



Healthier Meals Child Care Activity Guide

Quality Food Experiences for
Early Child Care



Components of Healthier Meals for Healthier Kids Center's Guide include:

- Healthier Meals for Healthier Kids Center's Guide Sections 1-10
- 10 Reproducible Parent Newsletters
- CD of each original song featured in the 10 sections.

Healthier Meals for Healthier Kids is a nutrition curriculum for young children. The activities included in each section are designed to introduce children to the wonderful world of healthy eating. Each activity is keyed to relevant curriculum areas including nutrition exploration activities in art, math, books, music and cooking. Studies show that the more children learn about healthy foods such as whole grains, fruits and vegetables, the more likely they are to try them during meal and snack time at your center and at home. By using this toolkit, and exploring these lessons with the children in your care, you can help them develop healthy habits for life!

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Activity Key:

Green = Exploration

Blue = Patterns & Sorting

Orange = Art

Red = Song Time

Aqua = Story

Section 1-Exploring New Foods

- **Let's Be Food Detectives** - Key objectives: becoming excited about exploring new foods, identifying the five senses, using descriptive words
- **What Kind of Food is it** - Key objectives: exploring the idea that foods belong to different food groups, introducing children to USDA "My Plate" .
- **Design Your Own Placemat** - Key objectives: supporting the idea of eating family style at the tables, encouraging children to take part in preparing the table for a meal.
- **Try It, You'll Like It** - Key objectives: encouraging students to try new foods, engaging children in a game to name foods that they have already tried and foods they might try for the first time, learning a song to reinforce the idea of tasting different kinds of food.
- **Let's Go Shopping for Food!** - Key objectives: encouraging children to make good food choices.
- Fresh-Food-Fun Family Letter-Welcome

Section 2-Make it, Bake it, Eat it

- **Let's Be Food Detectives** - Key objectives: identifying and exploring the five senses, identifying which part of the body is used for each sense, learning and using descriptive words to share experiences, fostering curiosity and joy about experiencing new foods.
- **Making Play Dough** - Key objectives: understanding what ingredients are, identifying important baking tools, learning how to measure ingredients, learning how to mix and knead dough, learning how to follow a recipe.
- **Make Your Own Chef Hat** - Key objectives: supporting students to develop an identity as chefs, encouraging students to bake at home with their families.
- **Rise Up!** - Key objectives: learning a song that familiarizes students with the basic steps in baking, encouraging students to bake at home with their parents.
- **In the Night Kitchen** - Key objectives: understanding that there are steps involved in baking, building excitement around the magic of baking.
- Fresh-Food-Fun Family Letter-Whole Grain Treats

Section 3-Plant a Seed of Fruit

- **What's in a Fruit Salad?** - Key objectives: identifying and exploring different fruits, identifying which part of each fruit can be eaten, learning the role of seeds and pits, learning safe knife skills, fostering curiosity about experiencing new fruits.
- **Finding and Counting Seeds** - Key objectives: learning how to identify seeds and pits, learn to count seeds and pits.
- **Make a Class Book:"Our Favorite Fruit"** - Key objectives: recognizing and name a variety of fruits, encouraging students to match real fruits with drawings of the same fruits, encouraging students to taste new fruits.
- **Peaches, Apples, Bananas** - Key objectives: learning a song that celebrates fruits, learning that fruit trees grow from seeds found in fruit, encouraging students to eat fruit as a snack.
- **Blueberries for Sal** - Key objectives: listening closely, to answer who, what, when, where and why questions about the story.
- Fresh-Food-Fun Family Letter-Delicious Fruit Snacks

Section 4-Color Your World With Vegetables

- [Ants on a Log](#) - Key objectives: creating a healthy and delicious snack, practicing counting out celery pieces and raisins.
- [Parts of the Plant: Matching Game](#) - Key objectives: exploring the parts that we eat various parts of a plant.
- [Color Your Vegetables](#) - Key objectives: talking about vegetables that children like to eat, identifying the colors of various vegetables.
- [Under the Ground](#) - Key objectives: identifying what part of the vegetable we eat, learning a song to help learn about which vegetables grow above or below the ground, learning to appreciate that there are many different types of vegetables to eat.
- [The Vegetables We Eat](#) - Key objectives: learning about the different parts of plants that we eat.
- Fresh-Food-Fun Family Letter-A Variety of Vegetables

Section 5-Mean Bean Machine

- [Sprouting Legumes](#) - Key objectives: understanding that beans are a food, but that they are also a seed that can grow into a plant; understand that beans need soil, water and sunlight to grow; observing growing bean sprouts, fostering curiosity about how plants grow.
- [Sorting & Counting Beans!](#) - Key objectives: learning the names of beans, counting beans and writing numbers, sorting beans.
- [Make Your Own Maraca!](#) - Key objectives: learning how maracas are made, encouraging students to make their own instruments, encouraging students to play the maraca.
- [I Love Beans!](#) - Key objectives: learning a song that familiarizes students with different kinds of beans, encouraging students to recognize and eat beans in a variety of food dishes.
- [One Bean](#) - Key objectives: understanding that there are steps involved in planting a seed, building excitement around the magic of planting a seed and watching a plant grow.
- Fresh-Food-Fun Family Letter-Legumes!

Section 6-Jazzy, Snazzy Sauces

- [Let's Make Sauces](#) - Key objectives: exploring the idea that sauces are made up of different ingredients, expanding students' knowledge of how sauces are made.
- [Dressing Up Foods: A Matching Game](#) - Key objectives: exploring the idea that sauces can dress up different foods, expanding students' knowledge of common food combinations.
- [Pizza Collage](#) - Key objectives: encouraging children to talk about how to "dress up" a pizza crust, identifying colors that represent possible pizza toppings.
- [Sauce, A Love Song](#) - Key objectives: learning the answer to the question "What would you put in a sauce?", learning a song to reinforce the idea that there are many different types of sauces.
- [Pete's a Pizza](#) - Key objectives: learning about how food is combined to make delicious new foods.
- Fresh-Food-Fun Family Letter-Sauces

Section 7-We Got Grains On Our Brains!

- [Pop Like Popcorn! A Game of Grains Charade](#) - Key objectives: learning what foods and ingredients are whole grains, learning that eating whole grains is part of a healthy diet, learning how to play charades.
- [Let's Make a Necklace: Counting Cheerios!](#) - Key objectives: practicing counting, developing hand-eye coordination, having fun with grains.
- [Let's Make Bread](#) - Key objectives: supporting the development of symbolic thinking, encouraging students to identify different kinds of bread, developing hand-eye coordination and fine-motor skills.
- [We Got Grains On Our Brains!](#) - Key objectives: learning a song that familiarizes students with whole-grain foods, encouraging students to sing.
- [What Kind of Bread Do You Like?](#) - Key objectives: learning about all kinds of bread, learning and using descriptive words to describe breads from all over the world, fostering curiosity and joy about bread.
- Fresh-Food-Fun Family Letter-Whole Grains

Section 8-Making Magical Soups & Dips

- **Vegetable Pattern Game** - Key objectives: exploring the idea that soups can be made from different vegetables
- **Counting Vegetables: Matching Game** - Key objectives: identifying different types of vegetables that are used to make soups, matching the number of vegetables with the correct numeral.
- **Magic Soup Community Mural** - Key objectives: encouraging children to share materials and work together to create a common work of art, asking students to think about what makes them happy.
- **Soup Is...** - Key objectives: learning about the many types of soup to eat, building interest and engagement in trying new soup.
- **Stone Soup: A Story of Working Together** - Key objectives: learning about the value of working together, leaning about how food is combined to make delicious new foods.
- Fresh-Food-Fun Family Letter-Soups and Dips

Section 9- Celebration Exploration

- **Food Brings People Together!** - Key objectives: becoming familiar with the three daily meals, learning how food brings us together at both daily meals and celebrations.
- **Adventurous Eaters: Graphing the New Foods We Taste!** - Key objectives: introducing children to a bar graph, practicing county and writing names, building excitement about trying different foods.
- **Party Planning: Making Invitations!** - Key objectives: helping students recognize a good reason to have a celebration, helping students make a list of people to invite to the celebration, inspiring students to be creative.
- **Let's Begin** - Key objectives: learning a song that familiarizes students with the fulfillment that comes from sharing meals, encouraging students to sing.
- **Green Eggs and Ham** - Key objectives: appreciating the words, the rhythm and rhymes in the language of the story; fostering curiosity and joy about eating & trying new foods.
- Fresh-Food-Fun Family Letter-Celebrations!

Section 10-Eating the ABC's

- **Food Faces** - Key objectives: encouraging the students to be creative and try a variety of foods on one plate, asking students to represent parts of the face using the food on their plate.
- **Foods for Growing a Strong Me!** - Key objectives: identifying the foods that are best for our bodies to grow and have energy.
- **Eating the ABC's** - Key objectives: reviewing the sounds of each letter in the alphabet, generating ideas for each letter of the alphabet.
- **Ring the Bell** - Key objectives: learning a song to reinforce the idea that sitting down to eat a meal together is a celebration we can share everyday.
- **The Very Hungry Caterpillar** - Key objectives: engaging children in a discussion about what kinds of food are best for their growing bodies, learning about how food can give us energy and helping grow, practicing sequencing the days of the week.
- Fresh-Food-Fun Family Letter-Developing Good Lifelong Habits

TAB: Explore New Foods

Section 1 : Exploring New Foods

Exploring New Foods Includes:

- **Exploration** - Let's Be Food Detectives
- **Patterns & Sorting** - What Kind of Food is it?
- **Art** - Design Your Own Placemat
- **Song Time** - Try It, You'll Like It
- **Story** - Let's Go Shopping for Food!

Children are natural explorers! Make good use of their endless curiosity by becoming food detectives in an activity designed to help them experience food in different ways. Your detectives will use their five senses to investigate new foods and learn some new descriptive vocabulary. Children will also have a chance to sharpen their sorting and pattern identification skills by playing What Kind of Food is it? , a game designed to teach the My Plate food groups. Reading the book *Maisy Goes Shopping* together will allow for sharing of shopping experiences and discussions about the wide variety of healthy food that can be found at the grocery store. Artistic juices will flow in your bunch when designing their very own placemat to use at meal and snack time. Singing along with "Try It, You'll Like It" will end this module on an exciting note and get the children ready to taste delicious Aspen Power Bars.





Let's Be Food Detectives

Exploration

Using the Five Senses Chart, children use their five senses to investigate and experience food in different ways.

Objectives

- Become excited about exploring new foods.
 - Identify the five senses.
 - Use the five senses to explore different foods.
 - Use descriptive words.
-

Materials and Resources

- Five Senses Chart: a handout that is included with this activity.
 - Food samples (coordinate this with your center cook).
-

Vocabulary

The Five Senses: the ability we have to experience the world around us through sight, smell, hearing, taste, and touch.

Bumpy: Having an uneven surface. Covered with lumps and bulges.

Smooth: Having an even surface that is flat, and sometimes shiny or glossy.

Juicy: Having much liquid.

Crunchy: When something makes a sound when it is bitten or chewed.

Mushy: When something is soft and spongy.

The Activity

Note: Since food is involved in this activity, we recommend that students work at tables as opposed to sitting on the floor.

1. **Introduce the five senses:** Through questions and discussion guide students to identify the five senses and have them get ready to use several of their senses to explore food. Use guiding questions to facilitate this exploration.

- We experience the world in many ways. We use our eyes, our ears, our nose, our hands, and our tongues to experience the world. Let's take some time to think about each of those body parts and how it helps us explore the world.
- Let's start with our nose. What does your nose do? What important function does it have? Yes, smell!
- Repeat this process with each of the senses. After naming each of the senses relate these functions to the senses.
- We call the amazing things all of these body parts do the five senses. Our senses help us to experience, or sense, the world around us.

2. **Introduce the five senses chart:** Review the images and words on the chart by inviting students to play an interactive game. Use the images to lead students through a practice round with their senses, associated their own body parts with each of the senses.

- We talked about the sense called smell. Touch what you use to smell.
- Touch what you use to see.
- Touch what you use to taste.
- Touch what you use to hear.
- Touch what you use to touch.
- Great! So our nose is for smelling, our eyes are for seeing, our mouth (or tongue) is for tasting, our ear are for hearing, and our hands (and our skin) is for touching. Wow! Our five senses sure do a lot don't they?!

3. **Become food detectives:** Because students are food detectives, they are going to use several of their senses, not just taste, to explore food. Bring out a few food items. Ideally, you will coordinate this activity with snack time, so you can coordinate with the center cook to have a few foods to taste. Fruit is particularly good for this activity. If you do use fruit, start with the whole fruit to pass around, but allow them to smell the fruit once it has been cut. Their tasting pieces should be from a different batch than those that are passed around.

- **Sight:** Children, look at this fruit with your eyes (point to the image of the eye on the Five Senses Chart). What do you see?

Encourage students to describe the shape and color.

- **Touch:** Now I'm going to pass this fruit around and I want you to feel it. Describe the texture, which means what is the surface like? Is it rough and bumpy, or is it smooth? Does it remind you of any other fruit? Why?
- **Smell:** Now I'm going to cut this and then I'm going to pass it around so you can smell it. What does it smell like? Does it remind you of any other fruit? Why?
- **Taste:** Finally, what you have all been waiting for. The most exciting part of being a food detective! We get to taste this fruit. I want everyone to take a small bit to taste it. Even if you decide it is not your favorite, just take a bit. How would you describe the taste? I find it..... Does this remind you of anything?

Model different ways you might describe the taste using descriptive words like: juicy, sweet, delicious and tangy, mushy, soft, hard, crunchy...

Suggestions: Depending on the food, sound/hearing may be introduced. If you can break it or bite into the fruit, like an apple, you may choose to include an exploration of sound. You can introduce words like: crunch, snap, munch

4. **Turn-and-talk:** To wrap up the activity, ask students to turn to a partner and share what happened in the exploration and what it was like to explore foods using their five senses.

Extending the Learning

Write the describing words under the five senses chart to reference in upcoming lessons.



The Five Senses

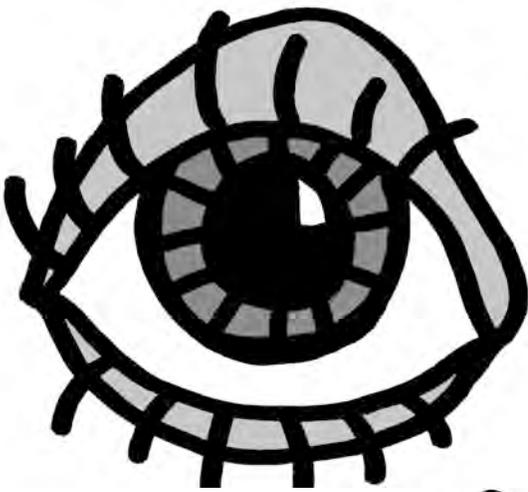
Use this chart to investigate the five senses and experience food in different ways.



Taste



Smell



Sight

Hearing



Touch



What Kind of Food Is It?

Patterns & Sorting

As students learn to identify which foods belong in which food groups, they work cooperatively to sort food cards into these groups.

Objectives

- Explore the idea that foods belong to different food groups.
 - Introduce the USDA My Plate as a way to familiarize students with the different food groups.
-

Materials and Resources

- My Plate (choosemyplate.gov): this handout is included with the activity.
 - Food Group Category Cards (fruit, vegetables, grain, protein, and dairy): this handout is included with the activity.
 - Food Cards (pictures of foods in every food group): this handout is included with the activity.
 - Chart paper, white board, or chalk board (to document students' ideas).
-

Vocabulary

Vegetables: the parts of plants we eat.

Examples of vegetables we eat: peppers, lettuce, peas, celery, and carrots.

Fruit: the parts of plants we eat. Fruit usually comes from trees and vines. The difference between fruits and vegetables is that fruits have seeds.

Examples of fruits we eat: apples, plums, strawberries, and oranges.

Grains: seeds from plants. Eating grains gives our bodies fiber and nutrients to help us stay healthy. Wheat, rice, corn, and oats are types of grains.

Examples of grains we eat: whole-wheat breads, cereal, rice, tortillas, and pasta.

Meat/Protein: supplies energy and helps our bodies stay healthy by building and repairing muscles. We get protein by eating animal foods and the parts of plants that sprout (like beans nuts and grains).

Examples of protein foods we eat: chicken, beef, beans, nuts, eggs, fish, milk, and cheese.

Dairy: foods made from milk. Dairy foods are rich in calcium and help us build strong teeth and bones.

Examples of dairy we eat and drink: milk, yogurt, and cheese.

The Activity

1. **Sort by Color:** Engage students in a discussion about ways they can sort and group food. Begin with something familiar, like colors.

- Today we're going to learn about different ways we can sort and group food.
- One way to sort food is by color. Who can list foods that are red?
 - Using a red marker/chalk, write or draw the foods as they are named. Do this for a few more colors.

2. **Sort by Food Groups:** Foods can also be grouped by type. Show students the USDA *Choose My Plate* image and use it to introduce the different food groups. Explain what each group represents and generate a list of foods that are part of each group.

- This special plate helps remind us how to eat a healthy, balanced meal. When we sit down for a meal, we should try to eat foods from each of these groups.

Introduce students to one food group at a time on Choose My Plate. For each food group:

- Introduce the food group (see **Notes for Teachers** in Step 3).
- Give students one or two examples of foods from that group.
- Ask students to name foods in this group. Document their ideas by writing or drawing pictures on chart paper or white/chalk board.

Continue with the lesson using the different food groups and asking students to share their ideas about each.

Suggestions:

- Start with a familiar category such as fruit.
- Use the food cards as prompts (if students cannot name a food in a category).
- Read [Maisy Goes Shopping](#) aloud and have the students put the foods that Maisy buys into the different groups.

3. **Sorting Game:** Students practice identifying the different food groups by playing a sorting game with food cards.

Notes for Teachers: For those unfamiliar with the different food groups, here's some useful information.

- We're going to play a fun game called Food Groups. The game helps students sort different foods into their proper groups. Let me show you how it works.
 - To introduce students to the food sorting game, lay the Food Group Cards out on the table or floor (this activity may also take place on a wall using Velcro.) and choose a card to hold up. Ask students to identify the food pictured on this card. Then ask them to put

in the proper group. When they've correctly identified the card, place it under the heading for that food group.

- Who can tell me what this food is? Who can tell me what food group it belongs to? Great! Let's put it under the card that represents that food group.
 - Continue to play the game until you've shown at least one food for each food group. You may choose to keep playing as a class, or hand the game over for the students to try as partners.
 - The game can be played repeatedly during a choice time.

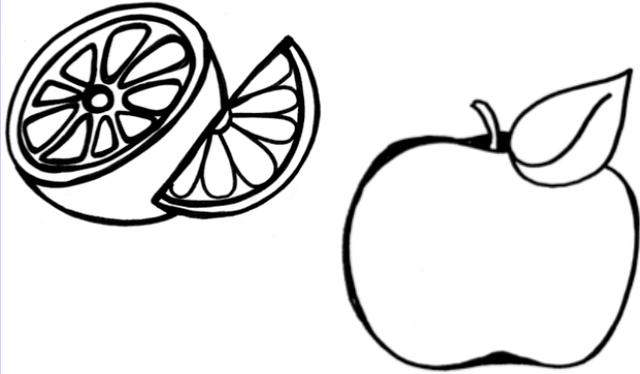
Extend the Learning

Read these books aloud to encourage children to make healthy choices.

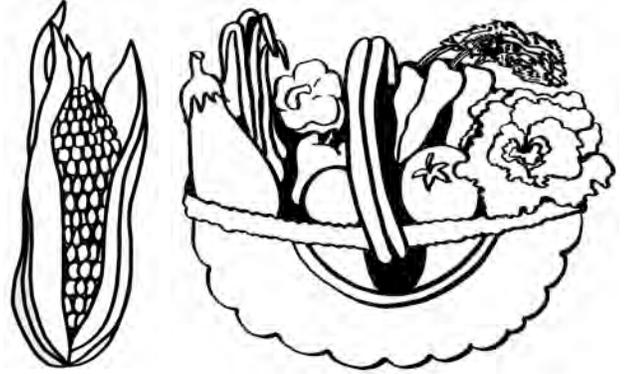
- Gregory, the Terrible Eater, by Mitchell Sharmat
- I Will Never Not Ever Eat a Tomato, by Lauren Child
- Why Should I Eat Well? by Claire Llewellyn

Category Cards: Food Groups

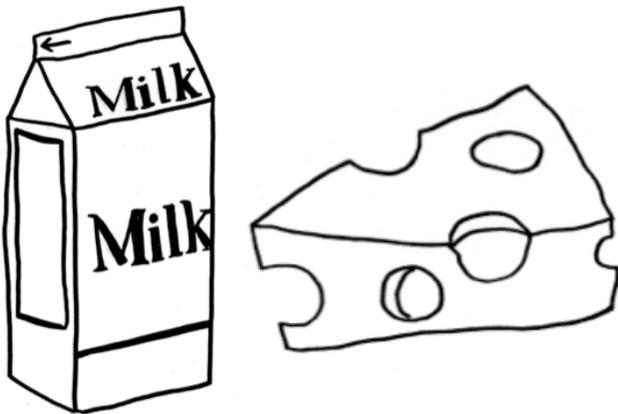
Fruits



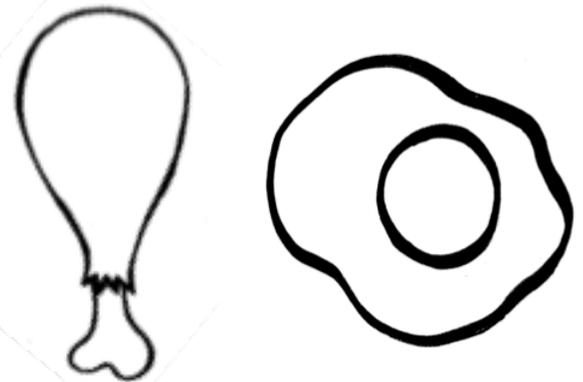
Vegetables



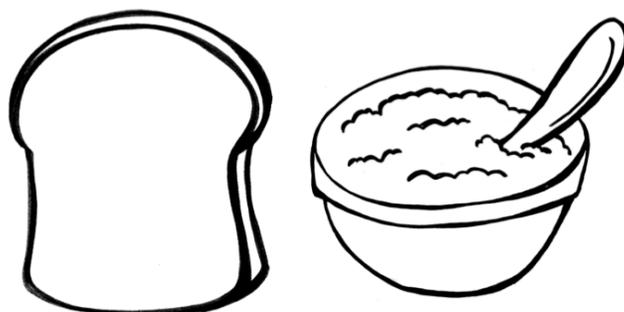
Dairy



Protein

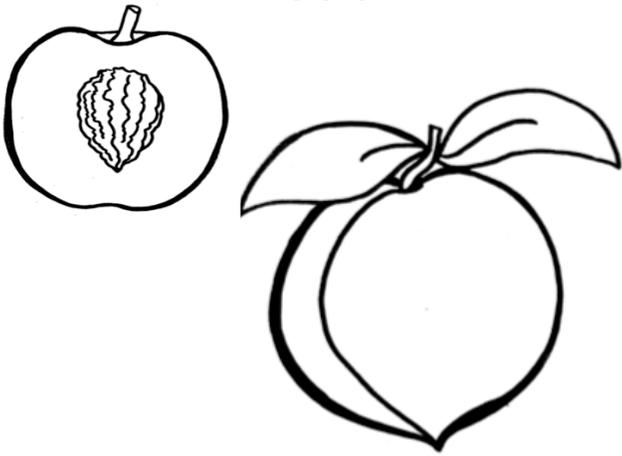


Grains

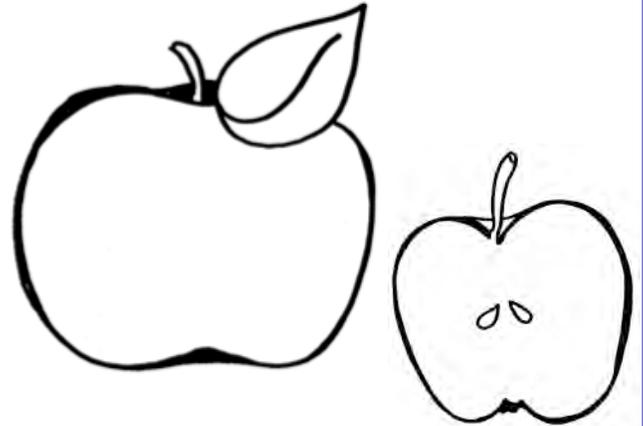


Food Cards: Fruits

Peach



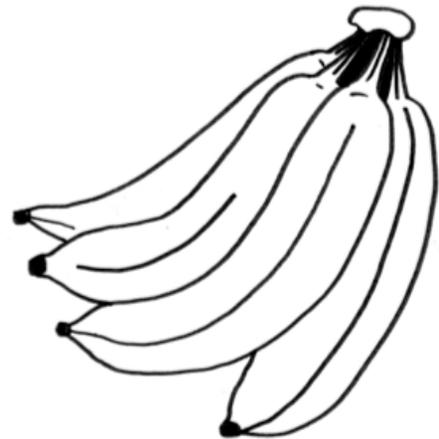
Apple



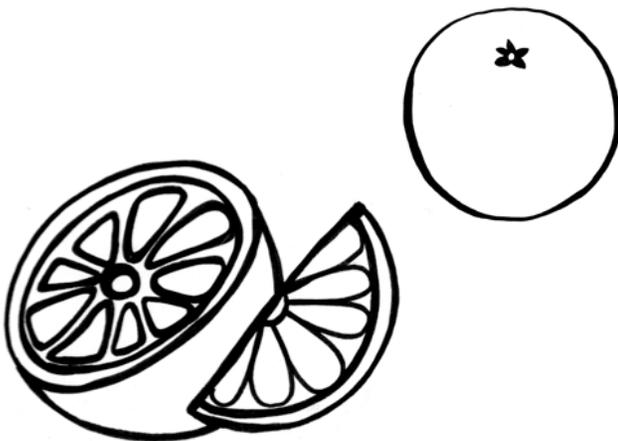
Strawberry



Banana



Orange



Grapes



Food Cards: Vegetables

Broccoli



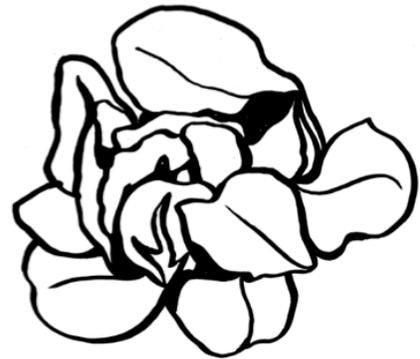
Celery



Pepper



Lettuce



Peas



Carrots



Food Cards: Vegetables

Spinach



Cucumber



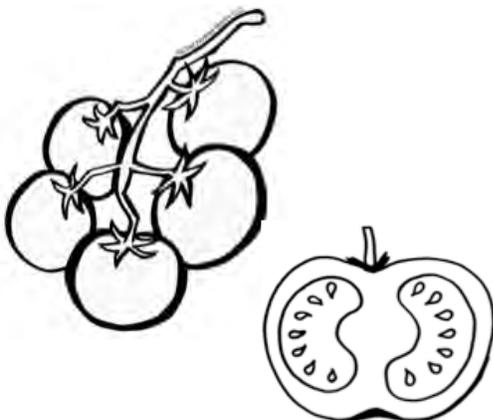
Cauliflower



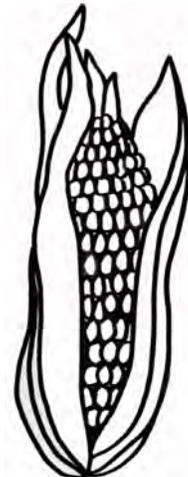
Potato



Tomato



Corn



Food Cards: Dairy

Cheese



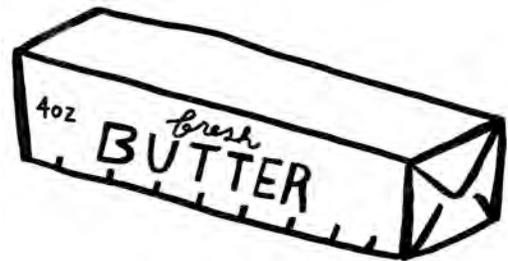
Milk



Yogurt



Butter



Food Cards: Protein

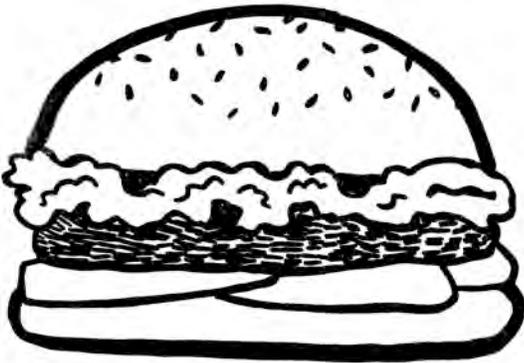
Cheese



Chicken



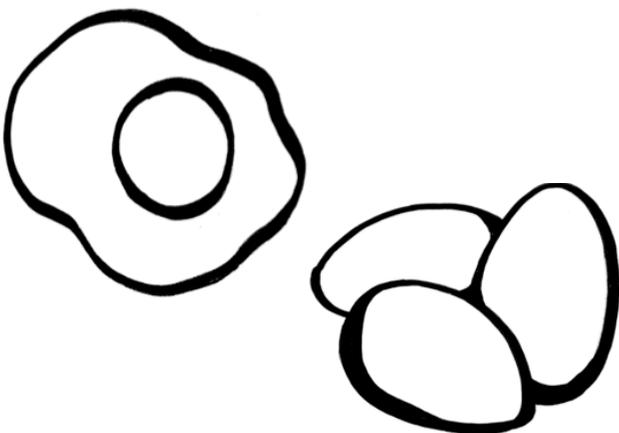
Hamburger



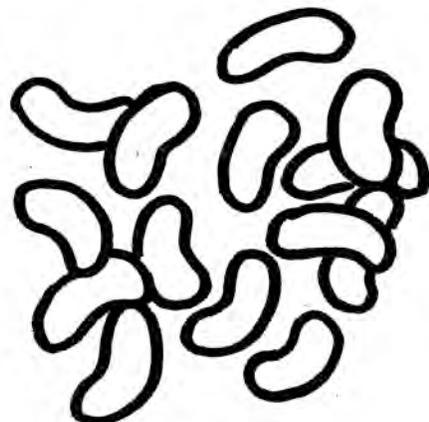
Nuts



Eggs

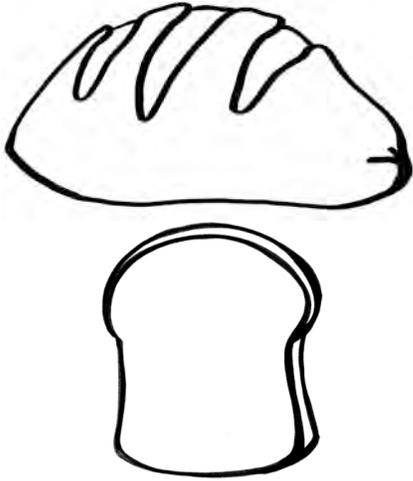


Beans



Food Cards: Grains

Bread



Pasta (whole wheat)



Rice



Oatmeal

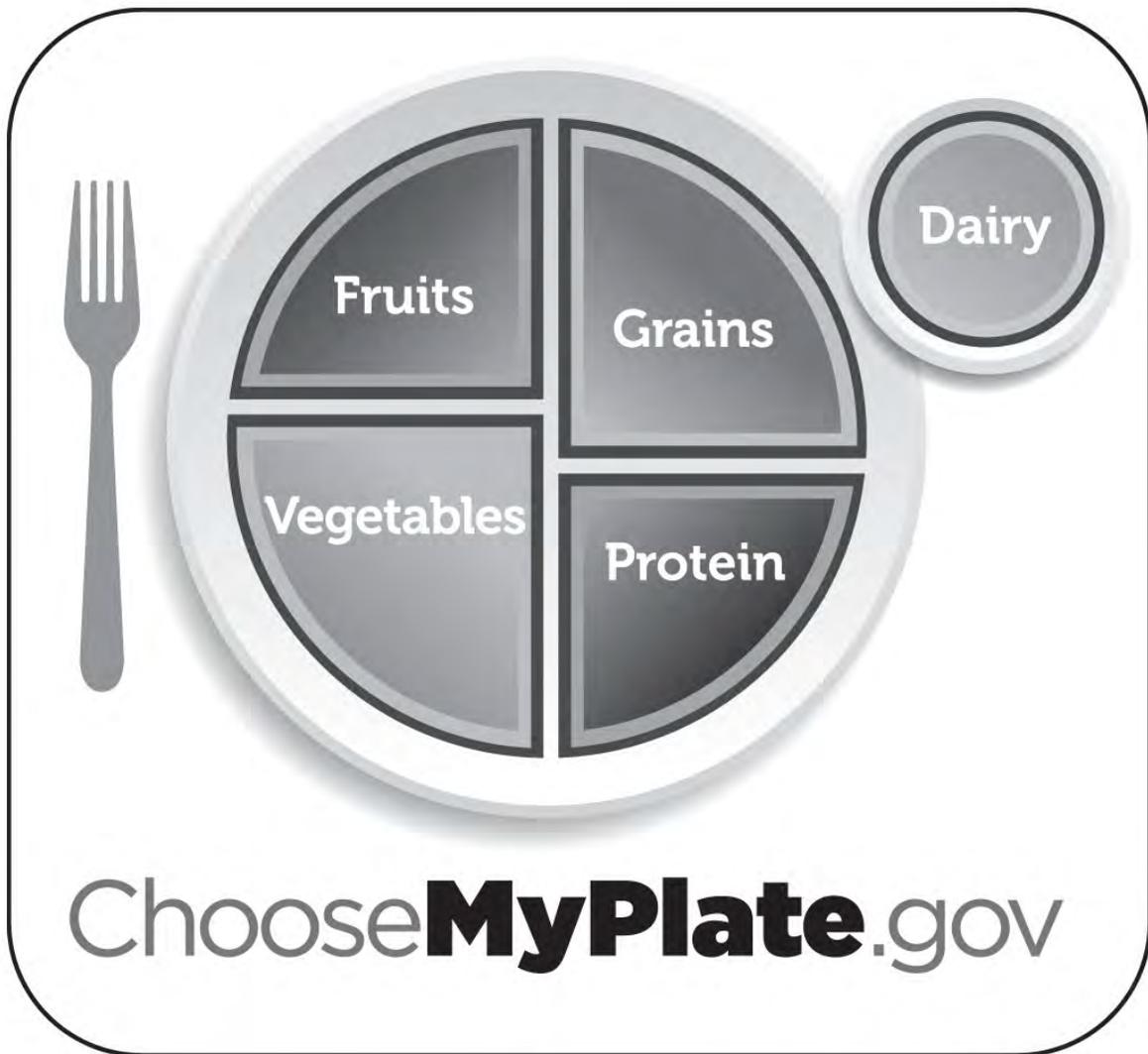




Choose My Plate

Patterns &
Sorting

This “My Plate” picture shows us the five food groups organized on one place setting. We can use it to remind us to eat a balanced and health diet.





Design Your Own Placemat

Students create their own placemats to show what they've learned about healthy foods. This activity serves as a follow-up to the What Kind of Food Is It? activity that introduces students to the different food groups.

Objectives

- Support the idea of eating family style by creating placemats to adorn the table.
 - Encourage students to take part in preparing the table for a meal.
-

Materials and Resources

- My Plate Placemat handout. One copy per student, plus extras for students who need to start over.
 - Food Images handout. Precut these images into individual pieces.
 - Glue.
 - Crayons.
-

Vocabulary

Placemats: a small mat that sits underneath a place setting, which consists of a plate, a cup, a napkin, and silverware.

Food Groups: the way we arrange foods into categories. The different key food groups are the building blocks of a healthy meal.

