Bartlett pear.
- California ranks first in Bartlett pear production, producing 60 percent of the nation's Bartlett crop.
- California ranks second in all pear production, producing 32 percent of all pears grown in the United States.
- Other California varieties include Bosc, Seckel, Comice, and Red Anjou.

Literature Links

- Ask school librarian to promote books about fruits, like pears, to students. For a list of book ideas, visit www.harvestofthemonth.com.
- Invite librarian to classroom to read a book about nutrition or the cycles of a fruit tree.

For book lists, visit:

www.californiahealthykids.org



This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.
© California Department of Public Health 2010.



Harvest of the Month



Network for a Healthy California

The Harvest of the Month featured fruit is **pears**



Health and Learning Success Go Hand-in-Hand

Eating a balanced diet rich in fruits, vegetables, and whole grains supports a healthy body and mind. With *Harvest of the Month*, your family can explore, taste, and learn about eating more fruits and vegetables and being active every day.

Produce Tips

- Choose pears that look colorful and fresh with no bruises or holes.
- Test for ripeness by pressing gently near the stem. If it feels soft, it is ready to eat.
- To ripen a pear, place on countertop, in a bowl, or in a paper bag. If placed near apples, pears will ripen more quickly.
- Store ripe pears in the refrigerator.
- To keep sliced pears from turning brown, dip them into a mixture of one tablespoon 100% apple juice and one cup water.

Healthy Serving Ideas

- Cut a pear in half and remove the core. Fill the center of each half with all-natural peanut butter or lowfat yogurt. Sprinkle with granola and cinnamon for a healthy snack.
- Add sliced pears to spinach salads.
- Enjoy a whole pear for an afternoon snack.
- Talk with your child about other fruits and vegetables that are in season. Find a recipe and make it together.

For more ideas, visit:
www.calpear.com

FRUIT CRUNCH COBLER

Makes 4 servings. 1 cup per serving.
Cook time: 10 minutes

Ingredients:

- 1 (15-ounce) can sliced peaches, drained*
- 1 (15-ounce) can pear halves, drained*
- ¼ teaspoon almond or vanilla extract
- ¼ teaspoon ground cinnamon
- ¾ cup lowfat granola with raisins

*Choose canned fruit packed in 100% juice.

1. Combine peaches, pears, extract, and ground cinnamon in a microwave safe bowl. Stir well.
2. Sprinkle granola over the top. Cover the bowl with a lid or plastic wrap. Leave a little opening for steam to get out.
3. Microwave on high for 5 minutes. Be careful removing bowl from microwave because it may be hot. Let cool slightly before serving.

Nutrition information per serving:

Calories 171, Carbohydrate 41 g, Dietary Fiber 4 g, Protein 3 g, Total Fat 1 g, Saturated Fat 0 g, Trans Fat 0 g, Cholesterol 0 mg, Sodium 54 mg

Adapted from: *Kids...Get Cookin'!*, Network for a Healthy California—Children's Power Play! Campaign, 2009.

Let's Get Physical!

- Walk to the grocery store with your child. On the way home, do arm curls with the lighter grocery bags.
- If you have to drive, park the car farther away than normal and walk the rest of the way.

For more physical activity ideas, visit:
www.healthierus.gov/exercise.html

Nutrition Facts

Serving Size: ½ cup pears, sliced (70g)
Calories 41 Calories from Fat 0

	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 11g	4%
Dietary Fiber 2g	9%
Sugars 7g	
Protein 0g	
Vitamin A 1%	Calcium 1%
Vitamin C 5%	Iron 1%

How Much Do I Need?

- A ½ cup of sliced pears is about half of one pear. This is about the size of one cupped handful.
- A ½ cup of sliced pears has fiber and vitamin C.
- Fiber is a complex carbohydrate. It helps keep food in your stomach longer so that you feel full. It may help lower the risk of high blood pressure, heart disease, stroke, and some types of cancer.

The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. Look at the chart below to find out how much each person in your family needs to eat. All forms count toward the daily amount – fresh, frozen, canned, and dried. Make a family plan to eat the recommended amount each day.

Recommended Daily Amount of Fruits and Vegetables**

	Kids, Ages 5-12	Teens and Adults, Ages 13 and up
Males	2½ - 5 cups per day	4½ - 6½ cups per day
Females	2½ - 5 cups per day	3½ - 5 cups per day

**If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.



For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips. © California Department of Public Health 2010.



La Cosecha del Mes

Red para una California Saludable

La fruta de *La Cosecha del Mes* son las **peras**



La Salud y el Éxito en el Aprendizaje Van Mano a Mano

Una alimentación balanceada rica en frutas, verduras y cereales integrales ayuda a tener cuerpos y mentes saludables. Con *La Cosecha del Mes*, su familia puede explorar, probar y aprender a comer más frutas y verduras y estar activa todos los días.

