

Nutrition Unit

An extension of DLM with BOCES kit
Supplements



Nutrition

Essential Questions:

- What types of foods are healthy and unhealthy?
- How does food help our bodies?
- What is fitness/exercise?
- How does exercise help our bodies?

Theme Objectives based on NYS Learning Standards:

ELA- The students will...

- demonstrate use of new vocabulary words.
- verbally state opinions of text.
- respond to literature.
- relate literature to personal experience.

Science- The students will...

- Identify healthy and unhealthy foods.
- Recognize food groups.
- Sort foods into food groups.
- State importance of healthy diet.
- State why we should exercise.

Social Studies- The students will...

- Identify/state places that prepare food and sell food in the community.
- Respond to any field trips taken.

Health- The students will...

- enhance fine and gross motor skills.
- State importance of healthy diet.
- State why we should exercise.

Resources Used:

DLM Teachers Addition Book B

BOCES Nutrition Unit & Manual

Other Teacher Resources:

www.mypyramid.gov

www.dairycouncil.ofca.org

<http://kidsgethealthy.org/>

<http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/pyramid/>

http://pediatrics.about.com/od/nutrition/Nutrition_for_Children.htm

www.kidshealth.org **

Literature

Available at UPK Library:

Eating Right by Helen Frost
Fats, Oils, and Sweets by Helen Frost
The Dairy Group by Helen Frost
The Fruit Group by Helen Frost
The Grain Group by Helen Frost

Available from BOCES Nutrition Kit:

Cloudy with a Chance of Meatballs by Judi Barrett
From Cow to Ice Cream by Bertram T. Knight
Fruit: A First Discovery Book by Gallimard Jeunesse & Pascale de Bourgoing
Germs! Germs! Germs! by Bobbi Katz
I Like Salad by Christine Finocchio & Jennette MacKenzie
Making Raisins by Marvin Buckley
Pancakes for Breakfast by Tomie dePaola
From Peanuts to Peanut Butter by Melvin Berger
Vegetables, Vegetables! by Fay Robinson
Munch with Munch based on a revision by Tracy J. Farrell

BOCES Nutrition kit Orange supplement has more book suggestions!

Available from DLM:

Marti and the Mango by Daniel Moreton
The Little Red Hen

Additional Literature Used:

Blueberries for Sal by Robert McCloskey
The Carrot Seed by Ruth Krauss
If You Give a Mouse a Cookie by Laura Numeroff
Maisy Goes Shopping by Lucy Cousins
Strega Nona by Tomie dePaola
Stone Soup
A Very Hungry Caterpillar by Eric Carle

Suggested Centers for Week 1 & 2

1. Nutrition Word Cards

Objective: The students will correctly match letters in a word given magnet letters and word cards.

Materials: word cards with food group names , magnet letters, writing utensils, paper

Develop:

- Students can match up letters to spell the names of the food groups. They can then try writing the group names on their own.
- You can add word cards of specific foods you are learning about as the unit progresses.
- Prepare Gel Bags as an alternate way to write for sensory integration.

Reflect/Assess:

- What are food groups
- What is your favorite food group? Why?
- How many food groups are there?

2. Food Pyramid Poster

Objective: The students will design a food pyramid poster that features different foods from each of the food groups.

Materials: Large mural paper, marker, magazines, grocery ads, scissors, glue sticks, see page 11 from BOCES Nutrition manual

Develop:

- Have the students search for foods in related food group in magazines or grocery ads.
- Have the students paste their pictures onto the proper portion of the pyramid. Discuss why they placed the picture in that spot.
- Continue adding pictures with every food group taught.

Reflect/Assess:

- What foods belong in _____ group?
- What do you like to eat from this food group?

3. Healthy & Unhealthy Food Sort

Objective: The students will correctly sort foods as healthy or unhealthy.

Materials: plastic foods and/or food picture cards, colored mats/bowls, etc.

Develop:

- Teachers ask students to choose a food and state whether they think it is healthy or unhealthy and explain why.
- Have them find or draw a picture of a healthy food and then an unhealthy food.
- Have students bring in an example of a healthy food from home to share with their peers.

Reflect/Assess:

- What are healthy foods?
- Why are healthy foods important to our bodies?

4. Grocery Store (Dramatic Play)

Objective: The students will engage in dramatic play with others.

Materials: plastic foods, cash register, play money, signs, plastic bags

Develop:

- Turn center into a grocery store. Have students make signs for different food groups. Stock with empty cans & boxes. Encourage role play between students as they take turns being the cashier, shopper, etc.
- Provide paper & pencils and encourage students to make grocery lists.

Reflect/Assess:

- Which role did you like being the best? Explain why.
- What other people or things can you see in a real grocery store?
- Where does your family shop for food?

5. Sense of Taste Discovery Center

Objective: The students will express interest in tasting new foods & stating whether they enjoy it or not.

Materials: paper, crayons, a food(s) to taste from current food group

Develop:

- Set up a food tasting station in the center.
- Encourage students to taste the food.
- Have students record/draw what they liked to taste and what they didn't like.

Reflect/Assess:

- Which food did you like the best?
- Which food did you like the least?

6. Measuring Foods

Objective: The students will manipulate scale and compare weights of a variety of foods.

Materials: scale form BOCES kit, a variety of foods (real and/or plastic) to weigh, Nutrition manual from BOCES kit p. 18

Develop:

- Provide scales and the foods to weigh.
- Have students weigh foods and state which is heavier/lighter.
- Assist students in finding foods that weigh the same.
- Use classroom materials (block, crayon, etc.) to help compare weights.

Reflect/Assess:

- Which foods were the heaviest/ lightest?
- Which food weighed the same as_____?
- How do you know which food is the heaviest?

Day 1

Breads/Grains

Literacy Objectives: The students will...

- Identify the food pyramid.
- Identify foods that belong in the breads/grains group.
- Sequence a story.

