



NUTRITION

TOPIC: IDENTIFICATION OF FOODS

Goal:

Children will recognize and categorize foods.

Objectives:

1. Children will identify foods by name (for 3 year-olds).
2. Children will categorize foods in groups according to **MyPyramid** (for 4-5 year-olds) (available at www.MyPyramid.gov).

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Introduction Activity:

Materials/Preparation:

Copy of the book **Edible Pyramid: Good Eating Every Day** by Loreen Leedy.

Copy of **My Pyramid for Kids** poster (available at www.MyPyramid.gov).

Activity:

Sing the song "What Color Are You Wearing?" Repeat the song throughout the unit. The teacher can assess the children's knowledge of colors by observing who follows the directions in the song. Repeat movement activity, pointing to the colors on the **My Pyramid for Kids** poster.

"What Color Are You Wearing?" (tune: "Skip to My Lou")

If you're wearing orange, please stand up
If you're wearing orange, please stand up
If you're wearing orange, please stand up
Please stand up now.

If you're wearing green, please jump up
If you're wearing green, please jump up
If you're wearing green, please jump up
Please jump up now.

If you're wearing red, please twirl around
If you're wearing red, please twirl around
If you're wearing red, please twirl around
Please twirl around now.

If you're wearing blue, please march in place
If you're wearing blue, please march in place
If you're wearing blue, please march in place
Please march in place now.

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If you're wearing purple, please tip-toe
If you're wearing purple, please tip-toe
If you're wearing purple, please tiptoe
Please tiptoe right now.

If you're wearing yellow, jog in place
If you're wearing yellow, jog in place
If you're wearing yellow, jog in place
Please jog in place now.

Repeat movement activity, pointing to the colors on the **My Pyramid for Kids** poster (available at www.MyPyramid.gov).

Teacher will use the **My Pyramid for Kids** poster for introducing the food groups and their associated colors. Which colors are recognized by the group? Which foods are recognized? Be mindful of assessing the gaps in your children's knowledge of color concepts and foods for future lessons.

Teacher will use real or plastic food items that are represented on the **My Pyramid for Kids** poster throughout this activity (ex., bread, cereal, carrots, potatoes, grapes, bananas, milk, yogurt, peanut butter, tuna salad). Teacher will display large pieces of white or butcher paper on the floor, each one with the name of a food group. Children will be asked to categorize the foods by placing them onto the corresponding food group papers. Teacher will assist children in making the correct placement for their food pictures by asking questions. A teacher or aide will write the names of the foods on the paper as the children place them, asking children to identify letters and then the words as they are being written.

Questions:

What color is this food?

What is its name?

What is its shape?

How does it feel?

In what group does it belong?

Materials: book, song lyrics, poster, real or plastic food items, large sheets of white or brown butcher paper, crayons, markers

Informal Assessment:

1. Literary intro: **The Beastly Feast** by Bruce Goldstone

Teacher will hang large pieces of white or butcher paper on the wall or display them on the floor. Children will watch as teacher writes color words and food group words with crayons or markers of the same color onto the papers. Children will cut food pictures from magazines, grocery store ads, or food coupons and paste them onto the corresponding food group papers. Teachers and aides will be available to assist children in making the correct placement for their food pictures. They will label the pictures as children finish gluing pictures to papers, asking children to identify letters and then the words as they are being written.

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Materials: book, large sheets of white or brown butcher paper, crayons, markers, glue sticks, magazines, newspaper ads for grocery stores, food coupons

Informal Assessment:

Sing the following song while pointing to food groups and/or items on collages created by children:

“You Can Name a Healthy Food” (tune: “If You’re Happy and You Know It”)

You can name this food group, say it loud (*point to one group*)
You can name this food group, say it loud (*point to same group*)
What vegetable (*fruit, grain, meat, dairy product*) **is this?** (*point to one food item*)
What vegetable is this? (*point to another food item*)
You can name this food group, say it loud (*point to one group*)

Alternate verses:

You can name this food group, whisper now
You can name this food group, clap it loud (*3 claps for vegetables*)
You can name this food group say it slowly
You can name this food group, say it quickly

2. Literary intro: **Healthy Eating** by Emily K. Green

Teacher prepares children to play a game to help them learn where foods fit into the **My Pyramid for Kids** food groups. Display the **My Pyramid for Kids** poster. Five paper bags labeled with the name of a food group with letters that correspond to the MyPyramid colors (orange for grains, green for vegetables, etc.) will be placed before the children. An additional bag, The Picture Bag, will hold numerous pictures from all the food groups. The children will be seated in five rows to help the activity proceed smoothly. A “helper” will be chosen by the teacher to take a picture from the bag and show it to the group. The “helper” will name the food and ask to which group it belongs. The first person in the corresponding food group line will take the picture from the “helper” and place it in the correct food group bag. When both lines have finished, take the food pictures from one food group bag at a time. Display the pictures so the group can see them, and have the children tell whether or not the foods have been placed in the correct food group.

Materials: book, poster, five large paper bags labeled with pyramid food group names, Picture Bag, variety of pictures matted on colored construction paper (orange, green, red, blue, purple) cut into triangles (pictures should be glued to triangles that match color of food group)

3. Outdoor Activity

Teacher will hide plastic foods from the home center (or laminated pictures, real foods, etc.) around the play area. Containers marked with the food group colors and names will be available for children to categorize the food items as they are discovered. Teacher will be available at the containers to help with categorizing. When scavenger hunt is over, children will sit in group to empty containers, naming food items, and verifying that they were placed in the correct container.

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Teacher can use this activity as an assessment, allowing children to choose their own categorization and checking for the correct placement of items with the entire group of children when scavenger hunt has ended.

Materials: poster, plastic food, laminated food pictures, containers with food group colors and names

5. **My Pyramid for Kids** poster will be displayed and referred to frequently by the teacher as children prepare to create puzzles. Teacher provides food magazines, construction paper, glue, and scissors for children to create puzzles of foods from the different food groups. When children have cut pictures from magazines, teacher can demonstrate drawing lines through a food item to prepare for cutting it. Children are encouraged to cut the food pictures into large pieces, with the teacher explaining that very small pieces would make it too difficult a puzzle to put together again.

Teacher can easily assess children's ability to identify foods within groups (as well as spatial sense, eye-hand coordination, etc.) through interacting and observing during this activity.

(Puzzles can be sturdier and last longer if food picture and construction paper are placed onto cardboard and laminated before cutting into pieces.)

Materials: poster, construction paper (orange, green, red, blue, purple), glue, scissors, magazines, newspaper ads for grocery stores, food coupons, cardboard, laminating paper

Informal Assessment:

- Be alert to the children's correct labels for foods and the food groups. Offer many opportunities throughout the day for them to show off their knowledge of the names of foods and the food groups. During meal times make a natural part of the conversations be the naming of foods. *"I'm placing _____ on Jermaine's plate. What is it Jermaine? That's right! It is cheese!"*
- Teacher will prepare samples from food groups that were used during group learning activity for consumption. Five tables/centers will be labeled with each major food group (no oils). Children will move from one sampling table to the next to taste and label each food as it is eaten. Each child will be asked to name that food's corresponding group.

Positive Role Modeling Techniques:

- Sit down and eat with children. Try all foods and show positive reactions, just as we want children to do.
- Teachers should not present a pre-made example of the Food Diary. Children must eventually take full responsibility for healthy eating, so even their first attempts on the road to good nutrition must be their own.

Extension for home:

When sending breakfast, snack, and lunch menus home, provide a **MyPyramid for Kids** poster and encourage adults and older siblings to help the preschooler put the foods into the proper food groups. Children can draw the foods, and adults can label them and discuss them with their children.

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Supporting Resources:

- Goldstone, Bruce. ***The Beastly Feast***. New York: Holt, 1998.
- Green, Emily K. ***Fruits***. Minneapolis: Bellwether Media, 2007.
- ***Grains***. Minneapolis: Bellwether Media, 2007.
- ***Healthy Eating***. Minneapolis: Bellwether Media, 2007.
- ***Meat and Beans***. Minneapolis: Bellwether Media, 2007.
- ***Milk, Yogurt and Cheese***. Minneapolis: Bellwether Media, 2007.
- ***Oils***. Minneapolis: Bellwether Media, 2007.
- ***Vegetables***. Minneapolis: Bellwether Media, 2007.
- Hausherr, Rosemarie. ***What Food Is This?*** New York: Scholastic, 1994
- Leedy, Loreen. ***The Edible Pyramid: Good Eating Every Day***. New York: Holiday House, 1994.
- Mayer, Mercer. ***Harvest Time***. Columbus, OH: McGraw-Hill Children's Pub., 2004.
- Miranda, Anne. ***Pignic: An Alphabet Book in Rhyme***. New York: St. Martin's Press, 2005.

TOPIC: FRUITS AND VEGETABLES

Goal:

Children will learn the important role that fruits and vegetables play in their diets.

Objective:

1. Children will be able to give examples of fruits and vegetables.
2. Children will be able to name fruits and vegetables that they like and discuss different ways to prepare fruits and vegetables.

Introduction Activity:

Refer back to the *Identification of Foods Unit for the Food Pyramid Introduction Activity*.

Materials/Preparation:

Copy of the book **Vegetables** by Cynthia Fitterer Klingel and Robert B. Noyed.

Activity:

Introduce the fruit and vegetable group. Read the book **Vegetables**.

Circle Time Activities:

Materials/Preparation:

Learn the song "Fruits and Vegetables Mambo No. 5." Write the song on chart paper for the children to see and follow along with.

Activity:

Sing the song "Fruit and Vegetable Mambo No. 5" (tune: Lou Bega's Mambo No. 5). Repeat the song during circle time throughout the unit. This can also be a song that is sung while the children are setting the table for meals.

**A little bit of strawberries in my life,
A little bit of broccoli on the side.
A little bit of lettuce is all I need,
A little bit of cauliflower is all I eat.
A little bit of raisins in the sun,
Make grapes a snack that's so much fun.
Mambo!**

Materials/Preparation:

Chart paper and markers
Story starter topic

Activity:

Write a class story about "How the raisin gets its wrinkles" or "How the peach gets its fuzz." Give the children a topic and ask them to add to the story. Write the story on the chart paper as they tell it. Turn the story into a class book and add it to the classroom library. (You may want to let them draw pictures to add to the story.) Be sure to read the story with the children several times before putting it into the library.

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Materials/Preparation:

Play food divided into two groups – one for fruits and vegetables, one for other food groups.

Chart paper/ markers

Activity:

Play the food game: Point out to the children 2 piles of play food on the table (one pile of fruits/vegetables and one pile of other food). Go through each fruit and vegetable, naming it and asking children to raise their hand when you show them a fruit or vegetable they like (or have tried, etc). You can chart this to refer to later. After you have gone through all the fruits and vegetables, mix the two piles together and work together to classify each item as either a fruit/vegetable or another group.

Science Activities:

Materials/Preparation:

Pictures of fruits and vegetables (or felt board pieces)

Scene with a tree, ground, plants, etc

Activity:

Discuss where fruits and vegetables grow. Talk about how some fruits grow on trees and bushes and some grow on plants. Talk about which vegetables grow underground and which grow above ground.

Materials/Preparation:

Seeds for whatever kind of fruit or vegetable you want to grow

Dirt

Water

Containers for planting

Diagram of a seed sprouting with roots and the plant

The Tiny Seed by Eric Carle

Activity:

Talk about what happens to a seed when you plant it and what it needs in order to grow (water, soil and sun). Talk about how a seed grows and what it looks like. Plant seeds with the children. Remind them how important it is to water their plants regularly. (You will have to do this with them.)

