

# MODEL Health!

Promoting Nutrition and Physical Activity in Children





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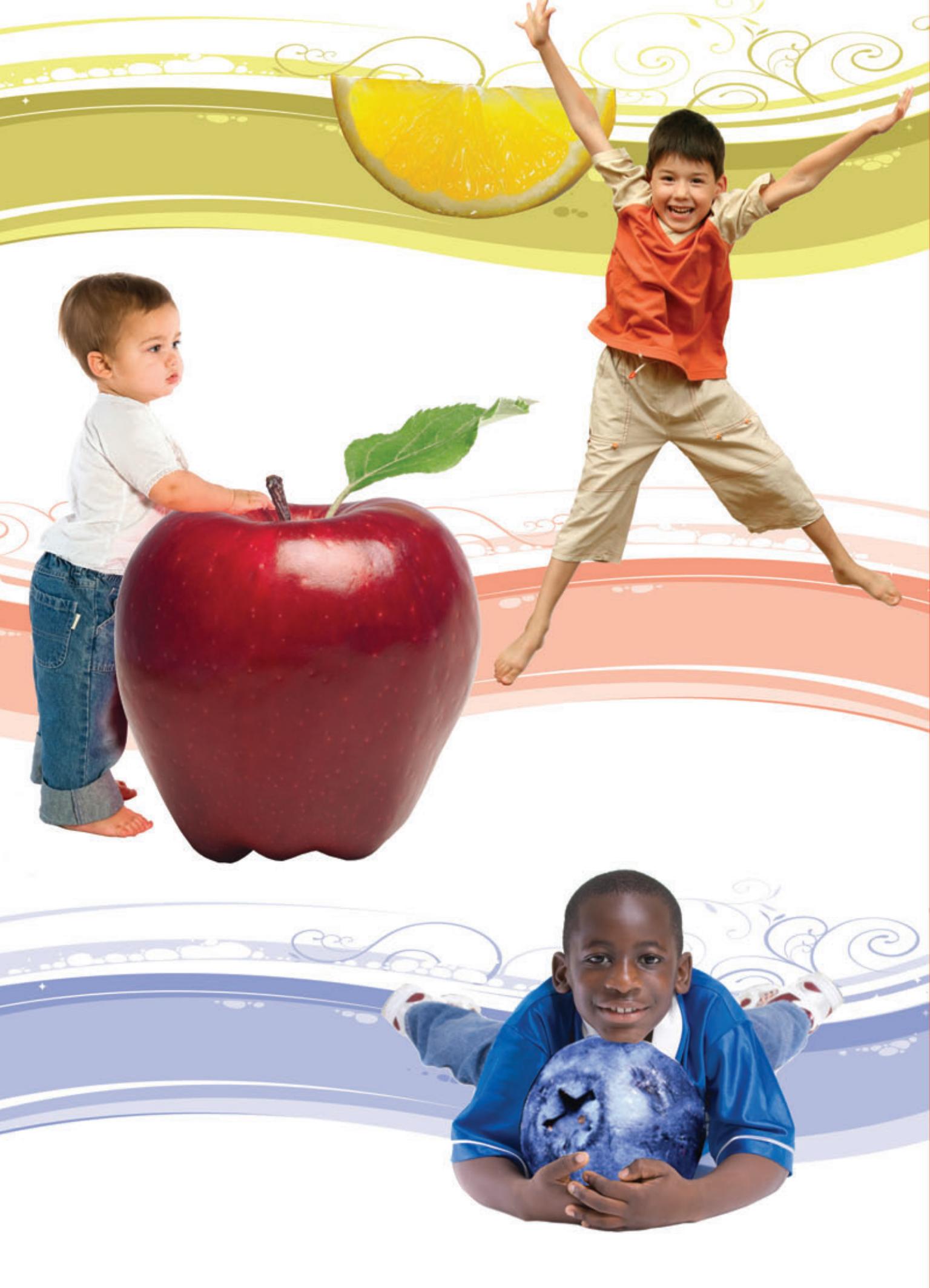
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# INTRODUCTION

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## Implementing the Activities

MODEL Health! Promoting Nutrition and Physical Activity in Children learning kit (the Kit) is a collection of supplementary lessons on nutrition and physical activity with an emphasis on role modeling. Intended as a teacher resource in the early childhood classroom, the Kit is most appropriate for use with children ages three to five. Please note that the Kit is not a curriculum in itself but should be used to supplement your current curriculum. The Kit is designed in a way that enables the child care provider to teach an entire lesson over the span of a few days or quickly choose one or two activities from a lesson to enhance the daily plan. The lessons are designed to be flexible and can be tailored to the needs of the children in your care. If the children enjoy a particular lesson, take the opportunity to expand that lesson by using some of the enhancement activities or by using your own imagination and creativity.

Each activity can be introduced in a different way. You may want to start some activities with a book while you may start others with a song. You are the best judge of what the children in your care need. Read through the activities and decide which ones you want to include in your lesson plans. Before you begin each lesson, be sure to take a few minutes to prepare. Planning ahead will result in a smoother implementation of the lessons.

We urge the child care provider to take seriously the important role that he/she plays in the formation of nutrition and physical activity habits in young children. There are countless opportunities every day to positively impact the children's lives; small changes in the child care provider's attitudes and actions can help to establish healthy eating habits, a positive body image, and beneficial physical activity routines that will last a lifetime.

When introducing new foods to children, there are many things to take into consideration. Some suggestions to think about before implementing a nutrition curriculum include:

- Offering a new food before offering foods more familiar to the child. Often children are more willing to try new foods when they are hungry.
- Whenever possible, have children choose new foods themselves. Trying new foods is more fun for children when they make choices themselves.
- Talk about new foods and do taste tests. Have children describe the color, shape, feel, smell, sound and taste.
- Try the new foods with the children. Children learn from adults who model positive behaviors.
- Keep trying. A new food may need to be introduced seven to ten times before a child is willing to try it.
- Remember - a child doesn't need to like every food. Every child has different food favorites.

As you look through the activities, please keep in mind what children can successfully do at various ages. Generally...