Literacy Vocabulary:

pyramid, bread, cereal, rice, pasta, pancake

Focus Literacy Activity:

- Tell students we will learn about nutrition & the food pyramid this week.
- Tell students we will learn about breads and grains today.
- Count and do 15 jumping jacks to promote fitness. Explain that they need to stay active to be healthy.
- Introduce *Pat-a-cake* rhyme. Have students say rhyme with you and mark their hand with their initials.

Develop Literacy Activity:

- Discuss breads, cereals, and pastas with the students. See how many types of foods the students can name from this food group. Chart their responses.
- Complete a "Bread/Grain" word web. Write the words "Bread and Grain" in the middle of the web and have students brainstorm ideas about the word. Chart their responses.
- Show Oral Language Card 71 from the DLM. Use questions on the back to stimulate discussions. Food Group Cards from the BOCES Nutrition Kit may also be used to prompt discussions.

Practice Literacy Activity:

- Manipulate play dough to form pancakes. Have students retell the Pat-a-cake rhyme and carve their initials into the play dough.
- Have the students pretend to bake different types of breads in the dramatic play bakery area. Supply recipe cards.
- Students can create a bread collage using magazine pictures/grocery ads.
- Have the students manipulate flour and water in sensory tub to pretend to make their own bread.
- Have students properly hold bread theme books in the library center.
- Have the students write bread group words using teacher-made word cards in the writing center.

Reflect/Assess:

- What foods belong in the bread/grain group?
- Why is the bread/grain group the largest on the food pyramid?

Literacy Circle:

Storytime 1: Read *The Little Red Hen*

- Have students retell the story using picture cards provided.
- Have students sequence the picture cards individually or in large group.

Storytime 2: Read *Pancakes for Breakfast* from BOCES kit

- Give each student a turn telling the story on a page.
- Discuss how this book is different than other books they have read.
- Discuss how the woman made her pancakes from scratch and how hard work pays off.

Letter Knowledge: B is for Bread

- Have the students trace glue on a letter B. Then have the students sprinkle breadcrumbs on the glue to form the letter B.

Second Language Learners:

- Bring in a loaf of bread, box of rice, and box of cereal so the students can distinguish between real items and those that are in pictures.
- Have students verbally identify the items.

Music/Movement

- Play 'Pass the Bagel'. Form two teams for a relay race. Have each team place a bagel on the ends of their fingers. Pass the bagel from the index finger of one child to the index finger of another child.
- Create a "Bread Trail" in the classroom by using pictures of different breads taped to the floor. Have students follow the trail by walking, hopping, tip-toe, heel-to-toe, walking backwards, etc. (Hansel and Gretel). Have the students brainstorm other physical fitness movements that would exercise their brains and bodies.

Materials for Day 1:

Magazine/grocery ads

Food pyramid picture

Chart paper and markers

Play dough and rolling pins

Baking sheets and materials

Recipe cards

Glue

Food Group Cards (BOCES KIT)

Flour and water

grain group books

grain group word cards

at least 2 bagels

a version of *The Little Red Hen*

Pancakes for Breakfast by T. DePaola

breadcrumbs

variety of pictures of grain group foods

DLM Oral Language Card 71

Content Connection - Science

Making Bread

Objective: The students will sequence the steps in the bread making process.

Vocabulary: first, next, last, harvest, mill, yeast, loaf

Materials: field to table sequence cards from DLM, two different variety of bread mix and utensils, chart paper, markers, post-its

Activity 1:

- Have the students sequence the order of the bread making process.
- Encourage the students to use the proper vocabulary while sequencing.

Activity 2:

- Have the students assist you in mixing the ingredients to make your own loaves of bread.
- Have the students place their post-it name on the proper side of the graph showing which loaf of bread they liked better.

Content Connection - Careers

Bakers

Objective: The students examine a baking career.

Vocabulary: baker, apron, hat, oven, oven mitt, bakery

Materials: transportation, Nutrition manual from BOCES kit, DLM letter pretzels from anthology, real pretzels

Activity 1:

- Take a fieldtrip to a local bakery or grocery store bakery.
- Upon return, have students chart and/or journal what they saw and/or what they learned.

Activity 2:

- Each child will have a chance to be a baker by assisting in baking their own individual pretzel.
- Have students review the safety rules of using ovens and stoves.
- Follow recipe on p.11a of Nutrition manual from BOCES science kit to bake pretzels.
- Use DLM letter Pretzels/real pretzels (from Anthology) to form names.

Day 2

Bread/Grains Cont'd.

Literacy Objectives: The students will...

- Identify the food pyramid.
- Identify foods that belong in the breads/grains group.

Literacy Vocabulary:

Pyramid, bread, grains, rice, cereal, pasta

Focus Literacy Activity:

- Review the food pyramid.
- Show where the grain group is on the pyramid.
- Discuss why the grain group is so large.
- Count and do 10 crunches to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Read *The Grain Group* by Helen Frost
- Have students do a taste test of a variety of different dry cereals. Chart the students preferences.
- Pass around a variety of boxed pastas and have students discuss which pastas they have eaten.

Practice Literacy Activity:

- Have students sort and/or pattern a variety of dry cereals.
- Have the students manipulate grains in the sensory tub (ex. Oatmeal, rice, pastas, etc.)
- Have students use cooked spaghetti noodles as paint brushes and paint designs.
- Have students practice their fine-motor lacing skills to create a multi-colored dyed pasta necklace.
- Create cereal box puzzles for the students to complete.
- Have the students use a glue stick to color in the letter 'R.' Next, have the students sprinkle a variety of rice onto their glued letter 'R.'

Reflect/Assess:

- What is your favorite way to eat pasta?
- What is your favorite cereal?
- Why are breads and grains good for our bodies?
- What is your favorite food from this groups of foods- cereal, bread, rice, or pasta?

Literacy Circle:**Storytime 1:** Read a *Strega Nona* book by Tomie DePaola.

- Have students place cooked cooled spaghetti on a colorful sheet of construction paper until the desired design effect is accomplished. Have students dictate a complete sentence about their design.