Consejos Saludables

- Escoja peras frescas de colores vivos sin malladuras.
- Para ver si están maduras, presione suavemente cerca del tallo. Si lo siente suave, están listas para comer.
- Guarde las peras maduras en el refrigerador.
- Para que las rebanadas de pera mantengan su color, báfelas con una mezcla de una cucharada de jugo de manzana 100% natural y una taza de agua.

Ideas Saludables de Preparación

- Corte una pera a la mitad y retire el corazón. Llene el centro de cada mitad con crema de cacahuete. Espolvoree granola y canela y disfrute de un bocadillo saludable.
- Agregue rebanadas de pera a las ensaladas de espinaca.
- Disfrute de una pera como bocadillo.
- Platique con su hijo/a sobre otras frutas y verduras que están en temporada. Busquen y preparen juntos una receta.

POSTRE CRUJIENTE DE FRUTA

Rinde 4 porciones.

Una porción equivale a 1 taza.

Tiempo de preparación: 10 minutos

Ingredientes:

- 1 lata (15 onzas) de peras en mitades, escurridas*
- 1 lata (15 onzas) de duraznos rebanados, escurridos*
- ¼ cucharadita de extracto de vainilla
- ¼ cucharadita de canela molida
- ¾ taza de granola baja en grasa con pasas

*Escoja fruta enlatada con jugo 100% natural.

1. Mezcle bien los duraznos, las peras, el extracto y la canela en un tazón que pueda usarse en el microondas.
2. Espolvoree granola por encima. Cubra el tazón con envoltura de plástico. Deje una pequeña apertura para que salga el vapor.
3. Caliente en el microondas a alta potencia durante 5 minutos. Tenga cuidado al retirar el tazón del microondas porque podría estar muy caliente. Deje enfriar un poco antes de servir.

Información nutricional por porción:

Calorías 171, Carbohidratos 41 g, Fibra Dietética 4 g, Proteínas 3 g, Grasa Total 1 g, Grasa Saturada 0 g, Grasa Trans 0 g, Colesterol 0 mg, Sodio 54 mg

Adaptación: Niños...¡A Cocinar!, Red para una California Saludable—Campaña para Niños, 2009.

Información Nutricional

Porción: ½ taza de pera, rebanada (70g)
Calorías 41 Calorías de Grasa 0

	% Valor Diario
Grasas 0g	0%
Grasa Saturada 0g	0%
Grasa Trans 0g	
Colesterol 0mg	0%
Sodio 1mg	0%
Carbohidratos 11g	4%
Fibra Dietética 2g	9%
Azúcares 7g	
Proteínas 0g	
Vitamina A 1%	Calcio 1%
Vitamina C 5%	Hierro 1%

¿Cuánto Necesito?

- Una ½ taza de pera rebanada equivale aproximadamente a media pera.
- Una ½ taza de pera rebanada tiene fibra y vitamina C.
- La fibra es un carbohidrato complejo que ayuda a mantener la comida en el estómago por más tiempo para que se sienta satisfecho. La fibra puede ayudar a disminuir el riesgo de tener presión sanguínea alta, enfermedades del corazón, derrame cerebral y algunos tipos de cáncer.

La cantidad de frutas y verduras que necesita depende de su edad, sexo y nivel de actividad física. Consulte la tabla siguiente para saber cuánto necesita comer cada persona de su familia. Todas las formas de frutas y verduras cuentan para su cantidad diaria recomendada—frescas, congeladas, enlatadas y secas.

Recomendación Diaria de Frutas y Verduras**

	Niños, Edad de 5-12	Adolescentes y Adultos, Edad de 13 en adelante
Hombres	2½ - 5 tazas por día	4½ - 8½ tazas por día
Mujeres	2½ - 5 tazas por día	3½ - 5 tazas por día

**Si es activo, coma el número más alto de tazas por día. Visite www.mypiramide.gov para aprender más.

¡En sus Marcas...Listos!

- Camine al mercado con su hijo/a. De regreso a casa haga flexiones de brazos con las bolsas más livianas.
- Si van en auto, estacionense más lejos de lo normal y caminen el resto del camino.



Para información nutricional, visita www.campeonesdelcambio.net. Para Información sobre los Cupones para Alimentos, llame al 888-9-COMIDA. Financiado por el *Supplemental Nutrition Assistance Program* del Departamento de Agricultura de los Estados Unidos, un proveedor y empleador que ofrece oportunidades equitativas. © Departamento de Salud Pública de California 2010.

