

***Fun and Resources for  
07-27-2020***



# 11 Fruity French Toast Casserole

**Prep time:** 10 minutes

**Cooking time:** 40 to 60 minutes **Makes:** 8 cups



## Ingredients

- 8 cups **bread cubes**; try whole-grain bread
- 2 cups **fruit**, sliced or chopped—fresh, frozen or canned
- 4 **eggs**, slightly beaten
- 1 cup nonfat or 1% **milk**
- 2 teaspoons **vanilla**
- ¼ cup **sugar**

## Topping

- ¼ cup **margarine** or **butter**, softened
- ¼ cup **sugar**
- ½ cup **flour**, all purpose or whole wheat

## Directions

1. Grease an 8 x 8-inch baking dish or 2-quart casserole dish. Add bread cubes and fruit.
2. In a medium bowl, blend the eggs, milk, vanilla and sugar. Pour over the bread cubes and fruit. Stir gently to wet all of the bread with the egg mixture.
3. Cover and refrigerate until all of the liquid is absorbed (30 minutes), or overnight.
4. Just before baking, remove the casserole from the refrigerator. Preheat oven to 350 degrees F.
5. Make the topping: In a small bowl, combine the margarine or butter, sugar and flour with a fork until crumbly.
6. Uncover the casserole and sprinkle the topping over the fruit. Bake until completely set and starting to brown (160 degrees F in the center), about 35 to 40 minutes. A longer baking time is needed when the dish is chilled overnight. Serve warm.

## Note

- ★ This is a great recipe for using up extra bread.

## Variations

- ★ For the fruit, try peaches, pears, berries, or diced apples.
- ★ Lightly sprinkle with cinnamon or other spices such as nutmeg, ground cloves, allspice or cardamom at the end of step 2.
- ★ Try topping with a spoonful of yogurt.

## Nutrition Facts

8 servings per container  
**Serving size** 1 cup (168g)

**Amount per serving**  
**Calories** 290

		% Daily Value*	
<b>Total Fat</b>	9g		12%
Saturated Fat	2g		10%
Trans Fat	0g		
<b>Cholesterol</b>	95mg		32%
<b>Sodium</b>	270mg		12%
<b>Total Carbohydrate</b>	44g		16%
Dietary Fiber	1g		4%
Total Sugars	22g		
	Includes 13g Added Sugars		26%
<b>Protein</b>	8g		

Vitamin D	1mcg	6%	Calcium	70mg	6%
Iron	2mg	10%	Potassium	173mg	4%
Vitamin A	130mcg	14%	Vitamin C	1mg	2%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

# All the Best Moves



Create-to-Learn  
Family Projects™  
Animated Videos



## STEAM



### Introduction

When you add the *arts* to STEM, you get **STEAM**! Children can use the five **STEAM** disciplines, **S**cience, **T**echnology, **E**ngineering, **A**rts, and **M**ath, to explore living and non-living organisms. In this project, children will use observation and creative thinking to create a game focused on how living organisms and non-living objects move.

### LEARNING OBJECTIVES

Children will:

- observe, draw, and compare the ways humans, animals, machines, and other objects move;
- distinguish between living and non-living;
- illustrate characters that combine attributes of a living creature with features of a non-living object;
- use SEEK to “read” their drawings; and
- create, play, and teach others a game that blends movements of a living creature with movements of a non-living object.

### Vocabulary

observe	organism
movement	vehicle
living	combine
non-living	energy
features	force

### Essential Questions

- How do we know if something is living or non-living?
- How can we use our bodies to imitate different movements of living organisms and non-living things such as vehicles and other machines with moving parts?
- How does illustrating the movements of living and non-living things deepen understanding in all **STEAM** areas of learning?

### Guiding Questions

- What are several different ways that living and non-living things move?
- How do humans move different parts of their bodies? How do different types of animals move when they use similar or different body parts? Use creative movements to show some examples.
- What does it take to make a non-living thing move?
- What are the energy sources for living things versus non-living things?