(You can extend this activity by charting or graphing the growth of the plants - math activity)

Materials/Preparation:

Different kinds of fruits and vegetables (bananas, kiwi, strawberries, cucumbers, apples, peppers, etc)

Dull plastic knives

Paper towels

Chart paper/markers

Activity:

Have the children help you cut up different kinds of fruits and vegetables (where applicable). Talk about where you find the seeds for each food (some are in the fruit, some are on the outside, etc). Make predictions about how it might taste. Talk about where it grows. Have the children taste each food after you have discussed it. (You can

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chart their predictions or who likes which food). Make sure that the teachers also taste the food with the children. Don't force the children to try the food but encourage them by eating some yourself or by asking them to try just a small taste.

Social Studies Activities:

Materials/Preparation:

Information prepared to discuss harvesting of fruits and vegetables.

Information prepared to discuss how trucks deliver the food to the grocery store.

Information prepared to discuss what happens in a grocery store.

Activity:

Community Helpers – discussion about how we get the fruits and vegetables to the stores. You can talk about farmers and what they need to do to harvest the fruits and vegetables. You can talk about the truck drivers who transport the food to the grocery store. You can have a discussion about the grocery store. Additional tie-ins would include a field trip to the grocery store and/or a farm.

Art Activities

Materials/Preparation:

Butcher block paper

Markers or paint

Scene drawn or painted with ground and sky

Pictures of fruits and vegetables (optional)

Activity:

Make a mural about which fruits and vegetables grow above ground/below ground, on a tree or on a plant. Have the children help you put the fruits and vegetables in the place where they grow. You can have the children as involved as you like. They can draw or paint the pictures on the mural, help you design the mural, add on to the mural, etc.

Materials/Preparation:

Butcher block paper

Markers or paint

Pictures of fruits and vegetables

Activity:

Draw or paint a rainbow. Talk about the colors of the food pyramid being like the colors in a rainbow. Have the children match the colors of the food to the colors of the rainbow.

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Math Activities:

Materials/Preparation:

Scale
Various types of seeds

Activity:

Have the children make predictions about which seeds are heavier than others. Weigh the seeds on the scale. Chart or graph the answers.

Materials/Preparation:

Measuring cups
Various types of seeds

Activity:

Put various seeds in the sensory table with measuring cups, spoons, etc.

Materials/Preparation:

Various types of seeds

Activity:

Work with the children to put the seeds in order of size.

Dramatic Play Activities:

Materials/Preparation:

Cash register/play money
Grocery bags
Lots of plastic fruits and vegetables
Other food for the grocery store

Activity:

Set up a grocery store in the dramatic play area. Give the children opportunities to be the shopper and the grocer. You may also want to introduce the concept of the truck driver bringing the groceries to the store.

Materials/Preparation:

Cardboard boxes
Shredded brown paper
plastic fruits and vegetables
Plastic gardening tools
Fake tree

Activity:

Set up a gardening area. Have the children "plant" the vegetables that grow in the ground in the boxes filled with brown shredded paper to look like dirt. Attach strings to the fruits and vegetables that grow above ground so they can be hung on the tree.

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Cooking Activities:

- Make applesauce
- Read **Stone Soup** and make vegetable soup
- Make spaghetti sauce and serve spaghetti for lunch
- Make fruit salad

Stretcher Activities:

- Hide pictures of different vegetables around the room. When each picture is found, have the children add that food to a vegetable salad. Eat the real salad as part of snack.
- Choose a color fruit (red apple, yellow banana, etc) to show the children. Have them find other items of that color in the room.
- Count the number of fruits and vegetables that are included in their meals at school (or at home) that week. See if all of the colors are represented.
- Use all five senses to learn more about fruits and vegetables. Talk about what they smell like, sound like, taste like, etc.
- Read **Teddy Bear's Picnic** by Alexandra Day. Pack a picnic basket with healthy foods. Put pictures of the foods on paper plates.

Enhancement Activities:

- Classroom Cereal Box Book - cut out the covers of healthy cereals. Laminate them and put them in a classroom book. Read the book with the children and then put it in the classroom library. The children will "read" the book and recognize the cereal. When the children go to the store with their parents, they will remember the healthy cereals from school.
- Talk about the difference between healthy and unhealthy foods. Have several examples of each and have the children help you sort them into the correct bins.
- Sing "Old MacDonald had a Farm" using fruits and vegetables. (...with a carrot, carrot here...)
- Read **Eating the Alphabet** by Lois Ehlert. This book goes through the alphabet using the names of vegetables.
- Be A Seed - Have the children take turns getting into a large container (cardboard box, unused garbage can, etc). Have a child pretend to be a seed while the others take turns "watering" them. Put a piece of brown felt on the "seed child's" head. Sing this song to the tune "Pop Goes the Weasel!"

**The Seed goes down inside the ground,
Waiting for some water.
The Sun shines brightly on the seed,
Pop! Goes the Flower.**

- Math Activity - Read the book **Apple Fractions** by Jerry Pallotta. Demonstrate cutting an apple into equal parts (1/2 -or 1/4s) and give to the children. Demonstrate how to put it back together to make a whole. You can do the same thing with juice by pouring 1 cup of juice equally into 2 glasses. Pour them back together to demonstrate making it whole again.

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Supporting Resources:

Smart Fruit and Veggie Songs – Angela Russ, Russ Invision Company, <http://www.AbridgeClub.com>

Give Me 5 A Day! – This CD was produced by the Florida Department of Health. You can listen to samples of the songs and order the CD at http://www.doh.state.fl.us/family/WIC/pages/nutrition/5_a_day_cd.htm

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Appelt, Kathi. **Watermelon Day**. New York: Holt, 1996.

Bunting, Eve. **One Green Apple**. New York: Clarion, 2006.

Degen, Bruce. **Jamberry**. New York: Harper & Row, 1983.

Ehlert, Lois. **Eating the Alphabet: Fruits and Vegetables from A-Z**. San Diego: Harcourt Brace, 2000.

French, Vivian. **Oliver's Fruit Salad**. New York: Orchard Books, 1998.

Gibbons, Gail. **The Berry Book**. New York: Holiday House, 2002.

Hutchins, Pat. **Ten Red Apples**. New York: Greenwillow Press, 2000.

Keller, Kristin. **From Apples to Applesauce**. Mankato, MN: Capstone, 2005.

McCloskey, Robert. **Blueberries for Sal**. New York: Viking, 1948.

Taus-Bolstad, Stacy. **From Shoot to Apple**. Minneapolis: Lerner, 2003.

Wallace, Nancy Elizabeth. **Apples, Apples, Apples**. Delray Beach, FL: Winslow Press, 2000.

<http://www.dole5aday.com> Dole 5-A-Day has information for parents, teachers and children about why fruits and vegetables are so good for you

<http://www.online-family-doctor.com/fruits> presents benefits of eating fruits. Also offers a fruit alphabet

<http://www.thefruitpages.com> includes education, fruit science, juicing techniques, and selection tips

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Ayers, Patricia. **A Kid's Guide to How Vegetables Grow**. New York: PowerKids Press, 2000.

Ayres, Katherine. **Up, Down and Around**. Cambridge MA: Candlewick Press, 2007.

Coy, John. **Two Old Potatoes and Me**. New York: Knopf, 2003.

Doyle, Marachy. **Jody's Beans**. Cambridge, MA: Candlewick Press, 1999.

Ehlert, Lois. **Growing Vegetable Soup**. San Diego: Harcourt Brace Jovanovich, 1987.

Jeffers, Dawn. **Vegetable Dreams/Huerto Sonado**. Green Bay, WI: Raven Tree Press, 2006.

Nelson, Robin. **From Kernel to Corn**. Minneapolis: Lerner, 2003.

Pittman, Helena Clare. **Still-Life Stew**. New York: Hyperion, 1998.

Steele, Mary Q. **Anna's Garden Songs**. New York: Greenwillow, 1989.

<http://fruitsandveggiesmatter.gov> has a calendar of fruits and veggies of the month

<http://www.victoriapacking.com/veginfo.html> includes veggies classified as fruits

<http://www.mypyramid.gov/pyramid/vegetables.html> lists almost all foods in the vegetable group

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Informal Assessment:

- Use mealtimes to ask children what fruits and vegetables they enjoy.
- Organize sorting games with play fruits and vegetables that give children an opportunity to distinguish fruits and vegetables from other foods and also to identify fruits and vegetables by their name.
- Ask children what foods can be made with fruits and vegetables.

Positive Role Modeling Techniques:

- Talk about what fruits and vegetable you enjoy eating. Don't say that you don't like certain fruits or vegetables or make faces indicating your dislike.
- At mealtimes, eat the same food the children eat. Always serve yourself the fruit/vegetable of the meal and be sure to take at least a few bites.
- Make conversation about eating fruits and vegetables for a snack. (*"Playing outside made me hungry. I can't wait to eat a nice, juicy apple!"*)

Extension for Home:

- Send home a recipe for a vegetable or fruit salad, including tips on including children in the preparation.
- Encourage parents to help children plant vegetable seeds in disposable cups at home.

TOPIC: MILK AND DAIRY

Goal:

Children will understand that foods from the milk and dairy group are important parts of a healthy diet.

Objectives:

1. Children will be able to give examples of healthy dairy products.
2. Children will be able to names some dairy products they like.

Introduction Activity:

Refer back to the *Identification of Foods Unit for the Food Pyramid Introduction Activity*.

Materials/Preparation:

Copy of the book *Milk and Cheese* by Cynthia Fitterer Klingel and Robert B. Noyed.

Activity:

Introduce the milk and dairy group. Read the book *Milk and Cheese*. Ask the children for examples of food from the milk and cheese group.

Circle Time Activities:

Materials/Preparation:

Teach the children the finger play “Five Mugs of Milk.” Write the song on chart paper for the children to see and follow along with.

Activity:

Sing the Song “Five Mugs of Milk.” Repeat the song throughout the unit. At the end of the song, ask the children what food group they were singing about. Ask them if they can point it out on the food pyramid.

“Five Cold Mugs of Milk” Finger Play

Five cold mugs of milk sitting in the fridge (*children hold up five fingers*)
One was drunk by my friend Midge (*they pretend to drink one of them*)

Four cold mugs of milk sitting in the fridge (*children hold up four fingers*)
Another was drunk by my friend Midge (*they pretend to drink one of them*)

Three cold mugs of milk sitting in the fridge (*children hold up three fingers*)
Another was drunk by my friend Midge (*they pretend to drink one of them*)

Two cold mugs of milk sitting in the fridge (*children hold up two fingers*)
Another was drunk by my friend Midge (*they pretend to drink one of them*)

One last glass of milk sitting in the fridge (*children hold up one finger*)
I drank it myself instead of Midge (*they point to themselves and pretend to drink it*)

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Materials/Preparation:

Learn the “Happy Food Song.” Write the song on chart paper for the children to see and follow along with. Visit www.barrysclipart.com or any other website where you can download pictures of milk and dairy products. You can also get pictures from magazines.

Activity:

Teach children the “Happy Food Song” (sung to the tune, “If You’re Happy and You Know It”) and demonstrate the actions. Sing the “Happy Food Song” and insert the name of a dairy food at the appropriate spot. (You could also hold up a picture of the food for visual identification) Have the children sing and perform the activity.

**If there’s cheese and you know it, stomp your feet,
If there’s cheese and you know it, stomp your feet,
If there’s cheese and you know it, then you really want to show it,
If there’s cheese and you know it, stomp your feet.**

Substitute “jump up and down,” “touch your toes,” “nod your head,” and other activities that use large motor skills for “stomp your feet.” Feel free to improvise with other actions and gestures.