Storytime 2: Read or teach the students *On Top of Spaghetti*

- Have the students cut spaghetti and meat ball shapes out of felt. Have the students retell or re-sing *On Top of Spaghetti*.

Letter Knowledge: P is for Pasta

- Have students practice writing the letter 'P' in gel bags filled with pasta sauce.

Second Language Learners:

- While reading or retelling *On Top of Spaghetti*, stress the prepositional phrases for English Language Learners.

Music/Movement:

- Have the students make up movements demonstrating physical fitness to the song "Oats, Peas, Beans, and Barley Grow" from the Four Baby Bumblebee CD.
- Have the students act out what dried spaghetti and cooked spaghetti look like using their bodies.

Materials for Day 2:

Empty cereal boxes for puzzles
Cereal, oatmeal or rice for sensory tub
Variety of pasta
Variety of dried cereal
Glue sticks
Rice
Construction paper
On Top of Spaghetti
Strega Nona by Tomie DePaola

gel bags filled with pasta sauce
paint
yarn
dyed pasta to string
felt
scissors
Four Baby Bumblebees CD
cooked cooled spaghetti

Content Connection - Health

Cereal Sort

Objective: The students will sort healthy and unhealthy dry cereals.

Vocabulary: grain, healthy, unhealthy, bran, sugar, dye

Materials: variety of healthy and unhealthy cereals

Activity 1:

- Send a letter home to each family requesting a sandwich bag full of their child's favorite cereal.
- Explain to the students that they are going to sort the cereal they bring from home into two piles; healthy and unhealthy.
- Have the students explain why each cereal is healthy or unhealthy.
- Graph how many are healthy vs. unhealthy.

Activity 2:

- Have the students draw a picture or cut pictures from grocery ads of healthy and unhealthy cereals.
- Have the students dictate a complete sentence stating why they cut or drew the healthy and unhealthy cereal.

Content Connection - Fine Art

Self Portrait

Objective: The students will use a variety of pastas to create a self portrait.

Vocabulary: self portrait, art, pasta, color words

Materials: variety of pasta, glue, cardstock or paper plate, paper, writing utensils, mirror or photos of students (optional)

Activity 1:

- Tell the students they will be creating a self portrait and explain what it is.
- Provide a variety of pasta and glue for the students to create their self portrait.
- If available, enlarge each student's photograph and have the students glue the pasta onto their enlarged photograph.

Activity 2:

- Have the students write their names on paper.
- Next have them try and find pasta pieces that match the letters in their name.

Day 3

Fruits

Literacy Objectives: The students will...

- Identify the food pyramid
- State foods that belong in the fruit group

Literacy Vocabulary:

Food pyramid, fruit

Focus Literacy Activity:

- Tell the students we will learn about fruit group. Show on the pyramid.
- Show the students a variety of common and uncommon fruits. Have the students discuss which fruits they have eaten.
- Did anyone have any food from the bread/grain group? Discuss.
- Count and do 5 push-ups to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Show the students Oral Language Card 68 (DLM) and/or the Food Group Cards from the BOCES Nutrition Kit and have the students discuss the food they see in the pictures. Use the back of the card to prompt discussion.
- Read *Fruit: A First Discovery Book* created by Gallimard Jeunesse & Pascale de Bourgoing. from BOCES Nutrition Kit and discuss what makes a fruit a fruit.
- Create a "Fruit" word web.

Practice Literacy Activity:

- Have the students create a fruit collage by cutting out pictures from food magazines or grocery ads.
- Have the students pretend they are workers in a fruit orchard in the dramatic play center (concentrate on caring for the fruit, not dropping, etc.).
- Have the students draw a picture of their favorite fruit and dictate a complete sentence.
- Have the students sort plastic foods from BOCES Nutrition Kit into "fruits" and "not fruit."
- Have the students properly hold and look at fruit books in the library center.
- Have the students paint a picture of a still art basket of fruit.

Reflect/Assess:

- What is your favorite fruit?
- What things can we make with fruit?

Literacy Circle:**Storytime 1:** *Making Raisins* by Marvin Buckley

- Read story aloud and chart how to make raisins.
- Have materials readily available to make grapes into raisins with the students.

Storytime 2: *A Special Surprise* from DLM Anthology

- Follow directions on page 295 of DLM Anthology.

Letter Knowledge: F is for Fruit

- Have the students form the letter 'F' with fruit scented play dough.

Second Language Learners:

- Use the Food Group Cards from the BOCES Nutrition Kit to promote vocabulary use.

Music/Movement:

- Have a picture of an apple and banana for each student. Sing *Apples and Bananas*. Have the students pick up the correct picture when singing.
- Have the students play "Duck, Duck, Goose" but change the words to two different fruits (i.e. Apple, Apple, Pear).

Materials for Day 3:

Fruit books

paint & brushes

Plastic fruit from BOCES Kit

Making Rains by M. Buckley and materials

Food pyramid

Magazines/grocery ads

fruit scented play dough

Markers

common and uncommon fruits

Scissors

Chart paper

Pictures of an apple & banana for each student

Oral Language Card 68 (DLM)

BOCES Food Cards

Apple and a knife

Content Connection- Science

Taste testing

Objective: The students will identify and taste products made from fruits.

Vocabulary: jam, pie, berry, fruit

Materials: jam, pie, and whole fruit made from same fruit

Activity 1:

- Explain to the students that fruits can be eaten by themselves and can be made into different products.
- Show students the fruit, jam and pie and discuss how the fruit was turned into each.
- Allow each student to sample each product and chart the class favorite.
- Discuss with the students how we all just used our five senses to taste. Discuss what they smelled, saw, tasted, touched, etc.

Activity 2:

- Teacher can make other fruit food products of their choice to share with the students.
- Examples can be found in the BOCES Nutrition Kit page 13-13h.

Content Connection- Social Studies

Class Fruit Salad

Objective: The students will create a unique class fruit salad with fruit brought in from home.