Activity

1. **Introduce the Activity:** Show students the **Choose My Plate** image and discuss how important it is to eat a healthy meal that's balanced with foods from each of these food groups. Explain that they're going to create their own healthy foods placemats and learn to make delicious and healthy food choices at every meal.
 - Let's all try to eat at least one food from each of these groups at every meal. Doing this will make a delicious meal, and give us the nutrients our bodies need.

- To help you remember to do this, we're going to make our own healthy food placemat. A placemat shows where a person eats at the table. It's a personal place setting, and it helps to dress up a table.
- You'll decorate your placemat with food from each of the food groups. Choose from the pictures in front of you. Have fun with new foods or decorate the ones you love.
- What healthy foods might you put on your placemat?
 - Take all ideas and guide students, helping them come up with new suggestions if they name a food that is not in one of the food groups (e.g., cookies).

2. **Selecting food for the placemat:** Show the Choose My Plate Placemat to the students and describe how each student will decorate a placemat to make it his/her own.

- Look at these food pictures to find foods you'd like to use to decorate your placemat.
- Choose at least one or two foods from each food group to glue onto your placemat.
- Make sure students decorate their placemats with foods from each food group. You may need to guide them, e.g., help put pictures of fruit in the fruit section, vegetables in the vegetable section, and so on.

3. **Coloring their placemat:** When the students have glued at least one food for each food group onto their placemats, have them color in the foods using crayons or other art materials.

Suggestion: Laminate the placemats before use to preserve them.

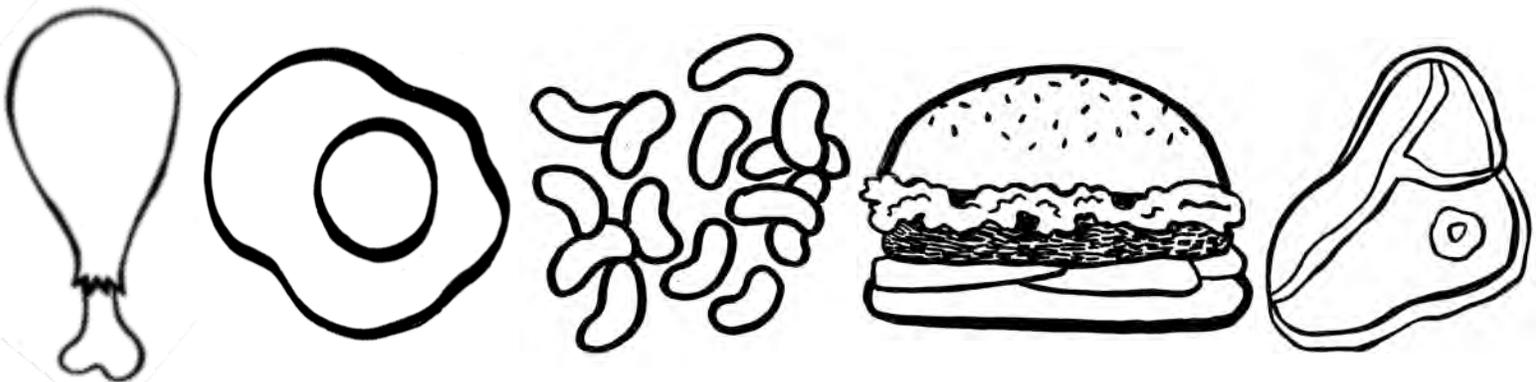
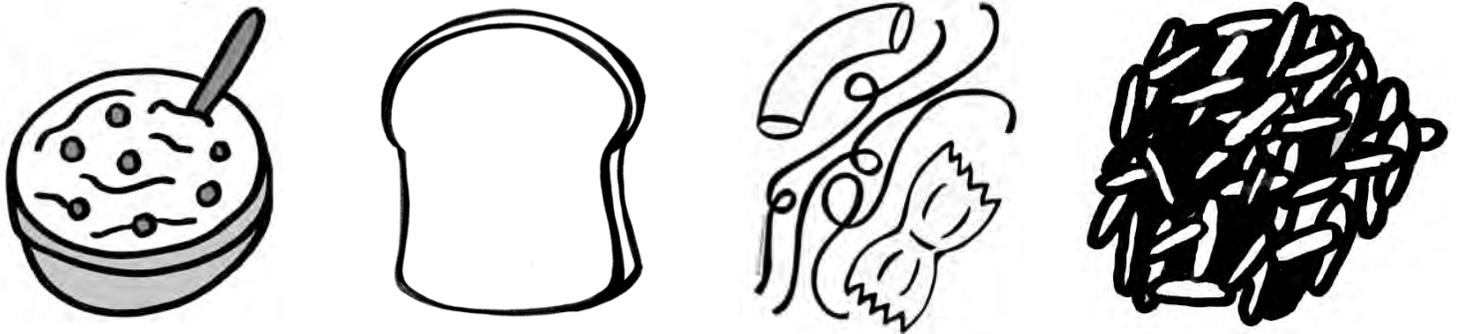
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Extend the Learning

Read these and other books to encourage children to make healthy choices:

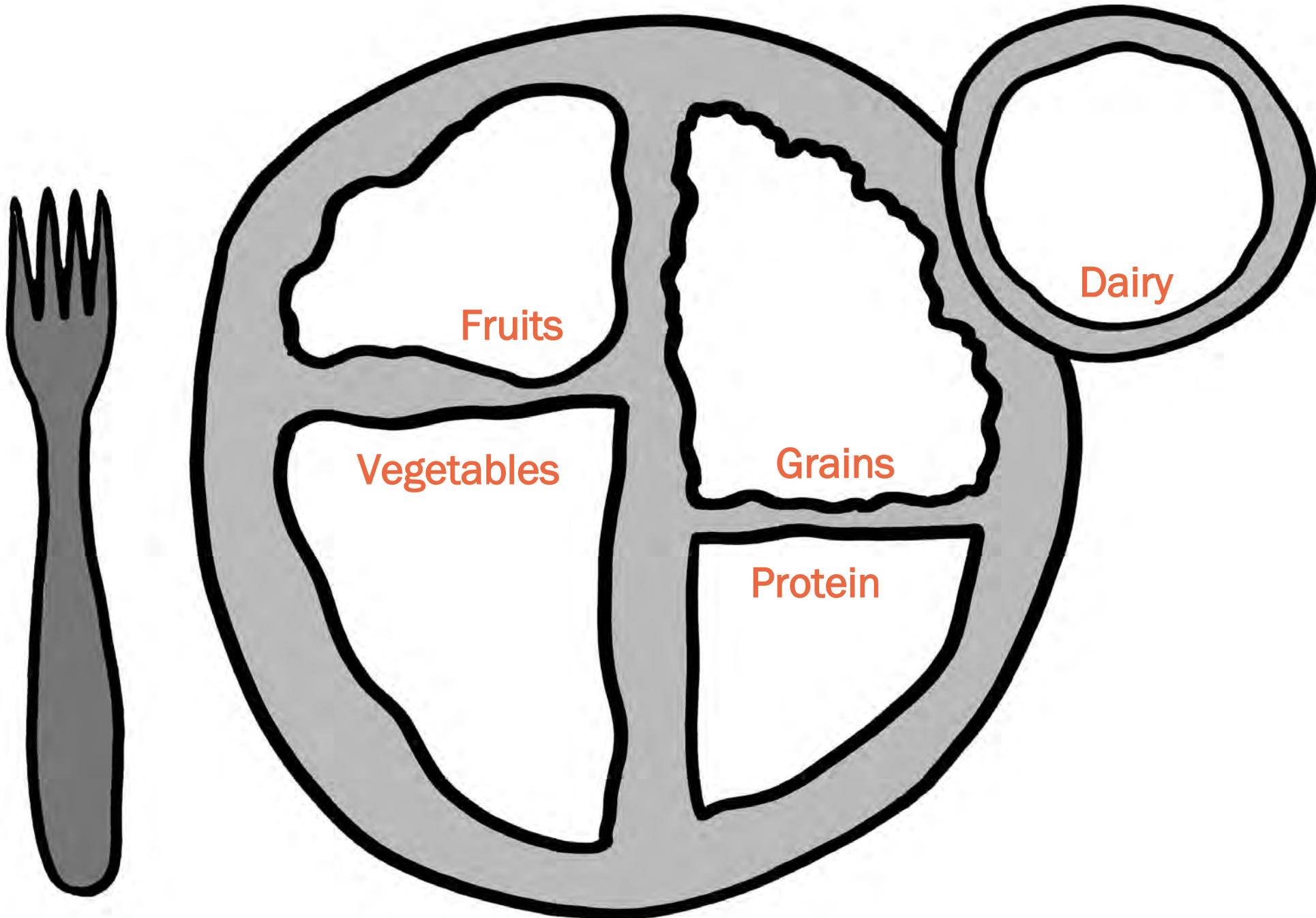
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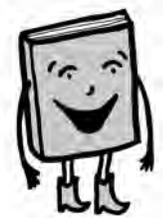
Food Images



Placemat

Name _____





Let's Go Shopping for Food!

Story

Students learn the importance of eating a variety of nutritious foods when the teacher reads the book, Maisy Goes Shopping, by Lucy Cousins.

Objectives

- Encourage children to make good food choices.
-

Materials and Resources

- Maisy Goes Shopping, by Lucy Cousins.
 - Chart paper, white board, or chalk board (to document students' ideas).
-

Vocabulary

Healthy: foods that help you grow and become strong.

Groceries: foods you buy at the market or grocery store.

Shopping: going to the store to buy things.

Apple: a popular fruit that grows on trees. You can bite into it and the skin is yummy, too!

Banana: a popular yellow fruit that grows on trees. Peel it before you eat.

Juice: a drink that is usually made from fruits or vegetables.

Bread: a food made from baking grains and other ingredients together.

Tomatoes: a delicious red fruit that grows on vines. Many people think it's a vegetable, but, because it has seeds, it's actually a fruit.

Yogurt and cheese: dairy snacks made from milk. Both yogurt and cheese are high in protein.

Activity

1. **Build Excitement:** Tell students you're going to read a fun story book to them.

- How many of you have gone to a grocery store to buy food?
- How do you think people choose foods when they shop at a grocery store?
- We're going to read this book (hold up book). Look carefully at the cover and tell me what you think the story's about. What makes you think that?
- Those are all great ideas. Well, the book is called Maisy Goes Shopping and it's about two friends who go shopping to buy food for lunch. Now let's start reading so we can see what Maisy is going to buy.

2. **Class Read-Aloud:** Gather students together to read Maisy Goes Shopping.

- Let's begin.
 - As you read, stop on the page when the characters are looking into the empty refrigerator. Engage students by asking them, "What healthy foods do you think Maisy and Charley should buy at the grocery store?" Take all ideas and reinforce the healthy ideas.
 - Stop regularly during your reading to raise questions about different aspects of the story.

3. **Follow-up Discussion:** When you've finished reading, invite the students to talk about what happened.

- Who remembers what Maisy and Charley bought?
 - She bought apples, bananas, juice, bread, tomatoes, yogurt, and cheese. Reinforce that she bought many different kinds of food, and that eating lots of different types of foods is healthy.
- All of the foods that Maisy and Charley bought were healthy. What healthy foods would you buy at the store?
 - Take all student ideas.

Extend the Learning

Dramatic play: Bring empty cereal boxes, egg cartons, and other food containers to the dramatic play area. Use plastic foods as well to encourage students to "go shopping."



Song

Try It, You'll Like It!

Students learn to sing a song that encourages them to try new foods.

Objectives

- Encourage students to try new foods and become adventurous eaters.
 - Engage students in a game to name foods they've already tried as well as foods they may try for the first time.
 - Learn a song to reinforce the benefits of tasting new foods.
-

Materials and Resources

- *Try It, You'll Like It* Song Lyrics handout.
 - *Try It, You'll Like It* song recording, provided with the activity, for reference.
 - Food Cards from the "What Kind of Food is It?" patterns and sorting game.
-

Activity

1. **Identify foods students have tasted:** Gather the students so they can see the teacher and one another.
 - Let's play a game. I'm going to hold up a picture of a food, and I'll tell you what that food is. If you've tried it before, put your hands on your shoulders. If you haven't tried it before, but would like to, put your hands on your head.
 - Here's the first picture. This food is a cucumber. A cucumber is a vegetable. Hands on your shoulders if you've ever had a cucumber before. Hands on your heads if you think you'd like to taste a cucumber.
 - Here's the next picture. This food is spinach. Spinach is a vegetable, too. Hands on your shoulders if you've ever eaten spinach. Hands on your heads if you think you'd like to taste spinach.
 - Try a few more cards to get the students to start thinking about familiar and unfamiliar food.
2. **Introduce the song: *Try It, You'll Like It!*** Have the lyrics available for a visual reference (use the lyrics handout).

- Now we're going to learn a song all about being adventurous eaters who look forward to tasting foods for the first time. We all like different kinds of foods but as we grow we can change our ideas about food. So, it's important to always try different kinds of food, because something you didn't like the last time might taste delicious to you now.
- Let's try the first part of the song.
 - Sing the first three lines of the song and then have the students repeat them with you.
 - Continue to teach small sections of the song until the students are familiar with the words.
 - Add images of the food mentioned in the song to the lyrics or song chart. This will give students a visual reminder.

Suggestions: You can listen to the song first or teach the song by using the lyrics. This depends on your comfort level in teaching a new song.

Extend the Learning

Sing at home: Send home a copy of the song lyrics handout so students can practice the song with their families.



Try It, You'll Like It Song Lyrics

I like spinach
You like beets
I like apples way more than sweets

Try it you'll like it
Try it you'll like it
Open up your mouth
Take a bite
Just try it

Try it you'll like it
Try it you'll like it
Open up your mouth
Take a bite
Just try it

I like salad,
You like grapes
Let's taste everything on our plates

Try it you'll like it
Try it you'll like it
Open up your mouth
Take a bite
Just try it

Try it you'll like it
Try it you'll like it
Open up your mouth
Take a bite
Just try it

Fresh-Food-Fun Family Letter

Welcome



Let's be partners in good eating!

Good nutrition is essential for children's health, development, and ability to learn. Childcare providers and families should work together to best meet the nutritional needs of young children and encourage healthy eating habits.



A Note to Families

We think you'll be excited to learn that your childcare center is participating in the *Healthier Meals Initiative*, a statewide program focused on improving the quality of food being served to your child.

We know how important good nutrition is to children's health, development, and ability to learn. It's also important to keep in mind that the habits and attitudes that children develop in their early years will influence the kind of eaters they'll become as adults. Developing good eating habits in childhood is the best way to ensure good health throughout their lives.

We invite you to be our partner in establishing good eating practices for your children. We'll support this effort in

the center and invite you to do so in your home. This newsletter will give you some great ideas to get started!

In this Fresh-Food-Fun Family Letter, we'll share some tips for healthy eating, present a fun food-related activity to do with your children, and distribute a healthy kid-friendly recipe you can make with your child, using easy-to-find ingredients.

We wish you well in all of your healthy food adventures!

Sincerely,

The Healthier Meals Initiative Team

Food Tips

Your children have been learning about the five food groups:

- Fruits
- Vegetables
- Grains
- Protein/meat
- Dairy

A balanced meal includes food from each food group. Help your child identify the different food groups.

Encourage him/her to try new foods, even if it's only a taste. You can name this a "thank-you bite" or a "no-thank-you bite."

Food Fun

- ◆ Involve your child in making healthy shopping choices. Take your child food shopping and let him/her help choose a food from each food group.
- ◆ Talk to your child about food. Share a favorite food memory from your childhood.
- ◆ Ask your child to help you prepare the food for a meal. Young children can wash fruits and vegetables, cut soft foods, stir sauces, and set the table.

Aspen Power Bars

Yield: 24 servings



Ingredients

Dry Ingredients:

- 2 cups** Oats, old-fashioned
- ½ cup** Brown sugar
- ¾ cup** Coconut flakes, unsweetened
- ½ t** Salt
- 1 cup** Nuts or sunflower seeds
- 1 cup** Powdered dry milk
- ½ cup** Raisins
- ½ cup** Cranberries, dried
(or use an extra ½ cup of raisins)

Wet Ingredients:

- ¼ cup + 2 T** Honey
- ½ cup** Sunflower butter
(or your favorite nut butter)
- ¼ cup** Vegetable oil
- 1½ t** Vanilla extract
- 2 T** Raspberry jam

These delicious homemade granola bars are easy to prepare and everyone will love them. They make a great breakfast or snack!

This recipe produces 24 servings, so consider freezing some bars (in freezer bags or containers) once they have fully cooled, and defrost them as needed.

Method

- 1.** Preheat oven to 375 °F.
- 2.** Mix all dry ingredients in a large bowl.
- 3.** Melt sunflower butter (or other nut butter), honey, oil, jam, and vanilla.
- 4.** Pour melted ingredients over dry ingredients. Mix well.
- 5.** Grease a 9 x 13 baking pan. Press the dough firmly into the greased pan.
- 6.** Bake at 375 °F for 10-15 minutes.
- 7.** Cut into bars (6 X 4) while still slightly warm.

TAB: Make It, Bake It

Section 2 : Make it, Bake it, Eat it

Make it, Bake it, Eat it Includes:

- **Exploration** – Let’s Be Food Detectives
- **Patterns & Sorting** - Making Play Dough
- **Art** - Make Your Own Chef Hat
- **Song Time** - Rise Up!
- **Story** - In the Night Kitchen

Who doesn't love the smell of freshly baked bread? Bread has been called the "staff of life" because some form of bread is found in nearly every culture throughout the world. Because bread is such a basic food, it is perfect place for children to begin learning about food. Little explorers will get the chance to examine their food in more detail in this module using their five senses. They will use descriptive words such as color, temperature, texture, sweet and salty to help them discover how a quick bread tastes. Making their very own chef hat will get children excited about learning how to be a

chef! Your new little chefs will have so much fun making play dough they may not even notice that they are learning about measuring ingredients, mixing and following a recipe. Confidence in their cooking skills will grow when they experience kneading the play dough and shaping it into pretend bread. Read the book *In the Night Kitchen* together and allow the expert dough makers to share and review what they have learned about making bread. Sing along with the featured song *Rise Up!* and add some fun hand movements to act out making yummy bread together. Finish up your lessons by tasting Fiesta Zucchini bread and blueberry bread to see just how many different types of bread there are to enjoy.





Let's Be Food Detectives

Exploration

Students are food detectives, using their five senses—sight, touch, hearing, smell and taste—to explore freshly baked bread. They identify which parts of the body are used for each sense: eyes to see, fingers to touch, ears to hear, nose to smell, and tongue to taste. They share their experiences by using descriptive words such as color, temperature, texture, sweet, and salty. In the end, everybody tastes the bread!

Objectives

- Identify and explore the five senses: sight, touch, hearing, smell, and taste.
 - Identify which part of the body is used for each sense.
 - Learn and use descriptive words to share experiences.
 - Foster curiosity and joy about trying new foods.
-

Materials and Resources

- Five Senses Chart: a handout that is included with the activity.
 - Fresh baked bread (Coordinate with the center's cook for the preparation of a baked item such as peach, blueberry, or fiesta zucchini bread).
 - For the tasting, cut bread into small pieces and serve on napkins or plates.
-

Vocabulary

- **Detective:** a person who solves a mystery.
 - **Five senses:** different ways the human body experiences information from the world.
 - **Sight:** the ability to see with the eyes.
 - **Hearing:** the ability to detect sound with the ears.
 - **Smell:** the ability to detect an odor or fragrance using the nose.
 - **Touch:** the ability to feel something with the body, often with the hands.
 - **Taste:** the ability to detect a particular flavor with the tongue.
 - **Bake:** to cook food in the oven using heat.
-

Activity

Note: Since food is involved in this activity, we recommend that students work at tables as opposed to sitting on the floor.

- 1. Becoming food detectives:** Gather students together to engage them in an exploration of food using their five senses.
 - We're now going to become food detectives. What do you think a food detective does?
 - Everybody, put on your detective hat and let's get started.
 - Teacher and students put on imaginary detective hats.
- 2. Introduce the five senses:** Use guiding questions to help students learn about the five senses and explore how our senses help us to identify food.
 - As detectives, we have five tools that help us solve food mysteries. They are called the five senses. Who knows what the five senses are?
 - One of the five senses has to do with eyes. What do we do with our eyes?
 - Another sense is our ability to touch. What part of our body do we use to touch?
 - Our ears are very important. What do we use our ears for? Hearing is another way we can sense the world around us.
 - We also use our noses to do something very important. What is our nose for?
 - Every time we eat something we use our sense of taste. What part of our body do we use to taste food?
- 3. Explore the mystery food:** Introduce the mystery food, but, to keep the mystery alive, don't refer to it as bread until the end of the discussion. Place a piece of bread in front of each child. Use the following guiding questions to facilitate this exploration.
 - We're going to use our senses to find out as much information about the mystery snack as we can. We won't taste it until the end of our exploration.
 - **Eyes:** First we'll use our eyes! Let's point to our eyes (model this if necessary).
 - What do we do with our eyes?
 - We're going to use only our eyes to look at and see the mystery snack.
 - We won't touch it yet. Everybody, sit on your hands (demonstrate).
 - What colors do you see? What shapes do you see?
 - Does this food look like anything you've seen before?
 - **Nose:** Point to your nose (demonstrate).
 - What do we do with our nose? Our nose smells things. When we smell, we close our mouth and breathe in slowly (demonstrate).

- Let's use only our nose to smell the mystery snack. Everyone, put your nose near the food in front of you. Without touching it, smell the food. What do you smell?
- Does this food smell like anything you know? Does it remind you of anything?
- **Fingers:** Rub your fingers against your thumb so you can feel how sensitive the tips of the fingers are (model this to show them what it looks like).
 - What do we do with our fingers?
 - Let's use only our fingers to touch and feel the mystery snack. Gently touch the food in front of you and describe what it feels like.
 - What do you feel? Is it soft, hard, squishy, smooth, rough, warm, cold?
 - Does this food feel like anything you've touched before?
- **Tongue:** Stick out your tongues (demonstrate).
 - What do we do with our tongues?
 - Let's use only our tongue to taste our mystery snack! Everybody, pick up the food in front of you and take a bite. What do you taste?
 - Does this food taste like anything you know? Does it remind you of anything else you've eaten?

4. **Turn-and-talk:** To wrap up the activity, reveal what the food actually was. Did anyone guess it correctly? Give students time to eat and enjoy their food. Ask students to turn-and-talk with their neighbor about how it was to explore this food with the five senses.

.....

Extend the Learning

- **Food detectives at school:** Follow up at snack-time each day by encouraging students to use their five senses to discover how snack-foods taste.
- **Food detectives at home:** Encourage students and their parents to be food detectives at home by using the five senses to discover how food tastes. A fun way to enrich this process is through baking together. Look for the bread recipe highlighted in the Family Food Letter.



The Five Senses

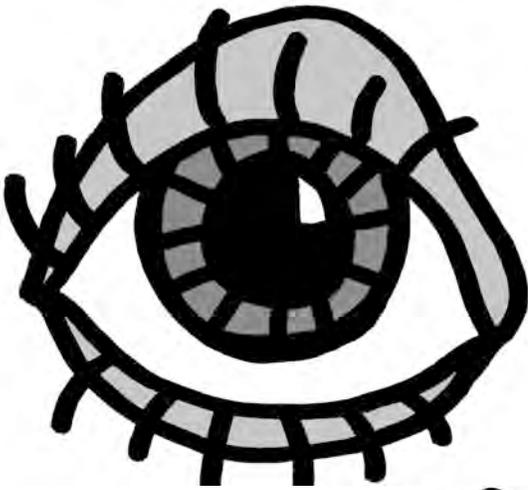
Use this chart to investigate the five senses and experience food in different ways.



Taste



Smell



Sight

Hearing



Touch



Making Play Dough

Patterns & Sorting

Students follow a recipe to make play dough, learning how to use measuring cups and measuring spoons. They practice mixing and kneading the dough.

Objectives

- Understand what ingredients are.
 - Identify essential baking tools (mixing bowl, measuring cup, measuring spoons).
 - Learn how to measure wet and dry ingredients.
 - Learn how to mix and knead dough.
 - Learn how to follow a recipe.
-

Materials and Resources

- **Cooking Tools:** 1 complete set (per group of six students) of the following: 1 mixing bowl, 2 measuring cups (for wet & dry), a teaspoon, a tablespoon, and a wooden spoon.
 - **No-Cook Play Dough Recipe** handout.
-

Vocabulary

- **Recipe:** instructions for preparing a food that includes more than one ingredient.
- **Ingredients:** individual foods required for a recipe.
- **Measuring cup:** a cup with lines on it that holds a specific amount of an ingredient.
- **Teaspoon:** a measuring spoon that holds a specific amount of an ingredient (smaller than a tablespoon). A teaspoon always holds the same amount.
- **Tablespoon:** a measuring spoon that holds a specific amount of an ingredient (bigger than a teaspoon). A tablespoon always holds the same amount.
- **Mixing bowl:** a bowl used to mix ingredients together.
- **Mix:** to combine ingredients together in a bowl.
- **Dough:** a mixture of ingredients, usually including flour and water, used to make bread.

- **Batter:** a mixture of ingredients used to bake un-yeasted breads.
- **Stir:** to mix ingredients together, often with a large spoon.
- **Knead:** to shape the dough with one's hands until smooth.
- **Bake:** to cook food in the oven using heat.

Activity

Note: Since food is involved in this activity, students should work at tables rather than sitting on the floor.

1. **Setting the stage:** Professional chefs always wash their hands and clean their work areas before they start cooking.
 - Before we begin to make play dough, let's make sure to wash our hands, a very important first step before working in the kitchen!
 - Each group should work together to make sure our tabletop is clean. Chefs always work on a clean surface.
2. **Identifying Tools and Ingredients:** Students should become familiar with all of the ingredients and tools they'll be using before they begin working with them.
 - Today we're going to make play dough, a kind of clay that we can play with and mold into different shapes and designs. Making play dough is similar to the way we make bread. Let's look at the ingredients that go into play dough.
 - Read the ingredients, pointing to each ingredient as you read it. Have students repeat the names of each ingredient back to you.
 - Let's explore the baking tools we use to make play dough.
 - Introduce the mixing bowl, wooden spoon, measuring cup, teaspoon, and tablespoon. Have students repeat the names of these tools back to you.
 - Tell students a little about each tool, so students can begin to imagine how it is used to measure ingredients.
 - Let's play a game. I'll say the name of an ingredient or tool, and you point to it on this table.
 - Where's the salt? Where's the tablespoon? (Students identify.)
3. **Measure:** Introduce students to proper measuring. Help them choose the correct tool for measuring different ingredients, and then demonstrate good measuring techniques. Invite them to help you measure different ingredients.

Note: Depending on the number of students in the class, make 2-3 bowls of play dough at the same time (Use a different food coloring in each batch). This gives all students a chance to measure one or two ingredients and add them to the bowl.

- I'm going to read aloud each ingredient in the recipe and I want you to look at these tools and help me figure out which tools I'll use to measure that ingredient.

- *Begin with one cup of cold water.*
- Which tool will we need to measure one cup of water?
 - *With teacher guidance, students name and point to the correct tool. Repeat this process for each ingredient. If necessary, repeat the full list of ingredients several times to reinforce which tools will be used to measure each ingredient.*
- Now I'll show you how to measure the ingredients. Let's start with water.
 - Demonstrate where the one-cup mark is on the measuring cup and fill the cup with water to that exact mark.
 - Show how to measure the next three ingredients in the same manner, following the steps of the play dough recipe (salt, oil, food coloring). Be sure to point out the best technique to use with each measuring tool.
 - Have students come up and help measure the ingredients and then add them to the bowls. Assist students with measuring each amount correctly.
 - Mix the ingredients together.
- 4. **Mix:** While stirring the batter with a wooden spoon, gradually add the flour and cornstarch until the mixture reaches the consistency of bread dough.
 - When we make dough, we need to be sure and combine all of our ingredients thoroughly. Sometimes mixing can be hard work. Each of you is going to have a chance to mix.
 - Sometimes when we make a recipe, we mix some ingredients together first, and then add other ingredients to the mixture. That is what we're going to do here. We're adding our flour and cornstarch into the mixture already in the bowl.
 - While one student mixes, another slowly adds the flour into the mixture.
 - While one student mixes, another adds the cornstarch into the mixture.
 - Once all of the ingredients have been added, students take turns stirring with the spoon to mix all the ingredients together. Make sure every student has a chance to stir.
 - The class can count in unison as each student stirs, giving them practice counting and ensuring that all students stir for the same amount of time.
- 5. **Knead:** Show students how to knead the dough.
 - An important (and fun!) part of making bread is kneading the dough, which is using your hands to get it just right for what we're making. I'll show you how to do this.
 - Demonstrate how to knead the dough. Give each student a piece of dough to knead to a smooth consistency.
- 6. **Play:** Invite students to model the dough into different shapes. Suggest they make muffins, bread, and other healthy foods that are baked.

Extend the Learning

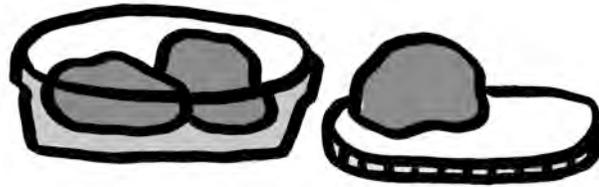
Making our own play dough: Redo this activity, allowing students to make their own batch. If students work in groups of six, each group can be assigned to one ingredient. If you're working with more than one group at a time, you'll need a full set of tools and ingredients for each group. Each group can use a different color food coloring.



No-Cook Play Dough Recipe



Makes one bowl of Play Dough, good for six students



Ingredients:

- 1 cup cold water
- 1 cup salt
- 2 teaspoons vegetable oil
- 4-12 drops food coloring or until color is bright
- 3 cups flour
- 2 tablespoons cornstarch
- Plastic container with tight seal for storing play dough



Directions:

1. Combine water, salt, oil and food coloring in a mixing bowl.
2. Mix with a wooden spoon.
3. Slowly add the remaining dry ingredients: flour and cornstarch.
4. Continue to mix with a spoon.
5. Turn the mixture out onto a flat surface and knead the dough. If it sticks to the countertop, flour the surface with a small handful of flour and continue kneading.
6. Knead until the dough feels smooth and soft, three to five minutes.

Suggestions:

- If you make more than one batch use a different color food coloring in each one!
- Be sure to store the Play Dough in a container with a tight seal. Otherwise, it will dry out overnight!



Make Your Own Chef Hat

Students make their own chef hats and decorate them with pictures of different foods.

Objectives

- Help students to think of themselves as real chefs who bake delicious things.
 - Encourage students to bake at home with their families.
-

Materials and Resources

- Letter-sized paper, two per student (pre-taped together to fit a preschooler's head).
 - Chef Hat Food Images handout, precut into individual squares.
 - Chef Hats handout.
 - Glue sticks.
 - Crayons.
 - Tape and/or stapler.
-

Vocabulary

- **Chef:** a person who cooks, bakes, and prepares food.
 - **Bake:** to cook food in a hot oven.
-

Activity

Suggestion: Set up a workstation for each student prior to the demonstration. This will enable the lesson to flow smoothly. Each student tapes together the two letter-sized sheets of paper to make the body of the hat. The table should have a range of line drawings (baked goods, fruits, vegetables) that students can choose from, plus access to crayons and glue sticks.

1. **Demonstration of the activity:** Build excitement by telling students that because they're all learning how to cook and bake, they're becoming chefs. To be proper chefs, they'll need chef hats of their own! Give a quick demonstration showing how to make a hat and then help the students as they work on their own hats.

- In our classroom this year, we're going to learn to make food. Does anyone know what we call a person who cooks, bakes, and prepares food? Yes, we call that person a chef! We're going to become kid chefs in this class.
- Do chefs wear hats? What kind of hats do they wear?
 - Show some examples of chef hats to students (provided as handout).
- Today we're going to make our own chef hats. We'll put our names on them and decorate them with pictures of delicious foods and fruits and vegetables that we might use to make baked goods.
- I'm going to quickly show you how to make your own chef hat.
 - Demonstrate creating a sample hat. Starting with two pieces of white paper taped together, write your name across the page—putting the word “chef” before your name (e.g., Chef Kimberly).
 - Choose a few of the chef hat food images to use in decorating your hat (from the handout). Select at least one or two images to color with crayons. Talk through your choice of colors.
- What colors should I use to draw this strawberry? What color should I make this muffin?
- Where should I put my pictures? Will I cover my name? Let me show you how I like to glue the pictures onto my hat. Then you can decorate your hats.
 - When you've finished coloring at least two images, turn your picture over and cover the back with glue. Turn it over again and carefully choose where you'd like to place it on your hat. Talk through your choice.
- When I'm done decorating my hat, I'll fit it to size.
 - After gluing on some food pictures, size your hat to your head, and use tape and staples to secure the edges together. Be sure to only put tape on the inside of the hat so it's not visible. Put on your chef hat and model it for the students!

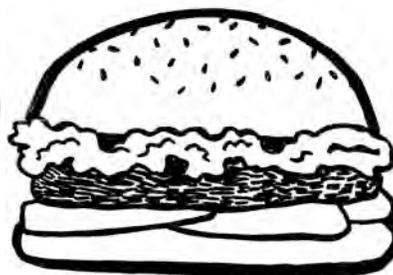
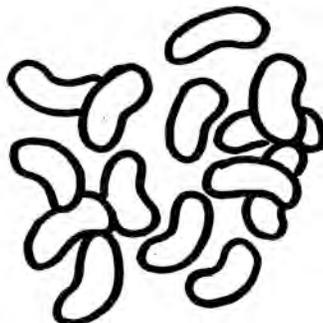
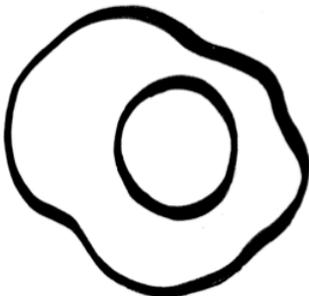
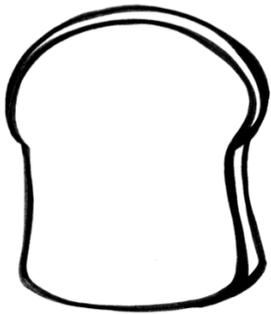
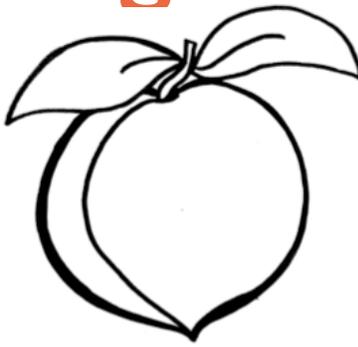
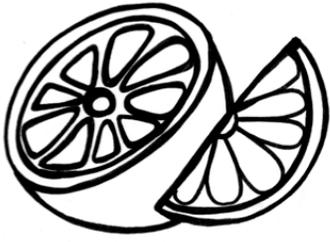
2. Making chef hats: Build excitement by inviting students to make their own hats.

- Now, I know you're all eager to make your own chef hat! Remember, the first step is to write the word “chef” in front of your name.
 - Assist any students who need help with this.
- Now, choose some pictures of food to put on your chef hat. Take some time to color in the pictures and then glue them on to the outside of your hat.
 - Assist students with choosing appropriate colors for food items, and with gluing images. As they finish, size the hats to fit each student's head.

Extend the Learning

Wearing chef hats: Have students wear their chef hats during cooking exercises in school and during dramatic play. Encourage them to wear their hats at home when baking with family members.

Food Images





Rise Up!

Song

Students learn a song that celebrates the basic steps in baking. Hand movements accompany the lyrics.

Objectives

- Introduce a song that familiarizes student with the basic steps in baking.
 - Teach students how to bake during dramatic play.
 - Encourage students to bake at home with their parents.
-

Materials and Resources

- *Rise Up! Song Lyrics* handout.
 - *Rise Up!* song recording (provided with this activity) for reference.
-

Vocabulary

- **Rise:** to grow larger, or get higher. When baking bread, the dough is set out to rise before it's baked in the oven.
 - **Batter:** a mixture of ingredients used to bake cakes, cookies, and un-yeasted breads.
 - **Dough:** a mixture of ingredients, usually including flour and water, used to bake bread.
 - **Ingredients:** individual foods required for a recipe.
 - **Mix:** to combine ingredients together.
 - **Yeast:** the ingredient that makes bread rise.
 - **Masterpiece:** a great work of art.
 - **Bake:** to cook food in a hot oven.
-

Activity

Suggestion: Have students sit in a circle on the floor or in chairs. This activity also works standing up. Use all of the hand movements suggested here, or incorporate one or two.

