

Pepper Unit Farm to Early Childhood Education - Guide Map

| Lessons # | Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play and Block Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|-----------|---|--|-------------------------------------|----------------------------|-----------------------------------|--|------------------------------|---|
| 1 | I Love Bell Pepper | Introduction to Peppers | Food Tasting Capsicum Peppers | Hot Sauce Shapes | "Sun, Soil, Water, and Air" Chant | Planting Peppers | Chili Chili Play | Ask Family Members to Discuss Their Favorite Foods to Add Peppers |
| 2 | It's me, Serrano The Pepper! | Why are some peppers hot, and some are not? | Cup Cooking - Chunky Salsa | Pepper Patch Matching Game | Dancing with the Peppers | The Pepper Farm | Pronto Peppers Dash Delivery | Reading a Pepper Story |
| 3 | Read Bell Pepper: A short illustrated book of facts to help children understand fruits and vegetables | Clapping Out Vowel Sounds | Jalapeno Planting | Sorting Peppers | Pepper Paintings | Pepper Processing and Packing Facility | Yoga and Mindfulness | Ask Children What They Have Learned About Peppers and Jalapenos |
| 4 | Hola! Jalapeno | Introduction to Holi | Comparing Soils | Pepper Patterns | Rhyme Time | Pickling Peppers | Seed Saving | Ask Children About the Fruits and Veggies They Eat |
| 5 | Jalapeno Bagels | Pepper Neighbors | Living or Non-living | Pepper Plant Plans | Pepper Prints | Farmers Market Fun | Pepper Pass | A Place for Peppers |



Pepper Unit Farm to Early Childhood Education - Lesson 1

| Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|--|--|--|--|--|---|--|---|
| <p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p> | <p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p> | <p>PDM2 - The child will participate in activities related to nutrition. CLL4 - The child will use increasingly complex spoken language. CDMA1 - The child will organize, represent, and build knowledge of number and quantity.</p> | <p>CD-MA6 - The child will explore, recognize and describe shapes and shape concepts.</p> | <p>CD-CR3.4a - Uses familiar rhymes, songs, or chants and musical instruments to express creativity.</p> | <p>CD-CR4 - The child will use dramatic play to express creativity.</p> | <p>PDM3 - The child will demonstrate an awareness of the body in space and child's relationship to objects in space.</p> | |
| <p>Read Aloud</p> <p>Share the book I Love Bell Pepper by Zangena La Touche (Author)</p> <p>Talk to children about what they learned from the book.</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills.</p> <p>* = scroll down to find resource</p> | <p>Introduction to Peppers</p> <p>Share various peppers during circle time. These items can include:</p> <ul style="list-style-type: none"> • Ashe County Pimento Sweet • Jaloro Jalapeno • Doe Hill Golden Bell or Sweet Sunrise • Islander and Lilo Chocolate Sweet Bell • Lunchbox Peppers • Mad Hatter and Brazilian Starfish and Ubatuba Cambuci • Sweet Banana • Bull Nose • Habanero • Poblano • Shishito • Jimmy Nardello's Italian Sweet. <p>Allow the children to look, touch and smell the peppers. DO NOT allow children to touch hot/spicy peppers. Make a list of their observations. Add to the list daily.</p> <p>Teachers can also read a book about peppers or share non-fictional pictures of peppers to be discussed.</p> | <p>Food Tasting Capsicum Peppers</p> <p>Serve the children a variety of sweet peppers such as:</p> <ul style="list-style-type: none"> • Ashe County Pimento Sweet • Doe Hill Golden Bell or Sweet Sunrise • Islander and Lilo Chocolate sweet bell • Lunchbox peppers • Sweet Banana • Bull Nose • Shishito • Jimmy Nardello's Italian Sweet <p>Count the peppers with the children and have them describe the colors. Allow children to taste each variety one at a time. After trying the peppers, discuss how it tastes. Be sure to include vocabulary such as bitter, sweet, crunchy, chewy, sour, salty, hot, cold, spicy, etc.</p> <p>Teachers may also provide children with dips such as humus, sour cream, or salad dressings. Also provide each child a cup of water.</p> | <p>Hot Sauce Shapes</p> <p>Teacher tapes various shapes to the floor. Be sure to include multiples of the same shape. Children are told that the floor has hot sauce that will burn their feet so they must jump to the correct shape. Teacher calls out a shape and the children must jump to the correct shape. Be sure to include more complex shapes such as a rhombus, hexagon, star, etc. as developmentally appropriate. Teachers can also include shapes of different colors and/or sizes for more advanced interactions.</p> | <p>"Sun, Soil, Water, and Air" Chant</p> <p>Learn what pepper plants need in order to grow by listening to "Sun, Soil, Water, and Air" by Banana Slug String Band. Invite children to repeat the chant: "Sun, soil, water, and air, everything we eat, everything we wear, everything comes from, sun, soil, water, and air."</p> | <p>Pepper Planting</p> <p>Provide plastic hand trowels, plastic hand rakes, small watering cans, and baskets. Encourage children to engage in dramatic play as farmers working as a team to plant, take care of, and harvest peppers with everyone having a job.</p> | <p>Chilli Chilli</p> <p>Play Chilli Chilli Circle Game</p> | <p>Ask family member to discuss with their child their favorite foods to add pepper or pepper sauce. Have them list the names of spicy foods or foods with peppers that their family enjoys eating.</p> <p>Ask the family member to send the recipe of their favorite dish to school.</p> |