### **Two and three year olds can:**

- Wipe the table
- Wash or scrub fruits and vegetables
- Peel bananas (if the top is cut)
- Clear their place setting
- Put things in the trash

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## Three and four year olds can:

- Pour and measure
- Mix ingredients
- Knead and shape dough
- Pat refrigerator biscuits into a crust
- Spread jelly on bread
- Beat with a whisk or fork

## Five year olds can:

- Use a blender with close supervision
- Use a potato peeler
- Cut soft foods with a table knife
- Make a sandwich
- Set and clear the table
- Wash the table surface

## Helpful Hints

- Read and think ahead about the activity so you will have time to gather the necessary equipment and supplies. Think about what you want the children to learn.
- Be sure to wash hands (yours and the children's) and food before beginning any activity involving food.
- Sanitize tables and work areas that will be used for food preparation.
- Safety is a priority. Monitor the children closely when they are working with knives (plastic or otherwise) or small objects.
- Be aware of any food allergies. If you are unsure of an allergy, please check with the parent before beginning an activity. The most common allergies are wheat, eggs, milk and milk products, tree nuts and peanuts. Be sure that you are aware of whether or not the child can even come in contact with the food. Many children with nut allergies cannot even be in the same room with nuts.
- Make sure to sit and eat with the children. Also be sure to taste test with the children and share your positive opinions. Children need you to role model for the experience to be meaningful.
- Be sure to include parents. Let them know what you are doing and include ways for them to carry that over into the home. At the end of each section there are activities suggested for parents to do with the children at home.

## Getting Ready for Mealtime

- **Children need to know what to expect at mealtimes.** Children come to child care from a variety of homes and backgrounds. We need to have this knowledge so that we can help children understand what to expect from mealtimes.
- **Children learn eating skills between 3-6 years of age.** Children in child care settings benefit from practice using serving spoons, scoops, tongs, and pouring skills during play before they need these skills at the table.

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- **Children benefit from a transition from active play to mealtimes.** Children often need to transition from active play to mealtime. Quiet, calming activities such as circle time, story time, listening to music, and singing are all good transition activities to get the children ready to focus on eating.
- **Adults can anticipate where children should sit during mealtimes.** Some providers allow the children to choose their own seats for mealtime, while others choose seats for the children. As you get to know the children, you will discover what needs each child has. Some will need you to be close at hand, while others will do fine with you farther away. When more than one adult is eating with a large group of children, it makes sense for the adults to position themselves at different ends of the table so conversation and supervision is easier.
- **Controlling distractions during meal and snack times helps children eat well.** Keep the children engaged in conversation and focused on the meal. Try to minimize noise and distractions.
- **Prepare the children for the end of the meal.** Some children eat quickly and some eat more slowly. Remind children as you approach the end of mealtime so that they are assured of eating enough to hold them over to the next meal. Some children may need a second reminder.

## Ways to Serve Food

- Pre-plated food – the food is served to the children already on plates.
- Cafeteria style – children get food served to them in a cafeteria line.
- Family style – food is served in serving bowls and children pass the bowls and serve themselves.

Family style meals are considered best practice in child care because they offer the children the most control over their eating. Providers have already taken control behind the scenes by planning healthy menus. Using the family style approach, children feel more in control because they can take the foods they want, they can refuse a food they don't want, or can take a small amount to start. The children can change their minds during the meal and ask for a food if they want more.

## Follow-up After the Activity

- Ask questions to find out what children learned to reinforce the lesson.
- Remember to refer back to the activity later to help reinforce the activity.
- Present different activities to reinforce the same concepts.
- Start follow up lessons by talking with the children about what they learned in the original lesson.
- Make up your own songs and rhymes to familiar tunes to help reinforce lessons.

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## Special thanks to the consultants who developed the content for the Kit:

### Gerard Cohee

Gerard Cohee has been the director of The Children's Learning Center at the Community College of Baltimore County (CCBC) for the past eight years. He also serves as an adjunct faculty member of the Teacher Education Department at CCBC. With many years of experience in both the private and public school systems, Mr. Cohee has his Master's degree in Education and particularly enjoys the early literacy/reading process. He is also an avid musician, photographer, reader, and writer.

### Micki Freeny

Micki Freeny is currently the Director of the Prince George's County Memorial Library Association and has been a librarian for 37 years. A strong interest in children's services led her to become a member of the Birth to 5 Task Force and co-editor of "First Steps to Literacy." Ms. Freeny serves as an adjunct faculty member of the University of Maryland, College of Information Studies. In her spare time, she enjoys teaching at the Ballet Academy in Beltsville, Maryland.

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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](http://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](http://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.

## IDENTIFICATION OF FOODS

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](http://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.

## IDENTIFICATION OF FOODS

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.

## IDENTIFICATION OF FOODS

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.

## IDENTIFICATION OF FOODS

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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

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## 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!**

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## 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.

# FRUITS AND VEGETABLES

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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.

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### **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)*

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### **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

# FRUITS AND VEGETABLES

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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.

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### 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.

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### Materials/Preparation:

Measuring cups  
Various types of seeds

### Activity:

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

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### 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.

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### 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.

# FRUITS AND VEGETABLES

## 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.

# FRUITS AND VEGETABLES

## 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](http://www.doh.state.fl.us/family/WIC/pages/nutrition/5_a_day_cd.htm)

## FRUITS

- 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

## VEGETABLES

- 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

# FRUITS AND VEGETABLES

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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*)

# MILK AND DAIRY

## 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](http://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.

## MILK AND DAIRY

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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.

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### **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.*

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#### **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.

# MILK AND DAIRY

## 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

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## 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.

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## 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

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### 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.

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#### 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

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## 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.

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### 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

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### 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.

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**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.)

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#### 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

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### 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.

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### 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.

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### 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

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## **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.

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## **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

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### 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.

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#### 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:

- Barrett, Judy. *Cloudy with a Chance of Meatballs*. New York: Atheneum, 1978.
- 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](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

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## 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

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## 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.

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### 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.

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### 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

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### **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.

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### **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

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### 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.

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### 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.

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### 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.

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## 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

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- 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

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## 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 the United States. You can also make some of the recipes in the back of the book.

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### 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](http://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

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### 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

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### 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](http://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.

# THE FIVE SENSES

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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.

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## 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.

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## 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.

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## 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.

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### 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

## THE FIVE SENSES

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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](http://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.

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### **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](http://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

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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.

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### 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.



PHYSICAL ACTIVITY

# TOPIC: WHY WE NEED TO MOVE

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## Goal:

Children will understand how physical activity keeps them healthy.

## Objectives:

1. Children will explain how physical activity will keep their hearts healthy.
2. Children will describe how physical activity helps them sleep well at night.

## Activities:

### Materials/Preparation:

Copy of the book *Get Up and Go* by Nancy Carlson  
Chart paper  
Drawing paper for the children  
Crayons or markers

### Activity:

Read the book ***Get Up and Go*** by Nancy Carlson to the children. The teacher can set up the activity by asking questions such as: *“After school and on the weekends, what types of activities do you (or do you and your family) enjoy? Do you run outside, ride your bike, play soccer? Let’s make a list of all the types of fun things you can do with your body.”*

Teacher lists children’s suggestions on chart paper. Two sheets may be needed to divide the more sedentary activities from the more active. As the words for activities are listed, the children draw on their own sheets of paper a depiction of each activity. Teacher will emphasize the list of more active suggestions that will require more energy. Children can be led to understand that the longer they are involved in an activity (bike riding), the more tired they will become after awhile.