1. Introduce the song: Make the lyrics available for a visual reference.

- Now we're going to learn a song about baking called *Rise Up!* We'll use our hands and bodies to act out a few of the verses of the song. First, let's listen to the song all the way through.
 - Play the song.
- Now let's try the first part.
 - Sing the first stanza and have the children repeat it back to you. Continue to teach small sections until the students are familiar with the words.

2. Introduce hand movements in the song: This is a movement song. Introduce students to movements they can do as they sing along.

- When we sing, "*rise up, rise up*" let's raise our hands above our heads like this (make a sweeping motion with your arms).
- When we sing, "*mixing up the batter*," hold one arm in a circle to make the bowl. Now watch me move my other hand like this (in a circular motion) as if I'm stirring the batter in the bowl. Let's do it together. Hold an imaginary spoon and start stirring your batter.
- When we sing, "*getting bigger by the hour*," put your hands together out in front of you as if you're holding something small. Then, move your hands like this (put your hands outward and upward to create a giant circle). This is the bread rising.
- When we sing, "*crack in an egg*," let's pretend we're breaking an egg on the side of the bowl. ("Hold" an egg in one hand, then make a swift movement downward and then upward.)
- When we sing, "*mix in the yeast*," repeat the motion we did for "*mixing up the batter*."
- When we sing, "*bake it in the oven*," imagine you're pulling open an oven door with one hand and placing a loaf of bread in the oven with the other. (You can use your left hand to make a pulling motion downward. Then, with your right hand—palm facing upward as if holding a loaf of bread—quickly make a motion away from the body into the imaginary oven.)
- When we sing, "*make a masterpiece*," raise both hands high in the air as if you're cheering!
- Practice this a few times. It may take us a few days to get it right, but have fun with it!

Extend the Learning

- **Cracking real eggs:** Gather a group of students together to watch you crack an egg into a bowl so they can see firsthand what the motion looks like when you crack a real egg and what the raw egg looks like in the bowl.
- **Make bread in the classroom:** Introduce students to mixing in yeast and baking in the oven. This will give students the chance to see firsthand how bread rises.
- **Read books about baking bread:** This will help students get a better understanding of the baking process.



Rise Up!

Song Lyrics

Dream a little dream, sing a little song, make some bread
before the dawn

Dream a little dream, sing a little song, make some bread
before the dawn

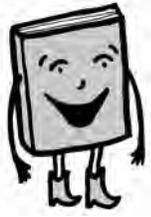
Rise up, rise up, mixing up the batter
Rise up, rise up, getting bigger by the hour.

Crack in an egg, mix in the yeast,
Bake it in the oven make a masterpiece

Crack in an egg, mix in the yeast,
Bake in the oven make a masterpiece

Rise up, rise up, mixing up the batter
Rise up, rise up, getting bigger by the hour.

Dream a little dream, sing a little song, make some bread
before the dawn



In the Night Kitchen

Story

Students gain an introduction to the steps involved in baking bread by reading the book, In the Night Kitchen by Maurice Sendak.

Objectives

- Teach students the steps involved in baking.
 - Build excitement around the magic of baking.
-

Materials and Resources

- In the Night Kitchen by Maurice Sendak.
 - Chart paper for writing down students' ideas.
-

Vocabulary

- **Mix:** to combine ingredients together.
 - **Ingredients:** individual foods required for a recipe.
 - **Stir:** to mix ingredients together using a large spoon
 - **Bake:** to cook food in a hot oven.
 - **Mixing bowl:** a bowl used to mix ingredients together.
 - **Batter:** a mixture of ingredients used to bake cakes, cookies, and un-yeasted breads.
 - **Dough:** a mixture of ingredients, usually including flour and water, used to bake bread.
-

Activity

1. **Build excitement:** Gather students together to introduce In the Night Kitchen.
 - We're going to read this book (hold up book). Look carefully at the cover and tell me what you think it's about. What makes you think that?

- The title of this book is In the Night Kitchen. What do you think it means? What do you think happens in a kitchen? Why do you think bakers work at night?

2. **Class read-aloud:** Gather students together to read In the Night Kitchen.

- Let's begin reading the story.
 - As you read, stop on the page when Mickey falls into the mixing bowl. Ask students, "What steps do bakers take to make the bread?"
 - Take all ideas. Reinforce the sequence: "Stir it! Scrape it! Make it! Bake it!"
- Let's pretend we're mixing batter in a bowl.
 - Show students how to make one arm into a circle to represent the bowl, while using the other arm to hold a pretend spoon. Then move your arm in a circular motion as if to stir the batter. Repeat this action whenever the bakers mix the batter.
 - Stop regularly throughout the reading to share ideas, ask questions, and encourage students to express their thoughts about the various aspects of the story.

3. **Follow-up discussion:** When you've finished reading, invite the students to talk about what happened. The questions below can help summarize the big ideas learned in the story.

- Who remembers what the bakers made?
 - Bread.
- What are the steps in making bread?
 - Stir it! Scrape it! Make it! Bake it!"
- Why did they make it at night?
 - Bakers bake until dawn so we can have fresh bread, pastries, and cakes for breakfast in the morning.

Extend the Learning

Dramatic play: Encourage students to pretend they're baking during dramatic play and at home. Use plastic foods, bowls, pots, pans, spoons, and spatulas in the play area to "bake" breads and cakes. Gather recycled yogurt containers or milk cartons (from which the tops can be cut off) for bowls. Make an oven out of a cardboard box: lay it on its side and open and close the flaps (as you would an oven).

Read more books: Read aloud from these other great books about baking.

- Pancakes for Breakfast by Tomie dePaola
- Pancakes, Pancakes! by Eric Carle
- Harvey the Baker by Lars Klitting
- Mr. Belinsky's Bagels by Ellen Schwartz

Fresh-Food-Fun Family Letter

Baking



Let's be partners in good eating!

Baking with your child is a great way to make healthy and delicious treats for the whole family to enjoy. By using naturally sweet fruits, you can add vitamins and reduce the amount of sugar. In using oats and/or whole-wheat flour, you add important fiber and nutrients.



A Note to Families

Healthy eating does not mean keeping your child from enjoying delicious baked goods. Store-bought muffins, cakes, and other treats are typically high in sugar and fat, and low in vitamins and nutrients. By using fresh, nutritious, high quality ingredients you can make baked treats that are much healthier than pre-packaged ones.

This month we encourage you to try a little baking! Try making your own muffins using fresh and dried fruit. Muffins make a delicious breakfast or snack, and can be frozen and used as needed. You can also make your own bars (granola bars, oat cereal bars, or fruit and nut bars). The kind of fiber found in oats helps control blood sugar and keeps energy levels steady. You may also choose to make carrot or zucchini

bread. Both of these can help you sneak in essential vitamins and nutrients.

When you bake with whole-wheat flour, as opposed to white flour, your food will contain more B vitamins, which help produce energy. And foods made with whole wheat have more fiber, which means they are digested more slowly than foods made with white flour, giving you a long steady supply of energy rather than a quick burst followed by a low energy crash.

Wishing you well in your baking endeavors!

Sincerely,

The Healthier Meals Initiative Team

Food Tips

When baking muffins or breads, make them healthy for your heart!

Swap out some of the butter, margarine, or shortening for heart healthy oils like canola or olive oil. Use 1 to 4 tablespoons of oil in place of 4 tablespoons of butter.

Try replacing some (or all) of the all-purpose white flour with whole-wheat flour and/or old-fashioned oats. Using whole-wheat flour in place of white gives your baked goods about four times the amount of fiber in every batch.

Food Fun

Take a Food Trip!

Take a trip to a local bakery (or grocery store) and see if you can watch people making food. If possible, ask them to tell you what they are making. Try to observe some of the equipment they use to make the food.

It can be fun to ask your child to list all of the shapes that they see. Have them come up with silly names for the food they see on the shelves (For example, cranberry muffins could be called cloudy day with meatballs.).

Fiesta Zucchini Bread

Yield: 24 servings

A fun and flavorful twist on a classic that kids love. It's a party in every bite! Have it with soup or chili, or serve it on its own as a breakfast or snack!

Ingredients

Dry Ingredients:

- 1 cup Cornmeal, whole grain
- 1 cup Flour, whole-wheat
- 1 cup Flour, enriched all purpose
- 1/4 cups Sugar
- 1 t Baking soda
- 1 t Baking powder
- 1/2 t Salt

Wet Ingredients:

- 1 cup Buttermilk
- 3/4 cup Vegetable oil
- 2 Eggs
- 1 cup Grated cheddar cheese, low fat
- 1 cup Grated zucchini
- 1 T Green chilies, canned diced, drained



Method

1. Preheat oven to 375° F (325° F if using convection oven).
2. Spray or grease 1 full size 2-Inch hotel pans.
3. Combine cornmeal, whole-wheat flour, enriched all purpose flour, sugar, baking soda, baking powder, and salt into a large mixing bowl. Whisk to mix and set aside.
4. Combine buttermilk, vegetable oil, and eggs. Whisk to mix well.
5. Make a well in the middle of the dry ingredients and pour in the wet ingredients. Using a rubber spatula, stir gently until ingredients just combine. You can also use a hand or countertop mixer. Do NOT over mix.
6. Gently fold in the grated cheese, grated zucchini, and diced green chilies.
7. Spoon the batter into a greased full size 2-Inch hotel pan.
8. Smooth the batter around the pans so bread bakes evenly.
9. Bake for 25-30 minutes. Check for doneness by inserting a paring knife or toothpick into the center of the bread. It should come out clean.
10. Allow bread to cool completely before cutting each pan into 10 x 5 squares.

TAB: Plant a Seed

Section 3 : Plant a Seed of Fruit

Plant a Seed of Fruit Includes:

- **Exploration** - What's in a Fruit Salad?
- **Patterns & Sorting** - Finding & Counting Seeds
- **Art** - Make a Class Book: "Our Favorite Fruit"
- **Song Time** - Peaches, Apples, Bananas
- **Story** - Blueberries for Sal

Do you have a favorite fruit? Fruit is delicious, nutritious and comes in so many varieties that it might be tough to choose just one! Whether your students adore apples, swoon for strawberries, or wish for watermelon, they will enjoy this module. Children will learn to recognize and name a variety of fabulous fruits by participating in "Our Favorite Fruit", an entertaining matching game. Using their newfound knowledge, they will create their very own class book showcasing their favorite fruits. The research fun will continue as they learn to identify fruit parts such as seeds, pits and skin. Break out the chef hats again so that children can try their hands at learning knife skills and team up to prepare a delicious fruit salad. Math and science will come together in the "Finding & Counting Seeds" activity where examining and studying fruit seeds is all part of the excitement. The fruity celebration will continue as they sing the *Peaches, Apples, Bananas* song and learn what happens when you plant those seeds down in the ground. This berry, berry exciting module will conclude by reading *Blueberries for Sal* together. Children will have a ball practicing their detective skills once again as they answer "who, what, when, where and why" questions about this blueberry story. Sampling the blueberries in the yogurt parfait, and the warm apples with cinnamon recipes will bring a fruity delicious end to this section.





What's in a Fruit Salad?

Exploration

Students learn to identify different fruit and their parts, including: seeds, pits, and skin. They learn which parts of the fruit are good to eat, and which are not, and how to cut fruit with knives in order to make fruit salad (which everyone tastes).

Objectives

- Identify and explore different fruits.
 - Identify which part of each fruit can be eaten, and which parts cannot.
 - Learn the role of seeds and pits in the reproduction of fruit plants and trees.
 - Learn safe knife skills.
 - Learn that many fruits can be mixed together to make a fruit salad.
 - Foster curiosity and joy about experiencing new fruits.
-

Materials and Resources

- Fresh fruit: Coordinate with the cook at your center for the preparation/delivery of fruits such as apples, bananas, oranges, watermelon, cantaloupe, peaches, pears, and strawberries. Try to include at least one fruit with seeds on the inside (such as apples or oranges), one fruit with a pit (such as peaches or plums), and one fruit with seeds on the outside (such as strawberries).
 - Whole fresh fruits complete with skin and seeds (and stems and leaves when possible) for students to examine and for the teacher to demonstrate knife skills.
 - Fresh fruit that has been cut into manageable slices for students to safely learn how to slice.
 - One lemon for dressing the fruit salad.
 - Cutting surface: If students have made laminated placemats, these can be used as cutting boards. Otherwise use paper plates. Each student needs one placemat or paper plate upon which to cut fruit.
 - Knives: One child-safe knife for each student. We recommend using pumpkin carving knives.
 - One large bowl and one serving spoon for the finished fruit salad. Preferably a clear glass or plastic bowl to show off the different colors of each fruit.
 - Bowls or cups, and spoons or forks, for tasting the fruit.
-

Vocabulary

- **Fruit:** the part of a plant that grows from a flower. Many fruits are edible, which means they are safe for people to eat.

- **Fruit salad:** a delicious cold dish made up of different fruits cut into small pieces.
 - **Berry:** a small fruit in which the seeds can be seen on the outside. Examples are: blueberries, blackberries, raspberries and strawberries.
 - **Seed:** the part of a flowering plant that contains the materials to grow into a new plant.
 - **Pit:** a large seed found inside of some fruits. If you plant the pit, it will grow into a new plant. Fruits that contain pits are: cherries, peaches, and plums.
 - **Fruit body:** the juicy part of the fruit, which can be eaten.
 - **Fruit skin:** the outside layer of a fruit that protects the fruit body. The skin of some fruits can be eaten (such as apples and peaches), while other fruits have skins that we can't eat (such as oranges and bananas).
 - **Knife:** a tool for cutting.
 - **Blade:** the cutting edge of a knife (usually made of metal).
 - **Handle:** the part of a tool that you hold in your hand.
-

Activity

Note: Since food is involved in this activity, we recommend that students work at tables rather than sit on the floor.

Before the activity: Make sure the students wash their hands (and use hand sanitizer, if available). Explain that this is an important part of a chef's job, because clean hands are essential for cooking.

1. **Identifying & exploring fruits:** Place a variety of whole fruits on the table, such as an apple, a peach, and a strawberry. Have the pre-cut fruits out of sight until students are ready to practice cutting. Engage students in a discussion.

- Now let's put on our chef hats.
 - Use chef hats that students have made, or suggest to students that they put on imaginary ones.
- Today we're going to make fruit salad! As chefs, it's our job to learn about the foods we're preparing. Let's look carefully at the fruit we're using and talk about the color and shape of each one.
 - Does anyone recognize this fruit?
 - How do you know it's an apple or a strawberry?
 - Which fruits are round? Which are red, yellow, etc.?
- I'm going to use a knife to cut this piece of fruit in half. Look closely at the inside and the outside of the fruit. It may be helpful to use your 5 senses as you work as food detectives.
 - What does the fruit smell like?
 - Does the fruit feel the same on the outside as it does on the inside?
 - What's inside the fruit? What texture is it? What shape? What color?
 - Are there seeds? Pits?

Note: For an in-depth discussion, repeat this process with different fruit varieties: one with seeds on the inside, such as apples or watermelon; one with a pit, such as a peach or plum; and one with seeds on the outside, such as a berry.

2. **The many parts of fruit:** Use guiding questions to help students learn to identify different parts of the fruit, and to understand that each part has an important job.

- **Seeds & pits:** When students discover seeds within a fruit you have cut open, identify it as a seed and share with students the importance of seeds.
 - Inside this apple there are seeds. If we plant one of these seeds in the ground, an apple tree will grow!
- **Skin:** Ask students to explore the skin of the fruit and encourage them to compare the outsides of different fruit.
 - What is the outside of the fruit called? Yes, the skin.
 - What does it feel like? (Allow students to touch the apple.)
 - The skin's job is to protect the fruit.
 - Can we eat the skin of this apple? Yes, we can.
 - Can we eat the skin of every fruit? What about oranges or bananas? (Allow students to touch the skin of an orange or banana.)
- **Fruit body:** Explain to students that the body of the fruit is the best part to eat. Peel an orange or banana at this time.
 - Which part of the fruit do we humans eat? The body of the fruit. It's naturally sweet, and it's good for you. Now we're ready to make our fruit salad!

3. **Safely using a knife:** Introduce the knife to students by placing it on the table and defining its many parts. Be sure to explain that a knife can be cause injury. It's safe to hold the handle, but the blade is sharp and dangerous, and we should never touch it.

- **Holding up a knife:** This is a knife. Does anyone know what we use a knife for? We use it to cut food. This can be done safely if we use the knife correctly. A knife is an important kitchen tool, but it is not a toy.
- **Pointing to the knife handle:** Which part of the knife is this? The handle. Does anyone know what the handle is for? Yes, a handle is the part of the knife that is safe to hold (Pick up the knife to demonstrate).
- **Pointing to the blade:** Which part of the knife is this? The blade. What is the blade used for? It is used for cutting. Knife blades can be very sharp, so we should never touch them.
- **Watch carefully as I show you how to use a knife to cut fruit.** Notice that this apple has already been sliced into section. We're going to use our knife to cut this section of apple into smaller pieces. We want the fruit in our salad to be small enough to fit into our mouths, so we need to cut bite-sized pieces.
- **With one hand, I'm holding the handle of the knife; with the other I'm putting a pre-sliced section of fruit on my placemat/paper plate.**
- **Notice how I carefully put the blade on top of my fruit, leaving lots of space between the blade and my fingers.**

- Now I'm sawing with the blade of my knife and cutting through the fruit body.
- Now it's your turn to cut fruit for our fruit salad.
 - Following the demonstration, pass out pre-sliced fruit sections and a child-safe pumpkin knife to each student.
 - Students may cut several pieces and varieties of fruits. Assist with cutting, if necessary.

4. **Make fruit salad:** Gather the cut fruit from each student's cutting board and make the fruit salad.

- Put the sliced fruit into the large salad bowl.
- Cut a lemon in half and squeeze the juice into the salad for extra flavor.
- Mix and serve in plastic cups.
- Enjoy!

5. **Turn-and-talk:** To wrap up the activity, give students time to eat and enjoy the fruit salad. Ask them to turn-and-talk with their neighbor about using knives to cut the fruit and then tasting the fruit salad. Remind them that they have five senses to help them.

- What did you learn today?
- What was it like to use knives to cut fruit?
- What did the fruit feel like?
- What did the fruit smell like?
- What does the fruit salad look like?
- What does the fruit salad taste like?

Extend the Learning

Daily fruit check-in: Follow up by asking students at the end of each day what fruits they've eaten.

Making fruit salad at home: Encourage students and their parents to shop together for different varieties of fruits and to make a fruit salad at home.



Finding & Counting Seeds

Patterns & Sorting

Children count how many seeds there are in an apple and match the numbers to the number of seeds. As an extension, students collect seeds or pits from real fruit samples and count the number they find.

Objectives

- Learn how to identify seeds and pits.
 - Learn to count seeds and pits in a piece of fruit.
-

Materials and Resources

- Counting Seeds handout. Seed picture cards and numbered index cards cut into 18 unique cards.
 - Fruit cut in slices for students to use to find seeds. Coordinate with the cook at your center to obtain fruits with seeds (such as apples, oranges, or watermelon).
 - 12 separate large index cards marked 1 through 12. You may want to have three or four sets on hand.
 - Elmer's Glue (bottles small enough for students to use, or pour glue onto scrap paper for students to use).
 - Q-tips to dip in glue.
-

Vocabulary

- **Fruit:** the part of a plant that grows from a flower. Most fruits are edible, which means they're safe for people to eat.
 - **Seed:** the part of a plant that contains the material to grow into a new plant.
-

Activity

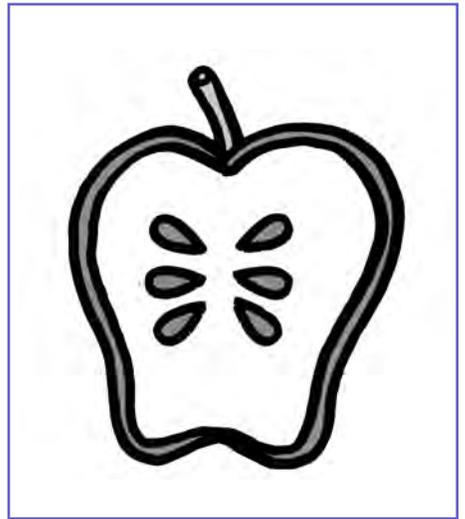
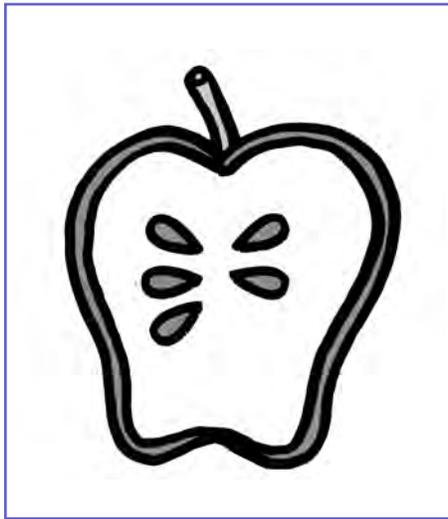
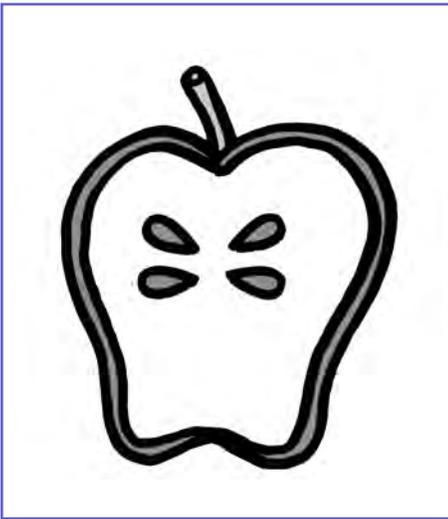
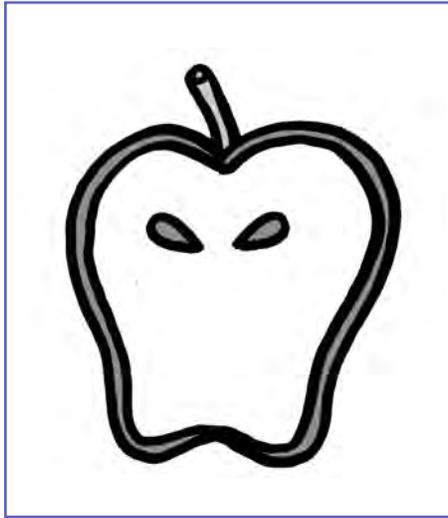
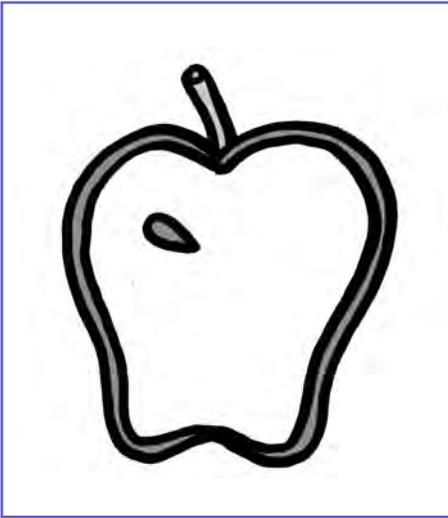
1. **Counting Seeds:** Using the Counting Seeds handout, have students match the seed card with the corresponding number card, and arrange the cards from 1 to 9.
 - On your tables you'll see some pictures of an apple cut in half. Each of these apples has a different number of seeds.
 - I want you to work with a partner to count the seeds and match the apple to the number card that has the same number of seeds on it.

- Then, put the pictures in order from 1 to 9.
2. **Counting real seeds:** If you have access to real fruit, show students a piece of fruit cut open that has seeds. Demonstrate how to remove seeds from the body of the fruit with your fingers. Following the demonstration, pass out fruit sections to each student.
- Everyone, look at the fruit in front of you. Do you know what kind of fruit it is? Who remembers what these are called? Yes, they're seeds.
 - Today we're going to search for as many seeds as we can find. Remove each seed from the fruit, and put it in a little pile on the table. Keep track of them, because you're going to count how many seeds you find.
3. **Gluing seeds & pits to index cards:** Help students count the seeds they've collected. Demonstrate how to glue the seeds to an index card that displays the correct number of seeds.
- How many seeds or pits have you collected?
 - Can you find an index card that displays the same number of seeds or pits that you found?
 - Glue the seeds or pits to the index card that shows that number.
-

Extend the Learning

Literacy: Encourage students who are developmentally ready to write the number of seeds they find on a blank index card, before gluing the seed. For this you'll need crayons, markers, or pencils.

Counting Seeds



Counting Seeds

1

2

3

4

5

6

7

8

9



Make a Class Book: “Our Favorite Fruit”

Students color in pictures of their favorite fruits and turn their artwork into a bound book for the classroom.

Objectives

- Learn to recognize and name a variety of fruits.
 - Match real fruits with two-dimensional drawings of the same fruits.
 - Color the images of fruit with realistic colors.
 - Create enthusiasm about tasting new fruits.
-

Materials and Resources

- Samples of whole fruits such as peaches, pears, plums, oranges, lemons, grapefruit, apples, bananas, watermelon, kiwi, star fruit, strawberries, blueberries, and raspberries.
 - Favorite Fruit handout. (one per student).
 - Crayons, colored pencils, magic markers.
 - Hole punch.
 - 2 sheets construction paper for front cover and back of book (8½” x 11”).
 - String or ribbon to bind the book.
-

Vocabulary

- **Fruit:** the part of a plant that grows from a flower and has seeds. Many fruits are edible, which means people can eat them.
 - **Book title:** the name of a book.
 - **Publish:** to prepare a book to be shared with and read by the community.
-

Activity

Setup: Set up a workstation for each student prior to the demonstration. This will help the lesson flow seamlessly. Place the images of fruit that you’ve cut out from *Favorite Fruit Handout* on the tables. Be sure to bring in examples of the same fruits that are depicted in these drawings and place those on the tables as well.

1. Naming & matching: Build excitement by telling students that they're going to identify fruits by name and then match a real fruit with a picture of that fruit.

- Pick one fruit and hold it up.
- What's the name of this fruit?
- There are many pictures of fruit on the table. See if you can find the picture that shows the fruit I'm holding up.
 - Help students if necessary.
 - Switch fruits and repeat the process until everyone knows the names of the different varieties of fruit on the table, and is able to match the pictures with the fruits.

2. Coloring the fruit drawings:

- Now you're going to pick a fruit for your own picture. Choose a piece of fruit and then find a picture of it on the table.
- Look carefully at the fruit to gather information about the fruit.
- Ask yourself what color the fruit is. Then decide which crayon you'll use to color the picture.
- I'll go first. Watch me choose the crayon that best matches my fruit. Now I'll color in my fruit.

3. Assembling the book

- When students have finished coloring, gather their drawings to put in the book. Make sure that all drawings are right side up. You may want to group the drawings by categories: type of fruit (e.g., fruits with seeds, fruits with pits, berries), color, or alphabetically. Make the front and back covers out of construction paper.
- Use a hole punch to make four to six holes evenly separated, along the left edge of the books' border. This side will become the binding.
- Weave a length of ribbon or string (approximately two feet long) in and out of the holes, beginning at the top edge of the book. Leave at least six inches of ribbon at the top. Work your way to the bottom hole, then change direction and continue weaving the ribbon, this time upwards towards the top edge. When you reach the first hole, where you began, make a knot with the two ends of ribbon. Cut off any excess ribbon.
- Decide as a class what the title of your book will be and write it on the cover. You may decorate the cover based on students' feedback.
- File the book in your class library.

Extend the Learning

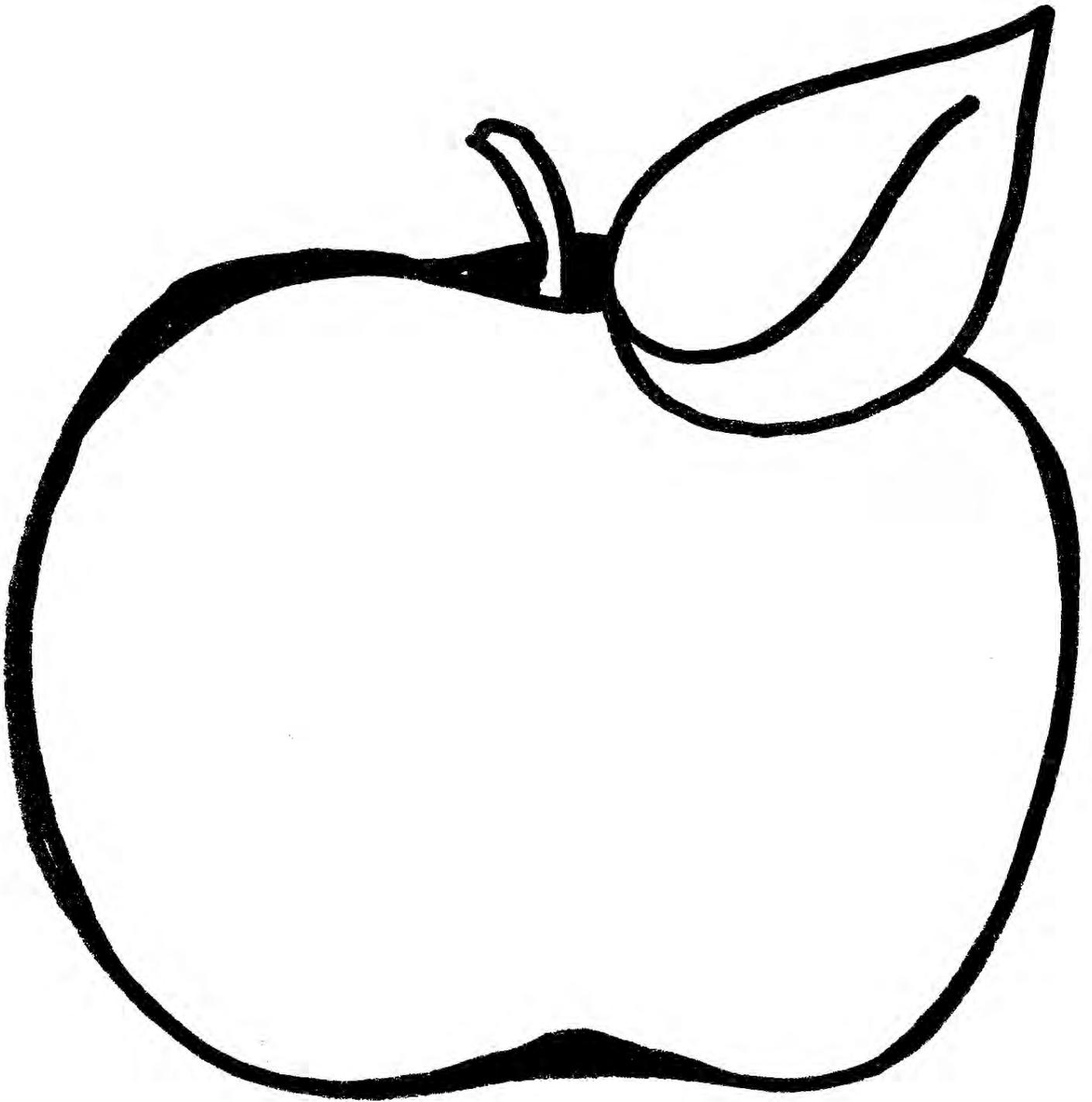
Literacy: Have students write the name of each fruit above the picture they've colored. Have them sign their names.

Drawing: Have students draw fruit from observation. Provide whole fruits and samples of fruit cut in half so that students can draw the inside and the outside of each fruit. Invite them to touch the fruit before they begin drawing to get a sense of the skin's texture. Discuss the shapes and colors of the fruits and

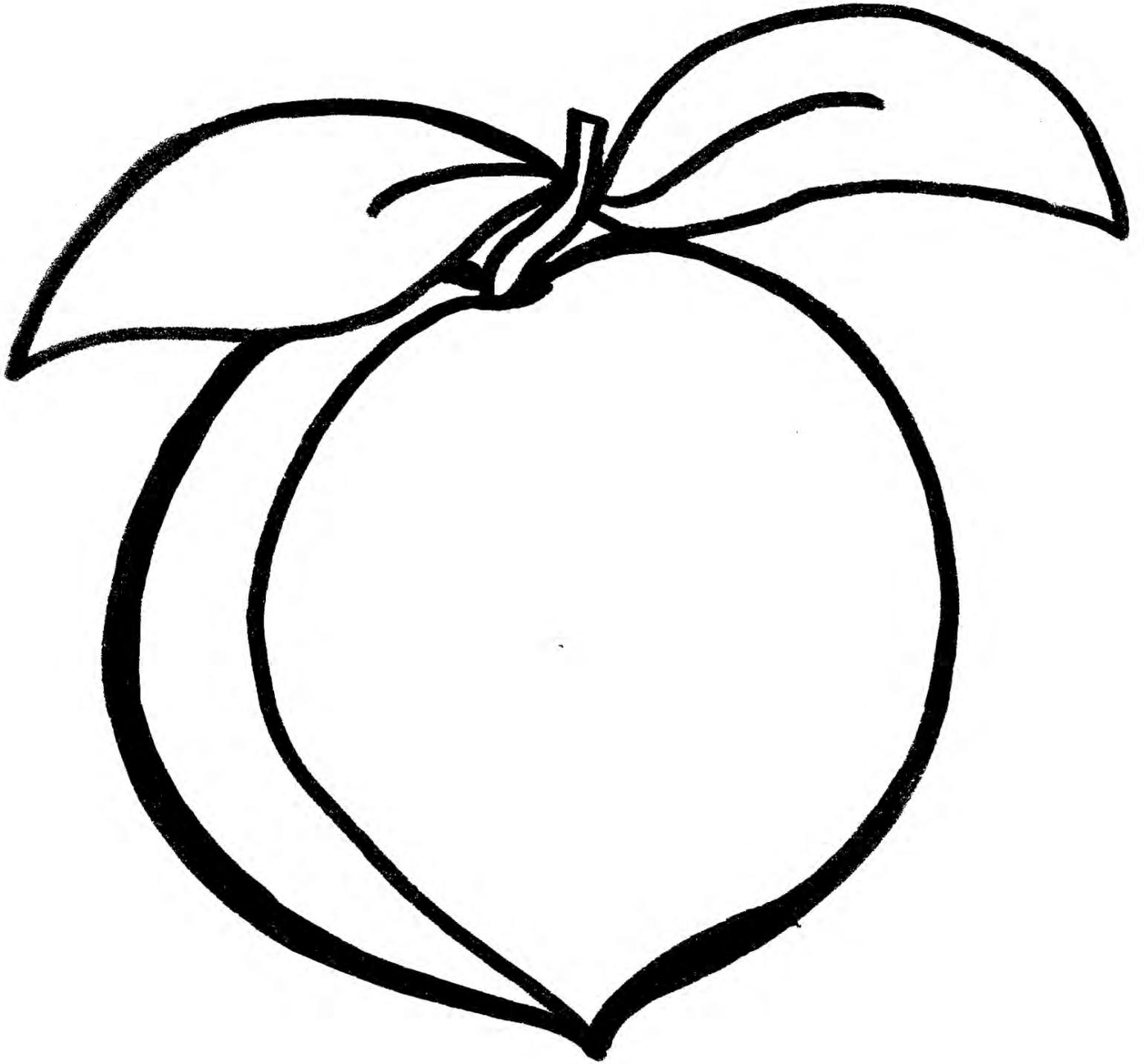
suggest working on a large canvas, taking up a whole piece of paper (suggested age range: 4 years and up).