Dramatic Play Activities:

Materials/Preparation:

Farmer hats
Farmer overalls
Hay or straw
Plastic farming equipment such as rakes, hoes, shovels, etc.
Boxes

Activity:

Set up a farm area in the dramatic play area. Use plastic farming equipment to move the hay or straw around. Have boxes set up to put the hay in when the children are playing and to store it when the center is not available.

Science Activities:

Materials/Preparation:

A copy of the nursery rhyme “Little Miss Muffet” written on chart paper for the children to see and follow along with.
4 tsp white vinegar
1-1/2 cups of skim milk

Activity:

Read the nursery rhyme “Little Miss Muffet” with the children. Ask the children if they know what curds and whey are? Tell them they are going to make their own curds and whey. Add 4 teaspoons of white vinegar to 1-1/2 cups of skim milk. Microwave the mixture for about a minute. After a minute, the milk and vinegar will be separated into two parts, a liquid and a solid. Here’s what happened to the milk: by adding the vinegar, you have created a chemical reaction that separated the milk into two parts, a solid (the curds) and a liquid (the whey). Now, when you stir the milk, the curds become a “blob.” When you strain the liquid off, you can make the blob into one big lump. Let it cool off, and then the children can play with it. (It feels like rubber.) The protein in the curds is what makes it act like rubber. You can form the blob into shapes. If you leave it out, it will harden.

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Materials/Preparation:

Different types of cheese (such as mozzarella, cheddar), cut into bite size pieces
Plates

Activity:

Have the children compare orange and yellow cheeses using smell, taste and color. Chart their answers. Talk about how cheese is made from milk.

Materials/Preparation:

Pudding
Cottage cheese
Yogurt
Unusual flavor of ice cream
Spoons
Cups

Activity:

Encourage the children to taste the different foods made from milk. Talk about the taste, texture, smell and color of the foods. Chart which food the children like or dislike. Also, you may want to chart different colors, textures, etc.

Music and Movement:

Materials/Preparation:

Small milk cartons (washed out and dried thoroughly)
Beans or seeds

Activity:

Have the children fill their milk carton with beans, seeds, etc. Seal the carton (staple, hot glue, tape). Have the children pretend to be milk shakes moving all around the blender.

You could make milk shakes with the children as a follow up or introduction to this activity.

Materials/Preparation:

Rock salt
Coffee can
Yogurt in container

Activity:

Put the rock salt in the coffee can. Put the container of yogurt in the coffee can with the rock salt. Have the children roll the can around for 15 minutes. The yogurt will freeze and the children will have frozen yogurt to eat.

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Social Studies:

Materials/Preparation:

Toy trucks

Felt board

Felt board pieces of cows

Book Suggestion: **Milk: From Cow to Carton** by Alikei or other books about cows or dairy farms.

Activity:

Talk to the children about how cows are raised on farms and the farmers milk the cows to get milk. Ask where they get their milk from. Talk to the children about how the milk gets from the farm to the grocery store. Use toy trucks to illustrate the process. Also, you can use felt pieces of cows on the felt board. Talk about the role truck drivers play in getting our food from the farm to the grocery store.

Literacy Activity:

Materials/Preparation:

Chicka Chicka Boom Boom by Bill Martin, Jr.

Coconut milk (can be found in cans in the ethnic foods aisle of the grocery store)

Coconut

Milk

Cups

Activity:

Read **Chicka Chicka Boom Boom** to the children. Talk to them about the taste difference between coconut milk and cow milk. You can also talk about goat milk. Let the children see what a coconut looks like and what the milk tastes like.

Stretcher Activities:

- Have children make cheese cut outs using small cookie cutters and pieces of cheese.
- Chart the responses of the children when you do tasting to determine how many children like certain foods. This is a great way to add math to the day.
- Introduce a stuffed cow at the beginning of the unit and have the cow introduce the new foods for the children to try.
- Play "The Farmer in the Dell."

Enhancement Activities:

- Arrange a field trip to a local dairy farm or petting zoo with dairy cows.
- Make blender drinks using milk and fruit.
- Compare the taste of chocolate when it is hot and cold. Make hot chocolate and chocolate milk and let the children identify similarities and differences.

Additional Resources:

- Aliki. **Milk: From Cow to Carton**. New York: HarperCollins, 1992.
- Balestrino, Philip. **The Skeleton Inside You**. New York: Crowell, 1989.
- Benduhn, Tea. **Milk and Cheese**. Milwaukee: Weekly Reader Early Learning Library, 2007.
- Gibbons, Gail. **The Milk Makers**. New York: Macmillan, 1985.
- Green, Emily. **Milk, Yogurt and Cheese**. New York: Children's Press, 2006.
- Martineau, Susan. **Milk, Butter and Cheese**. Mankato, MN: Smart Apple Media, 2006.
- Palatini, Margie. **The Cheese**. New York: Katherine Tegen books, 2007.
- Priddy, Roger. **Millie Cow (Funny Faces board book)**. London: Priddy, 2007.
- Shaw, Charles. **It Looked like Spilt Milk**. New York: Harper, 1947.
- Slater, David Michael. **Cheese Louise!** Vancouver, BC, Canada: Walrus Books, 2005.
- Thomas, Ann. **Dairy Products**. Philadelphia: Chelsea Clubhouse Books, 2003.

<http://www.3aday.org/> Three-a-Day: milk, cheese, yogurt

<http://www.nationaldairycouncil.org/nationaldairycouncil/health/MyPyramid>

Informal Assessment:

- Ask children to name some different kinds of food made with milk.
- Use mealtimes to ask children what kinds of dairy products they enjoy.
- Talk to the children about dairy foods that are everyday foods and which ones have a lot of sugar.

Positive Role Modeling Techniques:

- Talk about what kinds of dairy products you enjoy eating. Don't say that you don't like certain kinds or make faces indicating your dislike.
- At mealtimes, eat the same food the children eat. Always serve yourself milk and be sure to at least take a few sips.
- Make conversation about eating dairy products. (*"I played really hard. This milk tastes really good."*)

Extension for Home

- Encourage the parents and children to experiment with different types of dairy. Keep a chart with the kinds of dairy foods that were tried and whether they liked them or not. The children can bring the charts into school and share the results.
- Send home recipes for smoothies for the parents to make with the children.

TOPIC: MEATS, BEANS AND NUTS

Goal:

Children will learn the important role that meats, nuts and beans play in their diets.

Objectives:

1. Children will be able to give examples of meats and beans that they like.
2. Children will be able to discuss different ways to prepare meats, nuts and beans.

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Introduction Activity:

Refer back to the *Identification of Foods Unit* for the Food Pyramid Introduction Activity.

Materials/Preparation:

Copy of the book *The Meat and Beans Group* by Mari C. Schuh

Activity:

Introduce the meats, nuts and beans group. Read the book *The Meats and Beans Group*. Ask the children what their favorite foods are from this group and share what your favorites are.

Materials/Preparation:

Variety of different kinds of nuts
Nut cracker
Bowl (to catch the shells)
Chart paper
Writing utensils

Activity:

Introduce the various kinds of nuts to the children. Write the names down on the chart paper. Using the nut cracker, open the shells on the nuts. Use the bowl to collect the shells (use the shells for an art activity later). Talk to the children about the differences and similarities with the shells. (“*This one was very hard to crack,*” “*I could crack this one with just my fingers,*” etc.) Also talk about the different shapes and colors. Pass the unshelled nuts around for the children to feel before opening them.

MEATS, BEANS AND NUTS

Science Activities:

Materials/Preparation:

Unshelled walnuts
Walnut halves
Walnut meat
Walnut flavored cookies
Magnifying glasses
Paper
Writing utensils

Activity:

Place some unshelled walnuts, walnut halves, walnut meat and walnut flavored cookies on the science table. Give the children the opportunity to look at the different walnut pieces. Have paper and writing utensils available for the children to draw and “write” about what they see.

Dramatic Play Activity:

Materials/Preparation:

Paper lunch bags
Scoops or wooden spoons
Paper
Pencils
Various kinds of nuts
Bowls labeled with names and pictures of nuts

Activity:

Create a nut store in the dramatic play area. Use paper lunch bags, scoops or wooden spoons, paper, pencils, and a scale. Provide bowls labeled with names and pictures of the nuts. Have the children take turns pretending to be the customer and store keeper as they practice buying and selling the nuts.

Materials/Preparation:

Empty egg cartons
Plastic eggs
Stuffed farm animals (especially chickens)
Boxes for “hen house”

Activity:

Set up the dramatic play area to look like a farm with a “hen house.” Have the children work on the farm collecting eggs from the chickens. You can extend this activity to Social Studies by talking about how the eggs get from the farm to the store. You can also talk about how chicken eggs come in colors other than white.

MEATS, BEANS AND NUTS

Math Activities:

Materials/Preparation:

Nuts or small plastic eggs
Boxes labeled with numbers and corresponding dots

Activity:

Label boxes with number and corresponding number of dots. Ask the children to put the correct number of nuts in each box.

Materials/Preparation:

Various kinds of nuts, dried beans, or seeds
Bowls
Tongs

Activity:

Have the children sort the nuts or dried beans into bowls using the tongs. During the activity, ask the children if they remember the book they read on the Meat and Beans group and relate these materials back to the book.

Art Activity:

Materials/Preparation:

Shells from shelled nuts or egg shells (washed out and dried)
Paper
Glue

Activity:

Use the shells to decorate the letter or color of the week. You can also use the shells to fill in letters of their name. During the activity, ask the children if they remember the book they read on the Meat and Beans group and relate these materials back to the book.

Literacy Activity:

Materials/Preparation:

Chart paper
Writing utensils

Activity:

Have the children write a class story from the perspective of a nut or a squirrel. Write the story on the chart paper and read with the children. Turn the story into a class book to put in the classroom library. Ask the children if they remember reading the book about MyPyramid and what group they think a nut belongs to.

MEATS, BEANS AND NUTS

Cooking Activities:

Materials/Preparation:

Blender
Measuring spoons
Spoons for each child
Bowls for each child
Unshelled roasted peanuts
Peanut oil
Salt
Crackers

Activity:

If appropriate, have the children help you shell the peanuts. Pour the shelled peanuts in the blender. Add 1 tsp peanut oil for every 7 peanuts (shelled, i.e. 14 nuts). Blend the mixture. Spoon the mixture into bowls and sprinkle some salt. Stir. You can spread on crackers with a spoon. While the children are preparing the recipe, ask them which food group the peanuts come from.

You can use this activity if you have children with nut allergies and still want to make a 'butter' spread.

Materials/Preparation:

Sunflower butter

Food processor
1 cup sunflower seeds (without shells)
1 Tbsp. olive oil or other vegetable oil, more if needed
1 tsp sugar or honey (optional)
Salt to taste, about 1/8 tsp - 1/4 tsp

Activity:

Place the seeds in a food processor and blend to chop into smaller pieces. Add the sugar/honey, salt and 1 Tbsp. olive oil and continue to pulse or blend until a smooth paste is formed. If needed, add additional oil, 1 tsp at a time, for the paste to form. (You can toast the seeds ahead of time for a nuttier flavor - scatter the seeds in a pan over medium heat, stirring or shaking frequently. Toast for about 3 minutes or until you can smell the fragrance of heated seeds. You can also add a variety of your favorite flavorings, such as lemon juice, soy sauce or ginger.)

Materials/Preparation:

Quesadillas

Monterey Jack cheese, reduced fat, shredded
Flour tortillas
Chicken or turkey, cooked, chopped or diced
Mild salsa
Onions (optional)
Red or green peppers, cut into smaller pieces
Aluminum foil
Trays
Oven

MEATS, BEANS AND NUTS

Activity:

Have the children put the chicken or turkey on their tortillas. Have them add the toppings they would like to put on their meat. Roll up the tortillas and put them on a tray. Cover them with aluminum foil and bake at 375° for 15 minutes. When they are eating their quesadillas, ask them which MyPyramid food groups are represented in their recipe.