After the list and drawings are completed, one child is chosen to act out an activity. The children guess what activity is being demonstrated. The teacher and children then imitate the model together. After each person completes a turn, they can pick the next child who will be “it.”

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### Materials/Preparation:

Empty toilet paper rolls or paper towel rolls

### Activity:

Give each child an empty toilet paper or paper towel roll to use as a stethoscope. Have each child listen for the heart beat of a partner on the left side of the chest. Have the partner run in place or do jumping jacks and have the first child listen again using the handmade stethoscope. Tell the children that it’s important to do activities that raise one’s heart rate in order to be healthy.

Have each child feel for his or her heart beat on the left side of the chest. Have the children run in place or do jumping jacks and then have them feel again for the heart beat. Tell the children that it’s important to do activities that raise one’s heart rate in order to be healthy.

# WHY WE NEED TO MOVE

## **Materials/Preparation:**

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

## **Activity:**

Teacher will lead children in movement activity and ask them to focus on their breathing and heartbeat. The children will place their hands on their chests to feel it rise and fall more and more quickly as they "climb the mountain," singing:

### **"The Mountain Song"** (tune: "The Bear Went Over the Mountain")

**I'm walking up the mountain  
I'm walking up the mountain  
I'm walking up the mountain  
Walking up to the top**

*Teacher: ("Oh, it's getting harder!")*

**I'm climbing up the mountain  
I'm climbing up the mountain  
I'm climbing up the mountain  
Climbing up to the top**

*Teacher: ("Oh, it's getting even harder!")*

**I'm crawling up the mountain  
I'm crawling up the mountain  
I'm crawling up the mountain  
Crawling up to the top**

*Teacher: ("Oh, it's getting harder! Can you hear your breathing? Can you feel your heartbeat?")*

**I'm standing on the mountain  
I'm standing on the mountain  
I'm standing on the mountain  
I reached the very top**

*Teacher: ("Oh, isn't it beautiful up here? Look at that view! I can see....  
Are you ready to go down?")*

**I'm running down the mountain  
I'm running down the mountain  
I'm running down the mountain  
Running down so fast**

*Teacher: ("Run even faster!")*

# WHY WE NEED TO MOVE

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**I'm running down the mountain  
I'm running down the mountain  
I'm running down the mountain  
I've reached the bottom now**

*Teacher: ("Please sit down. Put your hand on your chest. What do you feel?")*

Teacher may instruct children to check their heart's pulse by touching the vein on the side of the neck.

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## **Materials/Preparation:**

Scissors  
Red construction paper (or white paper with red crayons or paint)  
String  
Red yarn

## **Activity:**

The teacher will lead the children in tracing heart-shaped cookie cutters or templates (or creating their own) on red construction paper. Any white paper heart can be painted, penciled or crayoned red if red construction paper isn't available. Each child needs two hearts to run the race.

A start and finish line can be made with red yarn or string, blocks, etc. Each child stands on one of their hearts and holds the other in their hands. When the teacher signals the race to begin each child bends down, stretching as far they can to place a heart on the ground in front of them. They step onto that heart and, while standing firmly on it, they turn around to pick up the heart that is now behind them. They continue placing hearts before them, stepping on them and turning around to pick up those behind them until they've reached the finish line.

The teacher can remind children that the faster and further they race, the faster their heart will beat. As the race is repeated, the teacher can place the start and finish lines farther and farther apart.

## **Informal Assessment:**

- The teacher can prepare the children to stop their outdoor activities when given a signal to check their heartbeat. When given a second signal the teacher will ask the children to move from one activity to another (sedentary to active or active to sedentary) until the next set of signals is given. The children will feel a difference between a resting heartbeat and an active one. Allow children at least 10 minutes between each set of signals.
- After naptime, the teacher will note who rested well and point out to the group of children the types of activities that particular child had participated in during the morning session. The teacher will assure the group that the next day she/he will be watching everyone to see who gets enough active play so they can rest well during naptime.

# WHY WE NEED TO MOVE

## Positive Role Modeling Techniques:

- The teacher must take an active part in leading all physical activities. Outdoor play must include modeling active jumping, running, ball throwing, etc., by the teacher.
- The teacher must encourage all children to participate wholeheartedly in all physical activities. Everyone must be expected to do their personal best when exercising their bodies.
- During snack and mealtimes, discuss physical activities that you enjoy. Tell the children that you sleep better when you have been physically active during the day.

## Extension for Home:

- Encourage families to engage in a physical activity that the whole family can enjoy doing together. Suggest a walk in the neighborhood as a simple way to achieve this.
- Describe the mock stethoscope (toilet paper roll) activity to the families. Encourage them to listen to family member's heart beats.

## Supporting Resources:

Aajmera Maya. ***Come Out and Play***. Watertown, MA: Shakti for Children, 2001.

Carlson, Nancy. ***Get Up and Go!*** New York: Viking, 2006.

Eckart, Edana. ***I Can Ride a Bike***. New York: Children's Press, 2002.

Ghione, Yvette. ***This Is Daniel Cook on a Hike***. Toronto: Kids Can Press, 2002.

Green, Emily K. ***Keeping Fit***. Minneapolis: Bellwether Books, 2007.

Nettleton, Pamela Hill. ***Bend and Stretch: Learning about Your Bones and Muscles***. Minneapolis: Picture Willow Books, 2004.

Rockwell, Lizzy. ***The Busy Body Book: A Kid's Guide to Fitness***. New York: Crown, 2004.

Showers, Paul. ***Hear Your Heart***. New York: HarperCollins, 2001.

# TOPIC: TYPES OF PHYSICAL ACTIVITY

## Goal:

Children will become familiar with different types of physical activities

## Objective:

1. Children will name different types of physical activities.
2. Children will list physical activities that can be done alone or together with their family.
3. Children will be able to discuss different ways we use our bodies to move; e.g., hopping, running, crawling, jumping, sliding, marching, etc.

## Activities:

### Materials/Preparation:

Learn the song “Oh, We Jump and We Jump and We Jump Up and Down.” Write the song on chart paper for the children to see and follow along with.

### Activity:

Talk with the children about different ways we can use our bodies to move around the room; e.g., hopping, running, crawling, jumping, sliding, marching, etc. Sing “Oh, We Jump and We Jump and We Jump Up and Down” using the different ways of moving the children identified in the discussion.