Enjoyment: Talk about fruits that may be new to students, such as kiwi, grapefruit, or melons. Do this lesson before snack-time. Invite students to draw and/or color in images of the new fruits. Then eat the fruit for snack! When you collect enough new drawings, you can publish a second class book about fruit.

Favorite Fruit



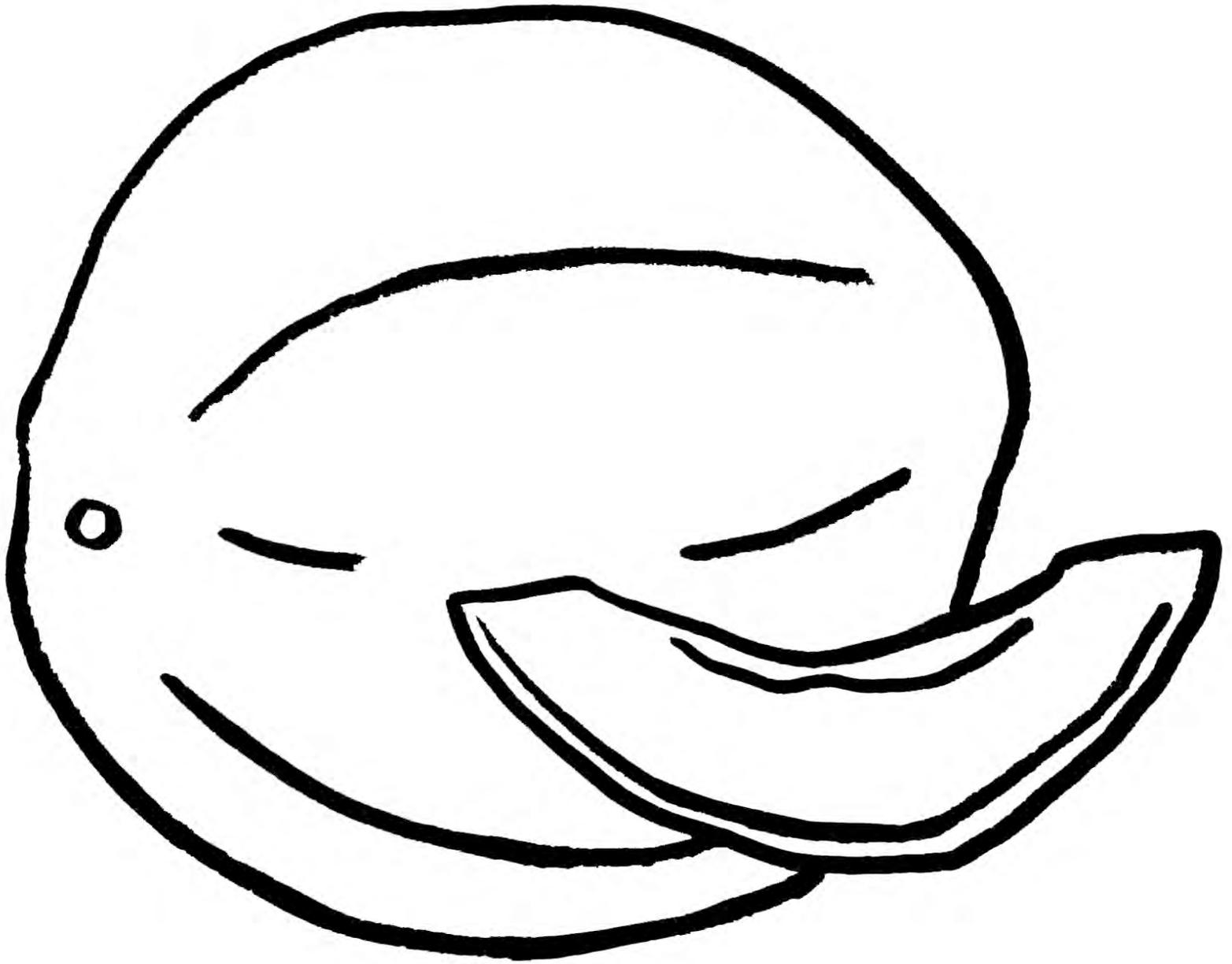
Favorite Fruit



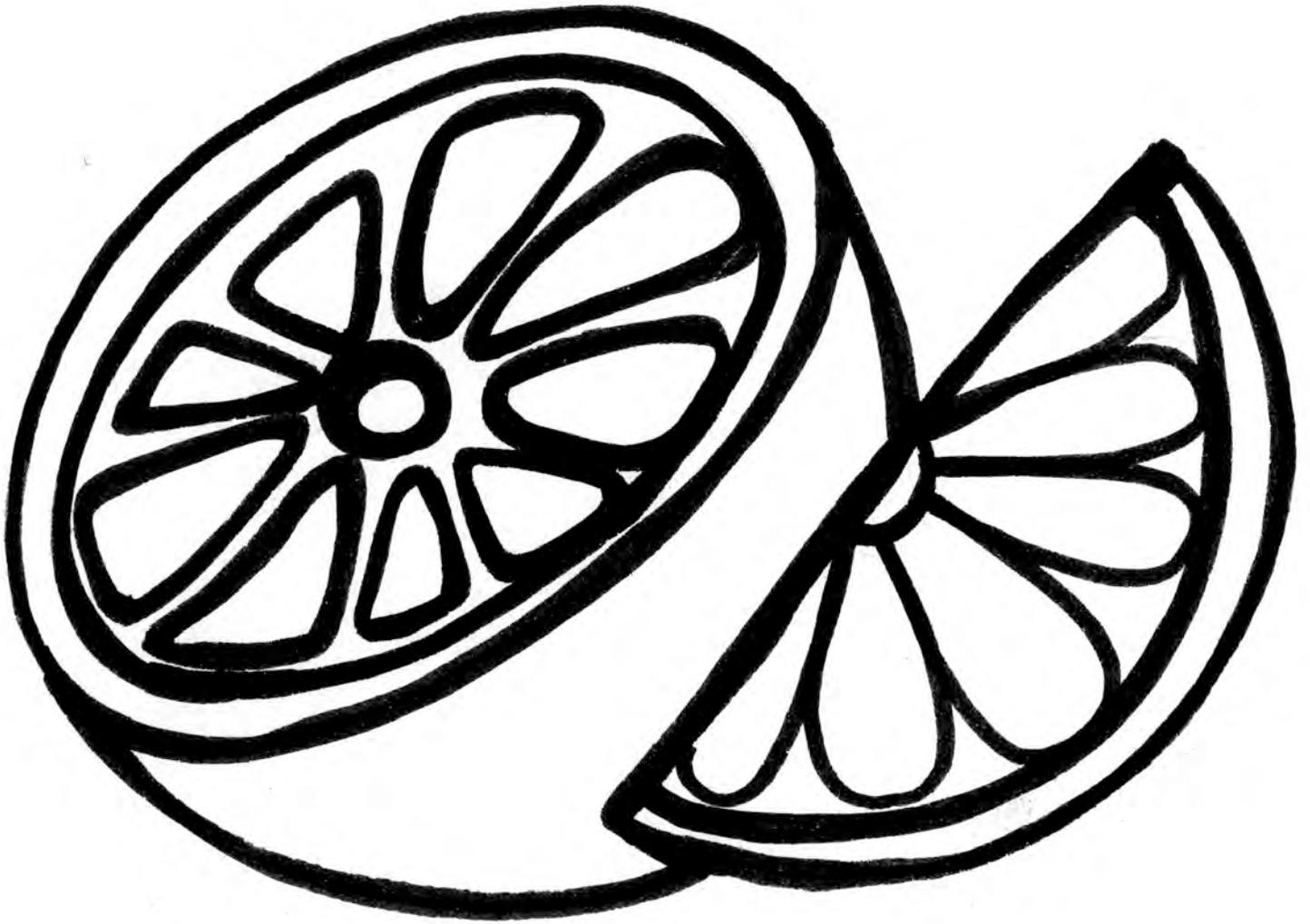
Favorite Fruit



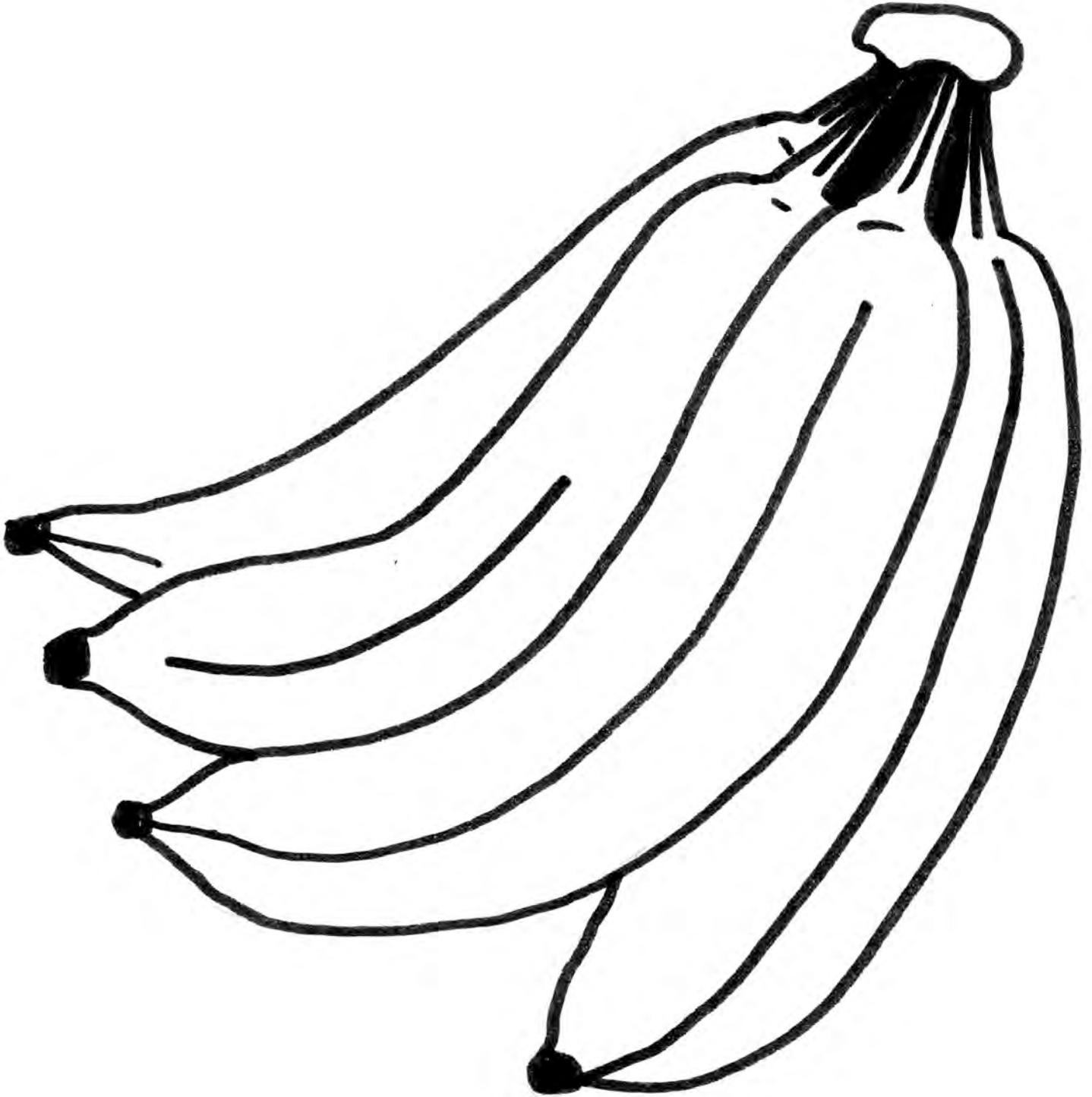
Favorite Fruit



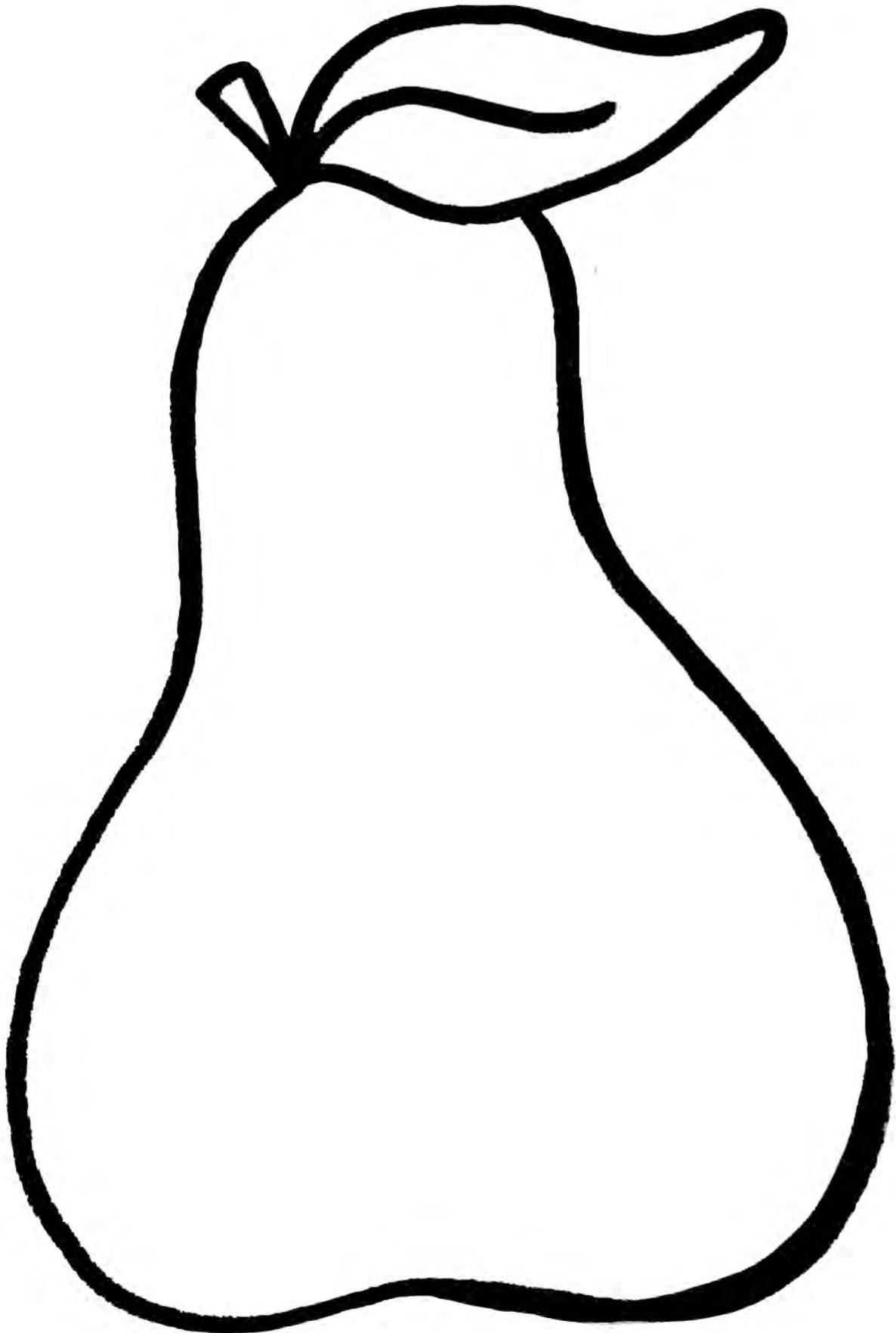
Favorite Fruit



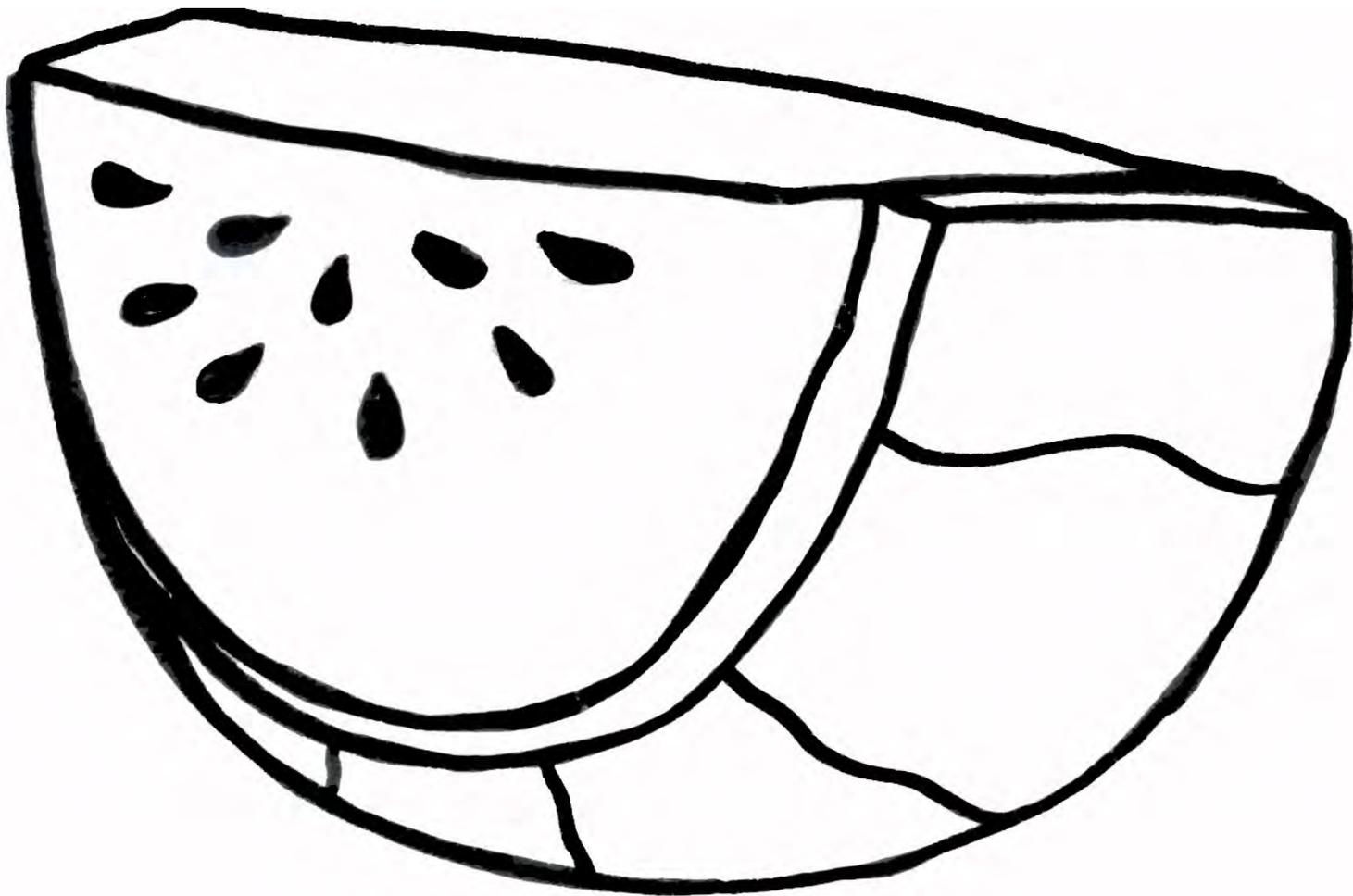
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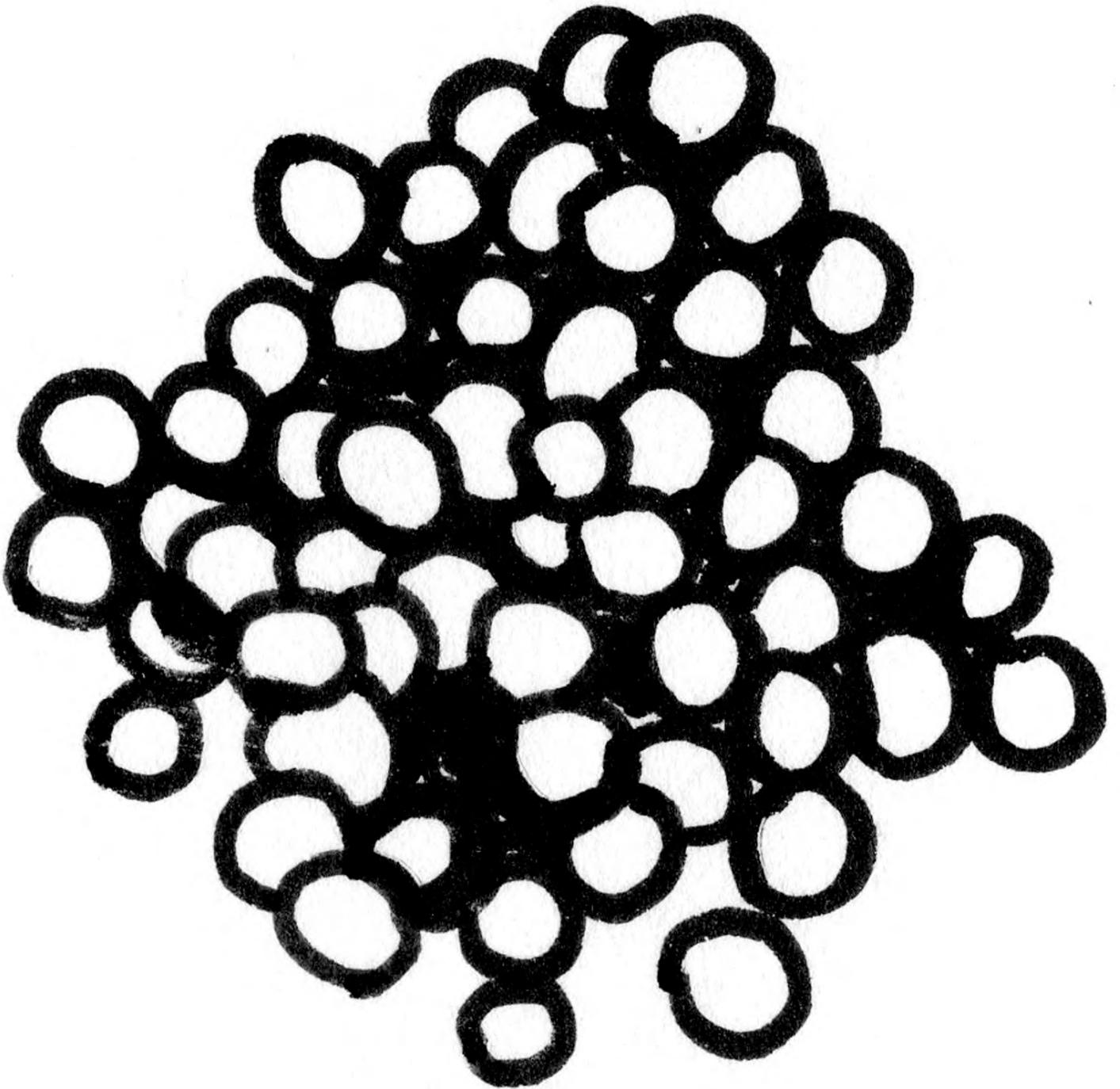
Favorite Fruit



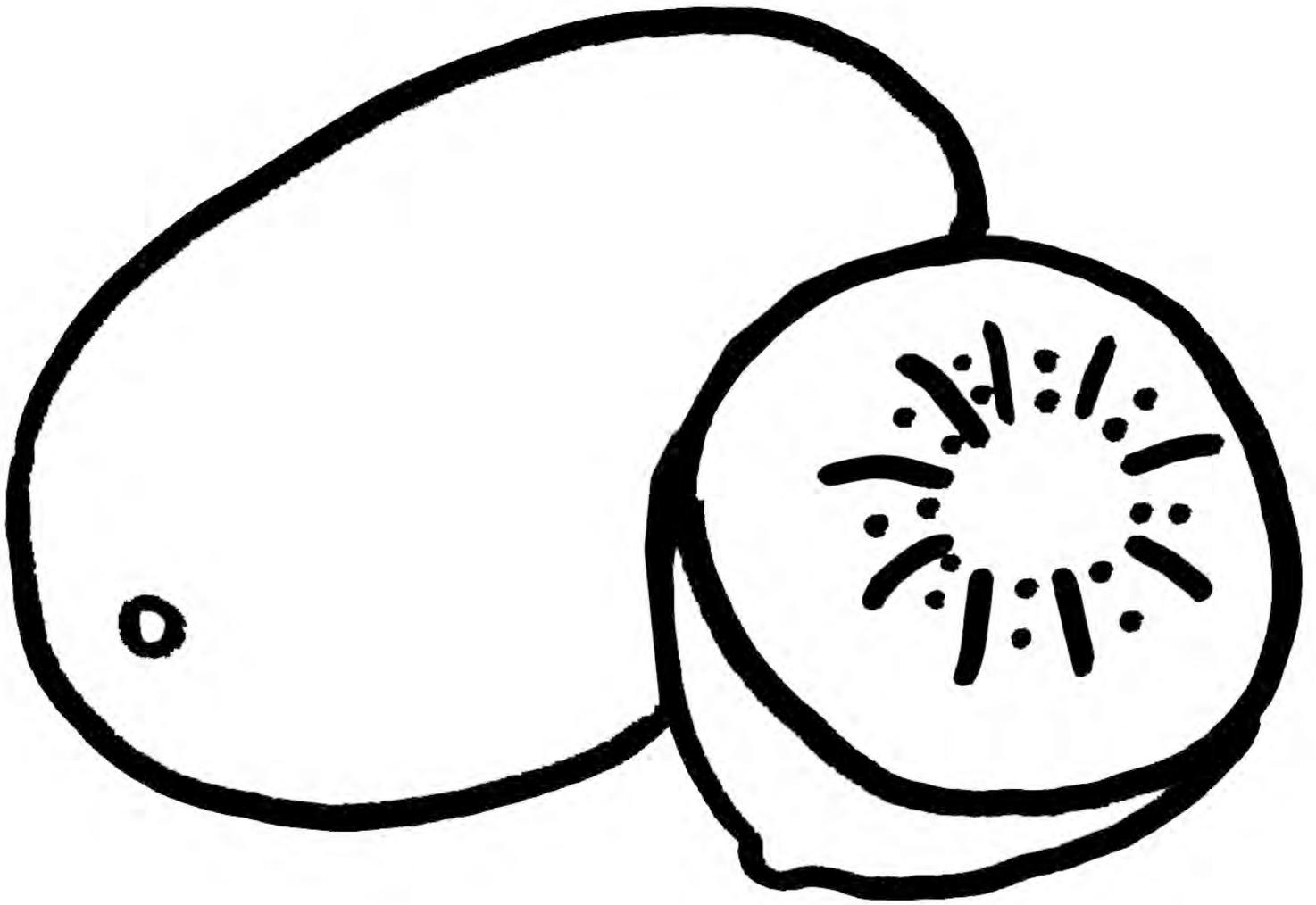
Favorite Fruit



Favorite Fruit



Favorite Fruit





Song

Peaches, Apples, Bananas

Students learn a song that celebrates fruit. The song introduces fruit as a great snack option that is easy and delicious. It also helps children understand that all fruits have seeds, and that if you plant seeds in the ground, they'll grow into fruit trees.

Objectives

- To learn a song that celebrates fruits.
 - To learn that fruit trees grow from seeds found in fruit.
 - To encourage students to eat fruit as a snack.
-

Materials and Resources

- *Peaches, Apples & Bananas!* Song Lyrics handout.
 - *Peaches, Apples & Bananas!* Song recording (provided with activity).
-

Vocabulary

- **Fruit:** the part of a plant that grows from a flower. Most fruits are edible, which means they're safe for people to eat.
 - **Seed:** the part of a plant that contains the material to grow into a new plant.
-

Activity

Suggestion: Have students sit in a circle on the floor or in chairs. This activity also works with children standing.

1. **Introduce the song:** Have the lyrics available for a visual reference.
 - Now we're going to learn a song about fruit called *Peaches, Apples & Bananas!* First, we're going to listen to the whole song, all the way through.
 - Play the entire song.
 - Let's try the first part of the song.
 - Sing the chorus of the song and have the children repeat it back to you. Continue to teach the first and second verses until the students are familiar with the words.

2. Find the hidden messages: Help students to visualize what’s happening in the song, and come to understand that all fruit has seeds.

- **Verse 1:** “These are the fruits that we like to eat. We have a little snack when we’re walking down the street.”
 - What is this person doing?
 - What is he/she eating for snack?
- **Verse 2:** “The apples have seeds and the oranges have seeds. And you plant the little seeds and they grow up into trees.”
 - What part of an apple or an orange grows into a tree?
 - What kind of tree does an apple seed grow? An orange seed?
- Let’s practice singing this song a few times. It may take us a few days to get it all, but have fun with it. Let’s clap our hands or stomp our feet with the beat.

Extend the Learning

A song for snack time: Play the song during snack-time when students are eating a snack with fruit!

Read books about seeds growing: This will help students better understand how a seed found inside of fruit can grow into a plant or tree.

Sprouting seeds: Save some of the apple seeds you collect and sprout them in your classroom. For a good resource see the following link:

<http://voices.yahoo.com/how-plant-grow-apple-trees-seeds-27837.html>



Peaches, Apples & Bananas!

Peaches, apples, bananas.
Peaches, apples, bananas.

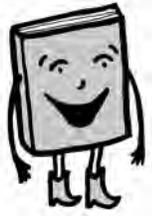
These are the fruits that we like to eat.
We have a little snack...
When we're walking down the street.

The apples have seeds...
And the oranges have seeds.
And you plant the little seeds...
And they grow up into trees.

Peaches, apples, bananas.
Peaches, apples, bananas.

Peaches, apples, bananas.
Peaches, apples, bananas.

Peaches, apples, bananas.



Blueberries for Sal

Story

In a read-aloud of the book, Blueberries for Sal by Robert McCloskey, students become story detectives. As they listen closely to the story, they ask “who”, “what”, “why” and “when” questions to learn all about blueberries!

Objectives

- To encourage good listening so students can answer who, what, when, where, and why questions.
 - To build excitement about berries: picking, eating, and baking with them.
-

Materials and Resources

- Blueberries for Sal by Robert McCloskey.
 - Chart paper for writing down the students’ ideas.
-

Vocabulary

- **Detective:** a person who collects clues and solves a mystery.
- **Blueberries:** small juicy fruit that has no pit.
- **Canning:** (p. 6) a way of preserving food, usually fruit or vegetables, so that it can be eaten later in the year (usually in winter).
- **Stump:** (p.33) what is left of a tree trunk, after the main part of the tree falls or is cut off.
- **Picking:** to chose or select from a group, or to pluck fruit from the tree or plant on which it grows.
- **Blueberry Bushes:** low plants that have many branches and leaves. Blueberries grow on bushes!
- **Crow:** a black bird with a wedge-shaped tail.
- **Partridge:** a brown and white bird.
- **Letter:** a written mark on a page, used to make words: “a, b, c, d, e, f, g...”

- **Words that help story detectives find answers:**

- Who
 - What
 - When
 - Where
 - Why
-

Activity

1. **Become story detectives:** Gather students together to introduce the book Blueberries for Sal.

- Now we're going to become story detectives. What do you think a story detective does?
- A story detective asks questions about the story he/she is reading. There are a few important words we use to ask questions, and they all begin with the letter "w".
 - Draw a "W" and the following "W" words on the chart board.
- We might ask:
 - **Who** is this story about?
 - **What** happens in this story?
 - **When** does this story take place?
 - **Where** is this story taking place?
 - **Why** are blueberries important to the story?
- Everybody, put on your detective hat and let's get started.
 - You and your students can put on your imaginary detective hats.

2. **Build excitement for the book:** Have students make predictions about the book based on the cover.

- This is the book we're going to read (hold up book).
- Look carefully at the cover and tell me **what** you think the book is about? What makes you think that? What clues do you see?
- The title of this book is Blueberries for Sal. **What** do you think the title means? What do you think will happen to Sal?
- As we read, we'll stop and try to think of questions we can ask and then answer that begin with the letter "w," like: who, what, when, where, and why.

3. **Class read-aloud:** Begin reading the story, stopping to ask questions.

- Let's begin reading the story.

- The following questions can serve as a discussion guide. You may choose to read the story in one sitting, or break it up into several readings.
 - Page 1: **Who** is this story about?
 - Page 6: **Who** have we met so far?
 - Page 6: **Where** are Sal and her mom going?
- Take all ideas. Continue to ask “who”, “what”, “where”, “why” and “when” questions as you read on.
 - Page 14: **What** does Little Sal’s mother want to do with the berries she picks?
 - Page 16: **What** is Little Sal doing? **What** does she do with the berries she picks?
 - Page 30: **Who** does Little Sal follow, thinking it’s his mother?
 - Page 37: **Who** does Little Bear follow, thinking it’s his mother?
 - Page 42: **When** does Mama Bear feel surprised?
 - Page 48: **Why** is Little Sal’s mom surprised?

4. Turn-and-talk

- When you’ve finished reading, ask students to turn-and-talk with a partner, asking each other questions. Ask them one question at a time, giving them a few minutes to discuss their answers before moving to the next question.
 - What do you remember about the book?
 - What was your favorite part of the story?
 - Have you ever tasted blueberries? If so, what do they taste like?
- Following each question, or at the end of the partner talk, bring students back together to share what they discussed.

Extend the Learning

Tasting blueberries: Serve blueberries for snack the same day you read [Blueberries for Sal](#).

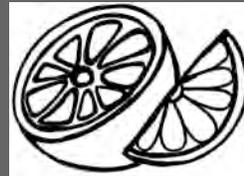
Read additional stories about fruit: Good choices include:

[A Fruit is a Suitcase for Seeds](#) by Jean Richards & Anca Hariton

[The Story of Johnny Appleseed](#) by Aliki.

Fresh-Food-Fun Family Letter

Delicious Fruit
Snacks



Let's be
partners in
good eating!

Life is made even sweeter by eating fresh fruit. Having apples, oranges, bananas, and other fruit easily accessible in your home helps establish healthy eating habits for everyone, and fosters an appreciation for all-natural, unprocessed foods.



A Note to Families

This month we encourage you to try eating a little fruit every day! Fruit can be eaten for snack, or it can be sliced up and accompany a meal. Fresh fruit provides important vitamins, nutrients, and fiber that your children need to stay healthy and strong as they grow and develop. Offering different colored fruits throughout the week increases the likelihood that children are getting all the nutrients they need. And, for variety, ease of planning, and attention to maximum health, try to serve fresh fruit as well as any frozen or canned options you like to use.

Making fruit salad with your child is a great way to introduce new and exotic fruits such as mangos, cherries, and kiwis. Simply cut up a variety of fresh fruits and put them in a large bowl. Try

using a clear bowl to show off their beautiful colors! Slice a lemon in half and squeeze the juice over any fruits that may brown (such as apples and pears). Add fresh mint leaves for a cool, minty taste.

The experimentation doesn't need to end there. You can also mix a few fruits together with ice and water in a blender to make your own thirst quenching, colorful, kid-pleasing fruit smoothie! Smoothies are a great way to use overripe bananas.

Wishing you well in your sweet, colorful, and juicy adventures!

Sincerely,

The Healthier Meals Initiative Team

Food Tips

When serving juice, use only juices made with 100% fruit and no added sugar.

Limit the amount of juice your child drinks throughout the week.

Be sure your child brushes his/her teeth after drinking juice, especially at bedtime.

Fruit juices and apple sauce are great substitutes for sugar in baked goods.

For recipes that call for oil, try substituting the same amount of fruit juice for a healthier, lighter effect.

Food Fun

Go Fruit Picking

Take a trip to a local farm and pick some fruit! Depending on the season and your location, blueberries and strawberries may be picked at farms and in the wild. Or perhaps there's an apple or peach orchard nearby. If possible, ask the farmers to share a little about how the fruit trees are raised. Try to observe some of the equipment they use and the container they use to hold fruit. Have fun!

Yogurt Parfait

Yield: 12 servings

Ingredients

- 3 cups Yogurt, low fat, plain
- 3 cups Halved strawberries (de-stemmed)
- 3 cups Blueberry sauce

Method

1. Prepare the blueberry sauce in advance and cool.
2. Assemble individual parfaits in clear desert glasses or cups, layering $\frac{1}{4}$ cup yogurt, then $\frac{1}{4}$ cup strawberries, topping with $\frac{1}{4}$ cup blueberry sauce.
3. Serve immediately or refrigerate.