Vocabulary: fruit, salad, shared, peel, wash, cut, mix

Materials: large bowl, mixing spoon, knife, peeler, sample cups, plastic forks, parent letter

Activity 1:

- Send home a parent letter requesting a specific fruit from each student.
- When the designated day arrives, explain to the students that they will be creating a class fruit salad.
- Allow each student to assist in cleaning and preparing the fruit they brought in. Be sure to use the cooking vocabulary words during the process.
- Have each student take turns mixing their class fruit salad.
- Have each student taste the fruit salad.
- After eating, review the class fruit salad steps and write it on chart paper.

Day 4

Fruits

Literacy Objectives: The students will...

- Identify the food pyramid
- Identify foods that belong in the fruit group.
- Describe attributes of fruits.

Literacy Vocabulary: Fruit, pyramid, avocado, banana, coconut, fig, guava, kiwi, mango, watermelon, measure, weigh, lighter, heavier

Focus Literacy Activity:

- Review the food pyramid and groups already discussed.
- Ask the students what kind of fruits they remember from yesterday.
- Discuss if anyone ate fruits at home yesterday.
- Count and do 20 air punches to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Read *Marti and the Mango* from DLM.
- Provide each of the fruits mentioned in the story and allow the students to exam each fruit.
- Play a riddle game with the class. The teacher can make up a riddle about a fruit and the students can guess what fruit it is.

Practice Literacy Activity:

- Place *Marti and the Mango* book and tape in the listening center and invite the students to listen to the story again.
- Teach the students how to properly wash and care for fruits in the sensory water tub.
- Add ½ c cold water with a 3 oz package of fruit flavored gelatin. Have students paint a picture of fruit that has the same scent as their paint.
- Place fruit word cards in the writing center to encourage the students to write words on their own.
- Have students sort plastic fruit by attributes (color, size, how they grow, etc.)
- Have the students measure and weigh real or plastic fruits using the scale from the BOCES Nutrition Kit.

Reflect/Assess:

- Which fruits do you like best?
- How are fruits the same and different?

Literacy Circle:

Storytime 1: Read a fruit group book, like *The Fruit Group* by Helen Frost

- Chart what students learned about fruit from the group.

Storytime 2: Read *Blueberries for Sal* by Robert McCloskey.

- Taste real blueberries and/or a blueberry product.
- See p. 13a-b in BOCES Nutrition Kit Manual.

Letter Knowledge:

- Use dried fruits to glue onto the students' names.

Music/Movement:

- Play Fruit Basket Upset game. See page 13d of BOCES Nutrition Manual for instructions.

Materials for Day 4:

Paint brushes

Scale (BOCES)

Paper

fruit word cards

Marti and the Mango book and CD

Fruits from story

Teacher made fruit riddles

plastic fruit

Food pyramid

General Fruit Group story

Scented paint

Fruit flavored gelatin

Chart paper

Soap

Water

Produce cleaning brushes

Blueberries for Sal by Robert McCloskey

Blueberries

Blueberry Products

Content Connection- Science

Where Fruits Grow

Objective: The students will properly sort fruits by where they grow.

Vocabulary: bush, tree, vine, plant

Materials: pictures of fruit and fruit-bearing plants, *Fruit: A First Discovery Book* created by Gallimard Jeunesse & Pascale de Bourgoing.

Activity 1:

- Gather pictures of fruits & fruit-bearing plants(vines, trees, bushes, and plants).
- Laminate each picture and place Velcro on the backside.
- On four sides of a box (not top or bottom), label each side with the word and corresponding picture clue for “Vine, Tree, Bush, or Plant.” Place enough Velcro tabs on each side that matches the number of pictures you collected for each category.
- Using the gathered pictures, have students sort the fruits by where they grow by placing them on the Velcro tabs.

Activity 2:

- Read or review the book, *Fruit: A First Discovery Book* created by Gallimard Jeunesse & Pascale de Bourgoing.
- Fold paper into quarters. Have students draw a picture of a fruit from each category- vine, tree, bush, and plant.

Content Connection- Physical Development

Yoga Fruits

Objective: The students will use body parts to form a tree, vine, bush, and plant.

Vocabulary: tree, vine, bush, plant

Materials: N/A, *Kids Yoga* video (received at summer training)

Activity 1:

- Start by teaching students the “Tree Pose” and practice. Add difficulty as needed.

Activity 2:

- Have the students suggest poses for the vine, plant, and bush.

Day 5

Vegetables

Literacy Objectives: The students will...

- Identify the food pyramid.
- State foods that belong in the vegetable group.
- Identify attributes of vegetables.

Literacy Vocabulary:

Vegetable, garden, salad

Focus Literacy Activity:

- Tell the students we will learn about vegetables.
- Review food pyramid and show students the Vegetable Group on the pyramid.
- Count and do 20 pretend jump rope jumps to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Use Oral Language Card 69 from DLM or BOCES Food Cards to promote discussion.
- Brainstorm a list of vegetables, chart responses.
- Read *I Like Salad* by Christine Finocchio & Jennette Mackenzie (BOCES Kit). Graph Favorite Salad Vegetable.
- Start a K-W-L chart and chart students' responses.

Practice Literacy Activity:

- Make Fruit & Vegetable Concentration game (DLM Anthology) and allow students to match, sort, etc.
- In dramatic play area, have students pretend to make a salad for their friends.
- Have students "plant" a garden in sensory tub. Provide plastic vegetables, soil, trowels, etc.
- Use tweezers to pick up and deposit dried/frozen vegetables into sorting bowls.
- Make a vegetable collage using pictures found in magazines and grocery ads.
- Make vegetable prints using a variety of vegetables.

Reflect/Assess:

- What is your favorite vegetable and why?
- Why is the vegetable section of the food pyramid wide?

Literacy Circle:**Storytime 1:** Read *The Great Turnip* flannel board story (DLM)

- Have students help retell story using the flannel board pieces.