Materials/Preparation:

Enchilada Dip

1 Tbsp. olive oil
1 pound lean ground beef or turkey
½ tsp kosher salt
2 cloves garlic, minced
1 cup enchilada sauce or mild salsa
15 ounce can pinto beans, drained and rinsed
4 ounces cream cheese
4 ounces cheddar cheese
Chips
Pan

Activity:

In a large pan, heat half the oil over medium-high heat, add beef or turkey and salt, and brown for about 10 minutes. Add remaining oil and garlic and cook another minute. Stir in the sauce or salsa, bring to a simmer, and add beans and cream cheese. Stir gently until cream cheese melts, turn heat to low and add cheddar cheese, stirring until everything is hot and melted. Pour into a bowl to serve.

Materials/Preparation:

Hummus

1 (15 ounce) can garbanzo beans, drained, liquid reserved
2 ounces fresh jalapeno pepper, sliced
½ teaspoon ground cumin
2 Tbsp. lemon juice
3 cloves garlic, minced
Blender or food processor
Crackers

Activity:

In a blender or food processor, combine garbanzo beans, jalapeno, cumin, lemon juice, garlic and 1 Tbsp. of the reserved bean liquid. Blend until smooth. Serve as a dip with crackers (or spread on crackers).

MEATS, BEANS AND NUTS

Stretcher Activities:

- Have the children “dissect” some beans and talk about what is inside a bean.
- Have the children make guesses about how many beans or nuts are in a jar. Count them with the children and see who was the closest.

Enhancement Activities

- Make other recipes with low fat ingredients, such as tacos with beans or black bean burgers.
- Plant beans (such as lima or pinto) and watch them grow into bean plants.
- Make hard boiled eggs or other kinds of eggs with the children.
- Make trail mix.

Positive Role Modeling Techniques

- Talk about what kinds of meats, beans and nuts you enjoy eating. Don't say that you don't like certain kinds or make faces indicating your dislike.
- At mealtimes, eat the same food the children eat. Always serve yourself some of the meats and beans that the children are eating and be sure to at least take a few bites.
- Make conversation about eating meats, beans and nuts. (*“I really like my chicken quesadilla.”*)
- Make conversation about the different kinds of meats, beans and nuts you like for dinner. (*Last night I had chili with chicken and kidney beans. It was really yummy!*)

Supporting Resources:

- Dalton, Cindy. **Eat Power Proteins (Why Should I)**. Vero Beach, FL: Rourke, 2001.
- Fontes, Justine. **Proteins (Rookie Read About Health)**. New York: Children's Press, 2005.
- Green, Emily. **Meat and Beans**. Minneapolis: Bellwether Media, 2007.
- Higgs, Liz Curtis. **The Sunflower Parable**. Nashville, TN: T. Nelson, 1997.
- Keller, Kristin. **From Peanuts to Peanut Butter**. Mankato, MN: Capstone, 2005.
- Klingel, Cynthia. **Meat (Let's Read About Food)**. Milwaukee: Weekly Reader Learning Library, 2002.
- Maloney, Peter. **Bronto Eats Meat**. New York: Dial, 2003.
- Milhaus, Katherine. **The Egg Tree**. New York: Scribner, 1950.
- Norton, Susan. **Meat, Poultry, Fish (Pyramid Pal)**. Marina Del Rey, CA: Two Susans, 2000.
- Rockwell, Anne. **One Bean**. New York: Walker, 1998.
- Schuh, Mari C. **The Meat and Beans Group**. Mankato, MN: Pebble Books, 2006.
- Wallace, Nancy. **Seeds! Seeds! Seeds!** Tarrytown, NY: Marshall Cavendish, 2004.
- Westcott, Nadine. **Peanut Butter and Jelly: A Play Rhyme**. New York: Dutton, 1987.

<http://www.beefnutrition.org> National Cattlemen's Beef Association

<http://www.vrg.org> Vegetarian Resource Group

<http://www.soyfoods.org> Soyfoods of North America

<http://www.nuthealth.org> Tree Nut Nutrition Committee

<http://www.beanbible.com/> Recipes, lore, information, links

<http://waltonfeed.com/old/self/beans.html> Varieties of dried legumes

<http://www.goya.com/english/nutrition.html> Goya Foods presents recipes with a Spanish flair. Also in Spanish.

TOPIC: BREADS, CEREALS, RICE AND PASTA

Goal:

Children will understand that foods from the breads, cereals, rice and pasta group are important parts of a healthy diet.

Objectives:

1. Children will be able to give examples of healthy breads, cereals, rice and pasta.
2. Children will be able to name some healthy breads, cereals, rice and pasta they like and discuss different ways to prepare them.

Introduction Activity:

Refer back to the *Identification of Foods Unit for the Food Pyramid Introduction Activity*.

Materials/Preparation:

Children's book *Bread and Cereal* by Cynthia Fitterer Klingel and Robert B. Noyed.

Activity:

Introduce the breads, cereals, rice and pasta group. Read the book *Bread and Cereal*.

Circle Time Activities:

Materials/Preparation:

Learn the song "The Muffin Man". Write the song on chart paper for the children to see and follow along. At the end of the song, ask the children which food group they were singing about (or which food group muffins are in).

Activity:

Sing the song "The Muffin Man". Repeat the song throughout the unit.

**Oh do you know the muffin man
The muffin man, the muffin man
Oh do you know the muffin man
Who lives on Drury Lane**

Materials/Preparation:

Learn the song "The Bread and Butter Song". Write the song on chart paper for the children to see and follow along.

Activity:

Sing the song "The Bread and Butter Song." (sung to Frere Jacques)

**Mix the flour, mix the yeast, in the bowl, in the bowl
(make mixing motion)
Mix it all together, mix it all together, in the bowl, in the bowl.**

BREADS, CEREALS, RICE AND PASTA

Knead the bread, knead the bread, on the table, on the table

(make kneading motions)

Knead it all together, knead it all together, help it rise, help it rise.

Bake the bread, bake the bread, in the pan, in the pan

(motion of bending over and putting it in the oven)

Put it in the oven, put it in the oven, till it's done, till it's done.

Materials/Preparation:

Learn the song "Oats, Peas, Beans and Barley Grow." Write the song on chart paper for the children to see and follow along.

Activity:

Sing the song "Oats, Peas, Beans and Barley Grow." You can find additional lyrics and hear the tune at <http://www.kididdles.com/lyrics/o001.html>

**Oats, Peas, Beans and Barley Grow,
Oats, Peas, Beans and Barley Grow
Not you nor I nor anyone knows
How oats, peas, beans and barley grow!**

This activity could be expanded by talking about how they do grow and/or bringing in examples of what they look like.

Dramatic Play Activities:

Materials/Preparation:

Plastic play loaves of bread, muffins, etc.

Bags

Cash register

Aprons

Play oven

Activity:

Turn the dramatic play area into a bakery. Provide plastic loaves of bread, muffins, etc. for the children to buy and sell in the bakery. Also provide a play oven for the children to "bake" the items. Provide bags, cash register, aprons for the bakers, etc.

BREADS, CEREALS, RICE AND PASTA

Sensory Table:

Materials/Preparation:

Measuring cups, spoons, pitchers, bowls
Oatmeal, cornmeal, dry pastas, rice, or dry cereals

Activity:

Fill the sensory table with oatmeal, cornmeal, dry pastas, rice or dry cereals. Add measuring cups, measuring spoons, pitchers, bowls, etc., for the children to use. Discuss with the children which item(s) you are putting in the table. Ask the children which food group these items belong to and which foods they have eaten at home.

Have the children sanitize their hands before using the sensory table and be sure to change the contents regularly to prevent the spread of germs.

Science Activities:

Materials/Preparation:

Recipe for bread (see below)
Bread ingredients
2 greased loaf pans
Oven to bake bread

Activity:

Bake bread with the children. Explain how bread has to rise and then be punched back down and allowed to rise again. Let the children taste different kinds of bread, such as whole wheat, pumpernickel, and whole grain so they can experience different tastes. You can expand this activity to include charting what kinds of bread they like and don't like.

Whole Grain Bread

4 ½ cups whole wheat flour

½ cup oat bran (you can also use oat flakes, half flax seeds or a grain mix)

3 packages yeast (there is 2 ¼ tsp yeast in each package)

***Yeast can be found in the baking aisle or the refrigerated section*

1 TB salt

2 cups milk

1/3 cup honey

¼ cup oil

1. Combine dry ingredients, using just 3 cups of flour to start. Meanwhile, heat milk with honey and oil on the stove just to warm them.
2. Add warmed liquid to dry ingredients and stir well. Add more flour to make a stiff dough.
3. Knead the dough on a floured board for 8 minutes, or until smooth and elastic, adding more flour as needed. Cover and let rest for 10 minutes.
4. Shape into 2 loaves and place in greased loaf pans. Cover and let rise until double in size, about 45 minutes.
5. Bake at 375 ° for 35 minutes, until the tops are evenly browned. Cool on a wire rack.

BREADS, CEREALS, RICE AND PASTA

Materials/Preparation:

Cupcake tins
Different types of grains
Magnifying glasses

Activity:

On the science (or discovery) table, put out cupcake tins. Fill them with different types of grains (oats, barley, cornmeal, etc.) and put out magnifying glasses. Let them children look at the different types of grains with the magnifying glasses. Have paper and writing/drawing utensils available for the children to “write” or draw what they looked at.

Materials/Preparation:

Yeast
Water
Bottle (soda or something tall with a narrow opening)
Balloon

Activity:

Do a science experiment with the children to help explain how bread dough rises. Put yeast and water in the bottle. Quickly put the balloon on top of the bottle so that it covers the opening. Once the yeast and water start to interact, the air inside the bottle will force air into the balloon. Explain to the children that this is the same thing that happens to bread as it rises.

Math Activity:

Materials/Preparation:

Pictures of different kinds of breads or pizza toppings, etc.

Activity:

Show the children how to make patterns with the pictures. Make simple patterns (i.e. red, blue, red) and then introduce more advanced patterns (i.e. red, blue, blue, red) if appropriate. Give the children the opportunity to practice this and work independently during center time.

Literacy Activities:

Materials/Preparation:

Paper
Crayons or markers

Activity:

After you have had a discussion with the children about different kinds and tastes of bread, have the children draw and write what they would put into their own bread if they were bakers. Turn the drawings into a class book. Read it with the children and put it in the classroom library for the children to look at.

BREADS, CEREALS, RICE AND PASTA

Manipulative Activity:

Materials/Preparation:

Boxes from cereals, pastas, rice, etc.
Laminator
Scissors
Baggies

Activity:

Cut out covers of boxes and laminate them. Cut laminated covers into separate puzzles. Put a puzzle into a plastic baggie.

Art Activity:

Materials/Preparation:

Pasta
Paper
Glue

Activity:

Make pasta art with the children – necklaces, paper projects, etc. You can use this activity to tie into the color or letter of the week – decorate a “block letter” with pasta or paint pasta using the color of the week. You can also make “spaghetti art” by dragging strings through red paint on paper. You can do the same activities using cereals and rice.

Materials/Preparation:

Paint
Paper cut into circles
Pizza pans (optional)

Activity:

Have the children finger paint “pizzas.” You can also give them pictures of vegetables to put on their pizzas. Talk about the different foods you can put on a pizza.