A fancy, colorful, healthy, and delicious treat that will satisfy the tastebuds as much as the appetite! A great part of any meal, or as a snack or dessert.

Blueberry Sauce

Ingredients

4 cups blueberries, thawed, with juice

Method

1. Place frozen (or fresh) blueberries and frozen orange juice concentrate into a saucepan.
2. Over medium heat, bring mixture to a simmer, stirring occasionally. Simmer for 20-25 minutes, reducing the liquid to thicken.
3. Blend to the desired consistency using a blender or immersion blender.

TAB: Color Your World

Section 4 : Color Your World with Vegetables

Color Your World With Vegetables Includes:

- **Exploration** - Ants on a Log
- **Patterns & Sorting** - Parts of the Plant: Matching Game
- **Art** - Color Your Vegetables
- **Song Time** - Under the Ground
- **Story** - The Vegetables We Eat

Tomato, lettuce, carrot or beet, what is the vegetable you most like to eat? There are so many different vegetables to experience and enjoy! Learning about the world of vegetables starts off with “Color Your Vegetables”, an exciting art activity. Students will enjoy working together as a group to identify vegetables using colors, shapes and sizes; and then move on to color the vegetable pictures featured in the handout. This activity will also provide opportunities for classmates to discuss and share which vegetables are their favorite to eat. Build on their curiosity about vegetables by playing the ‘Parts of the Plant’ matching game. Childrens’ imaginations will be in the spotlight during this game as they pretend they are plants while learning all about roots, stems, leaves and fruit. Children will be encouraged to apply their new plant science knowledge by sorting vegetable cards into the right category. Singing along to the song *Under the Ground* will lead to an answer to the question “What part of each vegetable do we eat? ” Reading the book *The Vegetables We Eat* together will extend learning and spur thinking about what types of food dishes have vegetables in them. End the module in a delicious way by preparing a snack of Ants on a Log to practice knife skills and food group identification. Other featured tasty recipes that tie-in to this section include sweet potato bakes and roasted cauliflower.





Ants on a Log

Exploration

With the support of your center cook, students make their own snack.

Objectives

- Create a healthy and delicious snack made from three food groups.
 - Practice counting out celery pieces and raisins.
-

Materials and Resources

- Celery stalks, cream cheese, and raisins (coordinate this with your center cook).
 - Cutting boards or plates, child-safe cutting knives, and butter knives for spreading.
 - Access to a sink for washing hands and the celery.
-

Vocabulary

Crunchy: when something is bitten or chewed and makes a sound.

Creamy: when something is smooth or can be spread easily.

Wrinkly: having an uneven surface.

Activity

Note: Since food is involved in this activity, we recommend that students work at tables rather than sit on the floor.

1. **Introduce the food items:** Through observation and inquiry, students will identify the foods they'll be using to make the snack.
 - On the table you can see that we have three different foods that we're going to put together to make a fun snack.
 - Does anyone know the name of any of these foods?
 - Call on students until each food is named (celery, cream cheese, raisins). Encourage with prompts if the students are unsure. For example:
 - This vegetable starts with an "sssss" sound. Yes, celery! It's a long vegetable that grows up from the ground. Celery is actually the stem of a celery plant.

- Now that we know all of the foods, we're going to put them together into a snack that I like to call by a very silly name: "ants on a log."
- Which food do you think is going to be the log? Why do you think that? Which food will be the ants? What makes you guess that?

2. How to prepare the snack: Have all of the materials at the table for use.

- Before we touch the food, what do we all need to do? Yes, we must always wash our hands!
 - Follow the hand washing procedure of your center so that every child returns to the table with clean hands. You can also bring the celery to the sink and show how to wash it.
- Great, we're ready to start. First, let's cut the celery into small "logs."
 - Demonstrate how to hold the celery with one hand and "saw" back and forth with the knife.
- Now we're ready to spread on the cream cheese. Everyone, take one of the logs and use a butter knife to fill it with cream cheese. Can you make it smooth? Can you fill the whole log?
- Now we're ready to put on the ants. Let's count five ants for our log. Push the raisins down into the cream cheese so they won't fall off.
 - Since students are making their own snack, they can continue to create 2-4 "ants on a log" so they have enough for their snack. The students will need to count out the number of celery sticks and groups of five raisins for each log.

3. Eating the snack: Encourage students to listen to the "crunch" as they bite into their snack. Have them describe the texture of the cream cheese compared to the texture of the celery. Ask students to describe the shape and color.

- Now that we have made our snack, let's eat it! Our snack has a vegetable (celery), a fruit (raisins), and some protein (cream cheese). It's a healthy snack.

Suggestions: If there are food allergies in your classroom, you can use different foods to create the snack. Peanut butter or another nut butter is an easy substitute for cream cheese.

Extend the Learning

Sing a song about marching ants: Teach students the song *The Ants Go Marching*. If you're not familiar with the song, put the title in any search engine and you'll find a number of recorded examples along with written lyrics.



The Parts of the Plant That We Eat: A Matching Game

Patterns &
Sorting

Students learn to identify the parts of a plant that we eat and then work cooperatively to sort vegetable cards into the correct categories.

Objectives

- Explore the idea that we eat various parts of a plant.
-

Materials and Resources

- Parts of the Plant handout (included with activity).
 - Parts of the Plant Sorting Cards (included with activity).
-

Vocabulary

Vegetables: the parts of plants that we eat.

Roots: the part of a plant that grows underground.

Stem: the part of the plant that grows up from the ground and supports the plant.

Leaves: the part of the plant that makes food for the rest of the plant.

Fruit: the part of the plant that holds or protects the seeds.

Activity

1. **Introduction:** Engage the class in a discussion about the different parts of a plant by connecting each plant part to a part of the body.

- Today we're going to learn about the different parts of plants that we eat. This will be especially fun because we might not have known before where these vegetables actually come from. Knowing more about the plants that these vegetables grow on will make the vegetables taste even more delicious.
- To begin, let's look at a picture of a plant so we can name all of its parts. Hold up the Parts of a Plant handout (show the side that has the plant with labeled parts).

- **ROOTS = FEET:** Sometimes we eat the root of the plant. Where do the roots grow? Is it on the bottom or the top of the plant? Yes, the bottom. The roots grow underground. Let's touch our feet to show where the roots are. Imagine that our feet are the roots.
- **STEM = LEGS:** Sometimes we eat the stem of the plant. The stem supports the plant as it grows up from the roots. Let's touch our legs to show where the stems grow.
- **LEAVES = ARMS:** Sometimes we eat the leaves of the plant. The leaves can grow out from the stem of the plant. Hold out your arms and shake your leaves.
- **FRUIT = HEAD:** Sometimes we eat the fruit of the plant. The fruit grows from a flower and contains seeds. Seeds can be used to grow a new plant. Let's touch our head to be the growing fruit at the top of our plant.
- Good! Now let's see if you remember the parts of the plant. Touch your roots! Now, touch your stems! Great. Now shake your leaves. Now put your hands on your fruit! Excellent. Now we're ready to play our game.

2. **Sorting parts of the plant:** The students will help to sort the vegetable cards into the correct category. You'll use the backside of the Parts of the Plant handout.

- We're going to look at some pictures of vegetables that we eat. We're going to decide if each plant is a root, a stem, a leaf, or a fruit of the plant.
- We'll use the vegetable sorting chart on the back of the picture of the plant. If the picture shows a root vegetable then we'll put the card on the bottom of the chart where it says, "Root". If the picture shows the fruit, we'll put it at the top of the chart, where it says "fruit". If the picture shows a vegetable that's a stem, we'll place it on the row that says "stem."
 - Put out three different pictures so that the students can compare before making a choice.
- Look at these pictures. Does anyone see a vegetable that grows underground?

Yes, a potato grows underground. Let's put it here with the roots. A potato is a root vegetable because it grows underground.

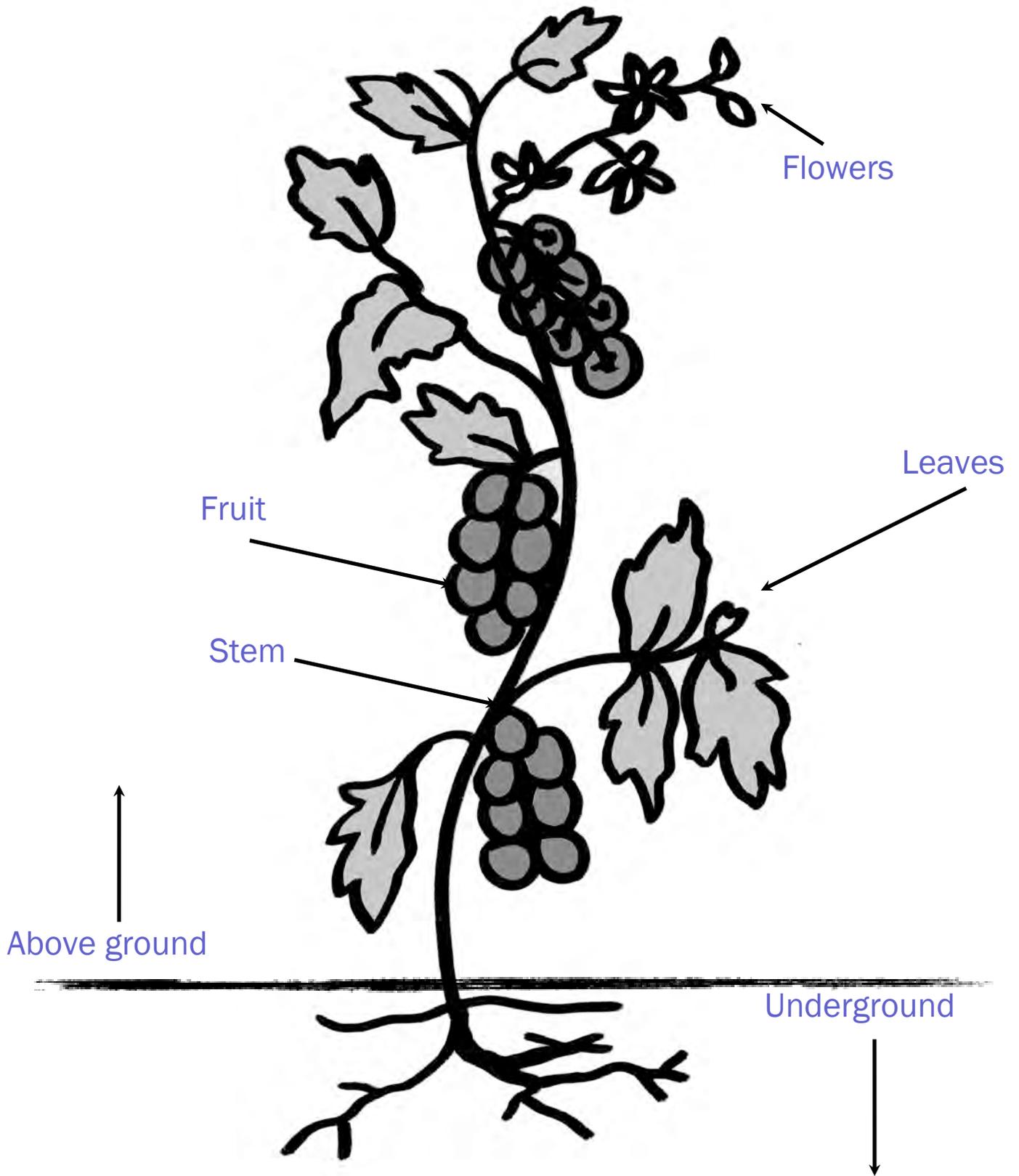
 - Take out another card for them to see.
- Does anyone see a leafy vegetable? Yes, lettuce is the leafy part of the plant. Let's put it up here with the leaves.
 - Continue putting out cards and asking the students to find a certain part of the plant that we eat. Give clues as needed and support their answers with helpful information. You may choose to continue to play the game as a class, or hand the game over for the students to try as partners.

Suggested variations on the game: There are many ways to play this game. For a more challenging game, show just one card at a time. For a more supported version of the game, put out a few more cards, and give clues such as "I see the red part of the plant that we eat. Yes, a tomato is the fruit of the plant."

Extend the Learning

Play the game on their own: The game can be available for students to use on their own during a choice time.

Parts of the Plant



Parts of the Plant: Sorting Game

Fruit



Leaves



Stem

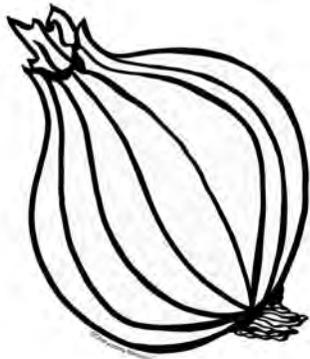


Roots



Parts of a Plant Sorting Cards

Onion



Spinach



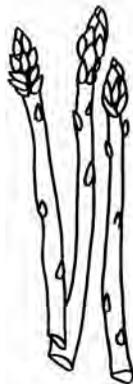
Tomato



Lettuce



Asparagus



Pepper



Celery



Carrots



Squash





Color Your Vegetables

Students learn about all different kinds of vegetables by using crayons to color in their favorite ones.

Objectives

- To learn about vegetables that students like to eat.
 - To identify the colors of various vegetables.
-

Materials and Resources

- Favorite Vegetables handout (included with activity).
 - The book, *The Vegetables We Eat*, by Gail Gibbons.
 - Crayons.
-

Vocabulary

- **Corn:** a yellow vegetable that grows in kernels on a cob.
 - **Eggplant:** often pear-shaped and bright purple.
 - **Beet:** a bright red vegetable that grows underground.
 - **Carrots:** a long, orange vegetable that grows underground.
 - **Red Cabbage:** a variety of cabbage that is purple in color.
 - **Peas:** a small green seed that grows in a pod.
 - **Broccoli:** a green, flowering vegetable that is good raw or cooked.
 - **Yellow squash:** part of the large squash family.
 - **Tomato:** a red fruit vegetable that's full of seeds.
-

Activity

1. **Introduce the activity:** Show students the Favorite Vegetables sheet with the various vegetable pictures.

- There are many different kinds of vegetables and they come in all different shapes, sizes, and colors.
- Today we're going to find some vegetables that have our favorite colors.
- Who has a favorite color?
 - Take a few ideas. Then hand out the sheet of vegetable pictures.
- Can anyone find a vegetable that's red? Point to that vegetable.
 - Take all ideas and help students rethink suggestions if they name a food that is not the stated color. Have the students present their ideas out loud so everyone can share in the thinking process.

2. Coloring food pictures: Bring out crayons so that the students can begin to color in the vegetables.

- Now let's color in all of the red vegetables that we can find on the sheet.
- Let's try another favorite color.
 - Guide students through each color or have them to continue on their own. If students are unfamiliar with a vegetable, ask other students to help. If none of the students know the vegetable, refer to the book [The Vegetables We Eat](#) as a picture reference.

3. Turn-and-share: Ask students to talk with a partner to share their thinking.

- Turn to your neighbor and talk about which vegetable has your favorite color.
- Now tell them about which vegetable is your favorite to eat.
- Wow, you all know so much about vegetables!

Extend the Learning

Eating vegetables at home: Students can take these pictures home and talk with their families about which of these vegetables they've tried and which ones they'd love to try. Family members can circle the vegetables they make regularly in their home, and check one or two new ones they'd also like to try.

Vegetable bingo: You could use these sheets as Bingo boards. Call out a vegetable name and have the students cover the square with a counter when they find it.

Favorite Vegetables

Cucumber



Corn



Tomato



Lettuce



Broccoli



Pepper



Celery



Carrots



Peas





Song

Under the Ground

Students learn to sing a song that asks them to think about how vegetables grow.

Objectives

- To teach students which part of the vegetable we eat.
 - To help students learn which vegetable grow above the ground and which ones grow below it.
 - To appreciate the many different kinds of vegetables we eat.
-

Materials and Resources

- *Under the Ground Song Lyrics* handout (included with activity).
 - *Under the Ground* song recording (provided with activity).
 - The book, *The Vegetables We Eat*, by Gail Gibbons.
-

The Activity

1. **Identify vegetables from the song:** Gather the students so they can see the teacher and one another.
 - Let's play a game. I'm going to point to a picture of a vegetable in this book. If you think this vegetable grows above the ground then stand up. If you think the vegetable grows under the ground, then dive your hands down to the floor and lay them flat.
 - Before starting the game, have them practice each hand motion to make sure that they can do it before starting the game.
 - Here's the first picture. It's a potato. Stand up if you think a potato grows above the ground. Dive your hands down to the ground if you think potatoes grow under the ground.
 - Choose a well-known vegetable for the example. You may point to any vegetables in the book or point to the vegetables specifically named in the song: carrots, onions, radishes, lettuce, celery, and cabbage.
 - Here's the next picture. It's a tomato. Show where you think a tomato grows.

2. **Introduce the song - Under the Ground:** Have the lyrics available for a visual reference (use the song lyrics handout).

- Now we're going to learn a song all about vegetables that grow above and under the ground. You'll hear the names of some vegetables that we already know. Sometimes we eat the top of the plant and sometimes we eat the bottom.
- Let's try the first part of the song.
 - Sing the first three lines of the song and then have the students repeat them with you.
 - Continue to teach small sections of the song until the students are familiar with the words.
 - Give students a visual reminder by adding drawings or pictures of the vegetables mentioned in the song to the lyrics or song chart.

Suggestions: You can listen to the song first or teach the song by using the lyrics. This depends on your comfort level in teaching a new song.

.....

Extend the Learning

Make up original verses to the song: Students can come up with additional vegetables to include in the song. They can think of three vegetables that grow under the ground and three vegetables that grow above the ground. Then the class can create their own version of the song. It may be helpful to create some pictures to help them remember the order of the vegetables in the song.



Under the Ground Song Lyrics

Carrots -- under the ground.

Onions -- under the ground.

Radish -- under the ground.

I want to know, do I eat the top?

I want to know, do I eat the bottom?

Lettuce -- above the ground.

Celery -- above the ground.

Cabbage -- above the ground.

I want to know, do I eat the top?

I want to know, do I eat the bottom?

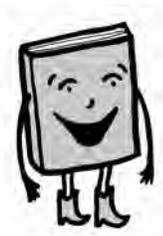
Carrots -- under the ground.

Cabbage -- above the ground.

Radish -- under the ground.

Under the ground....

Under the ground...



The Vegetables We Eat

Story

Students learn about the different parts of the plant that we eat by reading the book, The Vegetables We Eat by Gail Gibbons.

Objectives

- To learn about the different parts of the plant that we eat.
-

Materials and Resources

- The Vegetables We Eat by Gail Gibbons.
-

Vocabulary

Perennials: a plant that lives for more than two years and does not need to be planted again each season.

Annuals: plants that grow for only one season. These plants need to be planted each season.

Botanist: a scientist who studies plants.

Harvest: the time and process in which we pick vegetables that have been growing.

Root vegetables: the part of the plant that we eat that grows underground.

Fruit vegetables: the part of the plant that we eat that contains seeds.

Seed vegetables: the part of the plant that is a seed.

Leaf Vegetables: the part of the plant that is a leaf.

Flower Vegetables: the part of the plant that is a flower.

Stem Vegetables: the part of the plant that is a stem.

Activity

Notes for Teachers: The bright, clear paintings in the Gail Gibbons book provide a great way to introduce vegetables to students. However, the book has many words that preschoolers may not know. Decide what parts of the text to read and what parts to skip, or choose to reference the difficult parts many times, instead of reading them all in one sitting.

1. Build excitement: Gather students together so you can read them the book, The Vegetables We Eat by Gail Gibbons.

- How many of you have ever seen vegetables growing?
- What part of the plant did you see growing above the ground? Yes, leaves, the stem, flowers, fruits.
- What part of the plant is hidden under the ground? Yes, the bulb or root.
- We're going to read this book (hold up book). Look carefully at the cover and if you see a vegetable that you know, put your finger on your nose.
 - *Take ideas from students and point to the picture as they say the vegetable name.*
- This book will tell us how vegetables grow and what part of the plant we eat.

2. Class read-aloud:

- Let's begin reading the story.

Stop regularly throughout the reading to ask questions, define key words, and encourage students to share their thoughts about the content.
- It says here, "We eat vegetables in many ways" (page 5).
- Raise your hand if you have ever eaten vegetables in a salad. Yes, we can eat vegetables in a salad.
- Put your hands on your shoulders if you've ever had vegetables in a soup. Yes, vegetables can be cooked in soup.
- Touch your belly if you've ever had vegetables on pizza. Yes, vegetables make a delicious topping on pizza.

3. Follow-up discussion: When you've finished the book, invite the students to talk about what they learned.

- Did you know that we eat many different parts of a vegetable? Who can name the different parts of the plant that we eat?
- Who can name a vegetable that grows under the ground? Yes, carrots grow under the ground.
- Who can name a leaf vegetable? Yes, lettuce is a leaf vegetable.

- *Take all student ideas. Show the pages in the book that illustrate the students' ideas to provide a visual reinforcement and help students stay on the same page.*

Extend the Learning

Explore some other books about vegetables. The books listed below are a great place to begin.

- Tops and Bottoms by Janet Stevens
- From Seed to Plant by Gail Gibbons
- Eating the Alphabet by Lois Ehlert
- Up, Down, and Around by Katherine Ayres
- Growing Vegetable Soup by Lois Ehlert
- Oliver's Vegetables by Vivian French

Fresh-Food-Fun Family Letter

A VARIETY OF VEGETABLES



Let's be partners in good eating!

One of the most important things we can do for our children is to regularly serve them a range of healthy vegetables. Prepare fresh vegetables (at their peak of freshness) in ways that preserve the nutritional value as well as the flavor. Read on to find tips on how to do this.



A Note to Families

This month we encourage you to eat lots of fresh vegetables with your family. Vegetables can be used in so many ways. Use fresh vegetables whenever possible, but frozen and canned can serve as a good alternative.

Try cutting up vegetables, such as carrots, peppers and broccoli and serve them raw with your favorite healthy dip.

Or, try steaming vegetables in a steamer basket placed in a pot with a small amount of water. Broccoli, cauliflower, and green beans are all good to steam. Steaming vegetables is easy and it retains the vegetable's nutrients and the flavor.

Another delicious way to prepare vegetables is to roast them in the oven.

Roasting vegetables makes them extra sweet and delicious. When you roast root vegetables (like carrots or potatoes) with a little salt and olive oil, you get a hearty and yummy side dish your whole family will enjoy.

Does your child like pasta? Try adding broccoli or spinach to the sauce. It will provide flavor and nutrients. Does your child like tacos? Add diced tomatoes and cilantro.

We know you'll enjoy the adventure of making vegetables a fun part of every meal.

Sincerely,

The Healthier Meals Initiative Team

Food Tips

See how many different fresh vegetables you can eat, and how many different ways you can prepare them. Try eating:

- Raw vegetables
- Steamed vegetables
- Roasted vegetables

Encourage your child's interest in fresh vegetables.

- Select vegetables together at the store.
- Talk about the color of the vegetables.
- Share your favorite vegetables.
- Ask your child if a vegetable grows above or below the ground.

Food Fun

Make a Food Fun Face

Children connect to the world through play, so don't be afraid to make eating fun! One way to do this is to design food into a fun face on your child's plate. The next time you're preparing a meal or a snack, collect whatever vegetables you have, then slice and arrange them to make a face on the plate. A sliced red pepper can become a great big smile. Cucumber slices can be the eyes. Peas could be the nostrils! Be creative and have fun!

Roasted Vegetables

The process of roasting brings out the natural sweetness of vegetables. All you need is a vegetable, a little olive oil, and some salt and pepper, and you're ready to cook! Roasting is easy and makes food taste great, so don't be surprised when your family keeps asking for more!

Yield: 6 servings

Roasted Sweet Potatoes

Ingredients

8 cups	Chunky sweet potato strips
2 T	Olive Oil
1 t	Salt, Kosher
1/2 t	Black pepper

Method

1. Preheat oven to 375 °F.
2. In a large mixing bowl, toss the sweet potato strips with olive oil, salt, and pepper. Mix ingredients thoroughly.
3. Spread sweet potatoes on a baking tray in single layer. Do not crowd the tray. Use two trays if necessary
4. Roast at 375 °F. After 20 minutes, gently use a metal spatula to loosen sweet potatoes. Continue roasting until tender and lightly caramelized, about 35 minutes total.
5. Serve immediately.

Roasted Cauliflower

Ingredients

6 cups	Cauliflower florets
2 T	Water
1 T	Olive Oil
1/2 t	Salt, Kosher
1/4 t	Black pepper

Method

1. Preheat oven to 375 °F.
2. In a large mixing bowl, toss the cauliflower florets with water, olive oil, salt, and pepper. Mix ingredients thoroughly.
3. Spread cauliflower on a baking tray in single layer. Do not crowd the tray. Use two trays if necessary
4. Roast at 375 °F. After 20 minutes, gently use a metal spatula to loosen florets. Continue roasting until tender and lightly caramelized, about 30 minutes total.
5. Serve immediately.

TAB: Mean Bean

Section 5 : Mean Bean Machine

Mean Bean Machine Includes:

- **Exploration** - Sprouting Legumes
- **Patterns & Sorting** - Sorting & Counting Beans!
- **Art** - Make Your Own Maraca!
- **Song Time** - I Love Beans
- **Story** - One Bean

There are a wide variety of beans. You could say there is a bean for everyone. Each type of bean has a different distinct flavor, and is used in many different ways. Children will become natural scientists while listening about how beans grow in the read-aloud book, *One Bean*. Allow your natural scientists to sharpen their skills by discovering and observing beans sprouting and growing in a hands-on activity in the classroom. Get ready for a little fun as children explore the different shapes, colors and sizes of beans you will introduce them to as they strengthen their reasoning and counting skills. You'll be all set to rock and roll by making your own maracas, with of course beans! Sing along & shake your maracas with the *I Love Beans* song. Children will be given the opportunity to try beans in a variety of ways, through Mexican haystacks and chili and so much more. Remember there is a bean for everyone, and beans come in many different ways.





Sprouting Legumes

Exploration

Students become natural scientists as they watch beans sprouting and growing. They learn that the beans we eat in dishes like burritos are also seeds that are able to produce baby bean plants. Through the process of sprouting beans, students learn that soil, water, and sunlight can provide the right conditions for beans to grow.

Objectives

- Understand that beans are a food, but they are also seeds that can grow into a bean plant.
 - Understand beans need soil, water, and sunlight to grow.
 - Observe growing bean sprouts.
 - Foster curiosity and joy about how plants grow.
-

Materials and Resources

- Beans to sprout. We recommend black or red beans.
 - Several sheets of paper towel.
 - Water (to wet the paper towel and to water the seeds once they are planted).
 - Potting soil.
 - Small paper cups, filled $\frac{1}{2}$ way with soil (one/child – label students' names in marker).
 - Large Bowl/Bucket (for potting soil).
 - Chart paper for making observations and recording results.
 - Pot(s) for planting beans once they have grown into small plants.
-

Vocabulary

Seed: the part of a flowering plant, found inside fruits, that contains everything needed to begin the growth of a new plant.

Soil: dirt in which plants grow.

Sprouts: the early growth from a seed.

Natural scientist: a person who studies plants and animals.

Observe: to look closely at something and notice changes.

Activity

Note: This is a science project. **Do not eat these bean sprouts!**

Suggestion: We recommend doing this activity after you've read One Bean, by Anne Rockwell, during story time.

Day 1: Soaking Our Beans

1. **Becoming a natural scientist:** Gather a group together to build excitement.

- Over the next few weeks we're going to become scientists, **natural scientists**. What do you think a natural scientist does?
 - Respond to all ideas and go on to explain....
- A natural scientist is someone who observes plants and animals. To observe means to look at something very closely.
- Today, working as natural scientists we're going to begin the process of sprouting beans to see if we can grow little bean plants.
- I want everyone to look at all these dried beans!
 - Show students a few handfuls of beans and have them look closely.
- Does anyone recognize these? What do we usually do with beans that look like this? That's right, we cook them up for lunch or dinner!
- Today we're going to do something different with beans; we're going to use them as seeds. Who knows what a seed is? That's right, a seed is what a plant grows from. A seed is a small package that holds everything needed to grow a new bean plant!
- We're going to work in groups. I want you all to go to your tables with your groups. When you get there, you'll see some beans (have student groups pre-determined and the bean stations already set up).
- Let's carefully observe our beans before we start working with them so we can see what they look like. How do they feel? Are they hard, smooth?

2. Water

- To turn these beans into seeds we need one very important ingredient. Does anyone know what helps plants grow?
 - Take all responses and write them on the chart paper. Make sure to include soil, water, and sunlight. Focus on water.
- **Water** is so important! Seeds are very thirsty! Let's begin by soaking our beans in wet paper towels so that the beans can drink up the water overnight.
 - Have students work in small groups; each group should have a wet paper towel. Demonstrate how to wrap a few (6-8) beans in the wet towel. Set the beans aside. Leave overnight making sure that the towels stay moist.
- Tomorrow, we'll open up our towels and see if the beans look the same or different.

Day 2: Planting the Beans

Note: We recommend filling the paper cups (one for each student) $\frac{1}{2}$ way with potting soil before the lesson begins. Write each student's name on his/her cup with a permanent marker. Put remaining soil in a large bowl (or several smaller bowls) for students to complete the process of planting their beans.

1. Soil, sunlight, water

- Are we ready to check on our beans? As natural scientists we need to very carefully observe what happened to our beans overnight.
 - Pass out the wet paper towel bundles. Have students unwrap the towels and examine the beans. Ask students to describe what they observe.
- How do the beans look? Do they seem different from yesterday? Are they the same size? No! The beans drank all of the water that was in the paper towels. They got big and fat!
- How do the beans feel? Remember to be gentle when you touch them.
- Now the beans are ready to be planted. Who knows what a bean needs to grow? Shall we look at the chart we made yesterday?
 - Refer to the chart and concentrate on **soil**.
- Yes, plants need good **soil** to grow. Today we're going to plant our beans in soil. Each of you has a paper cup filled $\frac{1}{2}$ way with soil. Drop your bean into the middle of the cup. Then put a little more soil on top of the bean and gently tap it down.
 - Demonstrate how to do this first, and then have students repeat the process with their own cups. Pass the bowl full of soil around the table so that each child can take a handful. Assist students who need help.
- Now that we've planted our beans, what else do you think they need to grow big and strong?
 - Refer to the chart and concentrate on **sunlight** and **water**.
- Yes, plants need **sunlight** in order to grow! Where can we put our plants so they can get the most sunlight? Yes near a window.
 - Move the seedlings to a window.
- What else do seeds need to grow? That's right, seeds need **water** to grow. Let's use an empty cup to pour just a tiny bit of water so that the soil gets moist, but not too wet.
- Let's hope they all sprout into little bean plants. But we won't know for a few days. Remember, some seeds may not grow.

Day 3 and Ongoing: Observing and Caring for our Beans

Note: The seedlings may take about a week, or longer, to sprout. They need to be watered when the soil is dry (approximately every day). After four to six weeks the seedlings will be ready to be planted into a larger pot.

1. Observing Our Beans Plants

- Each day we'll observe the seeds we planted to see if there are any changes. When we notice a change, we'll write and/or draw it on our chart paper, to record what we saw.
 - There will be no change for about a week, but then we should see a small stalk sprout out of the soil with a bean hanging from the end.
- We'll observe our plants' growth every day, and we'll add our observations to the chart paper.

2. Caring for our Bean Plants

- We need to water our beans when the soil is dry. This way, if the beans are thirsty, they'll get plenty of water. This will help them sprout and grow into healthy strong bean plants.
 - Different students can be assigned the job of watering all of the plants each day, or students can water their own plant every day.
- Now that the beans have grown larger, let's replant them into a larger pot.
 - Show how to replant the bean sprouts into a large pot with soil.

Extend the Learning

Sprout beans and legumes: Sprout various beans and legumes and notice the differences and similarities among them.

Charting growth: Make a chart and track your observations of the plants each day. Include a box to check off when the bean sprouts have been watered.



Sorting & Counting Beans!

Patterns & Sorting

Students sort beans by shape/color/size onto the *Sorting and Counting Beans worksheet*. They glue beans onto the worksheet, count how many they have, and write the number of beans in each section.

Objectives

- Learn how to identify and sort items by size, color, and shape.
 - Learn the names of different beans.
 - Learn to count and write numbers.
-

Materials and Resources

- Dried Beans: black beans, kidney beans, black-eyed peas, garbanzo beans, pinto beans, etc. Have at least three different kinds, and vary the colors, sizes, and shapes.
 - Handout: Sorting and Counting Beans worksheet (and marker or crayon for writing)
 - Paper plates
 - Glue: a small amount to be poured into a plastic container (one for every three students)
-

Vocabulary

Sort: the process of arranging items (beans) by size, color, or shape.

Count: to say numbers in the correct order, such as 1, 2, 3, etc.

Section: a part, a specific area.

Total: the number of items (beans) all together.

Activity

Suggestion: Arrange workstations prior to the demonstration. Each student needs: a small handful of different varieties of beans (mixed together on a paper plate) and a copy of the Sorting and Counting Beans worksheet.

This lesson can be adapted for different ages and number of students. Sorting and counting can be introduced in different sessions. Demonstrate the process when students are away from their workstations and not distracted by their own materials.

1. Demonstration of the activity:

- **Sorting:** Gather students on the rug and introduce your paper plate full of beans!
 - Today we're going to work with beans of different shapes, colors, and sizes. All of the beans we're using can be cooked and eaten too, but they shouldn't be eaten raw.
 - Hold up a bean of each variety. Have students describe what they see, ask them to identify each bean by name, and have them make a connection to it.
 - What shape is this bean? What color is it? Yes, it's round and lumpy. It's yellow. This is called a garbanzo bean. Has anyone ever eaten hummus?
 - Let's sort these beans into piles. Who knows what sorting is?
 - Respond to what students say. Show them how to put all of one type of bean in one section of the handout, and so on.
- **Counting:** After sorting the beans, show how to glue them, one by one, onto the Sorting and Counting Beans worksheet. Glue similar beans in discrete sections of the worksheet.
 - Now I'm going to take my beans and glue them to my worksheet, one at a time. Which kind of beans shall I work with first?
 - Watch as I pick up one bean. Where should I put it? I'll dip it in the glue and then press it onto my paper. I'll glue all of these beans in this section.
 - I'm ready to do my second bean. I'll dip it in the glue and put it next to the first bean I glued. Can I put it in this section here? No, I can't! I have to fit all of my garbanzo beans into this one area.
 - Continue gluing all of the first type of bean. Then move on to the next.
 - Now I'm ready to count my beans! Let's count the garbanzo beans first. Count with me out loud. One, two, three, etc.
 - How many of this bean do we have? That's right! Let's say that number all together. I'll write the number in this section of beans.
 - Write the number. Repeat with each type of beans.

- 2. **Work time:** Invite students to sit at their workspaces and begin sorting their beans. Use the following questions to guide the activity:

- What color beans are you going to sort first?
- What shape are they?
- Do you remember what those beans are called?

3. **Counting Aloud:** To wrap up the activity, invite students to count out loud together. Ask each student to share how many beans of one variety he/she found. Identify that number and have the whole class count, in unison, up to that number.