Storytime 2: Read *Munch with Munch* story from BOCES Nutrition kit.

- Discuss with students why it is good to try new foods.
- Discuss how Munch felt during different parts of the story.
- Explain how vegetables are good for our bodies.

Letter Knowledge: V is for Vegetable

- Let the students search for the letter 'V' in magazines and glue on paper.
- Have them draw their favorite vegetable.

Second Language Learners:

- Match plastic/real vegetables to their pictures. Have students state the name of each.

Music/Movement:

- Teach students *The Vegetable Song* (found on page 12d of BOCES Nutrition Manual).
- One adaptation would be to assign a vegetable in the song to each student. When the student hears the name of the vegetable, they jump, stand, turn, etc.
- Play Corn, Corn, Carrots (Duck, Duck, Goose variation found on page 12d of BOCES Nutrition Manual).

Materials for Day 5:

Oral Language Card 69

BOCES Food Cards

Chart Paper

I Like Salad book

Plastic vegetables

Fruit & Vegetable Concentration Game

Trowels/gardening tools

soil

Frozen and/or dried vegetable

cut vegetables for making prints

Paint

magazines/ads

Paper

scissors

Glue

Great Big Turnip flannel story & pieces (DLM)*Munch with Munch* (BOCES)

Content Connection- Social Studies

Stone Soup

Objective: The students will discuss kindness and sharing and participate in a cooperative group activity.

Vocabulary: kind, share, cooperate, soup, various vegetable names

Materials: a version of *Stone Soup*, plastic vegetables, *Vegetable Soup Game* on page 12d of BOCES Nutrition Manual, your own vegetable soup recipe & ingredients

Activity 1:

- Read version of *Stone Soup*. Discuss what happens in the story.
- Concentrate on the kindness/sharing aspect.

Activity 2:

- Play *Vegetable Soup Game* from BOCES Nutrition Manual using a pretend pot and plastic vegetables.
- Make a vegetable soup together as a class using your favorite recipe.

Content Connection- Science

Vegetable Dye

Objective: The students will perform a simple experiment to extract dye from vegetables.

Vocabulary: vegetables, dyes, eye droppers

Materials: beets, broccoli, asparagus, carrots, etc., coffee filters, eye droppers, paint brushes, pots, water, stove top

Activity 1:

- Have students describe what the vegetables look like, feel like, etc.
- Cook vegetables and keep water after draining. Discuss changes in vegetables after cooking.
- Use eye droppers to extract water and have students drop dye onto coffee filters. Allow to dry.

Activity 2:

- Provide the vegetable dye and brushes and encourage students to paint pictures.
- Discuss how the dye is different from regular paint.

Day 6

Vegetables

Literacy Objectives: The students will...

- Identify the food pyramid.
- State foods that belong in the vegetable group.
- Identify attributes of vegetables
- State how and/or where vegetables grow

Literacy Vocabulary:

vegetables, soil, water, sunlight, trowel, seed, root, stem

Focus Literacy Activity:

- Review the food pyramid and what foods already discussed.
- Count to 25 as you run in place to promote fitness. Explain that they need to stay active to be healthy.
- Ask the students what vegetables they had last night at dinner?
- Show soil, watering can, seeds, and trowel and ask if anyone knows what these items are used for.
- Show a real carrot with the stem and leaves. Have the students discuss the different parts of the carrot and what part we eat.

Develop Literacy Activity:

- Revisit the K-W-L chart and fill in as necessary.
- Read *The Carrot Seed* by Ruth Krauss. Discuss why the seed did not grow as quickly as the character thought it would. What did the character have to do to help the carrot seed grow. Chart responses.
- Complete a Venn Diagram to compare fruits and vegetables.

Practice Literacy Activity:

- Set up a garden in the sensory tub with trowels, soil, vegetable seeds, empty watering cans, etc. Have the students tend to the vegetable garden.
- Have the students use vegetable word cards and form the words using magnet letters.
- Have the students paint a picture using celery stalk leaves instead of a paintbrush.
- Fill a basket with plastic vegetables and vegetable books to entice the students' interest for the library center.
- Provide dried corn kernels and dried peas for the students to sort/pattern.
- Have the students pretend to make vegetable soup in the dramatic play.

Reflect/Assess:

- Where do vegetables come from?
- What are the parts of vegetables?

Literacy Circle:

Storytime 1:

- Read *Vegetables, Vegetables!* by Fay Robinson from BOCES Nutrition Kit
- Use props from the story assist in discussion.

Storytime 2:

- Read *Maisy Goes Shopping* by Lucy Cousins
- Have the students discuss which food groups each food item that was purchased belongs in.
- Have the students discuss what they would do with the food items purchased.
- Ask what each student goes shopping for.

Letter Knowledge: V is for Vegetable

- Have the students cut out pictures of vegetables and glue them on a large letter 'V'.

Second Language Learner:

- Use props from sensory tub and stories read to assist English Language Learners to use and learn proper vocabulary.

Music/Movement:

- Have the students play "Hot Potato" while sitting in a circle.
- Sing "Oh, Do You Eat Your Vegetables?" on page 12d of BOCES Nutrition Manual.

Materials for Day 6:

The Carrot Seed by Ruth Krauss

Food Pyramid

Vegetable seeds, soil, gardening tools

Markers & Chart Paper

Vegetable word cards

Magnet letters

Celery with leaves

Paint

Vegetable books

Magazines/ads

Glue

Scissors

Paper

Potato

Maisy Goes Shopping by Lucy Cousins

Vegetables, Vegetables! by Fay Robinson

Content Connection- Science

Jack and The Beanstalk

Objective: The students will identify the steps for planting beans.

Vocabulary: bean, seed, beanstalk, soil, grow, sprout, root

Materials: bean seeds, potting soil, planting cups, a version of *Jack and the Beanstalk* or DLM flannel board story

Activity 1:

- Read the *Jack and the Beanstalk* story.
- Discuss what happened to the seed. Ask the students if they think this story is real or make-believe and why.