Music and Movement Activities:

Materials/Preparation:

Book – *The Little Red Hen*
Felt pieces for the story
Felt board

Activity:

Read the story *The Little Red Hen* with the children. Dramatize the story by using a felt board and felt board pieces to tell the story. Give the children the opportunity to participate in the storytelling. Leave the book and felt board pieces out for the children to use for a center activity. You can also tell the story using puppets.

BREADS, CEREALS, RICE AND PASTA

Stretcher Activities:

- Make or sample muffins with the children and sing “The Muffin Man.”
- Sample different kinds of dry cereal.
- Taste test different kinds of bread before baking bread or sample the kind of bread you will be baking.
- Make oatmeal with the children and offer them different toppings to put on the oatmeal. Let them put the toppings on that they choose (fruit, nuts).
- Make painted toast. Have the children “paint” bread with a mixture of food coloring and milk using clean, unused paint brushes. Put the bread into the toaster and let the children eat it.
- Make English muffin pizza with the children. Split open each muffin into two pieces and let the children put sauce on the muffins. Give them toppings to put on their pizza and bake at 375 degrees for about 5-7 minutes.

Enhancement Activities:

- When reading *The Little Red Hen*, have the children act out the parts of the story and put on a play about the story. You can invite parents to watch the production.
- Visit a bakery.
- Use Cheerios to practice counting. You can have them string the Cheerios into a necklace or glue them on a number paper when you are finished counting. You could also read the *Cheerios Counting Book*.

Supporting Resources:

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- Basel, Roberta. *From Corn to Cereal*. Mankato, MN: Capstone, 2006.
- Carle, Eric. *Pancakes, Pancakes*. New York: Simon & Schuster, 1990.
- Cocoa-Leffler, MaryAnn. *Wednesday is Spaghetti Day*. New York: Scholastic, 1990.
- De Paola, Tomie. *Pancakes for Breakfast*. New York: Harcourt Brace Jovanovich, 1978.
- Dooley, Nora. *Everybody Cooks Rice*. Minnesota: Carolrhoda Books, 1992.
- Dragonwagon, Crescent. *This is the Bread I Baked for Ned*. New York: Macmillan, 1989.
- Hines, Anna Grossnickle. *Daddy Makes the Best Spaghetti*. New York: Clarion, 1986.
- Mayo, Gretchen & Will. *Pasta (Where Does Our Food Come From)*. Milwaukee: Weekly Reader Early Learning Library, 2004.
- Morris, Ann. *Bread Bread Bread*. New York: HarperCollins, 1993.
- Numeroff, Laura. *If you Give A Moose a Muffin*. New York: HarperCollins, 1991.
- Stamaty, Mark Alan. *Minnie Maloney and Macaroni*. New York: Dial, 1976.
- Weeks, Sarah. *Noodles*. New York: HarperCollins, 1996.
- Wing, Natasha. *Jalapeno Bagels*. New York: Atheneum Books for Young Readers, 1996.

<http://www.wheatfoods.org> Grains Nutrition Information Center

http://www.kswheat.com/upload/Fields_of_Gold.pdf The Kansas Wheat Commission offers a downloadable lesson book for preschoolers entitled *Fields of Gold*

<http://riceinfo.com/all-about-rice/> USA Rice Federation

<http://www.mnwildrice.com/riceinfo.htm> Wild Rice, Minnesota's State Grain

<http://www.breadworld.com> Fleishmann's Yeast's site has the story of yeast

<http://www.ilovepasta.org/> The National Pasta Association has information on nutrition as well as an illustrated dictionary of shapes and a “Kids’ Corner”

BREADS, CEREALS, RICE AND PASTA

Informal Assessment:

- Ask children to name some different kinds of bread.
- Use mealtimes to ask children what kinds of bread and pasta they enjoy.
- Talk to the children about cereals that are healthy and which ones have a lot of sugar. Give the children an opportunity to sort the cereals into everyday food vs. sometimes food.

Positive Role Modeling Techniques:

- Talk about what kinds of breads and pastas you enjoy eating. Don't say that you don't like certain kinds or make faces indicating your dislike.
- At mealtimes, eat the same food the children eat. Always serve yourself the bread or pasta and be sure to at least take a few bites.
- Make conversation about eating breads and pastas. (*"I really like my sandwich on whole wheat bread."*)
- Make conversation about the different kinds of foods you like for breakfast. (*"This morning I had pancakes for breakfast. They were really yummy!"*)

Extension for Home:

- Encourage the parents and children to experiment with different types of bread and pasta. Keep a chart with the kinds of bread and pasta that were tried and whether they liked them or not. The children can bring the charts into school and share the results.
- Send home recipes for whole wheat bread (or some other healthy grain) for the parents to make with the children.

TOPIC: EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Goal:

Children will recognize the important role that food plays in their lives with their family, friends and community.

Objectives:

1. Children will recognize that families have different ways of celebrating special events.
2. Children will understand the importance of eating meals together as a family.
3. Children will be introduced to the idea that there are many kinds of food and different traditions around the world.

Introduction Activities:

Materials/Preparation:

Chart paper
Markers

Activity:

Talk to the children about what they do during family celebrations (e.g. birthdays, New Year's, Memorial Day, 4th of July, weddings, etc.). Write their answers on chart paper and discuss the different things that each child does to celebrate. Talk about how every family has their own special way of doing things. For example, wearing special hats on New Year's Eve or drinking green milk for St. Patrick's Day.

Materials/Preparation:

Chart paper
Markers

Activity:

Have children think of different celebrations and holidays that have food associated with them. Write the celebrations and the food on the chart paper in a list or a web.

Materials/Preparation:

Copy of the book ***This is the Way We Eat Our Lunch*** by Edith Baer
Chart paper
Markers

Activity:

Ask the children to state their favorite food. Write their answers on the chart paper. (You can also ask them to make predictions about what other children's favorite food might be.) Read the story ***This is the Way We Eat Our Lunch***. Talk about how other children around the world like different food. You can refer to the map in the back of the book to talk about where the different countries are in relation to the United States. You can also make some of the recipes in the back of the book.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Math Activities:

Materials/Preparation:

Copy of the book *Feast for Ten* by Cathryn Falwell

Flannel board

Laminated pictures of:

| | |
|----------------|---------------------|
| 1 grocery cart | 6 bunches of greens |
| 2 pumpkins | 7 dill pickles |
| 3 chickens | 8 tomatoes |
| 4 children | 9 potatoes |
| 5 dried beans | |

Activity:

Read the book *Feast for Ten*. Discuss with the children the process of preparing a family meal from shopping for ingredients, preparing the food, setting the table, eating as a family, and cleaning up. As you read the story, pause, count and place corresponding picture on the flannel board. (e.g. 1 cart into the grocery store – add the cart to the flannel board, 2 pumpkins for pie – add 2 pumpkins to the flannel board.)

Art Activities:

Materials/Preparation:

11 x 13" Oak tag

Markers/crayons

Glue

Pictures of food

Family photos (optional)

Activity:

Have the children make placemats using pictures of food from My Pyramid. Talk about which food belongs in which group. They can also draw pictures of people they eat with, food they like, etc. Laminate the placemats and send them home for the children to use during family meals.

Literacy Activities:

Materials/Preparation:

Recipes from parents

Paper

Activity:

Send a letter home to the parents asking for favorite family recipes. You could also ask for the special celebrations they use the recipe to celebrate. Put all the recipes together in a book and give them to the parents. The children can draw pictures of the recipes that their families submitted and add them to the book.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Materials/Preparation:

Chart paper
Markers

Activity:

Write a starting sentence on the chart paper, e.g. "Once upon a time in the land of Cuddle Zone, there was a wedding..." Let the children take turns adding to the story and making up what would happen at the event. Write the story and turn it into a class book to put in the class library.

Materials/Preparation:

Copy of the book *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines
Chart paper
Markers

Activity:

Before reading the story, have the children make predictions about what the story might be about by looking at the cover. Read the story with the children and then discuss whether their predictions were correct or not. Talk with the children about what kinds of silly games they play with their families. Write their answers on the chart paper.

Social Studies:

Materials/Preparation:

Map/globe
Pictures of food from different countries

Activity:

Talk about some other countries and the food they eat there. Show the children on the map or globe where those countries are and why those foods are eaten there. For example, eating rice in China because of the rice fields. Show the children pictures of the food as you talk about it. You can extend this activity over the course of several days as you talk about different countries.

Music and Movement:

Materials/Preparation:

Copy of the book *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines
Pots and pans/ coffee cans
Marching music

Activity:

Have the children march with the pots, pans, and coffee cans to the marching music. Talk about how they did this in the story. Ask the children what fun things they like to do with their families.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Dramatic Play:

Materials/Preparation:

Table and chairs
Placemats
Table cloth
Dishes/serving dishes
Plastic food

Activity:

Let the children serve and eat food at the table like they would with their families or at a holiday celebration. Talk with the children about what they are serving and why. Listen as they “talk” during their pretend meal. You can also use these materials to set up a restaurant (add menus) because some holiday celebrations may take place other than at home.

Food Days:

There are several links that give information on special food days.

<http://www.tfdutch.com/foodh.htm>

<http://www.fns.usda.gov/tn/Resources/Calendar/index.htm>

<http://www.foodandhealth.com/calendar/>

Cooking Activities

National Crepe Day - France - February 2

Materials/Preparation:

1 cup flour
2 eggs
½ cup milk
½ cup water
¼ teaspoon salt
2 Tbsp. butter, melted
Oil
Fresh fruit, cut into pieces
Frying pan or electric griddle
Stove, if not using electric griddle

Activity:

Mix together eggs, milk, water, butter and salt. Add flour and beat until smooth. Heat a lightly oiled griddle or frying pan over medium high heat. Pour or scoop batter onto griddle, using about ¼ cup batter for each crepe. Tilt the pan in a circular motion so the batter cooks evenly. Cook about 2 minutes until bottom is light brown, loosen with spatula and cook the other side. Serve warm with fresh fruit.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

National Pick Your Own Strawberries Day - May 20

Materials/Preparation:

1 cup plain yogurt
1 cup sliced fresh strawberries
2 Tbsp. orange juice
1 Tbsp. honey
Blender or food processor
Bowls
Spoons
Plastic knives

Activity:

Have the children help to cut the strawberries. Blend all of the ingredients until smooth and serve.

National Watermelon Day - August 3

Materials/Preparation:

Watermelon
Fresh fruit, cut into pieces (such as grapes, strawberries, apples, oranges, kiwi)
Plastic knives
Blender or food processor
Popsicle molds
Freezer

Activity:

Have the children help to cut the fruit into pieces. Puree the watermelon and pour into popsicle molds. Drop in chunks of fresh fruit and freeze.

4th of July Fruit Salad

Materials/Preparation:

¼ cup fresh lime juice
¼ cup honey
2 Tbsp. chopped fresh mint
3 cups fresh blueberries
1 quart fresh strawberries, hulled and halved
3 medium apples, peeled and cut into 1 inch chunks
Plastic knives/spoons
Bowls

Activity:

In a large bowl, whisk together the lime juice, honey and mint. Have the children help to cut the fruit, using plastic knives. Add all of the fruit and toss to combine. Let the fruit salad sit for 15 minutes to allow the flavors to blend.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Father's Day Spaghetti

Materials/Preparation:

Ingredients for spaghetti sauce

Spaghetti noodles

Copy of the book *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines

Activity:

For a Father's Day meal, invite the fathers (or grandfathers, uncles, significant males) into the program. Have the children help to make the spaghetti sauce the day before so that it only has to be reheated the day of the meal.

Read the story *Daddy Makes the Best Spaghetti* with the children and fathers. Talk with the children and fathers about things they do together. Have the children and fathers help set the table and then serve the meal. Encourage the fathers to talk with the children while they are eating.