Extend the Learning

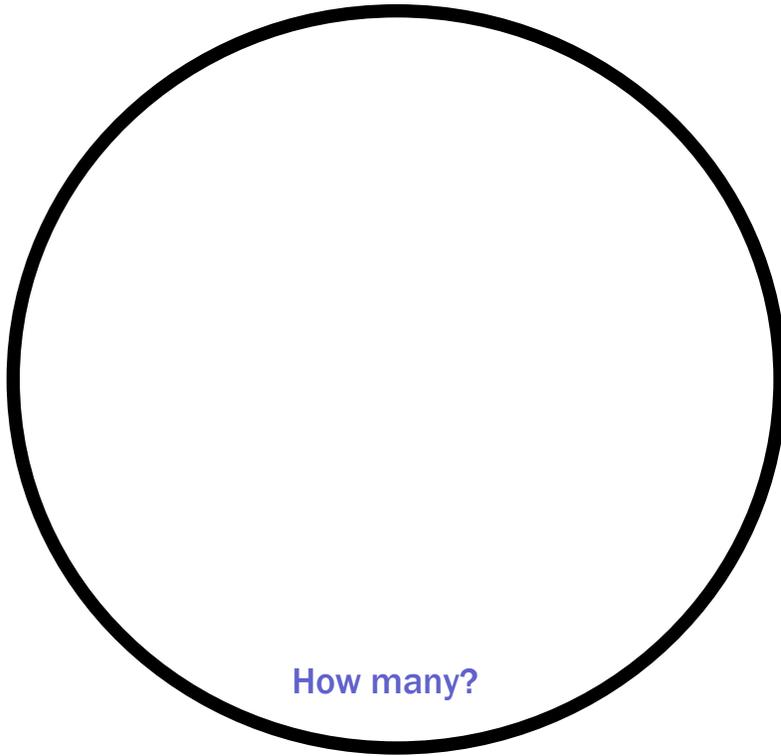
Bean play: Keep beans available for students to use during playtime.

Sorting: Encourage students to sort toys, magic markers, or crayons by color, shape, or size. Look around your classroom for items to sort!

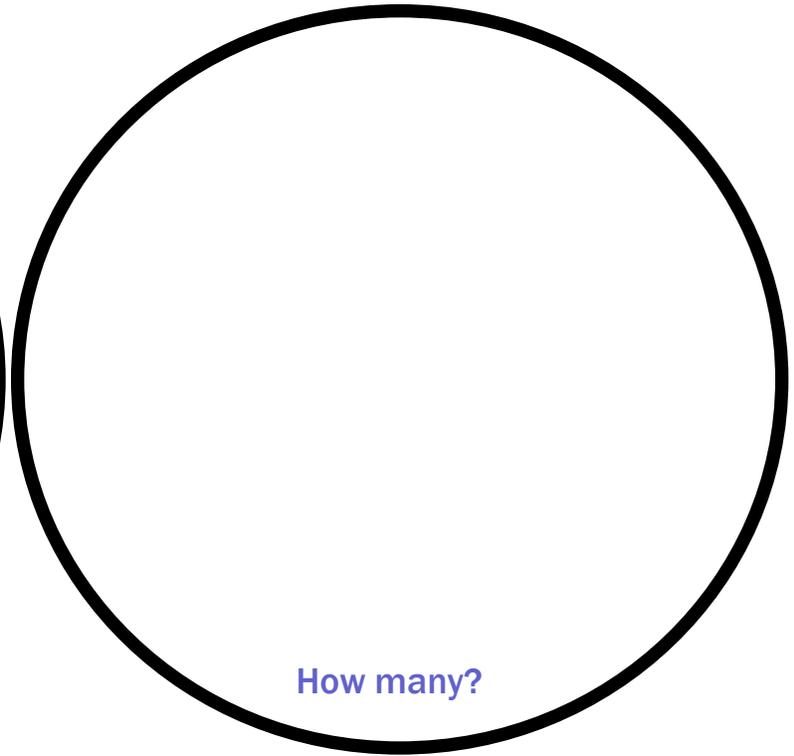
Sorting and Counting Beans

Bean: _____

Bean: _____



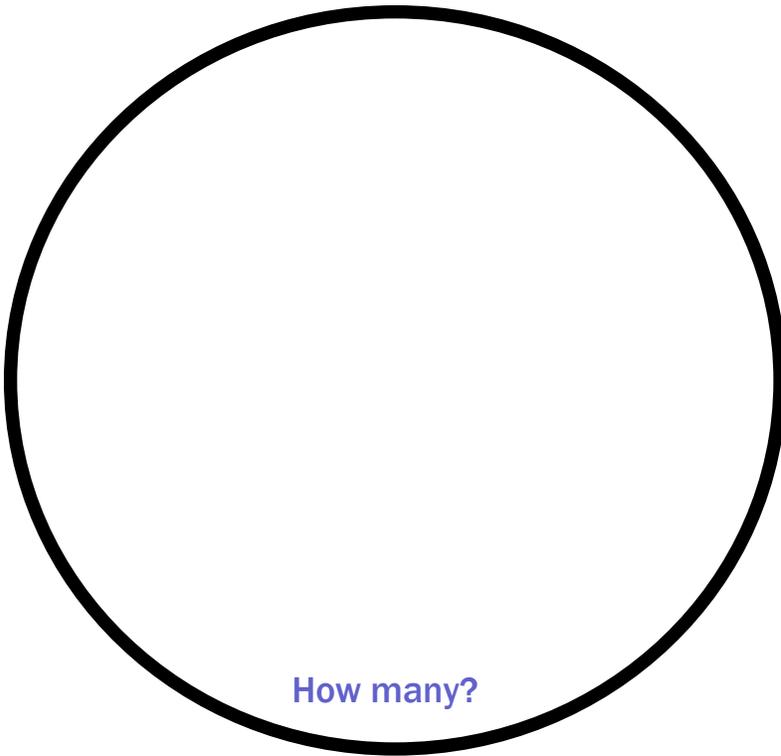
How many?



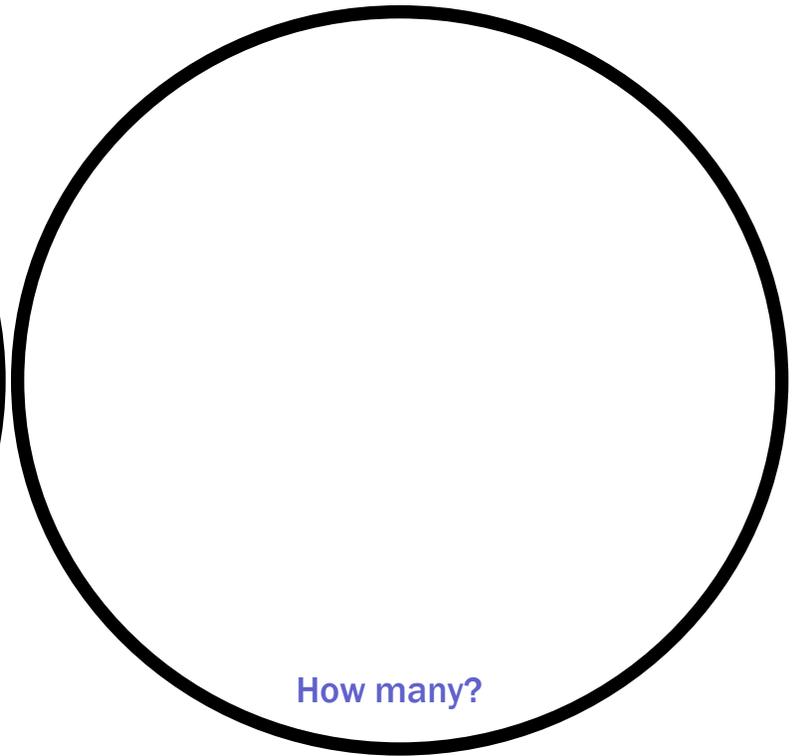
How many?

Bean: _____

Bean: _____



How many?



How many?



Make Your Own Maraca!

Students make their own maracas (percussion instruments) using recycled materials and beans. Then, they learn to play them to create a fun, musical sound!

Objectives

- Introduced students to maracas and how they're made.
 - To have students make their own instruments—using inexpensive, easily accessible materials.
 - Teach students to play the maracas!
-

Materials and Resources

- Cleaned and dried 8-oz. plastic bottles (with cap) for each student to have his/her own. (Water bottles are best).
 - Toilet paper cardboard rolls (one per student). Each roll should be cut from one end to the other, vertically. If you use paper towel rolls, cut them in half, and then cut them vertically.
 - Masking tape, electrical tape, or clear packaging tape (no scotch tape).
 - A variety of dried beans to put inside the bottles such as black beans, garbanzo beans, kidney beans, and/or lentils.
 - Bowls for displaying each variety of beans available for the activity.
-

Vocabulary

Musical Instrument: a device made to create sounds.

Maraca: a musical instrument that comes from Latin America. It's also called a "rumba shaker."

Handle: the part of an object that's held by the hand.

Activity

Note: Do this lesson before introducing the I Love Beans song (introduced in the Song Time lesson) so that students can play their maracas while singing the song.

Set-Up:

Set up a workstation for each student prior to the demonstration. This will make the lesson flow easily.

Each student will need: one plastic bottle and one toilet paper roll (cut vertically).

Arrange different varieties of beans in different bowls for students to choose from.

Teachers assist in taping cardboard tubes to the ends of the plastic bottles.

1. **What's a maraca?** Build excitement by telling students they're going to make their own musical instruments.

- Does anyone know what a musical instrument is? Yes, a musical instrument is an object, or tool, that we use to play musical notes and sounds. Musical instruments make sounds—all different kinds of sounds.
 - Take all ideas and repeat them back to students.
- What musical instruments do you know? Yes, a guitar is a musical instrument, and a trumpet, too.
 - Take all ideas and repeat them back to students.
- Today we're going to make musical instruments called maracas. When it's just one, it's called a maraca. Does anyone know what a maraca is?
 - Take all ideas. If you have one available, show the maraca to students. Shake it so they can hear the sound that it makes.
- A maraca is an instrument that makes a shaking noise. Like this.....listen closely!
 - Pick up a bowl of beans (make sure it's not too full) and shake it back and forth.
- Maracas are from Latin America. Today musicians play them all over the world to add percussion (beats and rhythm) to the music.
- Today we're going to make our own maracas; our own musical instruments!

2. **Filling our bottle with beans**

- I'm going to show you the first step to making a maraca: filling our plastic bottle with beans.
- First I have to take the cap off of my bottle.
- Next, I'm going to fill my bottle about $\frac{1}{4}$ of the way with beans. There are a lot of bowls on the table filled with different kinds of beans. I'll take two handfuls of just one kind of bean and begin putting my beans into the plastic bottle.
- As I drop my beans into my bottle, let's listen to the sounds the beans make.
 - In a class demonstration, put each bean into the plastic bottle, one by one. When you have finished, put the cap back on the bottle.

- Okay, I think I'm finished putting all of my beans into the bottle. I'll make sure that I put the cap on. Now, I'm ready to shake it!
- Now I'd like all of you to add your beans to your bottles. When you're finished, be sure to put the lid back up. When everyone is done, we'll add the handles to our maracas.
 - If students put many different varieties of beans in their plastic bottle instead of just one variety, don't worry! Each maraca will have an individual look and a unique sound.
 - If some students finish much earlier than the rest, help them add their handles. Their maracas can then serve as models for the rest of the class.

3. Adding the handle

- Now we're going to add the handle to our maracas. Who knows what a handle is? Why do we need one?
 - Take all answers.
- Yes, we need a handle so we have a good way to hold onto our maracas when we shake them. I'm going to demonstrate how to make a handle and then the teacher(s) will come around and help you.
 - Demonstrate how to wrap the top of the toilet paper roll (cut from end to end vertically) around the cap of the bottle. Then tighten the roll in on itself to about the size of a $\frac{3}{4}$ inch dowel. Wrap tape around the bottle cap (which is now covered with the cardboard tube) and overlap onto the neck of the bottle. Keep wrapping tape down onto the new handle. Wrap slowly, covering all the cardboard of the toilet paper roll.

4. Shake! Shake! Shake! Playing the maracas!

When all the students have finished making their maracas, gather the group together.

- We're finished attaching the handles to our maracas. Now let's see how many sounds we can make by moving our maracas in different directions. Try moving your hand in a circular motion, like this....
 - Demonstrate how to move your arm in a wide circle in front of you, causing the beans to swoosh, rather than hit the sides of the bottle. Have everyone try it together.
- Listen! What does this sound like?
- Now let's try to make a soft sound with our maracas. Then we can build the sound very slowly, going from quiet to loud, like this...
 - Demonstrate how to shake the maraca very quietly, then, little by little, shake the maraca harder until you find the loudest sound. Have everyone try it together.

Extend the Learning

Counting beans: Have students count the number of beans they put into their bottle.

Making different varieties of maracas: Try making maracas with other small, hard items such as: salt, birdseed, rice, dried pasta, and dried peas.



I Love Beans!

Song

Students learn a song that celebrates all kinds of beans and introduces them to some different dishes that can be made with beans.

Objectives

- Learn a song that introduces students to different kinds of beans.
 - Learn to recognize and eat beans in a variety of food dishes.
-

Materials and Resources

- *I Love Beans Song* Lyrics handout, included with this activity.
 - Beans and Bean Dishes handout.
 - *I Love Beans* song recording (provided with this activity).
-

Vocabulary

Bean: the seed or pod from a legume plant that you can eat.

Green beans: a kind of string bean. We eat them canned, frozen, and fresh.

Red beans: a type of red bean like kidney or pinto.

String beans: a type of bean, like green beans or wax beans, that you eat in its whole, fresh form. We eat them canned, frozen and fresh.

Black beans: small, black beans with a meaty texture that are popular in Latin American dishes.

Wax beans: smooth and plump string beans that come in many colors, such as green, white, and yellow.

Lima beans: large beans that are also known as butter beans.

Kidney beans: beans that are shaped like kidneys. They're also known as red beans (kidneys are an important organ in the human body).

Food Dish: a recipe that includes a combination of ingredients served together.

Soup: a liquid food that's often served warm.

Stew: a combination of solid foods that have been cooked in a liquid.

Sauce: a topping for food that adds flavor.

Salad: a dish with leafy greens and vegetables that's often served cold.

Dip or dipping sauce: a thick sauce into which people dip foods like tortilla chips, crackers, carrots, and pita bread.

Tortilla chips: a snack food made by frying or baking tortilla wedges.

Activity

Note: We recommend this activity be taught after the Legumes Art lesson, so that students can use their maracas to the beat of the song!

Suggestion: Students can sit in a circle on the floor or in chairs, or they can stand.

1. Introduce the song: Have the lyrics available for a visual reference.

- Now we're going to learn a song all about beans. It's called *I Love Beans!* Let's first listen to the song all the way through.
 - Play the entire song.
- Let's try to sing along with the first part of the song.
 - Sing the first stanza and have the children repeat it back to you. Continue to teach small sections of the song until the students are familiar with the words.

2. Beans, Beans, Beans!

- Let's go back to the beginning of the song. Listen carefully so you hear the names of the beans. Let's learn more about these beans and what they look like.
 - Play the first stanza of the song, and then read the lyrics aloud. Hold up a picture of string beans (cut from the Beans and Bean Dishes handout).
- Does anyone know the name of these beans?
 - Take all answers and help students identify the correct name for each variety of beans. Do this for the first two stanzas of the song.

3. Food dishes made with beans:

- Let's find out what kinds of food dishes can be made with beans. What is a "dish"? It's when one or more foods are cooked and served together. Let's listen to the song and find out what food dishes we can eat with beans!
 - Play the third stanza of the song. Then read the lyrics aloud. Hold up a picture of soup from the Beans and Bean Dishes handout.
- Does anyone know the name of this food dish?

- Take all answers and help students identify the correct name for each dish. This includes: soup, stew, salads, and tortilla chips (and bean dip).

4. Sing the song!

- Let's wrap up by singing the song a few times. It may take us a few days to get it, but we'll have fun with it while we're learning!

Extend the Learning

Play music to accompany the song: Use the maracas to play along with the beat of the song!

Coloring: Have students color in the pictures on the *Beans and Bean Dishes* *handout*.

Bean demonstration: Bring in samples of the different kinds of beans mentioned in the song. Show them to students as they learn the lyrics.

Bean tasting: Bring in and taste the different kind of beans or bean dishes mentioned in the song.



I Love Beans Song Lyrics

Green beans, red beans.
Beans on strings,
Black beans, wax beans.
Look at all the joy they bring.

‘Cause I love, I love....beans.

Off the vine, they taste fine.
Eat them raw.
Lima beans, soy beans, kidney beans, magic beans,
These are just a few I saw.

‘Cause I love, I love....beans

Put ‘em in soup. Put ‘em stew.
There’s so many things to do.
Salads and dips, with tortilla chips.
You can eat ‘em with carrots too.

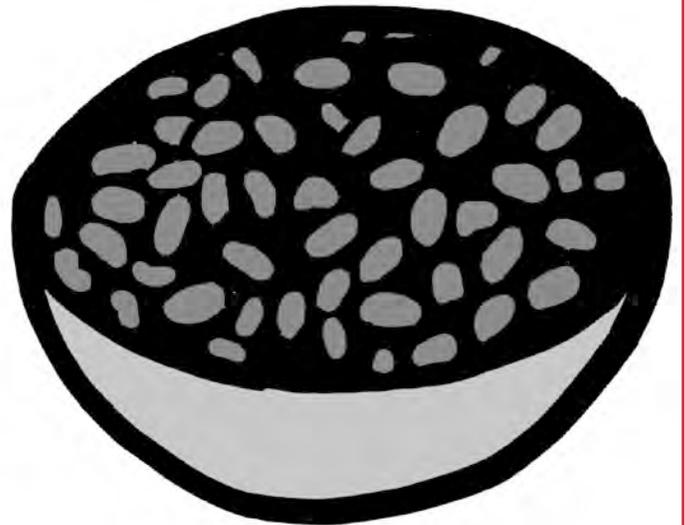
Cause I love, I love,
I love, I love...What?
I love, I love....
Beans!
I love, I love...
Beans!

Beans and Bean Dishes

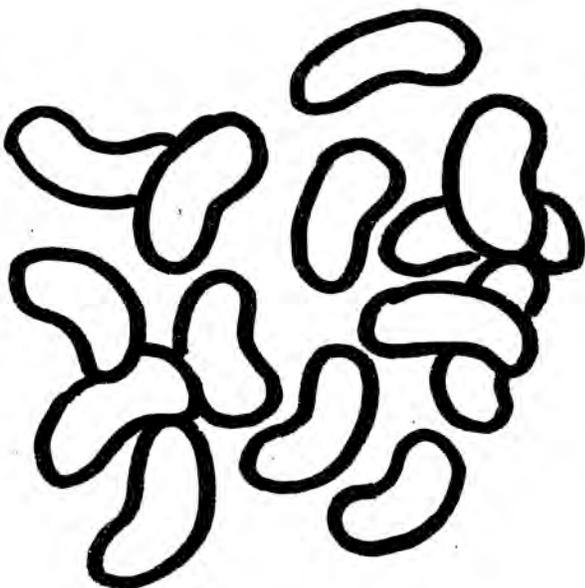
String Beans



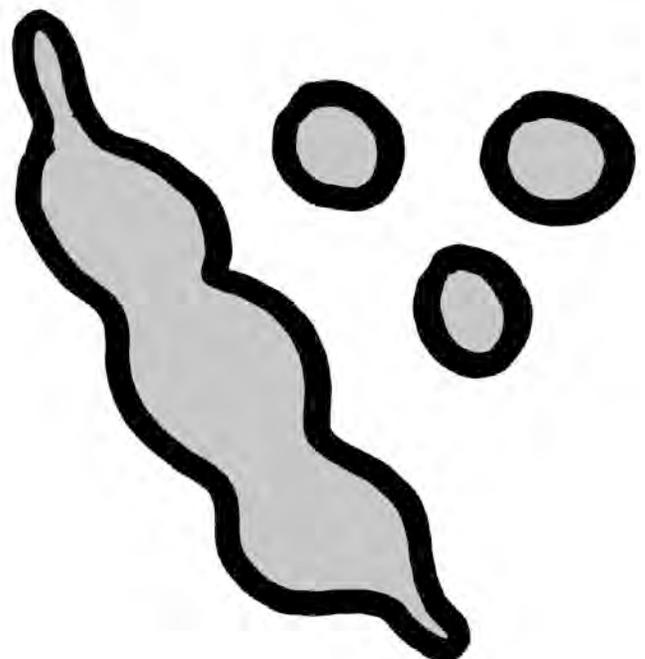
Black Beans



Kidney Beans



Soy Beans

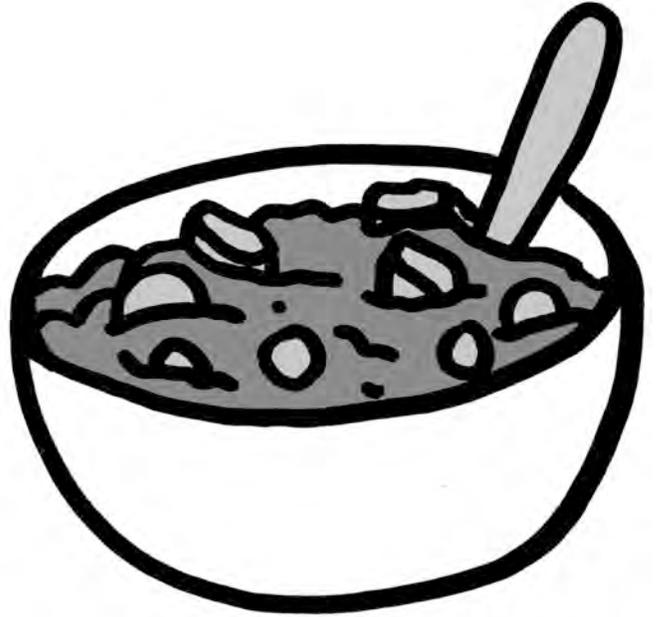


Beans and Bean Dishes

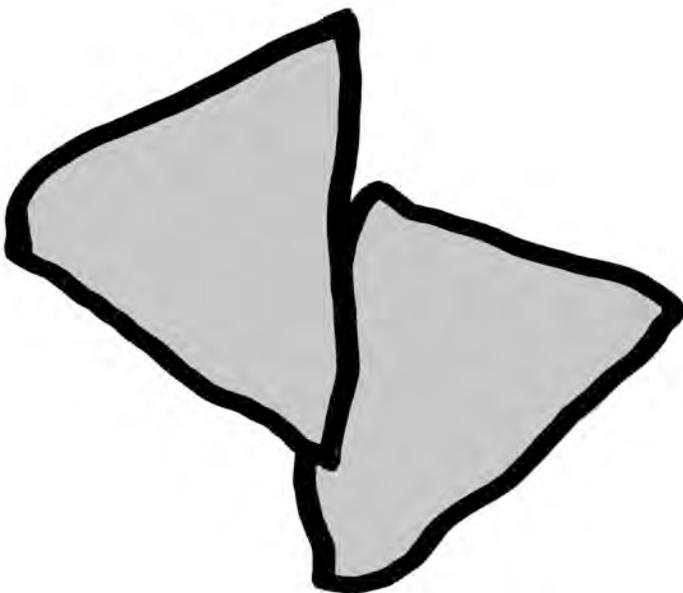
Soup



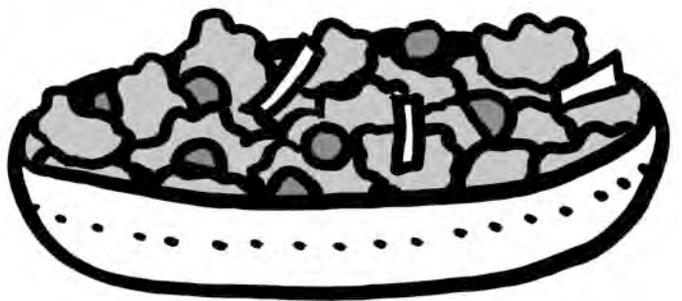
Stew

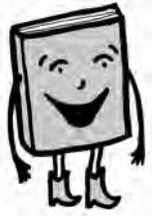


Tortilla Chips



Salad





One Bean

Story

In reading the book, One Bean by Anne Rockwell, the teacher introduces students to the steps involved in planting a bean.

Objectives

- Introduce students to plant growth through new vocabulary.
 - Get students excited about the magic of planting a seed and watching it grow.
-

Materials and Resources

- One Bean by Anne Rockwell.
 - Chart paper for writing down students' ideas.
-

Vocabulary

Bean: a seed or pod (that you can eat) that grows on a legume plant.

Legume: the fruit or seed of a plant in the legume family. Common legumes include: peas, beans, and lentils.

Seed: the part of a flowering plant, found inside fruits, that contains everything needed to begin the growth of a new plant.

Soil: dirt in which plants grow.

Sprouts: the early growth from a seed.

Activity

Note: It may be helpful to read this story before doing the Legume Exploration activity in which students sprout their own beans.

1. **Build excitement:** Gather students together to introduce One Bean.

- We're going to read this book (hold up book). Look carefully at the cover and tell me what you think the book is about. What makes you think that?
- The title is One Bean. Who's on the cover? What are they doing?

2. Class read-aloud: Gather students together to read One Bean.

- Let's start reading the story so we can find out exactly what the girl and boy on the cover are up to!
 - As you read, stop on the first page. Ask students if they know what beans are. Take all ideas.
- A bean is a seed or pod that you can eat. A bean is in a family of plants called legumes. Other legumes include: peas and lentils.
 - On the chart paper, write LEGUME. Create a chart beneath it with the word BEAN on the left, PEA in the center, and LENTIL on the right. Make a sketch of each.
 - Continue reading. Stop regularly to ask questions and encourage students to share their thoughts about the story.

3. Follow-up discussion: When you have finished the book, invite the students to talk about what happened. Use the questions below to get them to summarize the big ideas in the story.

- What does a bean need before it's ready to be planted?
 - Water
- How do you know when the bean has had enough water and is ready to be planted?
 - The skin of the bean splits!
- Where do you plant a bean?
 - In soil
- What does a bean need to sprout?
 - Water
- What does a bean sprout need to grow big and strong?
 - Sunlight and water.

Extend the Learning

Dramatic play: Encourage students to pretend they're planting seeds while at dramatic play or at home. Use recycled yogurt containers or milk cartons (from which the tops can be cut off) for pots. This is a great activity for play in a sandbox.

Read more about beans: Read additional stories about legumes such as:

[Anansi and the Pot of Beans](#) by Bobby & Sherry Norfolk

[Jack and the Beanstalk](#) (author unknown)

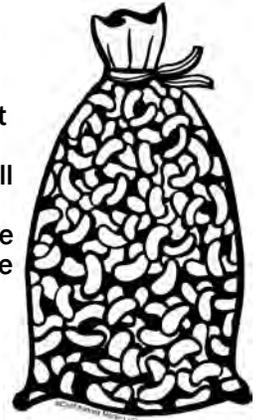
Fresh-Food-Fun Family Letter

LEGUMES



A Food Out of History

Peas and beans were planted by the earliest civilizations. The ancient Egyptians, Greeks, Romans, and Chinese all relied on beans and legumes as a rich source of protein. Let's continue the tradition....



A Note to Families

Legumes are a category of vegetables that include beans, lentils and peas. Low in fat with no cholesterol, legumes are a great source of protein and can be a healthy, low-cost meat substitute. You are probably familiar with some legumes, but take a quick look through the following list of beans to identify some you may have not tried. It would be fun to select one to cook and eat with your children.

- **Adzuki Beans** (also known as field peas & red oriental beans): great in soups. They're found in many Japanese and Chinese dishes.
- **Black Beans** (also known as turtle beans): delicious in soups, stews, and rice dishes. They're often used in Latin American cuisine.
- **Black-eyed Peas** (also known as cowpeas): can be used in salads and casseroles. They're commonly used in

Southern cooking.

- **Edamame** (also known as green soy beans): make a great snack. They can be served in salads or with rice. They're popular in Japanese cuisine.
- **Lima Beans** (also known as butter beans or Madagascar beans): excellent in succotash and casseroles.
- **Garbanzo Beans** (also known as chick peas): used to make hummus and work well in many soups and salads. They're common in Spanish and Indian dishes.
- **Lentils:** great in soups, stews and salads, and are commonly used in Indian cuisine. They don't require soaking, so they cook quickly.

Happy exploring!

Sincerely,

The Healthier Meals Initiative Team

FUN FACTS

Did you know...

Lentils and kidney beans are great sources of both fiber and protein.

There are 40,000 different varieties of beans, but only a few types are mass produced and sold in American supermarkets.

India is the world leader in the production of beans.

Food Fun

Take a Food Trip

Create a legume adventure! Go to the grocery store with your child and try to find as many new varieties of dried beans as you can. Look for black beans, lima beans, garbanzo beans, and kidney beans. Don't forget other legumes such as black-eyed peas and lentils!

See how many different colors and shapes you can spot! Imagine how they might taste if you cook them.

Cha Cha Chili

Yield: 8 servings



A hearty bowl of chili is great to serve on a cool night, or when you're feeding a crowd of people.

The spice rub you'll make to season this chili can be used on meats and lots of other foods as well.

Ingredients

- 2 ½ cups Kidney beans, canned, drained, liquid reserved
- 2 ½ cups Pinto beans, canned, drained, liquid reserved
- 2 T Vegetable oil
- 2 cups Chopped onions, raw
- 1 cup Diced green bell peppers
- 1 T Chopped garlic
- 2 T Chili seasoning spice rub (see recipe)
- 1 cup Tomatoes, canned, diced with juice
- 1 T Cilantro, finely chopped

Method

1. Drain the beans and reserve the liquid for later.
2. In a large soup pot over medium heat, heat the oil.
3. Add the onions to the oil and sauté until translucent, about 5 minutes.
4. Add the peppers and continue cooking until the peppers begin to soften, about 2 minutes.
5. Add garlic and chili seasoning to the onions and peppers and stir for 1 minute being careful not to burn the garlic.
6. Add tomatoes, beans, and a bit of the reserved bean liquid to bring the mixture to the consistency of chili.
7. Bring the mixture to a simmer, cooking for about 30 minutes to blend the flavors. Taste for seasoning.

Chili Seasoning Spice Rub

Ingredients

- ¼ cup + 2 T Chili powder
- ¼ cup Cumin
- 3 T Salt
- 3 T Paprika
- 1 T Pepper

Method

1. Combine all spices together. Use as a rub for poultry, or as a seasoning for taco meat and chili.
2. Make ahead of time, and store in a sealed container at room temperature for up to 6 months.

TAB: Jazzy, Snazzy Sauces

Section 6 : Jazzy , Snazzy Sauces

Jazzy, Snazzy Sauces Includes:

- **Exploration** - Let's Make Sauces!
- **Patterns & Sorting** - Dressing Up Foods: A Matching Game
- **Art** - Pizza Collage
- **Song Time** - Sauce, A Love Song
- **Story** - Pete's A Pizza

Put your chef hat on and stir the pot, make your own sauce with everything you got! Sauce is a great way to add flavor, texture, and color to food. There are so many sauces that can be made to “dress up” your food. Children will learn how food is combined to make delicious new foods through reading the book, *Pete's A Pizza*. This book offers many opportunities for role-play and movement. Expand on the knowledge gained by tapping into the creative side of children's imagination through the creation of a pizza collage and identifying colors that represent possible pizza toppings. Build interest by assisting children make their own pretend pizza with sauce. Practice math and pattern activities with a game that allows children to make believe they are ingredients in a sauce recipe. Tap into the children's musical abilities with the sing-along song, *Sauce, A Love Song*. Get ready to dive into some savory sauces with recipes like a cheese sauce with sweet potato, a homemade applesauce, and much more.





Let's Make Sauces!

Exploration

Students explore the different ingredients that are mixed together to make sauces.

Objectives

- Explore the idea that sauces are made up of different ingredients.
 - Give students an introduction to how sauces are made.
-

Materials and Resources

- Ingredient Sheets (included with this activity).
 - Ingredients List for marinara sauce and cheese sauce (included with this activity).
-

Vocabulary

Sauce: a topping for food that adds flavor.

Ingredients: any of the foods or substances that are combined to make a particular dish or meal.

Recipe: a set of instructions for preparing a particular dish, including a list of ingredients.

Marinara Sauce: a red sauce made from tomatoes that is spread over pasta and ravioli, and used in lasagna and baked ziti.

Cheese Sauce: a creamy sauce often made by adding milk, cheese, and vegetables.

Activity

1. **Introduction:** Gather students to discuss the role of sauce and the different kinds of ingredients that go into making sauce.

- Today we're going to investigate how a sauce can "dress up" different kinds of food. Can anyone tell me what a sauce is? Does it go into food, on top of food, or can you eat it all by itself?
- Sometimes we eat meat or vegetables or pasta with nothing on top. But sometimes it's fun to "dress up" our food with a sauce. A sauce usually goes on top of our food and makes the food taste even better.

2. **Introducing Game:** Students learn about ingredients and recipes. Have the Ingredient Sheets and the Ingredients List for marinara sauce and cheese sauce on hand.

- To make our sauce we need a recipe. A recipe tells us all of the ingredients or foods that go into the sauce. Today we're going to make a magic version of the sauce by mixing all of the ingredients together in a big imaginary blender.
- In our game, some of you will be the ingredients and the rest of us will be the blender.
- First we're going to make a marinara sauce. A marinara sauce is a red sauce made from vegetables and it's usually eaten as a sauce with pasta.
- I'm going to hand out pictures of all of the ingredients that'll go into our sauce.
- Let's see. First we need tomatoes. I want [choose student by name] to be the tomatoes today. Hand out the cards. As you distribute the sheets, announce what food is in the picture.

3. **Playing the Game:** The students will pretend to be sauce ingredients.

- Now we're ready to make our sauce.
- Let's all stand in a circle. The circle represents the blender. A blender is a kitchen tool that we use to mix ingredients together.
- When you hear your food name, come into the middle of the circle. Since you're an ingredient, you're being added into the blender.
- Okay, the first food to go into the blender is...the onions!
The student with the onion card comes into the circle.
- Next in our recipe are the carrots. Come into the middle, carrots.
 - Continue to read list of ingredients until all of the "ingredients" are in the middle of the circle.
- Now that all of the ingredients are in the blender we're ready to mix up our sauce. Everyone in the outside circle, hold hands. When I turn on the blender, by calling out "start," we're going to start to blend the ingredients by going round and round.
- Ingredients, you're being mixed all together, so you're going to hop up and down in the middle of the circle.
- Ready, "Start." Here we go around in a circle. We're mixing all of ingredients together! Keep mixing.
 - You can count to a specific number so that the students know when to stop walking or jumping.
- We did it! We blended a marinara sauce. Now we can try to make another sauce.
- Everyone, sit back down in a circle and we'll try it again. This time we'll make a cheese sauce.

- Collect the ingredient sheets and try the game again by handing out ingredient sheets for the cheese sauce to those students who did not get a turn to be an ingredient.
-

Extend the Learning

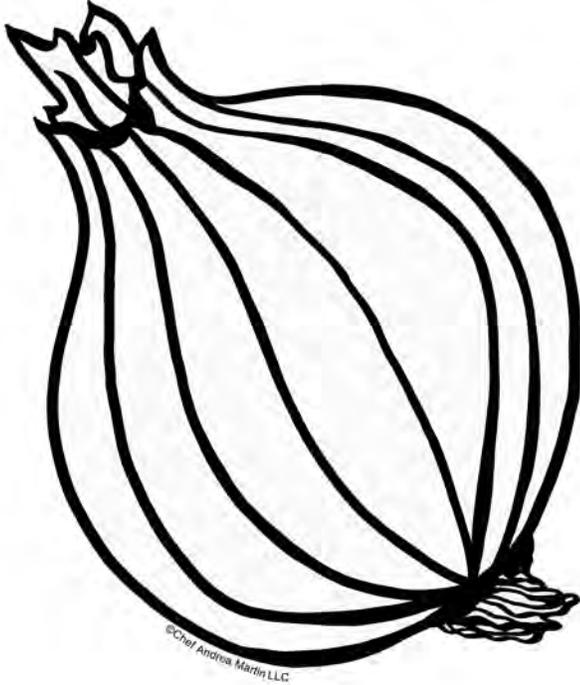
Play the game outside: You won't need the cards once the students understand how to play. You can call students by name to come into the circle. "Danny, come into the circle. You're celery!" Then the rest of the group can be the blender.

Play the game using more sauces: Explore different kinds of sauces that the students have tried. In any sauce you "make," include vegetables and encourage the idea that sauces can be healthy.