## “Oh, We Jump and We Jump and We Jump Up and Down”

**Oh, we jump and we jump and we jump up and down,  
Jumping, jumping, jumping all around.**

**Oh, we jump and we jump and we jump up and down,  
Jump, jump, jump and then fall down.**

**Oh, we spin and we spin and we spin all around,  
Spinning, spinning, spinning all around, etc.**

**Oh, we slide; Oh, we hop; Oh, we crawl, Oh we gallop, etc.**

### Materials/Preparation:

Small, single-serving juice or milk containers (one for each child)

Paper

Strong tape

Crayons

Markers

CD's

### Activity:

#### Make Action Dice.

Flatten the top of a single serving juice or milk carton. Tape it securely. Wrap the carton in plain paper. On each of the six sides of the carton, write the following words: walk, run, hop, skip, jump, crawl. To keep activities interesting prepare a second die. Write the following words on it: *fast, slow, backwards, forwards, sideways, zigzag.*

## TYPES OF PHYSICAL ACTIVITY

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A game can now be played where children take turns rolling the dice to determine types and directions of body movements. After repeated play, the children may suggest the type of music that could accompany the particular movements stated on the dice.

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### **Materials/Preparation:**

Copy of the book *Head to Toe* by Eric Carle

Copy of the book *Toddlerobics: Animal Fun* by Zita Newcome

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### **Activity:**

Read *Head to Toe* by Eric Carle or *Toddlerobics: Animal Fun* by Zita Newcome. After the story, ask the children to mimic the different movements of the animals in the book (seal, monkey, alligator, gorilla, cat). Ask the children if they know how other animals move. If they need suggestions, name the following animals: kangaroos (jumping while holding hands at chest level); frogs (hopping from a crouching position); elephant (use hands held together in front to be a swaying trunk); snakes (slither on the floor); giraffe (stretch head up high and walk with stiff legs); horse (gallop, moving one leg behind the other).

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### **Materials/Preparation:**

Basket or box

Bean bags

Masking tape

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### **Activity:**

Place a plastic laundry basket or cardboard box a distance from a line you have marked with masking tape. The children take turns tossing/throwing a bean bag into the container. When all of the children have had a turn throwing, discuss what physical activities involve throwing or tossing (baseball, football, basketball).

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### **Materials/Preparation:**

Masking tape

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### **Activity:**

Put two pieces of masking tape on the floor to mark each child's spot and ask him or her not to move from his or her spot. Ask the children to name and demonstrate different ways that we can use our bodies without moving from our place. (These are different from the movements we did with the song "Oh We Jump...") If the children need your help, suggest the following: bending, twisting, stretching, wiggling, shaking, flapping, kicking, leaning, swinging, and swaying. Show how the movement is different when you use a different part of the body; e.g., twist your hips, twist your head; wiggle your fingers, wiggle your legs; lean your upper body, lean your head, etc.)

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## TYPES OF PHYSICAL ACTIVITY

### Materials/Preparation:

Copy of the book *Little Yoga* by Martin Selway or *My Daddy is a Pretzel* by Baron Baptiste.

### Activity:

Read *Little Yoga* by Martina Selway or *My Daddy Is a Pretzel* by Baron Baptiste. As a follow-up, discuss that yoga requires balance and control. Have the children demonstrate some simple balancing exercises. Time them while they balance on one foot. Repeat this exercise while they close their eyes; see if they can balance as long with their eyes closed. Have them open their eyes and stare at an object in the distance; see if they can balance longer while they stare at an item. Talk about other physical activities that require balance and control—gymnastics, ballet

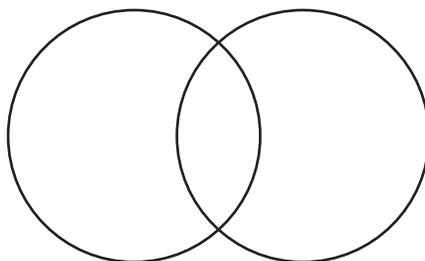
### Materials/Preparation:

White butcher paper with a Venn diagram drawn on it

### Activity:

The teacher will prepare a large sheet of white butcher paper with a Venn diagram (see below). The two areas of the circles that do not intersect will list activities that can be done alone and activities that cannot be done alone. The intersecting section of the two circles will list those activities that can be done both alone and with others (friends, families, etc.). Ask the children for the activities that belong in each area.

Venn diagram:



### Informal Assessment:

Observe children as they participate or withdraw from involvement in these physical activities. Find motivators that encourage all children to be involved. Emphasize that physical activities are not only good for the body but help us to have fun with family and friends. Note those children who need gentle coaxing to become involved in the group. Never force a child to participate as some people are naturally shy. If one child (or more) is continually reluctant about joining in a group activity, talk to them about more individual sports (running, swimming, hiking, etc.) and find a way to include these activities in your program. The development of socialization skills is a great benefit of physical activities.

### Positive Role Model:

- During each of the activities that involve movement, be sure to move along with the children.
- During snack or meal time, talk about how we can enjoy physical activities even if we aren't as good as others at a particular activity. Tell the children about activities you do well and some you don't do so well, but that you keep trying the activity in order to improve.

# TYPES OF PHYSICAL ACTIVITY

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## Extension for Home:

- Encourage families to repeat the bean bag toss activity at home (activity #4 above). All that is needed is a beanbag that can be made with a ziplock plastic bag filled with dried beans and a container such as a laundry basket for cardboard box. Tell the families to move the container further from the child as the activity gets too easy for him or her.
- Encourage families to try different ways of moving when they go for a walk. For example, in addition to walking, try skipping, hopping, marching, and sliding.

## Supporting Resources:

- Baptiste, Baron. *My Daddy Is a Pretzel: Yoga for Parents and Kids*. Cambridge, MA: Barefoot Books, 2004.
- Cabrera, Jane. *If You're Happy and You Know It!* New York: Holiday House, 2005.
- Carle, Eric. *From Head to Toe*. [New York]: HarperCollins, 1997.
- Doyle, Charlotte. *The Bouncing, Dancing, Galloping ABC*. New York: Putnam, 2006.
- Holabird, Katharine. *Angelina and Alice*. New York: CN Potter, Crown Books, 1987.
- Newcome, Zita. *Toddlerobics*. Cambridge, MA: Candlewick Press, 1996.
- *Toddlerobics: Animal Fun*. London: Walker, 1999.
- Selwa, Martina. *Little Yoga*. New York: Henry Holt, 2005.

# TOPIC: CREATIVE MOVEMENT

## Goal:

Children will learn to express themselves through movement as a healthy activity.

## Objectives:

1. Children will dramatize a poem through movement.
2. Children will dance to different genres of music with different rhythms.

## Activities:

### Materials/Preparation:

None

### Activity:

Have the children use their bodies to make shapes. For example: make a circle with your arms; make a triangle by lifting the foot to the knee; sit on the floor and make a circle with your legs; make a triangle with your fingers; make circles or squares in the air with your arms.

### Materials/Preparation:

Copy of the book *Dance* by Bill T. Jones

### Activity:

Read *Dance* by Bill T. Jones. Discuss how we use dance to express our feelings. Ask the children to dance to describe the following feelings: sadness, happiness, silliness, anger, fear.