### Supplies

- Paper (plain or colored)
- Crayola® Markers or Crayola® Colored Pencils
- Animal, Machine, and Vehicle Images (book illustrations, photographs, or online visuals)

### Prepare

Select an area that is safe for creative movement. This project involves movement, sketching, game making, and game playing.

### Applying SEEK to this video and lesson



Start this project by asking children the SEEK questions so they can “read” pictures of humans, animals, and machines in motion.

#### SEE:

What do you see that is moving or could move?

#### EVIDENCE:

How do you know that they can move? What parts can move “on their own” or need to have some other physical force move them?

#### EXPLAIN:

How does the artist show movement in the picture? How do you tell which things are living and non-living? What do you think is the source of energy that enables the things to move?

#### KNOW:

What do you know about the living and non-living things in the images? What else do you want to know about them?

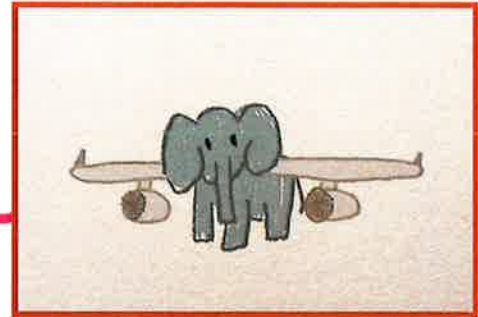




- Help children use observation and research to explore what moves and the different ways people, other animals, and insects move the different parts of their bodies and travel from one place to another. What movements are involved in obtaining and ingesting food?
- Ask children to discuss how they know that people, other animals, and insects are living things. Young children will probably focus on examples of animals and insects as living things who eat, breathe, grow, and have babies. Older children may want to also discuss plants and bacteria as living things and explore how they receive nourishment and reproduce.
- Ask how we know that other things may move even though they are non-living. Young children will likely discuss cars, buses, bicycles, airplanes, and other machines that move. Discuss that these machines do not eat, breathe, grow, or reproduce, and that they cannot move on their own. Non-living things need a force or an energy source such as a battery or electricity in order to move. (A force might be the wind or a person pushing, pulling, or lifting.)

Older children may want to discuss more complicated non-living things such as viruses or computers that mimic living organisms; viruses can reproduce in a living host cell and computers can engage in machine learning, but neither is “alive.”

- After the age-appropriate discussions, ask children to document what they have learned by creating illustrations of the movements of living and non-living things, either real or imaginary. A fun way to play with the ideas is to create creatures that combine the movements of living and non-living things.



- Help children present their art and share insights with friends, teachers, or family members using email, phone conversations, or a video conferencing app.
- Ask children to inspire others to move different parts of their bodies as they are able and follow their demonstration of ways living and non-living things move. A creative movement game could be based on taking turns following the leader’s movement and guessing what animal or machine the movement is based on.

- Challenge the players to blend the movements of a living creature with a non-living object. For example, blend a bird and a bus or a snake and a scooter. Encourage everyone to move their arms, legs, and bodies as they are able to show how these movements might work together.



- Ask children to write stories based on their illustrations that combine parts of one living creature with features from a non-living object or a vehicle. Have them create additional illustrations that show how their new creatures move throughout the story.

- Spark ideas by asking them to imagine flying elephants or underwater fish-houseboats. What other imaginary combo creatures could they write stories about?



- Connect the movement game to other examples of blending what is real with what is imaginary.

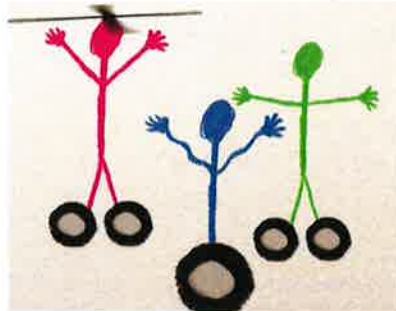
- Ask children why they think that combining seemingly unrelated ideas helps them build valuable creative-thinking skills.