Sauces: Ingredient Sheets

Page 1 of ingredients that go into making the Marina Sauce. Cut into cards for the Let's Make Sauces activity.

Onions



Carrots



Celery



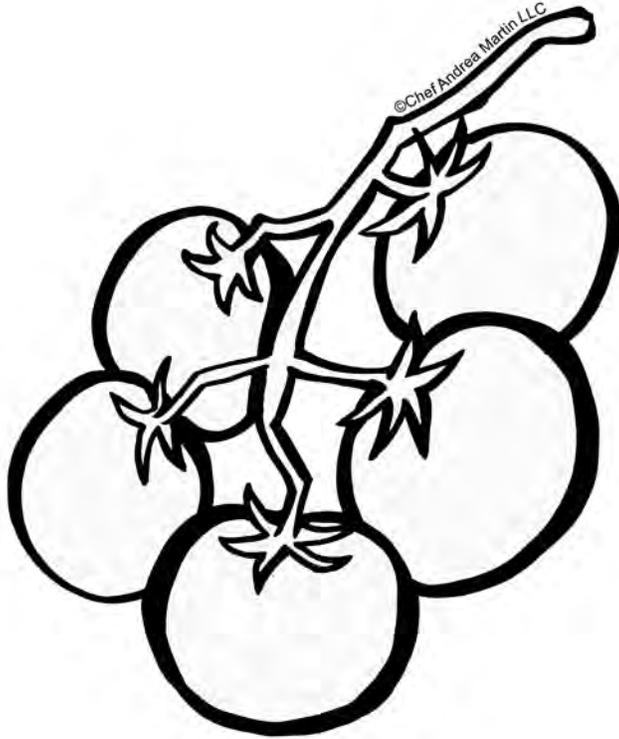
Zucchini



Sauces: Ingredient Sheets

Page 2 of ingredients that go into making the **Marina Sauce**. Cut into cards for the Let's Make Sauces activity.

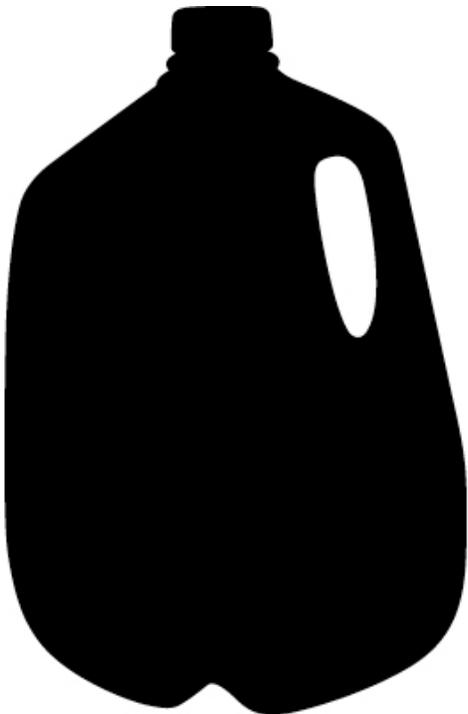
Tomatoes



Olive Oil



Water



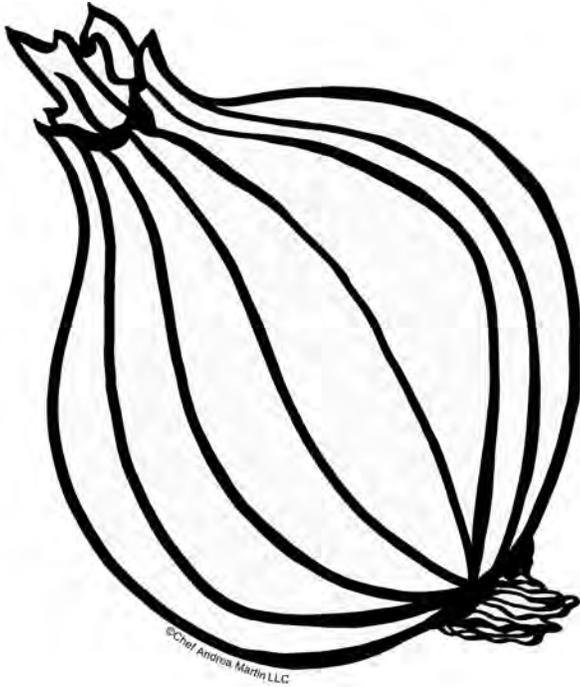
Basil



Sauces: Ingredient Sheets

Page 1 of ingredients that go into making the Cheese Sauce. Cut into cards for the Let's Make Sauces activity.

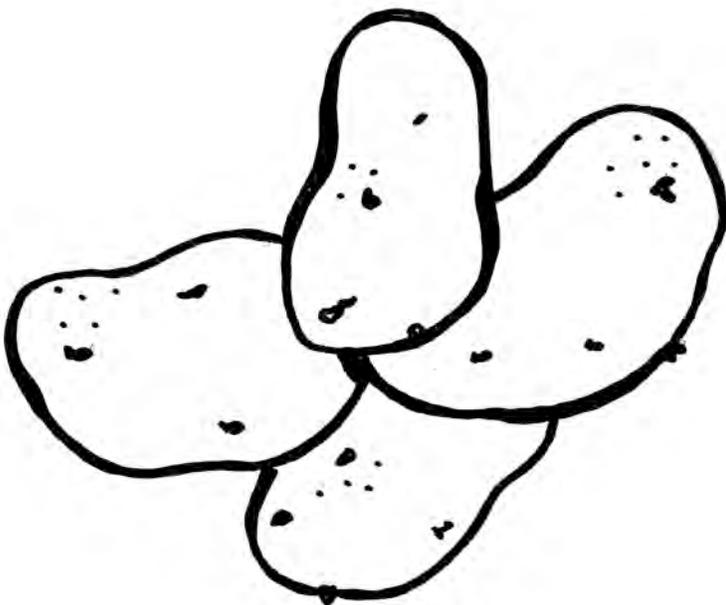
Onions



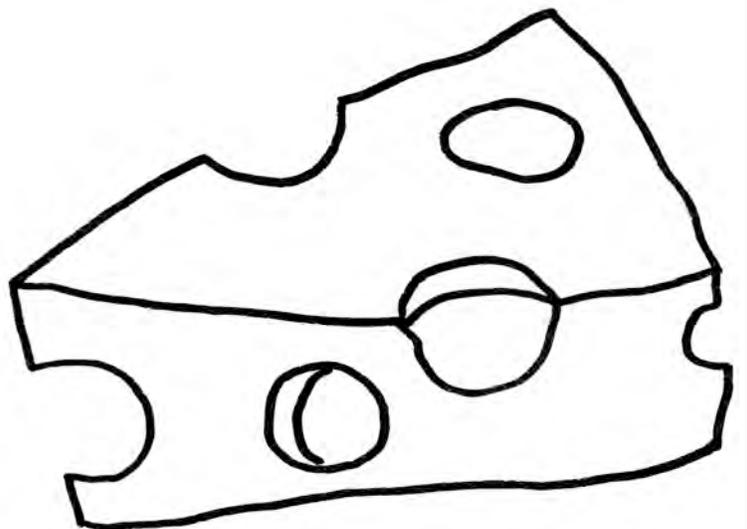
Celery



Sweet
Potatoes



Cheese



Sauces: Ingredient Sheets

Page 2 of ingredients that go into making the Cheese Sauce. Cut into cards for the Let's Make Sauces activity.

Milk



Pepper



Olive Oil



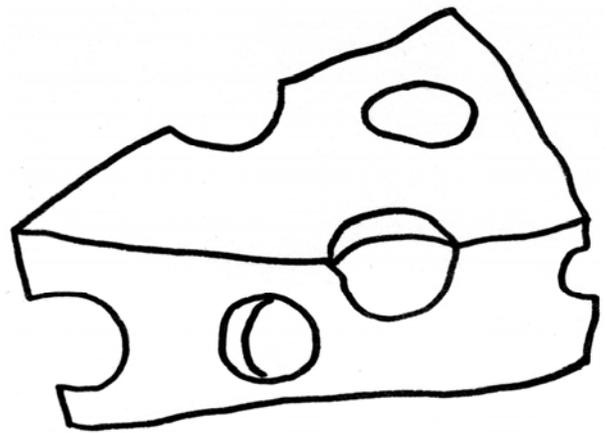
Salt



Ingredient List for Marinara Sauce & Cheese Sauce

Use this as a guide to playing the Let's Make Sauces game (described in the lesson plan by the same name).

Distribute the Ingredient Sheets that go along with this lesson in order for students take on the role of different ingredients and make the sauce.



Marinara Sauce

1. Onions
2. Carrots
3. Celery
4. Zucchini
5. Tomatoes
6. Water
7. Olive oil
8. Basil

Cheese Sauce

1. Onions
2. Celery
3. Sweet Potatoes
4. Cheese
5. Milk
6. Pepper
7. Olive oil
8. Salt



Dressing Up Foods: A Matching Game

Patterns & Sorting

Students explore foods and sauces that they can eat together.

Objectives

- Learn that sauces can dress up different foods.
 - Learn about common food combinations.
-

Materials and Resources

- Dressing Up Foods handout (included with this activity).
-

Vocabulary

Sauce: a topping for food that adds flavor.

Enchilada Sauce: a spicy sauce that covers tortillas rolled with meat or cheese.

Marinara Sauce: a red sauce made from tomatoes that's used over pasta and ravioli, and in lasagna and baked ziti.

Cheese Sauce: a creamy sauce often made by adding milk, cheese, and vegetables.

BBQ Sauce: a sweet and/or sour sauce used with grilled or roasted meats.

Pizza Sauce: a sauce made of pureed tomatoes, herbs, and spices.

Gravy: a brown sauce usually made by thickening the drippings and/or juices created when meat is cooked. Gravy is often used to flavor meat and potatoes.

Activity

1. **Introduction:** Gather students to help them begin thinking about common foods.

- Today we're going to explore some of the foods we eat. To get started, let's see if you're familiar with some of my favorite foods.
 - Hands on your head if you have ever eaten chicken?

- Hands on your belly if you have ever eaten spaghetti.
- Hands on your shoulders if you've ever eaten breadsticks.
 - Continue to list a variety of foods, making sure to cover all of the foods that appear on the Dressing Up Food handout.
 - As you introduce each food, help to identify the food by giving clues and examples.

2. **Matching Sauces and Foods:** The students will match common foods with a corresponding sauce that goes well with the food.

- Now we're going to play a special game where we must help the chef match the food to the correct sauce. I'm going to hand out the Dressing Up Food matching game.
- Look at the game sheet. Chef Shayla was busy preparing to cook the dishes on her menu, but she got her food mixed up. Your job is to help her match the food with the sauce that goes best with it. You can use only one sauce for each food.
- Together, let's read each of the food items and each of the sauces.
- Now, go ahead and make your matches.
- Draw a line connecting the sauce with the food.

3. **Sharing the Matches:** The students will share the matches they made and talk about why they think those foods go well together with the sauces they selected.

.....

Extend the Learning

Do the Exploration Activity: Play the *Let's Make Sauces game* described in the Exploration Activity for this unit.

Dressing Up Foods

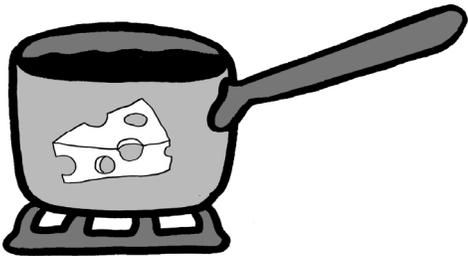
A Matching Game



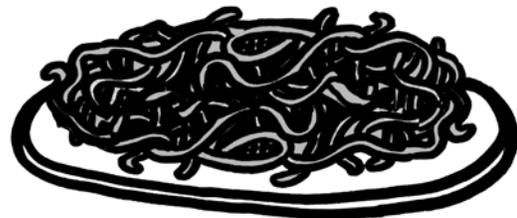
Chef Shayla got her recipes mixed up. Help her match the sauce to the food it will taste best on.



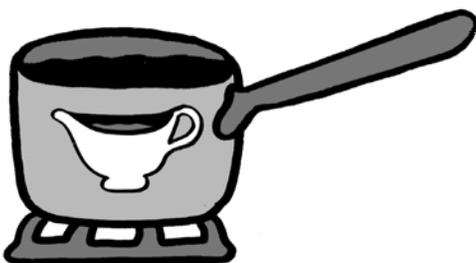
Mashed potatoes



Enchiladas



Spaghetti



Macaroni



Pizza Collage

Students create their own pretend pizzas by adding their choice of toppings.

Objectives

- Encourage students to talk about how to “dress up” a pizza crust.
 - Identify colors that represent possible pizza toppings.
-

Materials and Resources

- Pizza Crust handout (included with this activity).
 - Red crayons for coloring sauce.
 - Glue sticks or glue.
 - Construction paper scraps (including red, green, yellow, brown and black).
 - Scissors.
 - Chart paper for writing topping ideas.
 - Markers for writing and drawing: green, red, brown, yellow, and black.
-

Vocabulary

Collage: a form of art in which various materials, such as pieces of paper, are arranged and stuck to a background.

Dough: the uncooked mixture of flour and liquid that is used for baking bread or pastry.

Pizza Crust: round-shaped bread that is baked in a hot oven and then typically topped with tomato sauce and cheese.

Sauce: a topping for food that can add flavor.

Toppings: foods that are spread or poured over other foods to add flavor or texture.

Activity

1. **Introduce the activity:** Build interest by making connections and introducing new vocabulary words.

- Today we're going to make our own pretend pizzas.
- Raise your hand if you've ever eaten pizza.
- Great! Hands on your shoulders if you've ever helped to make a pizza.
- Today you're all going to make your own imaginary pizzas. Our pizzas are going to be made out of small pieces of paper. This type of art is called a collage.
- We're going to start with an empty pizza crust (show handout), and then we'll add toppings to "dress up" our pizza so that we can make it taste delicious.
- Does anyone know what pizza crust is made out of?
 - Take all ideas and guide students towards the idea that crust is made of dough. When dough is baked it can become bread, bread sticks, or crust.

2. **Discussing possible toppings:** Gather students at a table with the materials and chart paper setup.

- Everyone likes to put toppings on their pizzas. Toppings are what we put on to "dress up" our pizza.
- What do you like on your pizza?
 - Take ideas and write them on the chart paper. If students don't come up with examples of vegetable toppings, be sure to suggest some (mushrooms, olives, peppers, tomatoes, etc.). Also make sure to put cheese on the list.
- Let's pick some topping ideas to add to our pizza. To do this, let's find a piece of color paper that we can use to represent that topping on our pretend pizza.
- What color paper should we use for the cheese?
 - Have a variety of colored paper scraps on the table so that students can see the choices.
- White! I'll add the cheese by using white paper.
- What about green peppers? What color should we use for green peppers?
- Yes! Let's use green.
 - Continue matching each item on the list of toppings with a specific colored paper that the students can use to represent that topping. Pepperoni can be red, mushrooms are brown, olives are black, etc.

- Great! Now we have all of our toppings ready and we're ready to put our pizza together.

3. Creating the Pizzas: Students will use crayons, paper, and glue to create a pizza collage.

- Everyone is going to get a pizza crust.
 - Give out the Pizza Crust handout.
- What goes on the pizza first? Let's all take a red crayon and spread the sauce around the crust.
- Once your sauce is on, then you can decide which toppings to put on top.
- I'll start with some green peppers and put glue on the places where I want to add them.
 - Show students how to dab the glue onto the crust rather than putting it on small scraps of paper.
- Now I'm going to take my peppers and put them all around my pizza.
- Are you ready to make your pizzas? Great, let's get started.
 - Support the students as they create their pizzas. Ask them about their choices and encourage them to try adding more than one topping.

4. Turn-and-Share: Ask students to share ideas about their pizzas.

- Turn to your neighbor and talk about what toppings you put on your pizza.

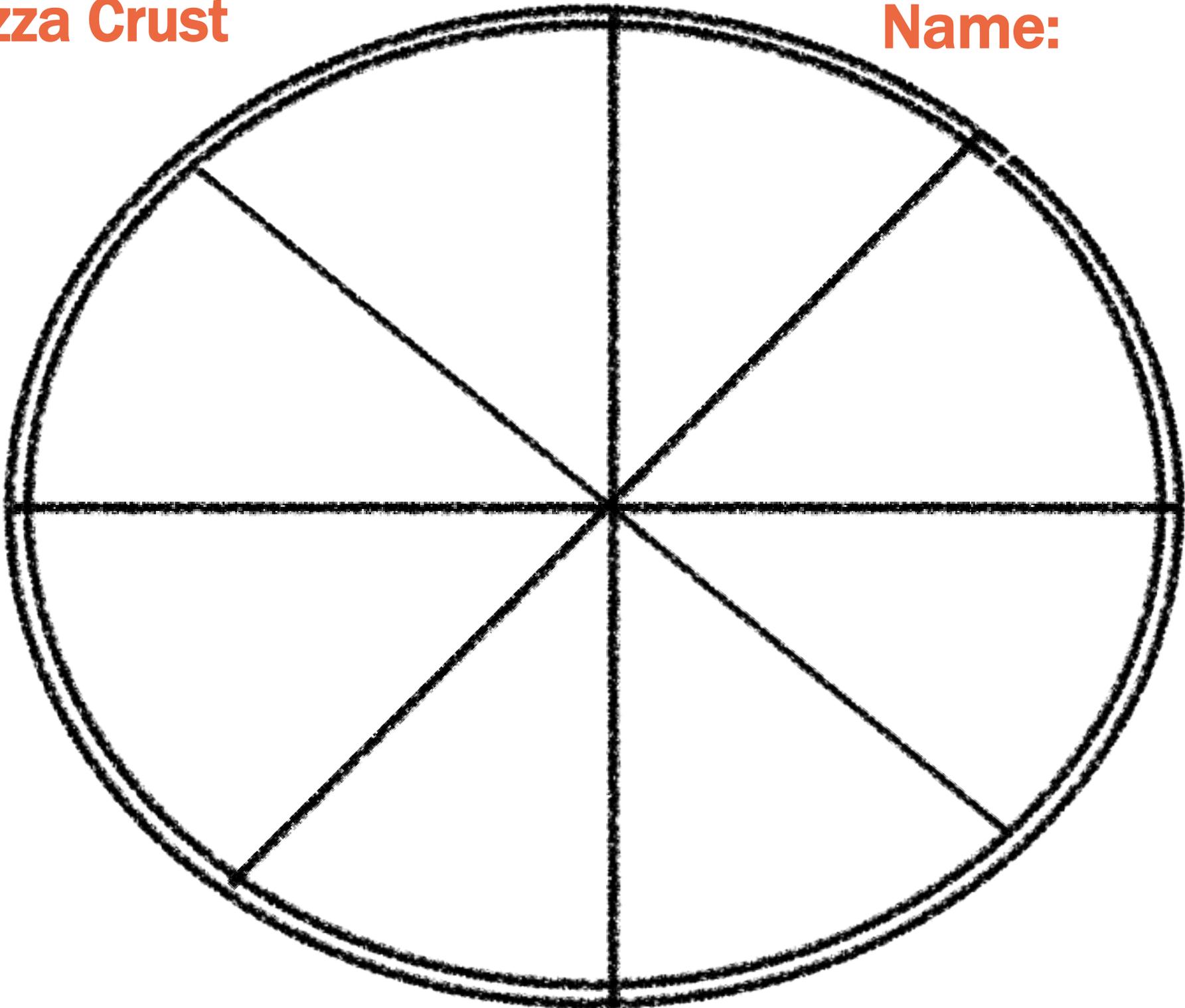
Extend the Learning

Play dough pizza: It can also be fun to make pretend pizzas out of play dough. The students can use rolling pins to roll out the dough until it's round and flat. Then they can make toppings out of different color play dough and add them to the top of their pizzas.

Dramatic Play: Pizza making can also be included in the dramatic play area of your classroom. Students may enjoy making and serving pizza at a pretend pizza restaurant.

Pizza Crust

Name:





Sauce, A Love Song

Song

Students learn to sing a song about different kinds of sauces.

Objectives

- Encourage students to think about sauces and what they're made of.
 - Learn the song, *Sauce: A Love Song* to reinforce the idea that there are many different kinds of sauces to eat.
-

Materials and Resources

- *Sauce, A Love Song* handout.
 - *Sauce, A Love Song* recording (provided with this activity) for reference.
 - Chart paper for recording students' ideas.
-

Activity

It may be helpful to learn the song after the students have already played the math activity matching game, which is part of this unit.

1. **Generate different sauce ideas:** Gather the students so they can see the teacher and one another.
 - We're going to learn a song today all about different kinds of sauces. Who can name a sauce that they might put on top of their food?
 - Listen to all ideas. If students cannot generate sauce ideas, ask them specific, concrete questions. If they're stuck give them suggestions of sauces you like to eat.
 - What do you like to have on your spaghetti? What do you like to have on your rice? What do you like to have on your enchiladas?
2. **Introduce the song: *Sauce, A Love Song*.** Have the lyrics available for a visual reference (use the lyrics handout).
 - Now we're going to listen to a song all about sauces. Listen very carefully and see if you can hear the names of lots of different sauces.

- Listen to the entire song. Then listen to it in sections. After the first four lines stop to discuss what the students heard.
- What kinds of sauces did we mentioned the song? Great! Tomato sauce and gravy. Let's listen to some more.
 - Continue listening and then ask the students if they hear any sauce ideas.

3. List sauce ingredients: Create a list of what students might put into a sauce of their own.

- There are so many sauces that you can make to “dress up” your food. If you were going to make a sauce, what would you put in your sauce? Would you put in tomatoes or cheese? Would it be made with vegetables or fruit?
- Let's make a list of what we would put into our own sauces.
 - Help students to generate a list of foods that they might use in a sauce.
 - If the students cannot come up with the name of ingredients to add to their sauce, you can help them to think about what ingredients may be included.

Extend the Learning:

Ongoing listening: Have the recording available for further listening. It can be played at circle time or during transitions to snack or lunch.

Sing-a-long: Add drawings or pictures to the song chart as a visual reminder of the sauces mentioned, and have the students sing along with the song.



Sauce, A Love Song

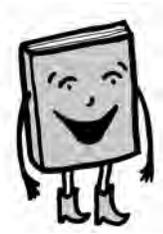
Song Lyrics

Tomato sauce makes everything nicy.
Green sauce makes everything spicy.
Brown sauce is also called gravy.
Cheese sauce makes noodles taste crazy.

It's your loss.	It's your loss.
It's your loss.	It's your loss.
It's your loss	It's your loss
If you don't like sauce.	If you don't like sauce.

Applesauce comes smooth and chunky.
Banana sauce would be great for monkeys.
Put your apron on and stir the pot up.
Make your own sauce with everything you thought of.

It's your loss.	It's your loss.
It's your loss.	It's your loss.
It's your loss	It's your loss
If you don't like sauce.	If you don't like sauce.



Pete's A Pizza

Story

The teacher introduces the different steps to making a pizza by reading the book, Pete's A Pizza by William Steig.

Objectives

- Children learn about how food is combined to make delicious new foods.
-

Materials and Resources

- Pete's A Pizza by William Steig.
-

Vocabulary

Dough: the uncooked mixture of flour and liquid that is used for baking into bread or pastry.

Knead: to work dough into a uniform mixture by pressing, folding, and stretching.

Stretch: to lengthen or widen, perhaps by pulling.

Twirl: to rotate or revolve around.

Slice: to cut something into smaller parts.

Tickle: to lightly touch someone in a way that causes him/her to laugh.

Activity

1. **Build excitement:** Gather students together so you can read them the book Pete's A Pizza.
 - Have you ever tried making a pizza? Raise your hand if you have.
 - What do you think you would need to do first?
 - Well, we're going to read about a family that pretends their little boy is a pizza. We're going to hear all about how to make a pretend pizza. Can you pretend too?

- As we hear the story, we'll use our hands to make our own pretend pizzas. Are you ready?

2. Class read-aloud:

- Let's begin reading the story.
 - Stop regularly throughout the reading to use your hands to act out the movement described in the story. For example, when reading the words, "He starts kneading the dough," move your hands as if working with dough. Encourage students to join in. Gently coach the students when they seem unsure of the action.
- Let's all sprinkle on some cheese! Watch how do it. Can you get some imaginary cheese and sprinkle it all over your pizza?

Continue to stop as you read, acting out each of the things Pete's family adds to their imaginary pizza.

Notes for Teachers: This book has many opportunities for role-play. Use real objects, such as stuffed animals, in the role of Pete, to bring the activity to life. You may also use real objects or props to serve as the pepperoni or tomatoes.

Some students may want to take turns being Pete; others might pretend to be the mom or dad. The book can be reread many times so that other students can have the opportunity to role-play the movements and sequences in the book.

Extend the Learning

Read other books about pizza and sauces:

- [The Little Red Hen \(Makes a Pizza\)](#) by Philemon Sturges
- [Pizza at Sally's](#) by Monica Wellington
- [Applesauce](#) by Shirley Kurtz
- [Holy Mole: A Folktale from Mexico](#) by Carline McAlister

Fresh-Food-Fun Family Letter

Sauces



Making Homemade Sauces

Making homemade sauces is an easy way to bring flavor to your food, while making sure that all ingredients are healthy and good for kids.



A Note to Families

This month we are talking about how sauces can be a healthy way to “dress up” our food. There are many different kinds of sauces to eat and to make. Don’t stop with the sauce recipe included in this newsletter. Find recipes in cookbooks, magazines, and websites. The library can also be a great source for recipes. Ask your local librarian for help finding cookbooks that feature sauce recipes.

The good news is that making a sauce from scratch at home can be an inexpensive and healthier option to buying pre-made sauces at the store. These jar or canned sauces can be expensive, and they often contain ingredients such as sugar, salt, fat, food coloring, and preservatives that our body does not need. And you may find that a tasty and colorful sauce can excite your

child to try something new.

Once you get the basics down, you’ll have fun creating a variety of delicious sauces for everyone to enjoy.

Happy sauce making!

Sincerely,

The Healthier Meals Initiative Team

HEALTHY SAUCES

Making healthy sauces with lots of fresh vegetables is a great way to add flavor, color, texture, and moisture, while also adding fiber and nutrients.

When you puree fresh vegetables and healthy liquids (water or stock) you end up with a thick, smooth sauce that kids will love to eat. Include sweet and colorful vegetables like shredded zucchini, carrots, sweet potatoes, squash, and cauliflower that add flavor and color.

Food Fun

A Saucy Exploration

Including a sauce with a meal can spark your child’s interest and make eating a fun experience. Talk to your children about their favorite foods. Then ask them to imagine what kind of sauce might make them even better.

- Choose a new type of sauce to try on pasta.
- Include a dipping sauce your child can use with vegetables or meat.

Macaroni & Homemade Cheese Sauce

Yield: 6 servings

A healthy and hearty homemade version of this American classic.



Method

1. Prepare cheese sauce according to recipe. Keep hot.
2. Preheat oven to 350°F.
3. Spray or grease an 9 X 13 inch baking dish.
4. In a mixing bowl, combine the cooked pasta, the cheese sauce, and 1 cup of the grated cheese. Mix well.
5. Add pasta mixture to the greased baking dish. Sprinkle the remaining cup of cheese on top of the dish and bake uncovered until the cheese is thoroughly melted and lightly browned, about 20 minutes.

Ingredients

- 6 cups Cooked whole grain macaroni
- 6 cups Cheese sauce (see recipe below)
- 2 cups Grated cheddar cheese

Homemade Cheese Sauce

Yield: 8 cups of sauce

Ingredients

- 2 T Olive oil
- 2 cups Slice onions
- 1 cup Sliced celery
- 4 cups Peeled and cubed sweet potatoes
- 2 cup Chicken stock
- 1 cup Milk
- 3 cups Grated Cheddar Cheese
- 1 ½ t Kosher salt
- ½ t Pepper

Method

1. Heat oil in a heavy bottomed saucepan.
2. Add onions and sauté.
3. When onions are tender, add celery. Sauté for 10 minutes, then add sweet potato cubes and chicken stock. Bring to a boil, then reduce to a simmer, cooking until the vegetables are tender.
4. Purée vegetables with an immersion blender or regular blender.
5. Keeping the heat on low, whisk or blend in the milk.
6. Turn off the heat and add the grated cheese to the sauce. Mix well.
7. Taste for seasoning (wait until this step to add the salt and pepper, as chicken stock and cheese can be salty).
8. Serve immediately over cooked pasta, vegetables, or as a topping for stuffed baked potatoes.

TAB: We Got Grains

Section 7 : We Got Grains On Your Brains

We Got Grains On Our Brains Includes:

- **Exploration** - Pop Like Popcorn! A Game of Grains Charade
- **Patterns & Sorting** - Let's Make a Necklace: Counting Cheerios!
- **Art** - Let's Make Bread!
- **Song Time** - We Got Grains On Our Brains!
- **Story** - What Kind of Bread Do You Like?

There are a whole lot of whole grains out there! Whole grains come in many shapes and sizes, from large kernels of popcorn to small grains of brown rice. Whole grains are an essential part of a healthy diet. Foster curiosity and joy about different types of whole grains from around the world in a read-aloud book, *Bread, Bread, Bread*. Broaden children's familiarity of whole grain foods through a fun charade game where children will act out things like popcorn popping. While you're at it play the hit song, *We Got Grains on our Brains!* Support children's creative thinking by transforming play-dough into the different sizes, shapes of many types of whole grains. Tap into their fine motor skills by making an edible whole grain necklace. Extend the learning by bringing in whole grain foods, see it, touch it, and taste it! Build on those exploring taste buds through menu items like whole grain rainbow bake and couscous salad to name a few.





Pop Like Popcorn! A Game of Grains Charade

Exploration

Students are introduced to whole grains through a game of charades. The game teaches them that familiar foods like whole-wheat bread, popcorn, and brown rice are all whole grains. In the game, students mimic activities like popcorn popping and bread being made into a sandwich.

Objectives

- Identify which foods and ingredients are whole grains.
 - Learn that eating whole grains is part of a healthy diet.
 - Learn to play charades.
-

Materials and Resources

- Whole-Grain Sheets (included with this activity).
-

Vocabulary

Whole grains: the entire seed of a plant (also called a kernel). Each kernel is made up of three edible parts: the bran, the germ, and the endosperm. A whole grain—such as wheat, corn, rice, oats, rye, and barley—contains all three of these parts. A whole grain provides lots of protein, fiber, vitamins, and minerals.

Popcorn: a type of corn that expands from the kernel, then puffs up and pops when heated. It's a great snack.

Whole-wheat toast: a slice of whole-wheat bread that has been made warm and crispy in a toaster or oven. Toast is often eaten for breakfast with butter and jam.

Toaster: an electronic device that uses heat to make individual slices of bread hot and crispy.

Brown rice: a whole, natural grain with a nutty flavor. Brown rice is chewy and nutritious.

Rolled oats: whole-grain oats that originally had a hard, inedible husk covering them, but through a rolling process, have had the husk removed.

Activity

1. **Build excitement:** Gather students to introduce whole grains. Use the whole-grain handouts to present the grains and show students what they look like.

- Whole grains are part of a healthy diet because they give us energy! Today we're going to play a game by using some of the energy that comes from foods such as popcorn, whole-wheat toast, brown rice, and rolled oats.

2. **Charades:** Introduce the game.

- In this game, called Whole Grain Charades, we're going to act out the energy that's inside of whole-grain foods.
- When I say go, we'll all move our bodies in a way that captures the energy of the grain we're representing.
- When I say stop, we'll all stop moving our bodies and be silent. Are you ready?
- **Popcorn!** Let's start with popcorn. Has anyone ever eaten popcorn? It is yummy, right? Has anyone ever made popcorn? Who can tell us what happens when popcorn pops?
- If you were a popcorn kernel popping, what would you do with your body? What noise would you make?
 - Take all suggestions.
 - Demonstrate crouching down with your arms wrapped around bent knees, then exploding upward, arms spread, saying, "Pop! Pop!"
 - Invite the students to join in by saying, "Go!"
 - When all students have participated say, "Stop!"
- **Whole-wheat Toast:** Have you ever seen a piece of bread jump up out of a toaster? What does it look like? How would you move your body to imitate that movement?
 - Take all suggestions. Demonstrate jumping up and down, arms by your side, flat like a piece of toast.
 - Invite the students to join in by saying, "Go!" When all students have participated say, "Stop!"
- **Brown Rice:** Has anyone ever eaten brown rice? What does rice look like? Historically people from Asian countries use chopsticks, not a fork or a spoon, to eat rice. Has anyone ever seen chopsticks? What do they look like? How do they work? How can we use our bodies to pretend we're chopsticks trying to pick up brown rice?
 - Take all suggestions.
 - Put your arms in front of you and make them straight like chopsticks. Keeping your arms straight, bend at the hip. Now open and close your arms, pretending they're chopsticks and you're trying to pick up brown rice from the floor.
 - Invite the students to join in when you say, "Go". When all students have participated, say, "Stop."
- **Rolled Oats:** Has anyone eaten hot oatmeal or granola for breakfast? Oatmeal and granola are made from a whole grain called oats. The oats that we eat are often rolled into flat flakes with heavy rollers before we buy them in the store. Let's pretend we're oats being rolled; how would we move our bodies?
 - Take all suggestions.
 - Invite students to get down on the floor and roll. Some students may keep their arms by their sides and roll over and over. Others may do summersaults.

- Invite the students to join in by saying, “Go!” When all students have participated say, “Stop!”

3. **Turn-and-talk:** To wrap up the activity, ask students to talk with their neighbor about their favorite whole-grain foods. Have students share with each other what healthy whole-wheat foods they want to eat next!

Extend the Learning

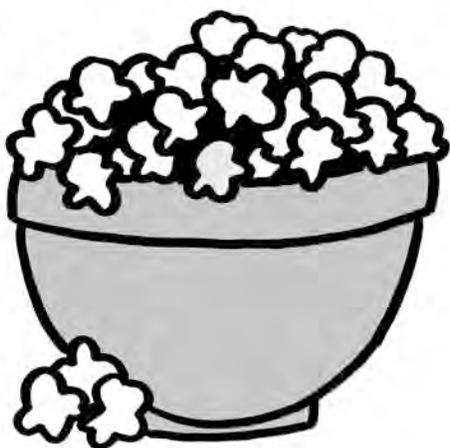
A tactile exploration of whole-grain foods: Bring in the whole-grain foods you are going to act out. Right before playing the game, have students look at, touch, and, if appropriate, or possible, taste the food. You might want to teach this lesson right before snack and then enjoy the food at snack-time.

- **Popcorn:** make popcorn and watch how the kernels “pop.”
- **Whole-wheat Toast:** make whole-wheat toast and watch the slices “jump” out of the toaster.
- **Brown Rice:** bring in cooked brown rice and some disposable chopsticks and demonstrate how to use chopsticks. If you have enough chopsticks for each child to use they can try it themselves.
- **Rolled Oats:** bring in a sample of raw rolled oats and hot oatmeal or granola.

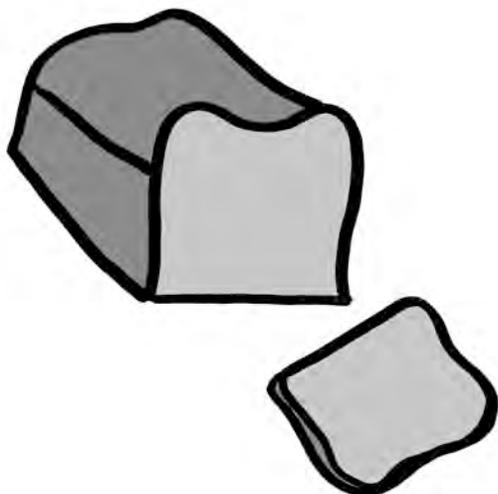
Whole Grain Sheets

An Introduction to Whole Grains

Popcorn



Whole Grain Bread



Whole Grain Sheets

An Introduction to Whole Grains

Brown Rice



Oatmeal



Whole Grain Sheets

An Introduction to Whole Grains

Tortillas



Barley





Let's Make a Necklace: Counting Cheerios!