### Materials/Preparation:

Learn the song "Way Up High in an Apple Tree." Write the song on chart paper so the children can see and follow along with it.

### Activity:

Act out the following poem with children:

## "Way Up High in an Apple Tree"

**Way up high in an apple tree** (*point with finger skyward*)  
**Two little apples smiled at me** (*show two fingers, use pointer fingers to draw smile on face*)  
**I shook that tree as hard as I could** (*take both hands and shake imaginary trunk of tree*)  
**Down came the apples** (*make two fists, show apples falling to the ground*)  
**Mmmmmm, they were good!** (*loud crunch into apple, rub belly*)

Teacher can ask what other fruits grow on trees. Poem can be repeated often replacing apple each time with another fruit (orange, banana, pear, fig, etc.)

## CREATIVE MOVEMENT

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### Materials/Preparation:

Learn the song “Sleepy Jackie.” Write the song on chart paper so the children can see and follow along with it.

### Activity:

Act out the following song with children:

### “Sleepy Jackie”

(tune: What Shall We Do With A Drunken Sailor?)

**What shall we do with Sleepy Jackie?** (*place heads on pillows and sing softly*)

**What shall we do with Sleepy Jackie?**

**What shall we do with Sleepy Jackie?**

**Early in the morning**

**We can wake** (*big clap*) **and shake him** (*shake entire body vigorously*)

**We can wake and shake him**

**We can wake and shake him**

**Early in the morning**

**Heave** (*touch toes*), **ho**, (*come up with arms straight out in front of body*)

**and up he rises** (*stretch arms up over head*)

**Heave, ho, and up he rises**

**Heave, ho, and up he rises**

**Early in the morning**

**All the way up he rises** (*bend body down to floor and jump high on the word up*)

**All the way up he rises**

**All the way up he rises**

**Early in the morning**

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### Materials/Preparation:

Learn the poem “Wooden Willy.” Write the poem on chart paper so the children can see and follow along with it.

### Activity:

Act out the following poem with children:

### “Wooden Willy”

**My name is Wooden Willy** (*stand rigid with arms at side*)

**I stand up straight and tall** (*extend neck, knees locked*)

**My arms and legs are made of wooden pegs**

**They do not bend at all** (*begin moving in exaggerated stiff manner*)

**My name is Flopsy Mopsy** (*exaggerated relaxed body*)  
**I'm a doll made out of rags**  
**My arms go "flop"** (*raise arms and drop them heavily*)  
**My feet go "plop"** (*drop to the floor*)  
**My head just wigs and wags, wigs and wags** (*move head from side to side*)

Teacher can ask how other characters might move - Dancing Dinah, Basketball Brianna, Quiet Quincy, Crazy Mazie, etc.

## Materials/Preparation:

Music CDs  
Chart paper  
Markers

Dance streamers (can be made from long strips of crepe paper with an end covered with masking tape to make a handle; ribbons can be tied to shower curtain rings or keychains; scarves can be knotted at the end or middle [depending on the length of each scarf] to provide a handle.

## Activity:

The teacher will have a variety of CDs to play that represent different musical genres (jazz, hip-hop, marches, ballets, calypso, etc.) to which children can dance with streamers. After each dance segment, ask the children to describe their movements (fast, happy, silly, like a cat, slithery, quiet, sad, wild). Make a long list of these words to use repeatedly when dancing. During future dance sessions, the teacher may suggest to children how to move with words taken from this list.

## Informal Assessment:

- Be observant to how freely children express themselves and their feelings through movement to music. Observe how sensitive some can be to the changes in music and their response to those changes. Music may be repeated so all children can experience the changes in tempo and mood of each piece and respond to it.

## Positive Role Modeling:

- Teachers must approach physical activities positively, trying each of them without grunts, groans or physical complaints. Be sure to let the children see you smile while you move your body.
- Teachers should express themselves freely, providing adequate modeling without demanding copycat duplication from the children. Keep the spotlight on the children and their movements. "Look at Josiah move. I want to try to move my body like him!"
- Talk about dance as a way we express our feelings with our bodies. Emphasize that dance can be enjoyed by everyone, i.e., boys, girls, men, women, people of all ages.

## Extension for home:

- Send home the words to the poem, "Way Up High in the Apple Tree" and ask the families to have their children act out the poem. Encourage them to repeat the rhyme with other fruits that grow on trees such as peaches, pears, bananas, mangos.

## CREATIVE MOVEMENT

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- Encourage the families to read poetry at home. The librarian at the public library can suggest lots of collections of poetry that are appropriate for children. Suggest that the children might enjoy acting out some of the words in the poems.

### Supporting Resources:

Beaumont, Karen. ***Baby Danced the Polka***. New York: Dial Books for Young Readers, 2004.

Blackstone, Margaret. ***This Is Baseball***. New York: Holt, 1993.

Dillon, Leo and Diane. ***Rap a Tap Tap: Here's Bojangles - Think of That!*** New York: Blue Sky Press, 2002.

Durango, Julia. ***Cha Cha Chimps***. New York: Simon & Schuster, 2006.

Jones, Bill T. ***Dance***. New York, Hyperion, 1998.

Kroll, Virginia. ***Can You Dance, Dalila?*** New York: Simon & Schuster, 1996.

Lowery, Linda. ***Twist with a Burger, Jitter with a Bug***. Boston: Houghton-Mifflin, 1995.

Pinkney, Andrea and Brian. ***Watch Me Dance***. San Diego: Harcourt Brace, 1997.

# TOPIC: BEING A TEAM PLAYER

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## Goal:

Children will practice character development skills through physical activity.

## Objectives:

1. Children will learn to rely on others as part of a team.
2. Children will learn to respect other player's' efforts.
3. Children will demonstrate good sportsmanship whether winning or losing.

## Materials/Preparation:

Drum

## Activity:

Traveling train: Have each child hold onto the waist of the person in front of them, forming a train. Beat the drum to set various train speeds. Have the train move slowly forward, then faster. Stop the train, then have it slowly back up. The goal for the train is to stay in one piece and avoid crashes.

---

## Materials/Preparation:

Hoops (mats, rugs, or other materials can be used)

## Activity:

Give each child a hoop and have them place it on the floor. Have the children try to work together to make it across the room without stepping outside of the hoop (or off the mat, rug square, etc.). Give them time to figure out the solution. (One solution is to have children standing in all but one of the hoops. A child picks up the first one (empty), put it in front, and repeat this procedure until they reach the end of the room.)

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## Materials/Preparation:

Puzzle (fruit or vegetable would be ideal)

## Activity:

Choose a puzzle and divide the pieces among the children in the group and a teacher. Work together as a team to complete the puzzle.