## ▶ For Younger Children

- Find examples of living and non-living things in your house, online, and in picture books. Focus on the living attributes that are most relevant to them, such as eating, breathing, and growing.
- Do some creative movement exercises inspired by plants. Have children pretend to plant magic seeds by bending their bodies to make themselves as small as possible. Narrate movement instructions that guide the young plants to grow from seedlings to blossoming plants. You could say, for example, “*Slowly, slowly the seed stretches and sends roots into the soil. The seedling reaches toward the sky with a stem and leaves.*” Share the leadership role and help children take turns being the narrator. Each time they become seeds again they can grow into different types of plants including imaginary plants like a *pizza flower* or a *race car tree*.

## ▶ For Older Children

- Discuss what biomimicry means—humans solving problems by mimicking nature. Have them research ways the natural world handles challenges. For example, aerodynamics can improve the design of a new vehicle. Water collection devices might mimic the way darkling beetles capture moisture from dew. How can the movements of a bird, fish, or insect inspire new designs for transportation vehicles?
- Create a card game where one set of cards has pictures or names of non-living objects that require externally supplied energy or force to move. For example, *gate, skateboard, or battery-operated toothbrush*. On the other set of cards, write action verbs such as *dance, wiggle, stretch, etc.* Pull one card from each pile and create a move that combines both concepts.



## Child Reflections

- What did you learn about living and non-living things?
- How did you design your combo creature and establish movements for it?
- How did you share your illustrations and movements with other people?
- How did this project pertain to all five subjects in **STEAM**: Science, Technology, Engineering, Arts, and Math?

## Adult Reflections

- How did children demonstrate their understanding of living and non-living things?
- What other questions did you ask when using SEEK™ to “read” images?
- What ideas do children have for expanding this project?
- Which of the **STEAM** subject areas do you and the children want to focus on next?



## STANDARDS AND SKILL DEVELOPMENT

Standards help teachers and families address learning objectives and help children focus on the big ideas in each subject area. This video and project address the following standards in each of the **STEAM** disciplines:

### SCIENCE

- Describe what living organisms have in common (eating, breathing, growing, and reproducing) and distinguish them from non-living things.
- Describe and demonstrate forces (pushing, pulling, and lifting).

### TECHNOLOGY

- Children communicate clearly and express themselves creatively using platforms and digital media appropriate for their goals.

### ENGINEERING

- Develop a simple sketch, drawing, or physical model to illustrate how to solve a problem.

### LANGUAGE ARTS

- Create drawings or other visual displays to clarify ideas, thoughts, and feelings.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Identify real-life connections between words and their use.

### VISUAL ARTS

- Generalize and conceptualize artistic ideas and work.
- Use art vocabulary to describe choices while creating art.
- Use personal experiences to make and talk about art.
- Present and talk about the ideas in artistic work.

### MATHEMATICS

- Make sense of problems and persevere in solving them.
- Describe and compare attributes to interpret information.

# 3 COVID-19 PARENTING Structure Up

COVID-19 has interrupted our daily work, home and school routines. This is hard for children, teenagers and for you. Making new routines can help.

## Create a flexible but consistent daily routine.

- Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- Children or teenagers can help plan the routine for the day – like making a school timetable. Children will follow this better if they help to make it.
- Include exercise in each day – this helps with stress and kids with lots of energy at home.



**You are a model for your child's behavior.**

- If you practice keeping safe distances and hygiene yourself, and treat others with compassion, especially those who are sick or vulnerable – your children and teenagers will learn from you.

## Teach your child about keeping safe distances

- If it is OK in your country, get children outside.
- You can also write letters and draw pictures to share with people. Put them up outside your home for others to see!
- You can reassure your child by talking about how you are keeping safe. Listen to their suggestions and take them seriously.

## Make handwashing and hygiene fun

- Make a 20-second song for washing hands. Add actions! Give children points and praise for regular handwashing.
- Make a game to see how few times we can touch our faces with a reward for the least number of touches (you can count for each other).

**At the end of each day, take a minute to think about the day. Tell your child about one positive or fun thing they did.**

**Praise yourself for what you did well today. You are a star!**



For more information click below links:

Parenting tips from WHO

Parenting tips from UNICEF

In worldwide languages

EVIDENCE-BASE



The word "COVID" defined by the US Dept of Health and Human Services, and adopted by WHO, and used in this guide, is not an acronym. It is a noun, and is pronounced "COVID" or "COV-ID".