Pepper Unit Farm to Early Childhood Education - Lesson 2

| Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|--|---|---|---|---|---|--|---|
| <p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p> | <p>CLL6 - The child will develop early phonological awareness (awareness of the units of sound).</p> | <p>PDM2 - The child will participate in activities related to nutrition. CD-SS2 - The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity. CD-MA3 - The child will explore and communicate about distance, weight, length, height, and time. CD-MA3.4c - Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.</p> | <p>CD-MA7 - The child will use mathematical problem solving, reasoning, estimation, and communication.</p> | <p>CD-CR1.4a - Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.</p> | <p>CD-CR4 - The child will use dramatic play to express creativity.</p> | <p>PDM5 - The child will demonstrate gross motor skills.</p> | |
| <p>Read Aloud</p> <p>Read It's Me, Serrano The Pepper! by Dina Attias Nahmani (Author), Tali Attias Lan-Rieder (Author), Inna Katseva (Illustrator), Mimi Tanaman (Translator)</p> <p>Talk to children about what they learned from the book.</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills.</p> <p>* = scroll down to find resource</p> | <p>Why are some peppers hot, and some are not?</p> <p>Teachers can read a story about peppers and then discuss how some peppers are hot or spicy and some are sweet. You can find more information about why some peppers are hot from this Pepper Palooza 2-pager.</p> <p>Ask children to name words that rhyme with /hot/. Teachers should write down list of words.</p> <p>Encourage students to make up pretend words that rhyme with hot.</p> | <p>Cup Cooking: Chunky Salsa (serves 8)</p> <ul style="list-style-type: none"> • 4-5 Roma tomatoes roughly chopped • 3 tablespoons green bell pepper diced • 1 tablespoon cilantro chopped • 1 tablespoon red onion diced (optional) • Juice of 1 lime • Salt as needed to taste • Tortilla chips <p>Allow children to measure and mix the ingredients together in a cup to make salsa.</p> <p>Ask children to talk about when their family eats salsa or dishes with peppers. Children can discuss when they eat taco sauce, hot sauce, pepper sauce, etc.</p> <p>Teacher may also use a large sheet of paper to write the salsa recipe that the children can follow as they prepare their cup of salsa.</p> | <p>Pepper Patch Matching Game</p> <p>Teacher should prepare set of picture cards with various peppers. Place the cards face down on the table. Have children take turns selecting pairs. If the child selects two peppers that match, they get to keep the cards. The game will continue until all of the cards are matched. After all of the cards have been selected, have the children to name the peppers and/or describe the picture.</p> | <p>Dancing with the Peppers</p> <p>When growing peppers, celebrate milestones with songs and dance. When the first sprouts pop up, listen to "Rosarrie" by sprouts w/ Winter Foe and invite children to use dance to express the energy of the song.</p> <p>When the first flower is found, listen to "Flower" by Amos Lee and invite children to use dance to express the energy of the song.</p> | <p>Pepper Farm</p> <p>(Dramatic play area can remain up for multiple days or for an entire week).</p> <p>Transform the Dramatic Play center into a pepper farm. The center should include peppers that can be harvested from the field. Transform the block area into a farm. You could include farm animals, tractors, farm equipment, delivery trucks, crates, straw, grass, dirt, seeds, wagons, fencing, barn, rocks, animal feed, garden tools, scales, boxes for packing, books, pretend peppers, fruits, and vegetables. Children can use baskets, buckets, and scales to gather and measure their harvest. They also can transport the peppers with wheelbarrows and trucks.</p> | <p>Pronto Peppers Dash Delivery</p> <p>Allow the children to use pretend peppers and vegetables, bags, boxes, trikes and wagons to create a delivery service. Children can pretend to make orders.</p> <p>Orders can be packed at a warehouse or fulfillment center. Then orders are delivered fresh to the customers. Be sure to tip the driver.</p> <p>Water table can be added to wash the peppers and vegetables in preparation for packing and delivery.</p> | <p>Have the families to read a pepper book to the child. Book ideas are below.</p> <p>Then ask their child to retell the story or; make up a new ending or; make up your own pepper story.</p> <p>Have fun and don't forget to re-read the story as many times as you like.</p> |