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## Materials/Preparation:

Large strip of paper  
Tape  
Markers/crayons

## Activity:

Decide on a nutrition-related theme with the children. Spread a large strip of paper on the floor or tape it to the wall. Work together as a team to create a piece of mutual art work based on the chosen theme. Encourage the children to share ideas.

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## BEING A TEAM PLAYER

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### **Materials/Preparation:**

Balls (small and large)  
Blanket or sheet

### **Activity:**

Have the children hold the corners of a blanket or sheet. Put the ball in the middle and work together to make it bounce gently up and down without falling off. Add more balls, one at a time, if appropriate. Tell the children that they are going to try to keep the “peas” (balls) on the “plate” (blanket). Discuss with the children the ways you can work together to keep the ball from falling off.

---

### **Materials/Preparation:**

Cardboard tubes  
Tape  
Small balls

### **Activity:**

Work with the children to build a chute for a small ball by taping cardboard tubes together. Discuss with the children specific ways you can work together to build the chute.

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### **Materials/Preparation:**

Beanbags (fruit or vegetable beanbags would be ideal)  
Music (optional)

### **Activity:**

Have the children get into a group (e.g. circle, line, 2 groups sitting across from one another). Have the children toss a beanbag from one child to the next while singing or listening to a song. The children can also do this sitting, kneeling or lying on their backs. Have the children throw the “vegetables” (beanbags) into a “pot” and make vegetable soup. (You could make vegetable soup or serve vegetable soup for lunch as a follow-up to this activity.)

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### **Materials/Preparation:**

Cup  
Poster board  
Small ball  
Table

### **Activity:**

This is a game for 2 players, unless you get more poster boards, cups and balls. Lay a piece of poster board on a table. Show the children how to lift one end so that the poster board becomes a gentle slope ending at the edge of the table. One child raises the board and rolls a small ball down the slope. The second child catches the ball in a cup as it rolls off the edge. The children can take turns rolling and catching the ball.

## BEING A TEAM PLAYER

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### Materials/Preparation:

none

### Activity:

Have the children work with a partner. Call out one of these three phrases: *elbow to elbow*, *knee to knee*, *heel to heel*. The children with their partners touch these body parts together. You could also adapt this game to include having to keep an object (such as a plastic fruit or vegetable from the dramatic play area) between the body parts.

---

### Materials/Preparation:

2 pieces of cardboard (at least 5 feet long and 6 inches wide)

### Activity:

Place the cardboard pieces end to end on the floor. Have one child stand at each end. Both children must cross to the other side without stepping off the “bridge.” You will need to provide rules so that the children know they have to work around each other and not push the other child off the cardboard.

---

### Materials/Preparation:

Copy of the book *Head to Toe* by Eric Carle

### Activity:

Read the book *Head to Toe* with the children. As you read each movement that the animal does, ask the children if they can do it also and then have them do it. During transition activities, you can ask them to do what one of the animals in the book does on their way to the next activity.

---

### Materials/Preparation:

none

### Activity:

Play “Duck Duck Goose” with the children. You can adapt the game for nutrition by changing the name of the game (e.g. Apple Apple Banana). Have the children (and teachers) sit in a circle. Choose one child to be the first to walk around the circle and tap each child on the head, saying “Duck” (or “apple”, etc.) as they touch each child on the head. When they reach the child they want to choose, they say “Goose” (or “Banana”, etc.). That child gets up and chases them around the circle until they reach the spot where the child was sitting. The child who was the chaser is now the child who walks around the circle.

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### Materials/Preparation:

Ball

### Activity:

Have the children sit in a circle. Put a ball in the center of a circle along with a child chosen to be “it.” The child who is “it” pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen. You can call the ball the “hot potato” and the children will try to keep it in the “oven.”

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# BEING A TEAM PLAYER

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## Active Transition Activities

### Materials/Preparation:

Music

### Activity:

Play music and ask the children to jump like a variety of animals, such as a frog or kangaroo. Ask the children to name animals. You can use this to move them to the next activity or simply as a break before starting something new.

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### Materials/Preparation:

Mats (or a masking tape line)

### Activity:

Put a mat down on the floor (or a masking tape line). Have the children take turns jumping over the mat (or line) on their way to the next activity.

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### Materials/Preparation:

none

### Activity:

Have the children play "Follow the Leader." Have the children take turns as the leader. This is also an opportunity to have the children go through an obstacle course or go on a hunt.

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## Team Activities

### Materials/Preparation:

Chalk or pre-drawn hopscotch board  
Beanbag (fruit or vegetable would be ideal)

### Activity:

Have a group of 2-4 children play hopscotch. You could change the symbols on the hopscotch board to represent fruits or vegetables, parts of My Pyramid, etc.

---

### Materials/Preparation:

Basketball  
Basketball hoop or container to throw the ball in

### Activity:

Divide the children into teams and play a game of basketball. You could hold the container if you don't have a net, or set it on the ground and have the children throw the basketball in from a certain distance.

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# BEING A TEAM PLAYER

## Materials/Preparation:

Soccer ball  
Goal

## Activity:

Divide the children into teams. Give the children the ball and explain that they cannot use their hands to get the ball into the goal. Choose a child from each team to be the goalie. Rotate positions so that every child gets a chance to play as many positions as possible.

## Materials/Preparation:

4-6 bottles of bubble solution with wands  
Stopwatch

## Activity:

On a table or bench, line the bubble bottles in a single row. If the bubble wands are not attached to the lid, remove them from the bottles and place them next to the bottles. Recap the bottles. Send the children along the bubble line one at a time. Each child must remove the cap from a bubble container, insert the wand, and blow a complete bubble before moving on to the next bubble container. Bubbles that pop as they leave the wand do not count – only bubbles that float magically away will allow the children to move on. Time how long it takes the children to make it successfully down the line. The child who makes it through the bubble line the fastest wins the race. Replace the caps before the next child takes a turn.

## Stretcher Activities

- Give the children plenty of opportunities to dance. Turn on the music and let them dance as a great transition activity or a way to release some energy.
- Have the children pretend to be wild animals. This lets the children use their imagination and be creative, while providing opportunity for physical activity.
- Be sure to give the children plenty of unstructured play time outside.

## Enhancement Activities

- Participate in the American Heart Association's *Jump Rope For Heart Program*. The preschool version of this program uses a series of 10 stations with different types of jumping activities. Contact your local American Heart Association for more information. This activity can also be used as a fundraiser in your program.

## Positive Role Modeling

- When the children are outside on the playground, be sure to engage in play activities with them.
- When playing a team sport, be sure to role model being a good winner as well as being a good loser.