Activity 2:

- Demonstrate how to plant the bean seed.
- Have students plant their own bean seed.
- Review the steps taken and chart.

Content Connection- Physical Development

Vegetable Mystery Box

Objective: The students will identify various vegetables by only using their sense of touch.

Vocabulary: sense, touch, various vegetable names

Materials: Mystery Box, various vegetables

Activity 1:

- Without the students seeing, place a vegetable in the Mystery Box.
- Allow each student to have a turn guessing which vegetable is in the box by only using their sense of touch.
- Have each student explain their guess.

Activity 2:

- Choose one vegetable at a time and have the students pass it around in a circle while music is playing. When the music stops the student with the vegetable has to name it. Continue on with a different vegetable.

Day 7

Meat & Eggs

Literacy Objectives: The students will...

- Identify the food pyramid and food groups already discussed.
- State foods that belong in the meat and beans group.

Literacy Vocabulary: protein, beans, eggs, meat, poultry, fish

Focus Literacy Activity:

- Ask the students what kind of vegetables they had last night for dinner.
- Have the students look at the food pyramid and briefly review the first three groups.
- Count and do 15 squats to promote fitness. Explain that they need to stay active to be healthy.
- Tell the students that this box represents the meat and proteins group.

Develop Literacy Activity:

- Discuss the DLM Oral Language Card 70 and BOCES Food Group Cards. Use questions on the back of the Oral Language Card to generate discussion.
- Remind the students that they need meat and proteins every day to stay healthy.
- Tell the students that this group contains nuts, beans, fish, chicken and eggs as well.

Practice Literacy Activity:

- Have the students catch different sized and colored foam fish in the water tub. Students can practice catching the fish with nets and sorting them by size and color.
- Provide a variety of dried beans for the students to sort.
- Have the students manipulate menus and pads to pretend to work in a restaurant. Encourage the students to order various protein dishes.
- Have the students cut out pictures of different proteins for a protein collage.
- Have the students draw a picture of their favorite meat, chicken, turkey, etc. Have them dictate a complete sentence of their drawing.
- Have the students properly handle protein books in the library center.

Reflect/Assess:

- Which food do you like the best from this group? Why?
- What foods belong in the meat and bean group?

Literacy Circle:

Storytime 1: Read *Cloudy With a Chance of Meatballs* by Judi Barrett

- Have pictures of major foods discussed in the story cut out and ready for large group sorting.
- Have the students discuss which foods from the story belong in the meat and bean group. Next, have the students place the other foods in their respective groups.

Storytime 2: Read *Silly Nellie: The Story of One Funny Turkey* flannel board story from the DLM.

- Have the students discuss and review the story.
- Assist the students in using the flannel board pieces and retelling the story.

Letter Knowledge: E is for eggs

- Have the students roll the play dough into the letter 'E' and create play dough eggs.

Second Language Learners:

- Show empty protein product containers/boxes. Ask the students what proteins they eat at home. Acknowledge all answers and note language used. Model a complete and proper sentence so assist English Language Learners.

Music/Movement:

- Carrying Plastic Eggs: The students will use plastic eggs to enhance motor skills. See page 16f in BOCES Nutrition Manual.
- Have the students perform egg rolls (front rolls) one at a time on carpet. Discuss proper safety rules.

Materials for Day 7:

Foam Fish

Small fishing nets

Food Pyramid

Oral Language Card 70

Variety of dried beans

Plastic Eggs (BOCES Kit)

Magazines

Scissors

Cloudy With a Chance of Meatballs by Judi Barrett (BOCES Kit)

Pictures of major foods in story

Silly Nellie and pieces

Restaurant props

Play dough

Paper

Glue

Content Connection - Science

Green Eggs & Ham

Objective: The students will identify the two proteins in the story. The students will identify rhyming words.

Vocabulary: green, eggs, ham, rhyme

Materials: *Green Eggs and Ham* by Dr. Seuss, eggs, utensils, bowl, skillet, heat source, green food coloring, paper plates, chart paper, markers

Activity 1:

- Read the story *Green Eggs and Ham* to the students.
- After reading, have the students discuss the protein foods in the story.
- Explain to the students that the class will be making their own green eggs.
- Make your own scrambled egg recipe adding green food coloring.
- Let the students taste and chart if they did or did not like green eggs.

Activity 2:

- Reread the story after eating.
- Leave off the ending of the rhyming phrases and encourage the students to finish the phrases with the rhyming clues.

Content Connection - Cooking in the Classroom

Hummus

Objective: The students will assist in creating a protein rich dish.

Vocabulary: hummus, chickpeas, legume, stir, crush

Materials: chart paper, markers, ingredients and hummus recipe

Activity 1:

- Allow students to take turns in assisting the teacher in making the hummus.
- Discuss the measurements and measuring tools with the students.

Activity 2:

- Encourage the students to taste their homemade hummus.
- Discuss how the chickpeas are the protein in the dish and important for our bodies.
- Chart whether the students liked or disliked the hummus.

Day 8

Peanuts and Nuts

Literacy Objectives: The students will...

- Identify the food pyramid and state foods that belong in the meat and beans group.
- Identify peanuts and nuts as proteins.

Literacy Vocabulary:

Nuts, peanuts

Focus Literacy Activity:

- Review foods learned about previously.
- Tell students that nuts and peanuts are also part of the Meat & Protein group.
- Remind students that protein in meats, eggs, and nuts help us stay strong.
- Count and do 25 opposite toe touches to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Have a clear jar filled with peanuts. Have students estimate the number of peanuts they think are in the jar.
- As a class, count the peanuts in the jar.
- Sing *Peanut Butter* song from DLM Anthology

Practice Literacy Activity:

- Have students form peanuts with peanut butter play dough.
- Have students shell peanuts.
- Have students use chopsticks or straws as chopsticks to pick up peanuts in shells and transfer them from one container to another.
- Make clip-art peanut butter jars or bowls and label each one with a different numeral. Have students match the numeral with the correct number of peanuts.
- Give students a variety of nuts to sort. Allow them to use tweezers.
- Have students write names or words using peanuts.