Pepper Unit Farm to Early Childhood Education - Lesson 3

| Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|---|--|---|---|--|---|--|--|
| <p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p> | <p>CLL6 - The child will develop early phonological awareness (awareness of the units of sound).</p> | <p>CD-SC3 - The child will demonstrate knowledge related to living things and their environments.</p> | <p>CD-MA4.4b - Sorts and classifies objects using one or more attributes or relationships.</p> | <p>CD-CR2.4b - Observes and discusses visual art forms and compares their similarities and differences.</p> | <p>CLL4 - The child will use increasingly complex spoken language. CD-CR4 - The child will use dramatic play to express creativity.</p> | <p>SED3 - The child will demonstrate self-control.</p> | |
| <p>Read Aloud</p> <p>Read Bell Pepper: A short illustrated book of facts to help children understand fruits and vegetables by Michelle Hawkins (Author)</p> <p>Talk to children about what they learned from the book.</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills.</p> <p>* = scroll down to find resource</p> | <p>Clapping Out Vowel Sounds</p> <p>Review the list of peppers that children are studying. Re-read the list and have children clap out the syllables. Discuss which words have many vowels sounds and which ones only have a few.</p> | <p>Jalapeno Planting</p> <p>In the Science/Discovery Center use non-fictional pictures of jalapeno plant to discuss the parts of the plant and predict how jalapeno peppers grow and make it to our dinner plate.</p> <p>Use potting soil, Ashe County Pimento Sweet and/or Jaloro Jalapeno seeds, water, a clear plastic cup and a spoon to allow the children to plant their individual jalapeno plants.</p> <p>After planting the peppers, host the following mini-lessons: - Pepper Plant Life Cycle: Ask the children to predict how tall the plant will grow; how many days it will take for them to see the plant growing; how many jalapenos their plant will have. -Pepper Plant Needs: Ask the children why you need to water the plant; where they should place their plants in the classroom while they grow, etc.</p> <p>Record their responses on a Classroom Observation Sheet.</p> <p>As the plants grow, observe daily and add any new findings to the Classroom Observation Sheet. Ask the students to identify the different parts of the plants that they notice (leaves, stem, flower, peppers, etc.) and guess what each of the parts functions are.</p> | <p>Sorting Peppers</p> <p>Gather a variety of peppers - different colors (green, yellow, red, orange, purple) and different sizes and shapes (large, round, bell peppers; small, round, habanero peppers; small, long, serrano, chile, or jalapeno peppers).</p> <p>Invite children to sort the peppers in any way that they would like and ask them to describe their groups. Challenge children to sort the pepper by different attributes - color, size, shape.</p> | <p>Pepper Paintings</p> <p>Share this painting with children: "Chimayo Chile" by R.C. Gorman.</p> <p>Invite children to share what they see and what they notice in the painting. Ask them to identify the peppers, and how they might be similar or different.</p> | <p>Pepper Processing & Packing Facility</p> <p>(Block area can remain up for multiple days or for an entire week).</p> <p>In the processing and packing facility children can clean and sort the peppers. Some peppers can be packed and sold fresh and others can be processed such as pickled or steamed and placed in cans. Peppers also can be prepared to be sold frozen.</p> <p>Additionally, activities could include a scientist who checks for safety and quality, as well as, others can label the peppers with nutritional information. After peppers are processed, children can box orders and transport them to the stores and farmer's market. Be sure to include signs, uniforms, packing list and shipping labels</p> <p>Other items to include could be measuring cups, scales, scoops, shopping bags, seeds, canned or jars of peppers, paper, and pencils.</p> | <p>Yoga and Mindfulness</p> <p>Bring relaxing music and a few mats outside. Teacher should lead the children in stretches and yoga activities.</p> <p>Consider using this "Stretching from Seeds" yoga sequence for kids to teach about what seeds need to grow while doing a simple yoga sequence.</p> | <p>Ask family members to discuss what their child has learned about peppers and jalapenos.</p> |