# RESOURCES

## NUTRITION AND PHYSICAL ACTIVITY A PRESCHOOL RESOURCE LIST

***These books may be borrowed from many public libraries throughout the State. If a particular book or topic you want from this list is not available, ask a librarian to help you find a substitute title.***

### IDENTIFICATION OF FOOD/NUTRITION

- Goldstone, Bruce. ***The Beastly Feast***. New York: Henry Holt, 2001.
- Hausherr, Rosmarie. ***What Food Is This?*** New York: Scholastic, 1995.
- Leedy, Loreen. ***The Edible Pyramid: Good Eating Every Day***. New York: Holiday House, 2007.
- Mayer, Mercer. ***Just Me and My Dad***. New York: Random House, 2001.
- Miranda, Anne. ***Pignic: An Alphabet Book in Rhyme***. Honesdale, Pennsylvania: Boyds Mills Press, 1996.

### FOOD PREPARATION

- Coffelt, Nancy. ***What's Cooking? A Happy Birthday Counting Book***. San Francisco: Chronicle Books, 2003.
- Curtis, Neil and Peter Greenland. ***How Bread Is Made***. Minneapolis: Lerner Publishing Group, 1992.
- Florian, Douglas. ***A Chef***. New York: Greenwillow, 1992.
- Hill, Mary. ***Let's Make Bread***. Danbury, CT. Children's Press, 2002.
- . ***Let's Make Pizza***. Danbury, CT. Children's Press, 2002.
- Millen, C. M. ***Blue Bowl Down: An Appalachian Rhyme***. Cambridge, MA: Candlewick Press, 2004.
- Oxenbury, Helen. ***It's My Birthday***. Cambridge, MA: Candlewick Press, 1994.
- Rice, Eve. ***Benny Bakes a Cake***. New York: Greenwillow, 1993.
- Rockwell, Anne. ***Pots and Pans***. New York: Simon & Schuster, 1993.
- Rotner, Shelley and Julia Pemberton Hellums. ***Hold the Anchovies! A Book About Pizza***. New York: Orchard Books, 1996.

### WHERE FOOD COMES FROM

- Basel, Roberta. ***From Cane to Sugar***. Mankato, MN: Capstone, 2006.
- Butler, Stephen. ***The Mouse and the Apple***. London: Frances Lincoln, 1994.
- Curtis, Nell and Peter Greenland. ***How Bread Is Made***. Minneapolis: Lerner Publishing, 1992.
- Fickes Shapiro, Jody. ***Up, Up, Up! It's Apple-Picking Time***. New York: Holiday House, 2003.
- Gibbons, Gail. ***Farming***. New York: Holiday House, 1990.
- . ***The Vegetables We Eat***. New York: Holiday House, 2008.
- Hall, Zoe. ***The Apple Pie Tree***. New York: Blue Sky Press, 1996.
- Hill, Mary. ***Let's Make Pizza***. Danbury, CT. Children's Press, 2002.
- Hirsch Lember, Barbara. ***A Book of Fruit***. Boston: Houghton Mifflin, 1994.
- Knudson, Shannon. ***From Fruit to Jelly***. Minneapolis: Lerner Publishing, 2004.
- Levenson, George. ***Bread Comes to Life: A Garden of Wheat and a Loaf to Eat***. Berkeley, CA: Tricycle Press, 2004.
- Miller, Virginia. ***Ten Red Apples: A Bartholomew Bear Counting Book***. Cambridge, MA: Candlewick Press, 2002.

# RESOURCES

- Paulsen, Gary. **The Tortilla Factory**. Ft. Worth, TX: Voyager Books, 1998.
- Pinkney, Jerry. **The Little Red Hen**. New York: Dial, 2006.
- Poulet, Virginia. **Blue Bug's Vegetable Garden**. Danbury, CT: Children's Press, 1973.
- Read MacDonald, Margaret. **Pickin' Peas**. Danvers, MA: HarperCollins, 1998.
- Rylant, Cynthia. **This Year's Garden**. New York: Aladdin, 1987.
- Steig, William. **Pete's a Pizza**. Danvers, MA: HarperCollins, 1998.
- Taus-Bolstad, Stacy. **From Grass to Milk**. Minneapolis: Lerner, 2004.
- **From Wheat to Bread**. Minneapolis: Lerner, 2002.
- Wellington, Monica. **Apple Farmer Annie**. New York: Dutton Juvenile, 2001.
- **Pizza at Sally's**. New York: Dutton Juvenile, 2006.
- Westcott, Nadine. **Peanut Butter and Jelly: A Play Rhyme**. New York: Puffin Books, 1992.
- Zemelicka, Shannon. **From Milk to Cheese**. Minneapolis: Lerner, 2003.

## FOOD AND THE FIVE SENSES

- Aliki. **My Five Senses**. Danvers, MA: HarperTrophy, 1989.
- Gordon, Sharon. **Tasting**. Danbury, CT: Children's Press, 2002.
- Krauss, Ruth. **The Carrot Seed**. Danvers, MA: HarperCollins, 1973.
- Pinkney, Andrea and Brian. **I Smell Honey**. Ft. Worth, TX: Red Wagon Books, 1997.
- Raschka, Chris. **Five for a Little One**. New York: Atheneum, 2006.
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## FRUITS

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- **The Berry Book**. New York: Holiday House, 2002.
- Hutchins, Pat. **Ten Red Apples**. New York: Greenwillow, 2000.
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## EXPLORING FOOD: FAMILY MEALS, CELEBRATIONS & HOLIDAYS

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- Cooke, Trish. **Full, Full, Full of Love**. Cambridge, MA: Candlewick Press, 2003.
- Cox, Judy. **Now We Can Have a Wedding**. New York: Holiday House, 1998.
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- Eckart, Edana. **I Can Ride a Bike**. Danbury, CT: Children's Press, 2002.
- Ghione, Yvette. **This Is Daniel Cook on a Hike**. Tonawanda, NY: Kids Can Press, 2006.
- Hill Nettleton, Pamela. **Bend and Stretch: Learning About Your Bones and Muscles**. Minneapolis: Picture Window Books, 2004.
- Rockwell, Lizzy. **The Busy Body Book: A Kid's Guide to Fitness**. New York: Crown Books for Young Readers, 2004.
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# RESOURCES

## TYPES OF PHYSICAL ACTIVITY

- Baptiste, Baron. ***My Daddy Is a Pretzel: Yoga for Parents and Kids***. Cambridge, MA: Barefoot Books, 2004.
- Cabrera, Jane. ***If You're Happy and You Know It!*** New York: Holiday House, 2005.
- Carle, Eric. ***From Head to Toe***. New York: HarperCollins, 1997.
- Doyle, Charlotte. ***The Bouncing, Dancing, Galloping ABC***. New York: Putnam, 2006.
- Holabird, Katharine. ***Angelina and Alice***. New York: Viking, 2006.
- Newcome, Zita. ***Toddlerobics***. Cambridge, MA: Candlewick Press, 1997.
- ***Toddlerobics: Animal Fun***. Cambridge, MA: Candlewick Press, 1999.
- Selway, Martina. ***Little Yoga***. New York: Henry Holt, 2005.