Reflect/Assess:

- Why are peanuts important to our bodies?
- What do you like to eat peanut butter with?

Literacy Circle:

Storytime 1: Read *Peanuts to Peanut Butter* by Melvin Berger

- Before reading, chart what students know about peanuts.
- After reading chart what was learned about peanuts.

Storytime 2: Before reading *Eating Right* by Helen Frost, do a picture walk and have students guess what story will be about.

- After reading, review what foods are healthy.
- Review what foods belong in the food groups.

Letter Knowledge: P is for Peanut

- Have students trace or write the letter P. Cover in peanuts.
- Paint the P or use a peanut as a stamp to trace the letter P.

Second Language Learners:

- Prepare a pictorial recipe for homemade peanut butter.
- As you follow recipe, stress the vocabulary that is used.

Music/Movement:

- Have a peanut relay. Divide class into teams. Have a bowl of unshelled peanuts at opposite end of start line. Give first players a soup spoon. They rush to the bowl and scoop up as many peanuts as they can. They return to the original starting spot and dump the peanuts into an empty bowl and pass the spoon to the next player. Let all students go through the line once and at the end, see which team has the most peanuts in their bowl.

Materials for Day 8:

Clear jar filled with peanuts

Peanuts-unshelled

Peanut Butter (DLM)

Peanut Butter play dough

Peanut Butter recipe

Nuts

Bowls

spoons

Peanuts to Peanut Butter by Melvin Berger

Eating Right by Helen Frost

Paint

Paper

Tweezers

Straws and/or chopsticks

Content Connection - Math

Measuring

Objective: The students will weigh and measure items using peanuts.

Vocabulary: peanut, weigh, scale

Materials: peanuts, scale (BOCES kit), a variety of items in classroom

Activity 1:

- Have students use scale to measure how many peanuts an item in the classroom weighs.
- Have them find things that are heavier/lighter than a peanut.

Activity 2:

- Have students measure lengths of things in the classroom using peanuts. (For example, pencil is 6 peanuts long)
- Compare which items are shorter and longer than others.

Content Connection - Art

Design Sculptures

Objective: The students will design a peanut sculpture.

Vocabulary: sculpture, clay, peanuts

Materials: ingredients to follow bread dough recipe, toothpicks, string, paint

Activity 1:

- Make bread dough as a group or give each student materials to make their own batch.

Activity 2:

- Design a sculpture of a peanut. Use toothpicks to create dimples.
- Air dry or bake dry at 300 degrees for one hour.
- Students can paint or string to make a necklace.

Day 9 Dairy

Literacy Objectives: The students will...

- Identify food pyramid.
- State foods that belong in each food group.

Literacy Vocabulary:

Dairy, milk, butter, cheese

Focus Literacy Activity:

- Ask students what meats and proteins they ate for dinner.
- Review the food pyramid. Explain where the dairy group is.
- Count and do 15 bicep curls to promote fitness. Explain that they need to stay active to be healthy.
- Sing “Drink, Drink, Drink Your Milk” from DLM Anthology

Develop Literacy Activity:

- Bring dairy products to class. Explain what each product is and make a list of other products.
- Show Oral Language Card 72 and use suggested prompts. Use BOCES cards as well, if needed to promote discussions.
- Make “Baggie Ice Cream” following the DLM Anthology Recipe p.153
- Chart instructions after. Graph if the students liked it.

Practice Literacy Activity:

- Have students make a dairy group collage using magazines/grocery ads.
- Use empty milk containers (assorted sizes) and arrange from tallest to shortest, etc.
- Provide dairy word cards and allow students to create grocery lists.
- Cut ice cream cones from brown paper and different colored ice cream scoops. Label cones and scoops with alphabet letters. Students match cones to scoops.
- Look at a variety of cheeses under microscope/magnifying glass and draw what is seen.
- Use empty milk, yogurt, cream cheese, cottage cheese, etc. containers to scoop sand/water in sensory tub.
- Set up an ice cream shop in the dramatic play area.
- Make milk carton shakers or maracas- fill with rice or beans.
- Sequence how ice cream is made in block center (farm, milk truck, factory, truck, store/shop).

Reflect/Assess:

- What foods belong in the dairy group?
- How are milk and ice cream alike and different?

Literacy Circle:

Storytime 1: Read *From Cow to Ice Cream* by Bertram Knight (BOCES Kit)

- Discuss and chart what was learned about ice cream from the story.

- Graph students' favorite kind of ice cream.

Storytime 2:

- Read aloud *The Dairy Group* by Helen Frost.
- Review what dairy foods were read about and discuss what other foods could be in this group.
- Explain how dairy foods are good for you bodies, bones, and teeth.

Letter Knowledge: String Cheese Names

- Have students trip apart string cheese and form their names with the pieces.

Second Language Learners:

- Teacher writes name of dairy group food on BOCES Food Group Cards.
- Display & discuss in classroom.
- Allow students to point/read words on wall.

Music/Movement:

- Sing *B-O-N-E-S* found on page 15 of BOCES Nutrition Manual. Add movements.
- Pretend to be milk shakes “shaking” to music that teacher plays. Use maracas/shakers that students made.

Materials for Day 9:

DLM Anthology
 Food pyramid
 Chart paper & markers
 Oral Language Card 72 (DLM)
 BOCES Food Group Cards
 Magazines/ads
 Glue
 Scissors
 Alphabet Ice cream cones & scoops set (Teacher Made)
 Ice Cream Shop Props
 Various Cheeses(Swiss, pepper jack, cheddar, etc.)
 Magnifying glass/microscope
 Milk cartons/bottles (to sort and shakers)
 Empty dairy product containers
 Rice/beans
 Grocery list and word cards
From Cow to Ice Cream by Bertram Knight
The Dairy Group by Helen Frost

Content Connection - Science

Lemons and Milk

Objective: The students will predict what will happen during a science

experiment and explain the outcome.