Honey-Apple Cake for Rosh Hashanah

Materials/Preparation:

1 cup honey

½ cup vegetable oil

2 eggs

2 cups whole wheat flour

½ tsp. baking soda

1 tsp. baking powder

¼ tsp. grated nutmeg

1 cup thawed orange juice concentrate

2 cups diced unpeeled apple

1 tsp. vanilla extract

Oven

Pan

Bowl

Mixer

Activity:

In a large bowl blend honey and oil. Beat in eggs. Add the flour, baking soda, baking powder, vanilla and nutmeg. Slowly add the orange juice concentrate to the mixture. Stir in the apple chunks and pour into a lightly greased 13x9x2 baking pan. Bake for 30-40 minutes at 375°. Cover and let sit overnight.

Valentine's Day Party Treat

Materials/Preparation:

Red fruits or vegetables, cut into pieces (such as tomatoes, red peppers, red grapes, pink or red grapefruit, strawberries, apples, etc.)

White cheese, cut into pieces (such as mozzarella, white cheddar, swiss, etc.)

Skewers

Activity:

Alternate red fruit or vegetables pieces with cubes of white cheese on a skewer. Or create tiny kabobs by adding a one piece each of a red fruit or vegetable and white cheese on a toothpick.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

Stretcher Activities:

- After reading the story ***Daddy Makes the Best Spaghetti***, have the children make a book describing something that someone in their family makes the best. Have the sentence printed out “My _____ makes the best _____.” Incorporate them in a book with drawings the children make to accompany the sentence. Read the book with the children and then put it in the classroom library.
- After talking with the children about what different children eat around the world, choose some recipes to make with the children.

Enhancement Activities:

- Ask a guest speaker (possibly from another culture), such as a parent or grandparent, to come into the classroom to discuss their traditions and customs.
- Take a field trip to the grocery store. Make a list of things you need to make a recipe and have the children help you find them. Check them off the list as you put them in the cart. Encourage the children to count with you as you add items to the cart.
- Talk to the children about having enough food to eat. Tell them that some children do not have enough to eat and go to bed hungry every night. Talk about some things you can do to help them. (e.g. – have a canned food drive, collect money through a fundraiser)
- Have the children collect coupons. Put coupons out for the parents to use. Ask the parents and children to help figure out how much money they saved by using the coupons and put that much money aside to be used to purchase extra cans of food or extra non perishable items to be donated to a food bank, food drive, etc. They could also use the money as a donation to the food drive, food bank, etc.

Supporting Resources:

Bertrand, Diane Gonzales. ***The Empanadas that Abuela Made***. Houston, TX: Piñata Books, 2003.

Elya, Susan Middleton. ***F is for Fiesta***. New York: Putnam, 2006.

Falwell, Cathryn. ***Feast for Ten***. New York: Clarion, 1993.

Hines, Anna Grossnickle. ***Daddy Makes the Best Spaghetti***. New York: Clarion, 1986.

Lin, Grace. ***Dim Sum For Everyone***. New York: Knopf, 2001.

Morris, Ann. ***Bread, Bread, Bread***. New York: Lothrop, Lee & Shepard, 1989.

Park, Linda Sue. ***Bee-bim Bop***. New York: Clarion, 2005.

Reynolds, Aaron. ***Chicks and Salsa***. New York: Bloomsbury, 2005.

Stevens, Janet and Crummel, Susan Stevens. ***Cook-a-Doodle Doo!*** San Diego, CA: Harcourt Brace, 1999.

Positive Role Modeling Techniques:

- Talk about the kinds of foods you like to eat. Don't say that you don't like certain kinds of foods or make faces indicating your dislike.
- At mealtimes, eat the same food as the children. Sit at the table and eat with the children. Be sure to engage them in conversation.
- Snack and meal times should be relaxed and pleasant. Keep the conversation positive; don't use it as a time to speak to children about earlier misbehavior.
- Use proper table manners at the table and give positive feedback to the children when they demonstrate good manners.

EXPLORING FOOD THROUGH FAMILY MEALS, CELEBRATIONS AND HOLIDAYS

- Speak positively when talking about foods from other cultures. Talk to the children about some international foods that you enjoy.

Extensions for Home:

- Talk to the parents about including the children in planning the meals and shopping for groceries. Have the children choose meals that they would like to eat.
- Encourage parents to make a calendar of activities that they can do together as a family, in addition to eating meals together. For example, while they are eating dinner and someone mentions an advertisement for an activity in the park, they can put it on the calendar as an activity they can do as a family.
- Talk to the parents about the benefits of eating meals together as a family.
- Send home recipes for the parents to make with the children. It might be helpful to send home a grocery list that that children can check off in the store as the ingredients are purchased.
- Have the parents save coupons that they don't use and bring them into school. Make a swap box for the parents to look through so that others can use them.

Informal Assessment

- Use mealtimes to ask the children what kind of foods they like.
- Ask the children what kinds of foods from different countries they would like to try.
- When making a recipe or talking about food from other countries, ask the children what food group they think the food belongs in.

TOPIC: WHY WE EAT

Goal:

Children will recognize that food gives us everything we need to grow, play, and be healthy.

Objectives:

1. Children will describe how food gives us energy.
2. Children will describe how food helps us grow and be healthy.

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Introduction Activity:

Refer back to the *Identification of Foods Unit* for the Food Pyramid Introduction activity.

Circle Time Activities:

Materials/Preparation:

Copy of the book *This is the Way We Eat Our Lunch* by Edith Bauer
Chart Paper
Markers

Activity:

Ask the children to state their favorite food. Write their answers on the chart paper. (You can also ask them to make predictions about what other children's favorite food might be.) Read the story *This is the Way We Eat Our Lunch*. Talk about how the other children around the world like different food. You can refer to the map in the back of the book to talk about where the different countries are in relation to the United States. You can also make some of the recipes in the back of the book.

Materials/Preparation:

Copy of the book *Eating Well* by Melanie Mitchell or *Edible Pyramid* by Loreen Leedy
My Pyramid for Kids poster (available at www.mypyramidforkids.com)
Real examples of foods on pyramid
Pictures of food on pyramid

Activity:

Read a book such as *Eating Well* by Melanie Mitchell, or *Edible Pyramid* by Loreen Leedy. The teacher will introduce the food pyramid and explain that our bodies need different types of foods; i.e., from each of the different food groups. The teacher will ask the children to identify some of the foods in each of the food groups, or the teacher can show a food and ask the children to name the food group. The teacher will explain that energy comes from food. The teacher will discuss that some food groups are more important to good health than others and that we should eat more of certain foods; e.g., grains, fruits and vegetables, and that we should eat less of other foods; i.e., fatty and sweet foods.

WHY WE EAT

Music and Movement Activities:

Materials/Preparation:

Orange slices

Activity:

The teacher will lead the children in a physical activity such as running in place or jumping jacks until the children appear tired. Teacher asks: *“After all that running, jumping, and playing, what does your body need?”* (rest, water, food, etc.) *“Yes, your body needs all those things but especially good food if you want to be able to run, bike, jump and play some more. Food gives your body energy. Your body uses up that energy when you get active and move around. Now it needs more food to have the energy to move.”* Teacher will share slices of oranges with children for a healthy, quick energy boost. The children may then be invited to exercise once more—now that their bodies are re-energized.

Materials/Preparation:

5 Construction paper pyramids with food groups depicted

Bean bags

Activity:

The teacher will tell the children that it is important that they eat foods from the various food groups in order to be healthy. The teacher will ask the children to name some foods in the following food groups: grains, vegetables, fruits, dairy, and meat/protein. Play the food toss game. Make 5 triangles from construction paper on which pictures of different foods from each group are glued; e.g., bread, rice, cereal for grains; eggs, hamburger, peanut butter, beans for meat/proteins; milk, cheese, yogurt for dairy and familiar fruits and familiar vegetables. Have each child in turn name a food from one of the food groups discussed. Have the child throw a bean bag on the square from the corresponding food group. If the food group is incorrect, have the child get the bag and try another square. When the right group is identified, have another child use a word to describe the food. (For example, if the food is apple, the child might say red, crunchy, round.)

Science Activity:

Materials/Preparation:

Radish seeds

Two pots

Soil

Activity

Plant radish seeds in two pots. One pot will be watered regularly and placed in the sun. The other pot will not be watered and kept in the shade. Point out to the children how healthy the radish that was fed well (with water and sunshine) thrived so much better than the one that was not.

WHY WE EAT

Informal Assessment:

- Teacher will state that he/she has had a variety of food items from four different food groups. Question to child: “*What food group is missing from my meals today?*”
- Teacher will use the 5 construction paper squares during transition times to quiz children: “*What food group is shown on this square? That’s right, Tania! You may get your coat to go outside.*”

Positive Role Modeling:

- At snack or meal time, discuss the importance of eating a variety of foods, especially grains, vegetables, fruits and dairy. Let the children see you eat these healthy foods.
- After a meal with the children, talk about how much energy you have now to play outside and move about the rest of the day.
- Don’t make faces and talk negatively about foods you dislike.

Extension for Home:

- Send a copy of the U.S. Department of Agriculture (USDA) brochure, ***Finding Your Way to a Healthier You*** to each home. Encourage families to drink water in place of sodas or sugary juices at most meals.
- Parents can enjoy activities with their children at <http://www.nutritionexplorations.org/kids/activities/fueledforfun.asp>.

Supporting Resources:

Frost, Helen. ***Drinking Water***. Mankato, MN: Pebble Books, 2000.

----- ***Eating Right***. Mankato, MN: Pebble Books, 2000.

Green, Emily K. ***Healthy Eating***. Minneapolis: Bellwethe Books, 2007.

Leedy, Loreen. ***The Edible Pyramid: Good Eating Every Day***. New York: Holiday House, 1994.

Mitchell, Melanie. ***Eating Well***. Minneapolis: Lerner, 2006.

TOPIC: THE FIVE SENSES

Goal:

Children will use the five senses to explore food.

Objectives:

1. Children will use words to describe foods based on all five senses.
2. Children will associate each of the different taste sensations with a food (sweet, sour, bitter, salty) (4-5 year old).

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Circle Time Activities:

Materials/Preparation:

Construction paper squares with corresponding color names written on them

Copy of song "Colors" by Hap Palmer (available at www.happalmer.com)

Learn the song "What Color Are You Wearing?" Write the song on chart paper for the children to follow along with.

Activity:

Ask the children to name the colors of the construction paper squares that correspond to the **My Pyramid For Kids** poster. Assess their abilities to recognize correct colors by playing Hap Palmer's "Colors" song or sing "What Color Are You Wearing?" while displaying labeled color cards.

"What Color Are You Wearing?" (tune: "Skip to My Lou?")

If you're wearing orange, please stand up
If you're wearing orange, please stand up
If you're wearing orange, please stand up
Please stand up now.

If you're wearing green, please jump up
If you're wearing green, please jump up
If you're wearing green, please jump up
Please jump up now.

If you're wearing red, please twirl around
If you're wearing red, please twirl around
If you're wearing red, please twirl around
Please twirl around now.

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If you're wearing blue, please march in place
If you're wearing blue, please march in place
If you're wearing blue, please march in place
Please march in place now.

If you're wearing purple, please tip-toe
If you're wearing purple, please tip-toe
If you're wearing purple, please tiptoe
Please tiptoe right now.

If you're wearing yellow, jog in place
If you're wearing yellow, jog in place
If you're wearing yellow, jog in place
Please jog in place now.