Pepper Unit Farm to Early Childhood Education - Lesson 4

| Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|---|---|---|--|--|---|--|--|
| <p>CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.</p> | <p>CLL4 - The child will use increasingly complex spoken language. CLL5- The child will acquire meaning from a variety of materials read to him/her. CD-SCSS2 - The child will demonstrate understanding of his/her community and an emerging awareness of other's culture and ethnicity.</p> | <p>CD-SC2.4b - Explores and begins to describe properties of rocks, soil, sand, and mud.</p> | <p>CD-MA4.4c - Creates and extends simple, repeating patterns.</p> | <p>CD-CR3.4a - Uses familiar rhymes, songs, or chants and musical instruments to express creativity.</p> | <p>CD-CR4 - The child will use dramatic play to express creativity.</p> | <p>PDM6 - The child will demonstrate fine motor skills.</p> | |
| <p>Read Aloud</p> <p>Read <i>Hola! Jalapeno</i> by Amy Wilson Sanger (Author)</p> <p>Talk to children about what they learned from the book.</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills.</p> <p>* = scroll down to find resource</p> | <p>Introduction to Holi</p> <p>Read a storybook about Holi. Discuss that this holiday is celebrated by Indian and Eastern Asian communities.</p> <p>Discuss the kinds of peppers that this culture uses in their traditional dishes.</p> | <p>Comparing Soils</p> <p>Invite children to explore rocks, soil, sand, and mud by touching each and observing what happens when water is added to each. Ask children to describe how they are each similar to and different from each other.</p> <p>Plant bell pepper seeds in each of the four - rocks, potting soil, sand, and mud. Ask children to guess which one will grow the tallest pepper plant. Observe for the next few weeks and compare observations to first guesses.</p> | <p>Pepper Patterns</p> <p>Prepare slices of a variety of colors of bell peppers for a snack for children. After distributing slices to children, invite them to lay the pepper slices in a line to create a pattern with the colors - such as an ABAB pattern or an AABBAABB pattern.</p> | <p>Rhyme Time</p> <p>Explain to children that they are going to write a funny poem together and each sentence will rhyme with chile.</p> <p>Provide rhyming words: chile, silly, hilly, lily. Write them on the board and draw a simple picture of each.</p> <p>Invite children to share sentences that end with the words provided. Assist children in reordering the words in shared sentences to put the rhyming word at the end when necessary.</p> | <p>Pickling Peppers</p> <p>Provide aprons, colanders, tongs, plastic jars. Encourage children to engage in dramatic play as chefs working in a kitchen to cook with their peppers.</p> | <p>Seed Saving</p> <p>Cut a bell pepper in half and invite children to use their fingers to take out each small seed to place on a paper towel to dry. Once these seeds are dry, they can be stored to plant next season.</p> | <p>During mealtime, ask families to talk about the fruits and vegetables that they are eating. While children are eating vegetables and fruits, families should discuss the colors, shapes and tastes of their foods. They also should explain to their children why we should eat vegetables and fruits every day to stay healthy.</p> <p>Have the children use tally marks to count the total fruits and vegetables for each color that they ate for the week. For example, how many green things did you eat this week?</p> |