Vocabulary: lemon, milk, lumpy, sour, curdle, predict, experiment

Materials: 1 cup milk, lemon slice, cup, chart paper, spoon, marker, *Germs! Germs! Germs!* by Bobbi Katz.

Activity 1:

- Show lemon and milk to students. Ask them to predict what they think will happen if you put the lemon in the milk. Chart the responses.
- Squeeze the lemon juice into the milk and stir. Wait a minute then stir again.
- Invite students to see what happens. Chart the outcome. Explain that the acid in the lemon made the milk curdle.

Activity 2:

- Read *Germs! Germs! Germs!* by Bobbi Katz.
- Discuss how your body can get sick from germs if we don't try to keep healthy.

Content Connection - Art

Buttermilk Paint

Objective: The students will creatively design a picture using buttermilk and chalk.

Vocabulary: buttermilk, chalk

Materials: finger paint paper, buttermilk, colored chalk, plastic knives, sliced cheese, cookie cutters, crackers

Activity 1:

- Give each child a piece of paper and colored chalk.
- Place a tablespoon of buttermilk on the paper.
- Demonstrate rubbing the chalk in the buttermilk to create a "paint stick."
- Have students create their own picture and dictate a sentence about it.

Activity 2:

- Review safety rules about using plastic knives.
- Wash hands.
- Have students cut shapes out of cheese slices using the cookie cutters & plastic knives.
- Serve cheese on the crackers for a snack.

Day 10

Fats and Food Pyramid Review

Literacy Objectives: The students will...

- State what they learned about the food pyramid.
- Explain how to stay healthy and fit..
- Identify foods that are healthy and unhealthy.

Literacy Vocabulary:

fats, oils, sweets,, exercise, junk food, healthy food

Focus Literacy Activity:

- Ask students to tell you dairy foods they had for dinner. Chart responses.
- Tell students that we will learn about foods that healthful and unhealthful.
- Read *Fats, Oils, and Sweets* by Helen Frost.
- Count and do 15 criss-cross jumps to promote fitness. Explain that they need to stay active to be healthy.

Develop Literacy Activity:

- Discuss Oral Language Cards 68-72 & BOCES Food Group Cards. Compare & contrast healthful & unhealthful foods.
- Explain that people need healthful foods to live, grow, be strong, be healthy, and for energy to think.
- Discuss the foods that people buy at fast food restaurants. Explain that these are unhealthful foods because they are high in fat and low in vitamins and nutrients. Chart the foods that they like to eat from these places.

Practice Literacy Activity:

- Have students find & cut out pictures of foods in magazines/ads to glue to a regular sized paper plate to create a healthy dinner. A small paper plate can be used to show a dessert/snack.
- Make sponge French fries (Cut a sponge into long strips). Have students place correct amount of fries into numbered fast food French fry containers.
- Make donuts or cookies from play dough.
- Have students pretend to be in a restaurant or fast food restaurant.
- Have students paint a picture of a peppermint wheel candy on a paper plate. When dry, cover with clear cellophane wrapping.
- Have students draw a picture of their favorite “junk food.”
- Play Candy Land together.

Reflect/Assess:

- What are some healthy foods?
- Why is it not good to eat a lot of junk food?

Literacy Circle:

Storytime 1: *The Very Hungry Caterpillar* by Eric Carle

- Have pre-made story pieces or felt pieces ready. Let the students help

retell the story. Discuss the foods eaten by the caterpillar. Have the students discuss which group the foods belong to.

Storytime 2: Sing *Who Took the Cookies From the Cookie Jar?*

- Found on page 14d of BOCES Nutrition Manual.
- Make a class book or read *If You Give a Mouse a Cookie* by Laura Numeroff.

Letter Knowledge: J is for Junk Food

- Have students glue jelly beans to a letter J.
- Recite the *Jelly Bean Countdown* rhyme found on page 14d in BOCES Nutrition Manual.

Second Language Learners:

- Reinforce table manners and common phrases used when eating during play or at lunch/snack times.
- Model "Please pass the ____." etc.

Music/Movement:

- Have students participate in *Candy Land Journey* Action story from DLM Anthology p. 209.

Materials for Day 10:

Oral Language Cards 68-72 (DLM)

BOCES Food Group Cards

Sponges for French Fries

French Fry Containers

Play Dough

Restaurant/Fast Food Props

Red & White paint

Paper plates (regular & small)

Glue

Scissors

Magazines

Cellophane

Candy Land

Paint brushes

DLM Anthology

Paper & crayons/markers

The Very Hungry Caterpillar by Eric Carle & felt pieces

If You Give a Mouse a Cookie by Laura Numeroff

Fats, Oils, and Sweets by Helen Frost.

Content Connection - Social Studies

Grocery Store Visit

Objective: T35he students will visit and reflect on a trip to a grocery store.

Vocabulary: grocery store, produce, dairy, bakery, seafood, meat, department, cashier, customer

Materials: transportation, permission form (BOCES kit- What a Trip! Supplement) if needed

Activity 1:

- Chart what students think that they will see and do at the grocery store on KWL Chart.
- Visit and go on a tour.
- Upon return, journal and/or chart what the students learned.

Activity 2:

- Have students reenact the experience in the dramatic play area.

Content Connection- Technology

Interactive Food Pyramid

Objective: The students will identify foods that belong in each of the food groups on-line.

Vocabulary: click, mouse, drag, monitor

Materials: internet access, computer

Activity 1:

- Visit www.foodpyramidgames.com/games/welcome.html. Click on Food Guide Pyramid link and listen to song and watch video.
- There are other songs to view and listen to.

Activity 2:

- Visit <http://www.dairycouncilofca.org/Tools/MyPyramid> to play an interactive matching game. Students have to click and drag foods to matching group on the pyramid.