Materials/Preparation:

Medium sized square box (Feely Box)
Fresh fruits and vegetables
Grains/Seeds/Cheese/Bread/Pasta
Chart paper
Markers

Activity:

Find a medium sized and square box. Cut a hole in one side of the box, large enough for a child's hand to reach into it and pull out items. Gather a variety of fruits and vegetables, grains, seeds, cheese, bread and pasta foods with which children are very familiar. Place a food item in the box without letting the children see it. Choose a child to place a hand in the box to feel and smell it. Make sure that some of the fresh foods are cut so that the children may smell them more easily. Have the child make a good guess about the type of food. Give each child hints using previous knowledge they may have been exposed to in other learning activities. The teacher can ask questions such as "What is its shape? What does it feel like? Is it smooth? Bumpy? How can you describe its smell?" Once the child makes a guess, remove the food item from the box to see if he or she was correct. Ask the group for more words to describe the food. Write the words down on chart paper. Repeat the activity with another food.

Materials/Preparation:

Copy of the book *The Carrot Seed* by Ruth Krauss
Raw carrots
Cooked carrots
Chart paper
Markers

Activity:

Read the book *The Carrot Seed* to the children. Ask the children if there are any foods besides carrots that we can hear. Write them on the chart paper. Tell them that most foods cannot be identified by sound, but that some foods that are crunchy may be heard. Have the children eat raw carrots. Then have them taste and feel cooked carrots. Talk about the differences.

THE FIVE SENSES

Literacy Activity:

Materials/Preparation:

Copy of the book *I Smell Honey* by Andrea and Brian Pinkney
Copy of the book *Five for a Little One* by Chris Raschka
Chart paper
Markers

Activity:

Read *I Smell Honey* by Andrea and Brian Pinkney or *Five for a Little One* by Chris Raschka to the children. Discuss the senses that were used in the books to describe food (*Five for a Little One*) or a family meal (*I Smell Honey*). Ask the children to describe foods they like to smell, taste, feel, hear and see. Write the responses on the chart paper.

Cooking Activity:

Materials/Preparation:

Plastic knives
Variety of raw fruits and vegetables
Chart paper
Markers

Activity:

The teacher will wash her hands in front of the children and have the children wash their hands. Give each of the children (if appropriate) a plastic knife to help cut the fruits and vegetables. **Please explain to the children the safety rules for using a knife and let them know that if do not follow the rules, they will have to leave the activity area.** Ask the children to describe the attributes of each food – its appearance, the way it feels, its taste, and its smell. Teacher can chart the children’s responses on the chart paper. Explain that these foods are raw and that they may look, feel, smell and taste different when they are cooked.

Materials/Preparation:

Celery (cut into 1-2 inch pieces)
One or more of the following:
Soy or peanut butter
Cream cheese
Hummus
Plastic knives
Chart paper
Markers

Activity:

Have the children wash their hands with soap and water, along with the teachers. Give the children a few pieces of the celery along with the soy or peanut butter, cream cheese or hummus. Have them spread some on the pieces of celery. Make the celery pieces into a “snake.” Discuss the different senses involved – the smell of the cream cheese or hummus, the sound of the crunchy celery as it is eaten, the color of the foods, how it looked like a “snake” before

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it was eaten, how the celery is hard and the spread is soft. Have the children eat their “snakes.” Talk about which “spreads” they liked best and graph them on the chart paper.

Sensory Table:

Materials/Preparation:

Rice (cooked and uncooked)
Rice cereal
Rice cakes
Different types of grains (barley, quinoa, bulgur, etc.)

My Pyramid for Kids poster

Activity:

Allow the children to run their hands through uncooked rice and different types of grains. Tell the children that rice is a grain and show them where grains are on the **My Pyramid for Kids**. Show the children cooked rice so that they can compare and contrast. Give the children the opportunity to examine rice cereal and rice cakes and tell them that all of these come from the same food. (You can extend the activity by serving the children rice cakes with all natural fruit jelly or fruit preserves for snack. You can tell them that the jelly comes from the fruit group and that we can eat foods from different food groups together.)

Art Activities:

Materials/Preparation:

Different types of grains (barley, quinoa, bulgur, etc.)
Construction paper
Glue

My Pyramid for Kids poster

Activity:

Have the children make pictures with the grains by gluing them on the construction paper. Talk to them about where the grains are on the **My Pyramid for Kids** poster. Ask the children to describe the texture of the grains.

Music and Movement:

Materials/Preparation:

Learn the “Hand Washing Song.” Write it on chart paper for the children to see and follow along with.

Activity:

Sing the “Hand Washing Song.” Sing it with the children while they are washing their hands. By singing it through twice, you will have allowed enough time for the child to have properly washed their hands.

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“Hand Washing Song”

(sing twice)

(tune: “Row, Row, Row Your Boat”)

**Wash, wash, wash your hands
After work and play.
Lather, rinse and dry your hands,
Keep dirt and germs away.**

Stretcher Activities:

- Give the children different types of crunchy foods, such as apples, peppers, popcorn, etc. and discuss how the crunches sound different.
- Give the children raw apples, cooked apples, and applesauce. Talk about how it looks, smells, tastes and sounds different in each form.

Enhancement Activities:

- Make vegetable soup with the children. Talk about each vegetable as you and the children cut them into pieces to put in the soup. Discuss the differences with the children after the soup has cooked. Talk about the taste, texture and smell before the vegetables are cooked and after they are in the soup.

Informal Assessment:

- As children enjoy snacks and meals served at your facility, ask them to describe the appearance and the smell of each food item. Ask how the food feels in their hands and in their mouths. Ask if the food makes any noises as it is being eaten.

Positive Role Model:

- At snack time, talk about the food served with descriptive words that represent more than one sense. For example, describe an apple as a red fruit that is round and that is crunchy, or say, *“This banana is yellow; it has a smell we all know and it’s soft inside the peel.”*
- Don’t use negative words to describe foods. Even if you don’t care for the smell of a food, don’t wrinkle your nose. Save those reactions for food that has soured or gone bad.
- Try to eat a little of all the foods to indicate your willingness to try all foods and comment on the differences between them. Ask children which was the crunchiest, which smell did they like the best, which was the most colorful, which was the sweetest tasting, etc.
- When eating with the children, describe the different taste sensations (sweet, sour, bitter, salty) of foods so that the children learn the meaning of these words.

Extension for Home:

- Encourage families to show children foods prior to cooking them so that they can discuss how they change from the raw state to the cooked state in terms of texture, color, smell, and appearance.
- Encourage families to read books about the five senses that they check out from the library.
- Encourage families to talk about senses throughout the day, e.g. the color and texture of the clothes while dressing the child, the smell and sounds of foods cooking, the feel of a pet’s fur.

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Supporting Resources:

Aliki. **My Five Senses**. New York: Crowell, 1989.

Gordon, Sharon. **Tasting**. New York: Children's Press, 2001.

Krauss, Ruth. **The Carrot Seed**. New York: Harper Brothers, 1945.

Pinkney, Andrea and Brian. **I Smell Honey**. San Diego: Harcourt Brace, 1997.

Raschka, Chris. **Five for a Little One**. New York: Atheneum Books For Young Readers, 2006.

Segal, John. **Carrot Soup**. New York: Margaret K. McElderry Books, 2006.

Stewart, Melissa. **Use Your Senses**. Minneapolis: Compass Point Books, 2005.

Woodward, Kay. **Smell**. Milwaukee: Gareth Stevens, 2005.

----- **Taste**. Milwaukee: Gareth Stevens, 2005.

TOPIC: FOOD SAFETY

Goal:

Children will recognize the importance of handling food safely to prevent illness.

Objectives:

1. Children will describe how washing hands, food, food utensils, and preparation and eating areas is important to food safety.
2. Children will demonstrate the proper technique for hand washing.
3. Children will identify foods that should be eaten cooked vs. uncooked (4-5 year old).

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Circle Time Activities:

Materials/Preparation:

Vegetable oil and cinnamon mixture
Liquid soap
Sink with running water or basin of warm water
Paper towels
Trash can
Chart paper with "Hand Washing Song" written
Picture cards showing each of the four hand washing steps
Henry the Hand Puppet (available at www.HenrytheHand.com)

Activity:

The teacher will prepare stations to demonstrate the four steps in hand washing.

The first station will display bottles of liquid soap. This station will be labeled **1/one**.

The second station will be a sink with warm running water. This station will be labeled **2/two**.

The third station will have paper towels. This station will be labeled **3/three**.

The fourth station will have trash can. This station will be labeled **4/four**.

The teacher will explain that "we are doing to dirty our hands with oil and cinnamon." The children will be warned that this is a difficult type of "dirt" to clean from their hands, so they must work hard at lathering with soap. They may repeat lathering if one time doesn't work.

Teacher will ask the children to sing the following song while washing their hands:

“Hand Washing Song”
(sing twice)
(tune: “Row, Row, Row Your Boat”)

**Wash, wash, wash your hands
After work and play.
Lather, rinse and dry your hands
Keep dirt and germs away.**

Teacher can make a chart with pictures showing children the four steps and then tour the stations with the children. The teacher should demonstrate going through the stations to assure that children have a role model to imitate. As children go through stations 1-4, they will be asked to sing the song twice while rubbing their hands together. The teacher will explain that singing the song while vigorously rinsing their hands will get their hands the cleanest. Washing should last at least 20 seconds, which is the approximate time needed to sing the song twice at a regular tempo.

Materials/Preparation:

Chart paper
Markers

Activity:

During circle time, ask the children to talk about all of the things that they do with their hands. Write their responses on the chart paper. These answers could include: clapping, petting animals, eating, playing with blocks, etc. When the children see how many things they do with their hands, talk about all of the opportunities they have every day to get germs on their hands. Talk to them about how important it is to wash their hands so that they don't get their germs on anyone else (especially after coughing, sneezing, blowing their noses, etc.) as well as washing their hands before they eat so that they don't get any germs on the food.

Cooking Activity:

Materials/Preparation:

Soap and water
Raw salad greens and vegetables
Plastic knives

Activity:

Involve the children in making a salad. Have the children properly wash their hands and involve them in cleaning the table top. Have children wash the greens and raw vegetables such as cauliflower and broccoli. Have them tear the salad greens and help to cut the vegetables. While preparing the food, talk about the importance of food safety, including not putting their hands in their mouth while cooking, keeping surfaces and hands clean, etc.

Music and Movement Activity:

Materials/Preparation:

Learn the “Toss the Salad” game adapted from *500 Five Minute Games* by Jackie Silberg
Pictures of various kinds of food that depict salad ingredients

Activity:

Choose a child to be the “chef.” Seat the other children in a circle around the “chef.” Assign each child to be a food that goes into a salad – lettuce, carrots, peppers, eggs, cauliflower, sunflower seeds, etc. As you point to the picture of the food, have the “chef” call out the name of the food and have that child (food) join him/her at the center of the circle. The child jumps into the circle and grabs the “chef’s” hands. They dance in a circle while the other children sing:

“Tossing the Salad” (tune: “Ring Around the Rosy”)

Tossing the salad,
What’s next to go in?
Carrots, carrots
Is the salad ready yet?
NO!

Science Activities:

Materials/Preparation:

3 small dishes
3 packets dry yeast
 $\frac{3}{4}$ cups water, divided
Ice cube

Activity:

This activity will show children how much more quickly germs grow on your hands and fingers than in the refrigerator. Put the three small dishes on the table and add one packet of yeast to each dish. Add $\frac{1}{4}$ cup of lukewarm water to one of them, $\frac{1}{4}$ cup boiling water to the second dish, and ice water with an ice cube to the third. In a few minutes, you should see that the yeast grows much faster at room temperature (lukewarm water) than at hot or cold temperatures. This activity demonstrates how fast germs can grow and spread on our hands because germs, just like yeast, are made from bacteria. The children will be able to see that since our hands are usually room temperature, the bacteria (germs) grow very fast. Also tell them that it doesn’t take very many germs to make us sick. You can continue this discussion to include how the germs on our hands transfer to the food we handle and how important it is to wash our hands before handling any kind of food.