Pepper Unit Farm to Early Childhood Education - Lesson 5

| Story Time | Circle/Whole Group Phonemic Awareness and Literacy | Cognition (Science, Social Studies) | Numeracy and Pre-Math | Creative Arts | Dramatic Play | Fine and Gross Motor Skills | Home – School Extension Activities |
|--|---|--|---|---|--|--|---|
| SED5 - The child will develop relationships and social skills with peers. | CLL4 - The child will use increasingly complex spoken language. | CD-SC3.4b - Discriminates between living and non-living things. | CD-MA3.4d - Associates and describes the passage of time with actual events. | CD-CR2.4a - Uses materials to create original work for self-expression and to express individual creativity. | CD-CR4 - The child will use dramatic play to express creativity. | PDM5 - The child will demonstrate gross motor skills. | |
| <p>Read Aloud</p> <p>Read Jalapeno Bagels by Natasha Wing (Author), Robert Casilla</p> <p>Talk to children about what they learned from the book.</p> <p>Use the R-E-A-D Guide* (Cox Campus) to build early language and literacy skills.</p> <p>* = scroll down to find resource</p> | <p>Pepper Neighbors</p> <p>Read story about peppers from Mexico. Discuss the different languages used by countries close to the USA. Review the book and make a list of all the Spanish words that you hear in the story. Begin to replace English words with Spanish vocabulary words commonly used in the US. Additionally introduce children how to count in Spanish.</p> | <p>Living or Non-living</p> <p>Find a place in the schoolyard to observe a variety of objects: a rock, a tree, a small plant, a water bottle, grass, a shoe, etc. Share that living things “eat, grow, breathe, and move.”</p> <p>Invite children to repeat “eat, grow, breathe, and move” aloud with accompanying motions to help remember them.</p> <p>Challenge children to sort the observable objects into living (or once living) and non-living, asking questions about whether they each “eat, grow, breathe, and move.” Explain that pepper plants are living.</p> | <p>Pepper Plant Plans</p> <p>When growing peppers from seeds, take a photo and post the dates of milestones on a monthly wall calendar - when the seed is planted, when the first sprout appears, when the first flower appears, when the first pepper appears, etc.</p> | <p>Pepper Prints</p> <p>Cut bell peppers in half across, width-wise and scoop out the seeds. Invite children to use the cut bell peppers to dip in paint and stamp on paper. Encourage students to use the top of the bell pepper - it is a ready-made stamp!</p> <p>Once the pepper print dries, invite children to use crayons to turn the shape into something new - a flower, balloons, a face, etc.</p> | <p>Farmers Market Fun</p> <p>Provide aprons, baskets, signs, and play money. Encourage children to engage in dramatic play as farmers and customers visiting a farmers market to buy peppers and pepper products.</p> | <p>Pepper Pass</p> <p>The “Pepper Pass” can be used for each child to answer a Question of the Day, such as “What is your favorite thing about this season?” Give children a moment to think of their one-word answer. Then, with children in a circle, invite the child holding the bell pepper to share their name and their one-word answer before passing the pepper to the next child to share. Continue until all children have shared.</p> | <p>A Place for Peppers</p> <p>Encourage families to look for peppers wherever they purchase food (grocery store, farmers market, etc). Invite them to share a photo or list of each variety they find.</p> |



Pepper Unit Farm to Early Childhood Education

Additional Resources

R-E-A-D Guide* by Rollins Center for Language & Literacy /Cox Campus

Repeat Books

- Repeat each book 3-5 times over the course of several days.
- For reads 1 and 2, talk about what's happening in the book.
- For reads 3 and 4, talk about how the characters feel and what they think about what's happening.
- For read 5, ask "Why" questions and let children talk about the book.

Engage and Enjoy

- Have fun.
- Use gestures, actions, and sounds.
- Use silly voices.
- Let children make motions and sounds with you.

Ask Questions

- Ask "Why" questions.
- Encourage children to talk.
- Listen to what children have to say.
- Even if children can't talk yet, they can listen.

Do More

- Make the book come alive.
- Create centers and small group activities to go along with the book.
- Visit places and learn more information about concepts in the book.
- Help children make connections between the book and the activities.