## CREATIVE MOVEMENT

- Beaumont, Karen. ***Baby Danced the Polka***. New York: Dial Books, 2004.
- Dillon, Leo and Diane. ***Rap a Tap Tap: Here's Bojangles – Think of That!*** New York: Blue Sky Press, 2002.
- Durango, Julia. ***Cha Cha Chimps***. New York: Simon & Schuster, 2006.
- Jones, Bill T. ***Dance***. New York: Hyperion, 1998.
- Kroll, Virginia. ***Can You Dance, Dalila?*** New York: Simon & Schuster, 1996.
- Lowery, Linda. ***Twist with a Burger, Jitter with a Bug***. Boston: Houghton Mifflin, 1995.
- Pinkney, Andrea and Brian. ***Watch Me Dance***. Ft. Worth, TX: Red Wagon Books, 1997.

## BEING A TEAM PLAYER

- Blackstone, Margaret. ***This Is Baseball***. New York: Henry Holt, 1997.
- Carlson, Nancy. ***Making the Team***. Minneapolis: Carolrhoda Books, 1994.
- Eckart, Edana. ***I Can Play Soccer***. New York: Franklin Watts, 2002.
- Reiser, Lynn. ***Play Ball with Me!*** New York: Knopf Books for Young Readers, 2006.
- Stadler, John. ***Hooray for Snail!*** New York: HarperCollins, 1984.

## ONLINE RESOURCES

***The following web sites provide nutrition information and resources for child care providers as well as adults and the general public. All site addresses are accurate as of April 15, 2009.***

**You can discover lots more activities, lesson plans, and more by searching for “preschool food pyramid” or “nutrition preschool age”**

**<http://healthymeals.nal.usda.gov>**

Healthy Meals Resource System at the National Agricultural Library Food and Nutrition Information Center.

**<http://www.mypyramid.gov/preschoolers/index.html>**

**<http://www.mypyramid.gov>**

MyPyramid guidelines from the US Department of Agriculture.

# RESOURCES

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**<http://www.health.gov/dietaryguidelines/>**

*Dietary Guidelines for Americans*, 2005. US Department of Health and Human Services and the US Department of Agriculture.

**<http://www.fightbac.org>**

Information to keep food safe from bacteria from the Fight Bac! organization.

**<http://www.healthykidschallenge.com>**

"...[T]ake action to support kids and families in making healthy eating and physical activity choices" (Healthy Kids Challenge mission statement).

**<http://www.cnpp.usda.gov>**

Center for Nutrition Policy and Promotion at the US Department of Agriculture.

**<http://www.healthfinder.gov>**

US Department of Health and Human Services presents the latest news and advice on healthy living in English and Spanish.

**<http://tinyurl.com/auxtjc>**

This link takes you to the *Team Nutrition* "Resource Library" section for articles on nutrition education for preschoolers

**[http://www.nal.usda.gov/fnic/pubs/bibs/gen/fun\\_preschoolers.pdf](http://www.nal.usda.gov/fnic/pubs/bibs/gen/fun_preschoolers.pdf)**

The Food and Nutrition Information area of the USDA offers a 25-page downloadable document, a bibliography and links to online booklists and websites. There is some overlap here, duplicating what has already been presented in the "Resources" sections of this document, but it is current (2008) and there are a few new websites which will be of interest.

**[http://www.educationworld.com/a\\_lesson/lesson/lesson054.shtml](http://www.educationworld.com/a_lesson/lesson/lesson054.shtml)**

From Education World, a lesson-planning article entitles "Serve Up Classroom Nutrition Activities!" Some activities may be for children older than preschool age.

**[http://nti.unc.edu/course\\_files/curriculum/nutrition/making\\_food\\_healthy\\_and\\_safe.pdf](http://nti.unc.edu/course_files/curriculum/nutrition/making_food_healthy_and_safe.pdf)**

Free downloadable resource: Benjamin, SE, ed. *Making Food Healthy and Safe for Children: How to Meet the National Health and Safety Performance Standards—Guidelines for Out-of-Home Child Care Programs*. 2nd ed. National Training Institute for Child Care Health Consultants, Department of Maternal and Child Health, The University of North Carolina at Chapel Hill, 2007. Text is linked with standards found in *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, 2nd ed., 2002.

**[http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy\\_adap0199\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_adap0199_ENU_HTML.htm)**

Article: "Nutrition Guidance for Healthy Children Aged 2 to 11". *Journal of the American Dietetic Association*, June, 2008.

# RESOURCES

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**<http://www.brightfutures.org/nutrition/pdf/index.html>**

Bright Futures at Georgetown University offers *Bright Futures in Action: Nutrition*, a complete book available for download; aimed at parents; lots of background information.

**<http://www.healthychild.net/nutritionpub.html>**

Read full-text articles from the award-winning publication *Healthy Child Care*.

**<http://nccic.acf.hhs.gov/ccb/issue30.html>**

Child care providers help children make good food choices. Information from the National Child Care Information Center.

**<http://nutrition.preschoolrock.com/>**

"...tips for healthy eating, food and nutrient guidelines, preschool recipes, food and nutrition activities and healthy meal and snack ideas."

**<http://www.nncc.org/Nutrition/nutrition.pres.html>**

The National Network for Child Care presents an informative article: "Nutrition for the Preschool Child".

**<http://www.eatsmart.org/>**

Two pre-k activities: "Food Match-Up" and "Meet the Five Food Groups" (this activity also in Spanish). From the Washington State Dairy Council.

**<http://edtech.kennesaw.edu/web/nutrit.html>**

Online nutrition resources, information and lesson plans at the Educational Technology Center at KSU in Georgia.

**<http://www.nutritionexplorations.org/educators/main.asp>**

Lessons, interactive games and kids' pages (look for "Little D" icon for preschool).

**[http://www.uen.org/utahlink/lp\\_res/nutri001.html](http://www.uen.org/utahlink/lp_res/nutri001.html)**

Utah Education Network. Two lessons for kindergartners: *What is Nutrition?* and *Breakfast*, as well as links to snack list and recipes.

**<http://www.kidsnutrition.org/>**

Children's Nutrition Research Center. "Scientific data from the Center will enable healthcare providers and policy advisors to make dietary recommendations that will improve the health of today's children and that of generations to come."

**<http://www.cdc.gov/nccdphp/dnpa>**

Centers for Disease Control and Prevention, Division for Nutrition, Physical Activity, and Obesity

**<http://www.keepkidshealthy.com/preschool/preschoolnutrition.html>**

General preschool nutrition article which includes a "what-counts-as-one-serving" section.