Materials/Preparation:

Magnifying glasses
Paper
Writing utensils

Activity:

Put magnifying glasses on the science table. Encourage the children to look at their hands with the magnifying glasses. Remind them that dirt and germs can hide in the lines and wrinkles of their hands. Also remind them that they can see dirt with the magnifying glasses but germs are too small to see. Allow them to draw or “write” what they see on their hands on the paper. You may want to encourage them to wash their hands after they look at them with the magnifying glass to see if they notice any change.

Stretcher Activities:

- Talk to the children about being sure to wash their hands after playing with animals. Remind them that animals get dirty when they are playing and that the dirt on the animal gets on the children’s hands.
- Use Henry the Hand puppet (available at www.HenrytheHand.com) to talk about not touching your face and eyes with your hands and fingers because that is a really good way to spread germs.

Informal Assessment:

- Observe children throughout the day, especially when using the bathroom, to be certain that they are following through on all the steps necessary to clean their hands well.
- Additionally, teach them to cough and sneeze into the crooks of their arms. Remind them each time they forget to cover their nose and mouths or cover them only with their hands. Catching the germs in the crook of their arms keeps the germs far from entering their bodies through their eyes, noses, and mouths.
- Continually monitor, and remind them that their fingers cannot touch their noses or mouths while they are preparing foods. Each time they do touch them, they must go wash their hands once more.

Positive Role Modeling Techniques:

- Teacher washes hands with children before handling and eating any foods.
- Wash foods thoroughly before cutting
- Clean all surfaces before beginning to prepare food,
- Never share utensils or cups.

Extension for Home:

- Send home flyer of proper hand washing techniques. Remind families that children should wash their hands frequently and for at least 30 seconds. Suggest that they sing “Happy Birthday to You” twice, or the “Alphabet Song,” while they are washing their hands. This will provide enough time to do a good job.

Supporting Resources:

- Bagley, Katie. **Keep Clean: A Look at Hygiene**. Mankato, MN: Bridgestone Books, 2002.
- Carle, Eric. **Pancakes, Pancakes**. [New York]: Simon & Schuster Books for Young Readers, 1990.
- Coffelt, Nancy. **What's Cookin'? A Happy Birthday Counting Book**. San Francisco: Chronicle Books, 2003.
- Curtis, Neil. **How Bread is Made**. Minneapolis: Lerner, 1992.
- Florian, Douglas. **A Chef**. New York: Greenwillow Books, 1992.
- Hill, Mary. **Let's Make Bread**. New York: Children's Press, 2002.
- . **Let's Make Pizza**. New York: Children's Press, 2002.
- Manning, Mick. **Wash, Scrub, Brush!** Morton Grove, IL: Albert Whitman, 2001.
- Millen, CM. **Blue Bowl Down: An Appalachian Rhyme**. Cambridge, MA: Candlewick Press, 2004.
- Nelson, Robin. **Staying Clean**. Minneapolis: Lerner, 2006.
- Oxenbury, Helen. **It's My Birthday**. Cambridge, MA: Candlewick Press, 1994.
- Rice, Eve. **Benny Bakes a Cake**. New York: Greenwillow Books, 1981.
- Rockwell, Anne. **Pots and Pans**. New York: Macmillan, 1993.
- Rotner, Shelley. **Hold the Anchovies! A Book About Pizza**. New York: Orchard Books, 1996.

TOPIC: WHERE FOOD COMES FROM

Goal:

Children will recognize that foods come from plants or animals

Objectives:

1. Name foods that come from plants.
2. Name foods that come from animals.

The teacher must be aware of any and all food allergies before proceeding with preparation of any foods. Most common allergic reactions are caused by wheat, milk and milk products, eggs, and nuts/peanuts.

Circle Time Activities:

Materials/Preparation:

Copy of the book *Up, Down and Around* by Katherine Ayres or *Blue Bug's Vegetable Garden* by Virginia Poulet

Learn the songs "We Like to Eat" (Vegetable version and Fruit version). Write the songs on chart paper for the children to see and follow along with.

Activity:

Read *Up, Down and Around* by Katherine Ayres or *Blue Bug's Vegetable Garden* by Virginia Poulet. Talk about the way vegetables grow. Some vegetables such as potatoes, carrots, beets, and onions grow underground. Other vegetables such as lettuce, broccoli, beans, pumpkins, cucumbers and corn grow above ground on vines and plants. These vegetables need sunlight to grow and all vegetables need water. Sing the vegetable version of "We Like to Eat..." with the children. Let the children know that fruit also grow on plants. Sing the fruit version of "We Like to Eat..."

"We Like to Eat;" (Vegetable Version) (tune: "The More We Get Together")

**We like to eat potatoes, potatoes, potatoes.
We like to eat potatoes, they grow underground.
We dig them, we cook them, we cook them, we eat them.
We like to eat potatoes, they grow underground.**

**We like to eat cucumbers, cucumbers, cucumbers,
We like to eat cucumbers, they grow on a vine.
We pick them, we peel them, we peel them, we eat them.
We like to eat cucumbers, they grow on a vine.**

**We like to eat corn, eat corn, eat corn.
We like to eat corn, it grows in a cob.
We pick it, we shuck it, we cook it, we eat it.
We like to eat corn, it grows in a cob.**

WHERE FOOD COMES FROM

We like to eat carrots, eat carrots, eat carrots.
We like to eat carrots, they grow underground.
We dig them, we peel them, we peel them, we eat them.
We like to eat carrots, they grow underground.

“We Like to Eat;” (Fruit Version)
(tune: “The More We Get Together”)

We like to eat bananas, bananas, bananas.
We like to eat bananas, they grow on a tree.
We pick them, we peel them, we peel them, we eat them.
We like to eat bananas, they grow on a tree.

We like to eat blueberries, blueberries, blueberries.
We like to eat blueberries, they grow on a bush.
We pick them, we wash them, we wash them, we eat them.
We like to eat blueberries, they grow on a bush.

We like to eat watermelon, watermelon, watermelon.
We like to eat watermelon, they grow on a vine.
We pick them, we slice them, we slice them, we eat them.
We like to eat watermelon, they grow on a vine.

We like to eat peaches, eat peaches, eat peaches.
We like to eat peaches, they grow on a tree.
We pick them, we peel them, we peel them, we eat them.
We like to eat peaches, they grow on a tree.

Materials/Preparation:

Copy of the book *Pizza at Sally's* by Monica Wellington, *Pete's a Pizza* by William Steig or *Let's Make Pizza* by Mary Hill.

Flannel board
Brown flannel pizza crust
Red flannel tomato slices
Green flannel pepper slivers
Yellow flannel cheese slivers
White paper plates
Crayons
Colored construction paper
Glue
Scissors

WHERE FOOD COMES FROM

Activity:

Read one of the books listed in the materials section. Prepare the flannel pieces in advance. Discuss the parts of a pizza and where we get the ingredients. Put the crust on the felt board. Tell the children that crust is like bread and it is made from wheat which comes from the wheat plant. Place the tomato circles on the crust and explain that tomatoes grow on plants called vines. Tell the children that you can also make sauce from tomatoes instead of using tomato slices. Place the green pepper slivers on the crust and tell the children that peppers grow on plants that are bushy. Place the cheese all over the vegetables and crust and tell the children that cheese is made from milk which comes from cows. To continue this activity, give the children each a white paper plate. As the teacher creates the flannel board pizza, the children can create a pizza on the plate using crayons or construction paper, scissors and glue.

Science Activity:

Materials/Preparation:

Copy of the book ***One Bean*** by Anne Rockwell
Water table
Potting soil
Plastic cups (with holes poked in the bottom)
Bean seeds (3 for each child)
Water

Activity:

Read the book ***One Bean*** with the children. Place all of the planting materials in a large water table to keep this messy activity contained to one area. Each child fills a cup with potting soil. The teacher should explain that when the children plant their three bean seeds they must remember not to plant too deeply or the seeds won't grow. Suggest pressing a finger into the soil about half way. Make three holes this way. Place one seed in each hole. Cover with soil and pat firmly. Place the cups on a small plastic plate to catch water drainage. Water the seeds and soil generously. Water the seeds each day and watch them grow.

Informal Assessment:

- At each meal that is served in your facility ask the children to identify the source of select foods.
- Serve fruit cocktail and ask children as they are enjoying the snack to identify each fruit in the mixture and explain how it is grown.

Positive Role Model:

- At snack and meal time, discuss foods you enjoy eating and where the food comes from. Don't talk negatively about any food item, except to distinguish between everyday foods and sometimes foods.

Extension for Home:

Encourage families to sprout a sweet potato or avocado. Instruct them to put the sweet potato or avocado in the mouth of a jar that is filled with water. Prop the potato/avocado halfway out of the water with toothpicks. Add water whenever the water goes below the middle of the potato. Put the jar in a sunny place and watch the plant's growth.

Supporting Resources:

- Butler, Stephen. **The Mouse and the Apple**. New York: Tambourine Books, 1994.
- Curtis, Nell. **How Bread Is Made**. Minneapolis: Lerner, 1992.
- Gibbons, Gail. **Farming**. New York: Holiday House, 1988.
- **The Vegetables We Eat**. New York: Holiday House, 2007.
- Hall, Zoe. **The Apple Pie Tree**. New York: Scholastic, 1996.
- Hill, Mary. **Let's Make Pizza**. New York: Children's Press, 2002.
- Knudsen, Shannon Zemlicka. **From Fruit to Jelly**. Minneapolis: Lerner, 2004.
- **From Milk to Cheese**. Minneapolis: Lerner, 2004.
- Lember, Barbara Hirsch. **A Book of Fruit**. New York: Ticknor & Fields, 1994.
- Levenson, George. **Bread Comes to Life: A Garden of Wheat and a Loaf to Eat**. Berkeley, CA: Tricycle, 2004.
- MacDonald, Margaret Read. **Pickin' Peas**. New York: HarperCollins, 1998.
- Miller, Virginia. **Ten Red Apples: A Bartholomew Bear Counting Book**. Cambridge, MA: Candlewick Press, 2002.
- Paulsen, Gary. **The Tortilla Factory**. San Diego: Harcourt Brace, 1995.
- Pinkney, Jerry. **The Little Red Hen**. New York: Dial, 2006.
- Pohl, Kathleen. **What Happens at a Dairy Farm?** Milwaukee, WI: Weekly Reader Early Learning Library, 2007.
- Poulet, Virginia. **Blue Bug's Vegetable Garden**. Chicago: Children's Press, 1984.
- Rylant, Cynthia. **This Year's Garden**. Scarsdale, NY: Bradbury Press, 1984.
- Shapiro, Jody Fickes. **Up, Up, Up! It's Apple-Picking Time**. New York: Holiday House, 2003.
- Steig, William. **Pete's a Pizza**. [New York]: HarperCollins, 1998.
- Taus-Bolstad, Stacy. **From Grass to Milk**. Minneapolis: Lerner, 2004.
- **From Wheat to Bread**. Minneapolis: Lerner, 2003.
- Wellington, Monica. **Apple Farmer Annie**. New York: Dutton Children's Books, 2001.
- **Pizza at Sally's**. New York: Dutton Children's Books, 2001.
- Westcott, Nadine Bernard. **Peanut Butter and Jelly: A Play Rhyme**. New York: Dutton, 1987.