The COVID-19 Playful Parenting Emergency Response is supported by the LEGO Foundation, the philanthropic donors to the University of Oxford's COVID-19 Research Response Fund, and the UKRI GCRF Accelerating Achievement for Africa's Adolescents (Accelerate) Hub. Research on Parenting for Lifelong Health is supported by the UKRI GCRF Accelerate Hub, the Oak Foundation, the European Research Council (ERC) under the European Union's Seventh Framework Programme and the Horizon 2020 Research and Innovation Programme, the Global Alliance for Chronic Diseases under the European Union's Horizon 2020 Research and Innovation Programme, UNICEF, WHO, Oxford University Innovation GCRF Sustainable Impact Fund, the I everhalmic Trust, the Economic and Social Research Council, CIDA, the National Research Foundation of South Africa, Wits Labantwana, the John Fell Fund, the Evaluation Fund, the UBS Optimus Foundation, USAID PEPEAR, the Wellcome Trust, Grand Challenges Canada and Wellspring Advisors.



## Welcome to Group Care!



### Healthy Active Living at Home

- Breast milk or iron-fortified formula is all your baby needs to eat in the first four to six months of life
- Signs that your baby may be ready to start eating baby foods include
  - Opens mouth for the spoon
  - Is able to sit up with support
  - Has good head and neck control
  - Seems interested in foods you eat
- Feed your baby when he is hungry. Do not assume your baby is hungry every time he cries; he may just need comfort
- Avoid feeding your baby too much. Watch for signs of fullness. Signs include leaning back and turning away from the breast, bottle, or spoon
- Don't put your baby to bed with a bottle
- Encourage more active play as your baby learns to roll and scoot
  - Offer baby-safe mirrors, floor gyms, and colorful toys to hold
  - Let your baby spend plenty of time on his tummy when he is awake and can be watched
  - Once he can sit, play peekaboo. This helps him build his muscles to be able to sit longer
  - Play music. Encourage your baby to scoot and move to the music with you
- Babies love floor time. They love to roll, reach, and crawl. Do not leave your infant in an infant seat, crib, or playpen for more than 15 minutes unless he is sleeping or traveling



#### Questions to Ask Your Baby's Pediatrician

"Is my baby ready to start solid foods?" "What should I start with?" "How much and how often?"

"Do you have information about programs such as WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) that can help me get food/formula?"

"How do I know if my baby is developing normally?"



United States Department of Agriculture

# Take a Healthy Summer Break!

Discover Some Easy Ways To Help Kids Stay Happy and Healthy This Summer



Only 1 in 4 kids ages 6-15 gets the recommended 60 minutes of physical activity each day.

## Move More

Get at least 60 minutes of physical activity a day. Try dancing, biking, walking, jumping rope, and active games like tag.



## Did you know?

Kids sometimes gain weight **two times faster** in the summer than during the school year.



A 12-oz sugar-sweetened drink can have 31 grams of added sugar. That's 8 teaspoons!

## Choose Water



Give thirsty kids a healthier choice. Plain water has no added sugar!



Kids spend an average of **7.5 hours** a day in front of a screen.



## Sit Less



Limit TV, computers, tablets, and video games to no more than **1-2 hours** a day as another step towards good health.



As many as **27%** of kids' daily calories come from snacks, mostly from desserts and sugar-sweetened beverages.

## Eat Smart To Play Hard



Want kids to reach for healthier snacks? Offer fruits and vegetables at snack time!

## Find a Summer Meal Site Near You!

Your child can enjoy a healthy meal with friends at a summer meal site.\* All kids age 18 and under eat free. Some sites also offer games, crafts, and activities.

Visit <http://www.fns.usda.gov/summerfoodrocks> or call 1-866-348-6479 to find a summer meal site near you!

\*In areas where at least 90 percent of children are eligible for free or reduced-price school meals, based on local school or census data.



Food and Nutrition Service  
FNS-606  
March 2016  
USDA is an equal opportunity provider and employer.