Common Spanish Words Used in English

1. Adiós
2. Amigo
3. Banana
4. Bodega
5. Bonanza
6. Cafeteria
7. Fiesta
8. Hola
9. Incognito
10. Lasso
11. Loco
12. Mucho
13. Nada
14. Patio
15. Plaza
16. Pronto
17. Renegade
18. Siesta
19. Tango
20. Avocado
21. Burrito
22. Chorizo

Cardinal Numbers 1 – 20 in Spanish

| English | Spanish |
|-----------|------------|
| One | uno |
| Two | dos |
| Three | tres |
| Four | cuatro |
| Five | cinco |
| Six | seis |
| Seven | siete |
| Eight | ocho |
| Nine | nueve |
| Ten | diez |
| Eleven | once |
| Twelve | doce |
| Thirteen | trece |
| Fourteen | catorce |
| Fifteen | quince |
| Sixteen | dieciséis |
| Seventeen | diecisiete |
| Eighteen | dieciocho |
| Nineteen | diecinueve |
| Twenty | veinte |

Ordinal Numbers 1st to 5th in Spanish



English

Spanish

- First → Primero
- Second → Segundo
- Third → Tercero
- Fourth → Cuarto
- Fifth → Quinto



Pepper Unit Farm to Early Childhood Education

Book Extensions & Multimedia Resources

Book Extensions

Add the following books to the Book Corner and/or use for read alouds:

- Green Is a Chile Pepper: A Book of Colors by [Roseanne Greenfield Thong](#) (Author), [John Parra](#) (Illustrator)
- Red Pepper, Yellow Squash: A Book of Colors by [Scholastic](#)
- Armadilly Chili by [Helen Ketteman](#) (Author), [Will Terry](#) (Illustrator)
- Chile Fever: A Celebration of Peppers by [Hampton-Brown Books](#) and [Elizabeth King](#)
- Mr. Pepper Picks His Nose by [Angela C. French](#) (Author)
- The Pepper Tree, How the Seeds Were Planted by [Julie Ann Howell](#); [Tiffany Lagrange](#)
- Peppers Peppers Peppers by [Marlena Spieler](#) and [Marlena Spieler](#)
- Chicks and Salsa by [Aaron Reynolds](#) (Author), [Paulette Bogan](#) (Illustrator)
- The Whole Chile Pepper Book by [Dave Dewitt](#) (Author), [Nancy Gerlach](#) (Author)
- It's All in the Sauce: Bringing Your Uniqueness to the Table by [Kristen Kish](#) (Author), [Dr. Thomishia Booker](#) (Author), [Lisa Wee](#) (Illustrator)
- The Edible Pepper Garden by [Rosalind Creasy](#)
- Where Does Pepper Come From?: And Other Fun Facts by [Brigitte Raab](#) (Author), [Manuela Olten](#) (Illustrator), [J Alison James](#) (Translator)
- Who Put the Pepper in the Pot? by [Joanna Cole](#) (Author)
- Chili Peppers: Fun Facts on Fruits and Vegetables by [Michelle Hawkins](#) (Author)
- How Are You Peeling? by [Saxton Freymann](#) (Author, Illustrator), [Joost Eiffers](#) (Author)
- A Pipkin of Pepper by [Helen Cooper](#) (Author)
- The Traveling Jalapeno's Visit Marie's Garden : The Peppers Visit Maries Garden by [Donna Wilson](#)

Multimedia Resources

- [Festival of COLORS by Kabir Sehgal & Surishtha Sehgal Illustrated by Vashti Harrison | Read Aloud](#)
- [Learn Fruits and Vegetables for Kids: The Bell Pepper](#)
- [Chilly Rhyme | Nursery Rhymes With Lyrics For Kids | Vegetable Rhymes | Rhymes 3D Animation](#)
- [Orange Bell Peppers - Healthy Kids](#)
- [Pepper Daddy Mommy Song | Nursery Rhymes from Mother Goose Club](#)
- [Jalapeño Bagels Read Aloud](#)
- [Peter Piper | Mother Goose Club Playhouse Kids Song](#)
- [Chili Chili Song | Food Songs for Kids | Dance Along | GoNoodle](#)
- [Salt and Pepper Shake Song](#)
- [Peter Piper - The Countdown Kids | Kids Songs & Nursery Rhymes](#)
- [The Chili Song | Mini Monsters Music](#)
- [Super Phonics | ch Song | Chili Pepper Challenge | Phonics Song for Kids | JunyTony](#)
- [Chilli | Vegetable Rhymes | Stardotstar TV | Free Songs & Rhymes for Kids, Toddlers & Preschoolers](#)
- [Children's Preschool Songs ~ Ten Hot Chili Peppers Flannel Board Story](#)