Patterns & Sorting

Students count whole-grain cheerios as they string them onto yarn to make an edible necklace.

Objectives

- Practice counting.
 - Develop hand-eye coordination by stringing Cheerios onto yarn.
 - Have fun while learning about grains.
-

Materials and Resources

- Whole-grain Cheerios (or any whole grain cereal with a hole in the middle). Please do not use cereals with high sugar content.
 - Yarn or string: cut into lengths about two feet long. One length of yarn for each student. This will be used to make a necklace that can easily slip over their heads.
 - Scissors for cutting yarn.
 - Placemats (made in previous lesson) for students to work on.
-

Vocabulary

Necklace: A piece of jewelry that is worn around the neck.

Activity

Note: Since food is involved in this activity, students should work at tables as opposed to the floor. First have them sit in a circle on the rug and then move to the tables where there are workstations that include placemats with a handful of Cheerios and some yarn. Be sure to preset a complete workstation for your demonstration.

1. **Build excitement:** Gather students and introduce them to the activity.

- Today we're going to make our own necklaces. Does anyone know what a necklace is? Has anyone made a necklace before?
- We're going to use whole-grain cereal and yarn to make our necklaces. Not only are they going to be beautiful, but we're also going to eat them!

2. **Counting Cheerios:** Demonstrate how to count Cheerios by moving them from one from one pile to another. Begin with just a small handful. For older students, add more; for younger students, keep the number small.
 - Before we begin making our necklaces let's count our Cheerios.
 - I'm going to begin by putting all of my Cheerios in one pile. Then as we count, I'll move each piece, one at a time, into another pile.
 - Here we go; let's count together, "one, two, three, etc."
3. **Stringing the necklace:** Demonstrate how to string each Cheerio onto a length of yarn. In your demonstration, string 5, 10, or 15 Cheerios, repeating the process with each new Cheerio and explaining each step you take. When you're finished stringing the Cheerios, tie the two ends of the string together to make a necklace and slip it over your head.
 - Now we're going to string each Cheerio onto our piece of yarn, one at a time, to decorate our necklace.
 - Watch closely. In one hand I'm holding the end of the yarn very near the end. In the other hand I have just one Cheerio between my thumb and my pointer finger. I want to thread the string into the hole so it comes out the other side. Let me try that again.
 - When you finish stringing the Cheerios onto the yarn, a teacher will help you tie the two ends of the yarn together in a knot. Then you'll have your very own Cheerios necklace!
4. **How many cheerios are on your necklace?** After the necklaces are tied, invite students to count the number of Cheerios on their necklaces. Then ask the students to put them on.
 - Count the Cheerios on your necklace. How many do you have? You can write that number down if you like.
 - Now let's put our necklaces around our necks. They look great!

Extend the Learning:

Where did all the Cheerios go? Make the eating of the Cheerios necklace a teachable opportunity. Once students know how many cheerios are on their necklaces, they're ready to begin. Ask them to shout out the number of Cheerios on their necklaces. Then ask them to eat one or two Cheerios and count again. Oops! You might ask them, "Is your necklace getting smaller? How come you used to have 15 Cheerios on your necklace and now you only have 14? Where's the missing Cheerio?" This can be a fun addition to a snack time activity.



Let's Make Bread!

Using play dough, students learn about many sizes, shapes, and types of bread as they sculpt different varieties, including tortillas, French bread, hamburger and hotdog buns, sandwich bread, bagels, pizza, and pretzels.

Objectives

- Develop symbolic thinking by pretending to transform the play dough into different kinds of bread.
 - Learn to identify by name different kinds of bread.
 - Develop hand-eye coordination and fine-motor skills in creating forms of different sizes and shapes.
-

Materials and Resources

- Chef hats (use the Art lesson from the Baking Unit to make them with students).
 - Play dough (use the Math and Patterns lesson from the Fruits Unit, or use store-bought play dough).
 - Rolling pin (any cylinder shaped plastic bottle will work).
 - Plastic knives.
 - The chart paper on which you documented the different kinds of breads during the Story Time lesson in this unit called, "What Kind of Bread Do You Like?"
 - Sponge, to wipe work area clean.
 - A placemat for the teacher demonstration (if demo is done on the rug).
-

Vocabulary

Chef: a person who cooks, bakes, and prepares food.

Dough: a mixture of ingredients, usually including flour and water, used to make bread.

Bread: one of the oldest prepared foods in history. The most basic bread is dough made of flour, water, yeast, and salt.

Tortilla: a thin flat, round bread, originally from Mexico, made from finely ground flour or corn. Tortillas are usually cooked on a hot skillet or pan.

Bagel: a wheat based bread, originally from Poland, which is shaped by hand to form a ring with a hole in the center. The dough is first boiled in water and then baked.

Roll: a small personal loaf of bread, usually round in shape, but sometimes in the shape of torpedo.

Dumpling: a piece of dough, sometimes filled, that is cooked in liquid such as water or soup.

Pizza: an oven-baked flat, round bread usually topped with tomatoes, cheese, meat, or vegetables. Pizza originated in Naples, Italy.

Pretzel: a wheat-based bread, originally from Germany, shaped like a knot. Pretzels are usually topped with salt and can be soft or crunchy.

Pita Bread: a round or oval pocket bread that originated in the Middle East. The “pocket” in the bread is created by steam, which puffs up the bread.

Coil: a long, round, cylindrical form made of clay.

Slab: a thin, flat piece of clay.

Pinch Pot: an ancient, simple form of pottery made by pushing one’s thumbs in towards the middle of a ball of clay and creating walls by pinching and turning the pot.

.....

Activity

Suggestion: We suggest you do this activity after doing the Story Time lesson from this unit called, “What Kind of Bread Do You Like?” Then you can refer to the chart of various kinds of bread from around the world.

Set up a workstation for each student before your demonstration so the lesson flows seamlessly. Each student needs a handful of play dough and his/her own area at a table. Tools such as plastic knives and rolling pins can be shared. Do the demonstration on the rug, away from the workstations, so students are not distracted by the play dough; or hand out play dough and tools after you’ve finished the demonstration.

This lesson can be easily adjusted to accommodate the age and number of students you teach. Feel free to introduce the three methods for working with play dough separately, in three different sessions, if shorter activities work better for you.

Note: If students make items other than bread with the play dough, don’t worry! It’s natural for young children to use their imagination to process new information about the world. A great way to approach a child who is off task is to say, “Tell me about your work.” This encourages the student to take ownership of what they’re making. Then you can gently redirect them towards creating fun, imaginary food that we can pretend to eat.

1. **Demonstration of the activity:** Gather students in a circle on the rug for the demonstration. To build enthusiasm, have students put on their chef hats. If you haven’t made chef hats with the students, invite them to put on imaginary ones.

- I have my chef hat on and I’m ready to begin the work of a chef! Are you?
- Today we’re going to transform this play dough into bread of different shapes and sizes. Let’s review how we work with play dough. What’s one thing I can do to this chunk of play dough to change its shape?
- What are different types of bread shapes that we might make?

- Respond to students' ideas and refer to the chart from the Story Time lesson that captured the different types of bread featured in the book, Bread, Bread, Bread.
 - The following are broad categories of clay forms that correspond with types of bread. You can demonstrate them, and make these connections as students share clay shapes or types of breads. Introduce and demonstrate those clay shapes and matching types of bread that students don't come up with on their own.
 - **“Snakes” or coils can become bagels, pretzels and French bread:** One student may say, “Make a snake!” In which case you can demonstrate how to make a coil by rolling the play dough between your hand and the work surface, or between both of your hands.
 - Talk through each of your actions. Ask, “What kind of bread do you think we can make with this long, skinny “snake”?”
 - Respond to students' responses and demonstrate how to connect the two ends of the coil to make a bagel. Also show how to twist a coil into the shape of a pretzel. Finally demonstrate how a large, thick coil can become a whole loaf of bread! Use a plastic knife to cut slices. You can even pretend to toast them!
 - **Balls become rolls and dumplings:** Ask students how you might make rolls or dumplings. Then make a roll by placing the play dough between the palm of your hand and the work surface, and moving your hand around in a circle, as you apply light pressure to make a ball.
 - You can also demonstrate this with the clay between your hands. Then slightly modify the shape into a dumpling based on the type of roll you're making. You can pretend to eat your new grain products.
 - **Pancakes, or slabs, become tortillas, pita bread, and pizza:** Ask students to think of other ways to change the shape of the play dough. Or ask them how they might make tortillas, pita bread, or other flat breads.
 - Review how to make a clay ball and then use the palm of your hand to press down on the surface of the ball and flatten it.
 - You can also use a rolling pin to flatten the ball of clay. Ask students what you should put inside your tortilla or pita.
2. **Work time:** Invite students to sit at their workspaces and begin their own exploration of the clay. Use the following guiding questions to help them get started.
- What kind of bread are you going to make today, Chef_____?
 - I wonder what type of bread you can make out of that ball (or coil or slab)?
 - What will you put on your bagel (pizza, tortilla, etc.)?
3. **Turn-and-talk:** To wrap up the activity, ask students to talk with their neighbor about the kinds of bread they made today.

Extend the Learning

Create other play dough opportunities: Whenever students have undirected time to work with play dough, ask guiding questions such as:

- I sure am hungry, I wonder if you can make me a sandwich. What kind of bread will you use?
- My grandmother loves tortillas! Can you make me some to bring home to her?



We Got Grains on our Brains!

Song

Students learn a song that introduces them to whole-grain foods such as brown rice, whole-wheat bread, tortillas, barley, popcorn, and oatmeal.

Objectives

- Learn a song that familiarizes students with whole grains.
 - Develop an enjoyment for singing.
-

Materials and Resources

- *We Got Grains on our Brains!* handout with lyrics.
 - *We Got Grains on our Brains!* song recording (provided with this activity), for reference.
 - Whole Grain Sheets (included with this activity).
-

Vocabulary

- **Brain(s):** an important organ inside our head that helps us to think and feel.
 - **Brown Rice:** a whole, natural grain with a nutty flavor. Brown rice is chewy and nutritious.
 - **Bread:** one of the oldest prepared foods. Bread is made from simple dough, which consists primarily of flour, water, yeast, and salt.
 - **Tortilla:** a thin flat, round bread, originally from Mexico, made from finely ground flour or corn. Tortillas are usually baked on a hot skillet or pan.
 - **Barley:** a nutritious whole grain often used in soups or stews, or to make bread.
 - **Oatmeal:** a nutritious cereal often made from rolled oats and eaten hot for breakfast.
 - **Popcorn:** a type of corn that expands from the kernel, then puffs up and pops when heated. Popcorn is a great snack.
 - **Chorus:** a few lines in a song that are repeated over and over again.
-

Activity

Suggestion: Have students sit in a circle on the floor or in chairs. This activity also works with the students standing.

1. **Introduce the song:** Have the lyrics and handout of what the foods look like available for visual reference.
 - Now we're going to learn a song all about whole grains called, "*We Got Grains on our Brains!*"
 - First, we're going to listen to the whole song, all the way through.
 - Play the entire song while students listen.
 - Before we begin to sing it, I have questions about the name of the song, *We Got Grains on our Brains!*
 - Where are our brains? Yes, they're inside our heads. What do we use our brains for? That's right, thinking.
 - What are grains? Can anyone name a food with healthy whole grains? That's right, brown rice, popcorn, and whole-wheat toast are all foods made from whole grains.
 - The name of the song, *We Got Grains on our Brains!* helps us to remember that grains like popcorn and rice should be on our brains...! What does that mean? Does it mean that we should have popcorn and toast on our heads? No! That would be silly. It means we should be thinking about whole grains.
 - In this song, we use our brains to think about whole grains. So let's use our brains now, to begin to learn the song.
2. **Learning the chorus:** Sing the first stanza of the song and have the students repeat it to you.
 - I'm going to sing the first stanza, or section of the song, for you to hear and then you'll all sing it with me. In this song, the first stanza is the *chorus*, which means it's the part of the song that gets repeated over and over again in the song
 - Let's practice this a few times.
3. **Learning names of the grains in each stanza:** Sing the second stanza. Be sure to stop and ask students about each whole grain mentioned and show them what the grain looks like in the handout. In the first stanza: rice, bread, and tortillas. In the fifth stanza: barley, oatmeal, and popcorn.
 - In this stanza, or section, the song mentions rice. Has anyone here ever eaten brown rice? Brown rice is a healthy and nutritious whole grain, and it is so delicious.
 - The song also mentions bread. Who has eaten bread? Whole-wheat bread is also a great way to get whole grains into your diet.
 - Let's practice singing this a few times.
4. **Sing the song!** Allow students to sing along with the song several times.
 - Let's finish by singing the song a few times. It may take us a few days to get it, but have fun with it as we're learning!

Extend the Learning

Tactile review of whole grains: Bring in the whole-grain foods mentioned in the song and encourage students to look at, touch, smell, and taste the prepared foods where appropriate. Do not let students taste raw grains such as rice, popcorn kernels, or barley. Here are some ideas for whole-grain foods to bring to class:

- **Brown Rice:** both raw and cooked brown rice.
- **Tortillas:** whole-wheat or corn tortillas.
- **Whole-wheat Bread:** whole-wheat flour and a loaf of bread
- **Barley:** a sample of raw and cooked barley.
- **Oatmeal:** a sample of raw rolled oats and hot oatmeal.
- **Popcorn:** popcorn kernels and popped corn.



Grains On Our Brains Song Lyrics

We got grains on our brains.
We got grains on our brains.
Now eat it up, eat it up, eat it up, eat it...

Rice, would be nice.
Bread, I'll have a slice.
Tortilla, can't wait to see ya'.

Ahh, eat it up, eat it up, eat it up, eat it...

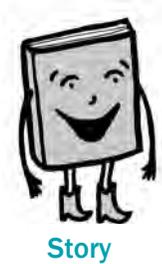
We got grains on our brains.
We got grains on our brains.

Ahh, eat it up, eat it up, eat it up, eat it...

Barley, would be gnarly.
Oatmeal, good for any meal.
Popcorn, is an art form.

Ahh, eat it up, eat it up, eat it up, eat it...
We got grains on our brains.
We got grains on our brains.

Eat it up, it eat it up....



What Kind of Bread Do You Like?

Story

Often children's first introduction to whole grains is through bread, a familiar, and much loved food with kids. In a read-aloud of the book, Bread, Bread, Bread by Ann Morris, students learn about different kinds of breads made by people all over the world. They listen to the words, look at the photographs, and work together to describe the bread.

Objectives

- Learn about all kinds of breads by listening closely and looking carefully.
 - Learn and use descriptive words to describe breads from all over the world.
 - Foster a curiosity and joy about bread.
-

Materials and Resources

- The book, Bread, Bread, Bread by Ann Morris.
 - Chart paper for writing down the students' ideas.
-

Vocabulary

Whole grains: a whole grain is the entire seed of a plant (called a kernel). Each kernel is made up of three edible parts: the bran, the germ and the endosperm. A whole grain—such as wheat, corn, rice, oats, rye and barley—contains all three of these parts. A whole grain provides lots of protein, fiber, vitamins and minerals.

Flour: a powder made from grinding grains. Flour is used to make bread, which is an important source of food for cultures all over the world.

Bread: one of the oldest prepared foods. Made by baking simple dough, which consists primarily of flour, water, yeast, and salt.

Bake: to cook food in the oven using heat.

Ingredients: the individual food elements required for making a recipe.

Dough: a mixture of ingredients, usually including flour and water, used to make bread.

Photograph: a picture created with a camera that captures real life.

Activity

1. **Build excitement:** Gather students to introduce the book Bread, Bread, Bread by Ann Morris.
 - We're going to read this book (hold up book). Look carefully at the cover and tell me what you think it is going to be about? What makes you think that?
 - Let me read the title of this book, Bread, Bread, Bread.
 - Who has eaten bread before? What kind have you eaten? What does it look like? What does it taste like?

2. **Class read-aloud:** Begin reading the story.
 - One of the things that I love about this book is that all of the pictures in the book are photographs of real people from all over the world. As we read, we're going to record every type of bread we learn about and include them on bread that we'll create together.
 - As you read, stop on page 9 and ask students the following questions:
 - Has anyone eaten round flat bread before? Do you know what this kind of bread is called?
 - What about bread with a hole in it? What is this kind of bread called?
 - Take all ideas and list them on the chart paper. Draw the shape of each different kind of bread on the chart to help students remember what it is.
 - Continue reading the story.
 - Who's eating the bread in this picture? What shape is it? Does this kind of bread have a name?
 - Stop regularly throughout the reading to express your thoughts, ask questions, and have students share their idea with a partner.

3. **Follow-up discussion:** When you have finished reading the book, invite the students to talk about they learned. The questions below can help them summarize the main ideas in the story.
 - Who eats bread in this book?
 - Everyone: children, grownups, girls, boys.
 - What are the names of the different kinds of bread we learned about? Let's use the chart we created to help us remember.
 - French bread, pita bread, tortillas, pretzels, pizza, bagels, etc.
 - If there were a photograph of you eating bread in this book, what kind of bread would you be eating?

4. **Turn-and-talk:** To wrap up the activity, ask students to turn-and-talk with a partner about their favorite kind of bread or a new kind of bread they learned about and want to taste!

Extend the Learning

Bring in some of the breads from the story: Students should look at, touch, and taste the samples. You may want to choose a different type of bread each week so students can learn about how diverse bread is, and have a chance to celebrate and eat as they learn.

Read other books about whole grains: The list below is a good place to get started.

- [Too Many Tamales](#) by Gary Soto
- [Bread is for Eating](#) by David and Phillis Gershator
- [The Tortilla Factory](#) by Gary Paulsen

Fresh-Food-Fun Family Letter

Whole Grains



Let's be partners in good eating!

Look for the 100% whole grain stamp of approval on products such as bread, pasta, granola bars, cereal, and rolls. Search online for healthy whole grain products at the Whole Grains Council website:

<http://wholegrainscouncil.org/find-whole-grains/stamped-products>



A Note to Families

Most likely you are already eating grains like popcorn or oatmeal, and loving them! Now, we want to help you make sure that you are eating some whole grains as well.

Whole grains are a rich source of antioxidants, B vitamins, vitamin E, magnesium, iron, and fiber. People who eat whole grains regularly have lower cholesterol levels and a reduced risk of obesity and diabetes. Eating whole grains also helps fight heart disease, stroke and cancer.

Simple changes can help to transform your diet as well as the diets of your children to whole grains. Here are a few easy ways to get started:

- Substitute whole-wheat bread for white bread.

- Try brown rice instead of white rice.
- Buy old-fashioned oatmeal instead of instant, flavored oatmeal and add your own ingredients (like raisins, brown sugar, or nuts).
- Use rolled oats as breading for baked chicken or fish cutlets.
- When making pancakes, waffles, or muffins try replacing up to half of the flour with whole-wheat flour.

Not only are whole grains nutritious, they're also delicious. So, what are you waiting for? Add whole grains to your diet today!

Sincerely,

The Healthier Meals Initiative Team

Cooking Grains

- Buy whole grains whenever possible. Cooking them can be really simple and easy. Just follow the instructions on the packaging for things like brown rice or old-fashioned oats, and before you know it you'll be serving whole grains as part of your family meals.
- Cooked grains keep for three to four days in the refrigerator and can be heated up quickly or used in cold salads with veggies!

Food Fun

Discover Unknown Whole Grains at the Grocery Store

Take a trip to your local grocery store and search for whole grains that your child is not familiar with.

Ask your child to describe the color, size, shape and texture of each grain you find. Begin with common grains such as popcorn, rolled oats, and brown rice. Then, move on to discover less popular grains like quinoa and bulgur.

Couscous Salad

Yield: 8 servings

Made with whole-wheat couscous and vegetables that have different shapes and textures, this colorful and tasty salad is a real kid pleaser.



Ingredients

1 cup	Whole grain couscous, uncooked
1 cup	Water, boiling
½ t	Salt, Kosher
1 T	Olive oil
1 cup	Canned tomatoes, diced, drained
1 cup	Canned garbanzo beans, drained
¾ cup	Diced cucumber
¼ cup	Chopped parsley
½ cup	Olive oil (this is the second olive oil reference)
2 T	Lemon juice
1 t	Dijon mustard
1 t	Minced garlic
¼ t	Salt, Kosher (this is the second salt reference)

Method

1. Place couscous, boiling water, first salt amount, and first oil amount in a large bowl. Stir to combine.
2. Cover bowl with plastic wrap and allow to sit for 15 minutes.
3. While couscous is steaming, drain tomatoes and garbanzo beans, measuring into a large bowl.
4. Combine the diced cucumbers and chopped parsley with the tomatoes and garbanzo beans.
5. Whisk together olive oil (the 1/2 cup from the second olive oil reference), lemon juice, mustard, minced garlic, and salt (the ¼ t from the second salt reference) in a small bowl.
6. Toss the vegetables with the dressing.
7. When the couscous is ready, remove cover and fluff using a large fork or perforated spoon. Add the dressed vegetables to the couscous, gently mixing to combine. Do not over mix or it will become mushy.
8. Serve immediately, or refrigerate until needed.

TAB: Magical Soups & Dips

Section 8 : Making Magical Soups & Dips

Making Magical Soups & Dips Includes:

- **Exploration** - Vegetable Pattern Game
- **Patterns & Sorting** - Counting Vegetables: Matching Game
- **Art** - Magic Soup Community Mural
- **Song Time** - Soup Is...
- **Story** - Stone Soup: A Story of Working Together

There is nothing quite like a bowl of delicious soup to bring everyone together. Whether it is a simple vegetable soup, a creamy potato soup or a chunky chicken noodle soup, the deliciousness of soup cannot be understated. No matter who you are, or where you're from, I bet you have a favorite soup. Children will be engaged in trying new soup with the sign aloud song, *Soup Is*. Get your chef hat ready as children learn how food is combined to make delicious new foods when you read, *Stone Soup: A Story of Working Together*. The book's messages of working together as a community lead into an art activity where children will create a magic soup community mural. Children will begin to connect the idea that making a mural is like making a delicious soup. Extend the learning and invite families to your classroom to view the soup community mural. Don't put your chef hat away just yet as the menu may feature lentil soup and also a few dips like a honey yogurt dip!





Vegetable Pattern Game

Exploration

Students play a game called “potato, corn, potato, corn” that helps them learn about different vegetables that are used to make soups.

Objectives

- Learn that soups can be made from a combination of different vegetables.
 - Learn to recognize word patterns and practice breaking them.
-

Materials and Resources

- Vegetable Cards handout (included with this activity).
 - Cut the sheet into cards.
-

Vocabulary

Beet: a bright red root vegetable.

Celery: a plant whose stems (we call them stalks) are eaten raw or cooked.

Potato: an edible root vegetable with a slightly sweet flesh.

Broccoli: a green vegetable with florets, which are the flowers of the broccoli plant.

Peas: the round, edible seed of a legume plant.

Corn: the seeds, or kernels, of the corn plant.

Activity

1. **Introduction:** Gather students to discuss vegetables that can go into a soup.
 - Raise your hand if you have ever eaten vegetable soup.
 - Great! What kinds of vegetables can go into that soup?
 - Take a few ideas and reinforce the vegetable named. Be sure to talk about vegetables like carrots, celery, potatoes, and onions.
 - What are some other soups that we might add vegetables to?

- Take a few ideas and reinforce the vegetable named. You might want to mention cream of broccoli soup, or potato leek soup, or pea soup to introduce a few more vegetable-based soups.
- There are so many different vegetables that can go into a soup.
- Let's look at some ingredients that may be in soups we eat at school.
 - Show pictures of the vegetables from the vegetable cards.

2. Introducing the Game: The students will learn how to play the game called “potato, corn, potato, corn.”

- We're going to play a game called “potato, corn, potato, corn.” It's similar to the game “Duck, duck, goose.” Who has played that before?
- Before we play, let's practice making some patterns with the vegetables.
- Listen to the pattern I make and see if you can predict what will come next: Potato, broccoli, potato, broccoli. What comes next? Yes, potato!
- Who would like to make a pattern using two vegetables?
 - Let the students take turns picking two vegetables from the vegetable cards to make into an AB pattern.
- Great! Now I want you to listen for when I break the pattern. When you hear me break the pattern, put both hands way up in the air.
 - Beet, potato, beet, potato...broccoli! Wonderful! You heard when I broke the pattern.
 - Who wants to make a pattern and then break it?
 - Have a couple of students show how to create a pattern, and then say another vegetable to break the pattern.

3. Playing the Game: The students sit crisscross in a circle and play the game.

- Now we're ready to play our game. I'll go first. Listen for my pattern: potato, corn, potato, corn...
 - Move around the circle of students as you gently touch the top of a student's head.
- Now listen for when I change the pattern. The person whose head I'm touching when I break the pattern has to get up and chase me around the circle to try and tag me. If I get back to your spot before you catch me then you're IT and you get to make a pattern.
- Potato, corn, potato, corn...peas!
 - Show how to run safely around the circle and sit in the open spot.
 - Have the students practice playing. Remind them of the rules and support them in making patterns as they play.

Extend the Learning:

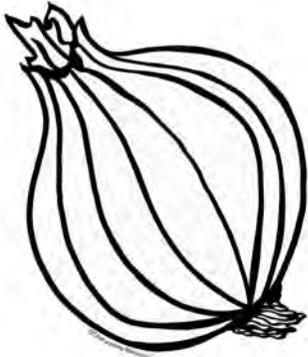
Read more books about soup. The list below can help you to get started.

- [Pretend Soup](#), by Mollie Katzen and Ann Henderson
- [Soup Day](#), by Melissa Iwai
- [Perfect Soup](#), by Lisa Moser

- Growing Vegetable Soup, by Lois Ehlert
- Alphabet Soup, by Scott Gustafson

Vegetable Cards

Onion



Spinach



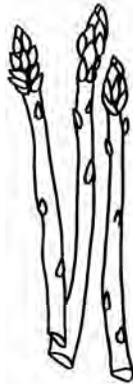
Tomato



Lettuce



Asparagus



Pepper



Celery



Carrots



Squash





Counting Vegetables: A Matching Game

Patterns &
Sorting

Students match the vegetables pictures with the corresponding number.

Objectives

- Identify different kinds of vegetables that are used to make soups.
 - Match the number of vegetables with the correct numeral.
-

Materials and Resources

- Counting Vegetables Sheet (included with this activity).
 - Colored pencils or crayons.
-

Vocabulary

Matching: to go together or fit together.

Activity

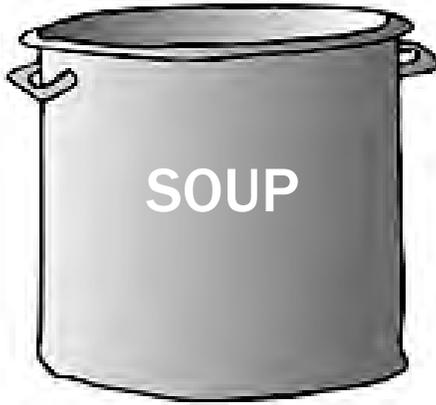
1. **Introduction:** Gather students to introduce them to the idea of determining quantity in a recipe.
 - When we want to know how to make a certain kind of food, we usually find a recipe that tells us what ingredients to use, how much of each ingredient we'll need, and the steps we have to follow to make the dish.
 - Today we're going to pretend we're following a soup recipe that uses lots of vegetables. Because you usually make soup in a big pot, you need a lot of vegetables. Let's see how many we need for our pretend vegetable soup.
 - The first ingredient we'll be adding to our soup is potato. Who can find the picture of the potato? Yes, there are the potatoes.
 - Who can tell me how many potatoes we'll need for our soup?
 - Point to each potato as you count with the student.
 - Yes, three potatoes for our soup.
 - Can anyone find the number three on this page?
 - Great! That's the number three.

2. **Matching Sheet:** The students will match vegetable pictures with the number the picture represents.
- Now we're going to match how many vegetables you see to the numbers on this side of the page. Watch how I draw a line from the vegetables to the number.
 - Everyone is going to get a chance to count and draw. Are you ready to continue to make the soup? Great! Let's get started.
 - Pass out the sheets and the writing utensils (crayons or colored pencils).
3. **Sharing the Matches:** Students will share the matches they made and practice counting together.
- Now that everyone had found the matches, let's share what you found.
 - How many onions do you see?
 - Let's count together: 1, 2, 3...
 - Continue going through the vegetables together and demonstrate counting by touching each picture as you say a number.
-

Extend the Learning

Color: The students can color in the matching sheet.

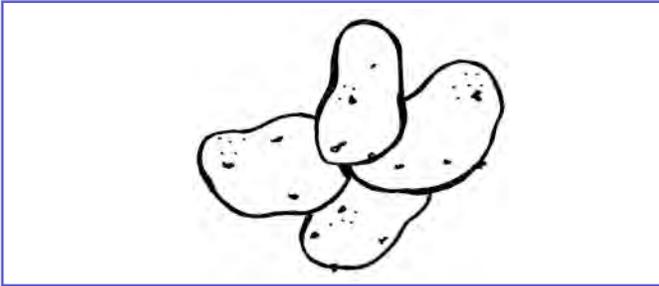
Draw the finished soup: On the back of the sheet, students can draw a picture of what the soup would look like with all of the vegetables included.



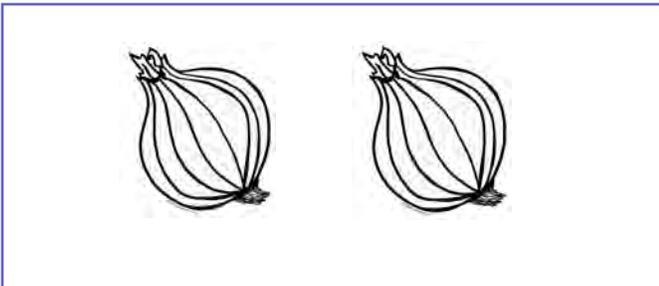
Counting Vegetables A Matching Game

How many vegetables are in the soup?

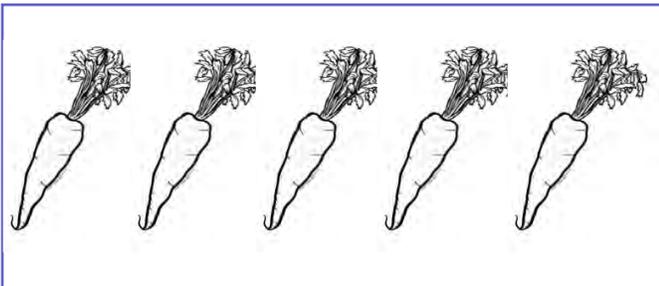
Count the vegetables and match them to the number.



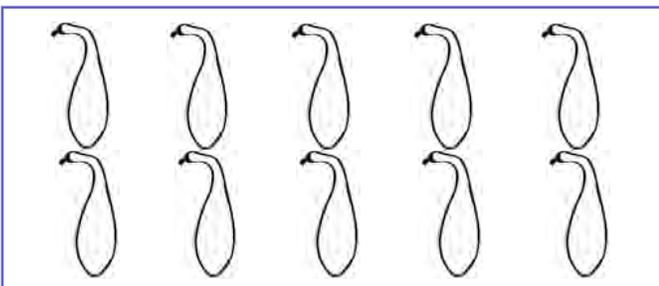
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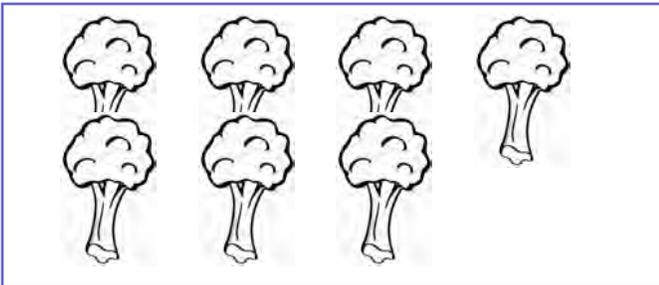
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Art

Magic Soup Community Mural

Students work together to create a group mural. This can be done with students working as a whole class, or in small groups.

Objectives

- Learn to share materials and work together to create a common work of art.
 - Reflect upon what makes a person happy.
-

Materials and Resources

- Large piece of paper from a paper roll or large piece of construction paper.
 - Paper for drawing.
 - Markers or crayons for drawing.
 - Glue sticks or glue pots.
 - Scissors.
 - Chart paper for writing down students' ideas.
-

Vocabulary

Collage: a form of art in which various materials, such as pieces of paper, are arranged and stuck to a background.

Mural: a large work of art that can be created by one person or a group of people.

Activity

Suggestion: This lesson will have more meaning if you do it after completing the Story Time activity in this unit (“Stone Soup: A Story of Working Together”) where you read students the book, Stone Soup.

1. **Introduce the activity:** To create some background, introduce the vocabulary. You can either do this as a whole class, or in small groups.
 - Today we’re going to create something together.
 - When you make a large work of art as a group and put it on the wall, it’s called a MURAL.
 - Sometimes we make our own drawings, but it’s also fun to share ideas and make something together.

- When you make something all together it includes everyone’s ideas and everyone’s work. A group of people that share ideas and work together is called a community. Today we’re going to make a community mural that includes everyone’s drawings and ideas.
2. **Discussing possible mural ideas:** Gather ideas for the “Magic Soup” mural. If you’ve already read Stone Soup, you can help students make the connection between that story and this activity of working together to make a mural.
- In Stone Soup, everyone added something to the soup. In this classroom, everyone will all add something to our mural.
 - Making a mural is like making a delicious soup. We’ll put our drawings together, just like a chef adds different vegetables together to make a soup.
 - In that way, we’ll create our own “magic soup” mural. Our mural isn’t going to be about vegetables. It’s going to show what makes us happy. Just like soup nourishes us and makes us healthy and full of energy, happiness gives us energy and gets us ready for our day together.
 - Let’s go around the circle and share one thing that makes us happy. If you’re still thinking of your idea then you can say, “Pass,” and listen to others as they share. We can come back to you.
 - Go around the circle and gather everyone’s ideas. Record the ideas on chart paper to reference later when students begin their drawings.
 - Great! Now we can get started on our mural.
 - Ask the students to move to a table workspace. It’s helpful to have the table preset with the materials they’ll need.
3. **Creating the mural:** Students will start to draw pictures. When they finish, you’ll cut out the pictures and add them to the mural.
- Now that we have our ideas, we can start to draw. All of you get a piece of paper to draw a picture of something that makes you happy.
 - When you’re done drawing your idea and coloring it in, you can cut it out or have a teacher help to cut it out.
 - Then we’ll glue your ingredient for happiness to this piece of paper, which will turn into a mural of “magic soup” that’ll make everyone happy!
 - Hand out paper and have the students start work.
 - Have the list of their ideas nearby to reference if students get stuck.
 - Encourage students to add detail appropriate to what you know about their development.
 - When a student is finished drawing and coloring you may ask for words or labels to add to the drawing such as “My Family.”
 - You can decide based on the students’ experience and ability if they can use the scissors or if you’ll cut for them.
4. **Viewing the finished mural:** Gather students around the finished mural hanging on the wall and let them each describe their own contribution.

- Our mural is now finished! Let's take a look at what we created together. Everyone added a drawing showing what makes him or her happy.
 - Would anyone like to talk about what he or she made?
 - Allow the students to talk about their picture.
 - Point to the picture as each student talks.
 - Encourage more details by asking questions and restating what was said.
 - You drew a picture of you and your friend playing outside. What game are you two playing? Oh, you're playing a chasing game.
-

Extend the Learning

Have a group storytelling: Students can each dictate a story about the mural. Write down the students' words as they describe what they drew. Put up the story next to the mural for visitors to read and for students to hear again with a teacher.

Host a mural opening: Invite families to your classroom to come see the mural. Family members could also add drawings to the mural.



Soup Is...

Song

Students learn to sing a song about different kinds of soups.

Objectives

- Learn a song to reinforce the idea that there are many different kinds of soups to eat.
 - Build interest and engagement in trying new soups.
-

Materials and Resources

- *Soup Is...* song handout, included with this activity.
 - *Soup Is...* song recording, provided with this activity, for reference.
-

Activity

Suggestion: It may be helpful to learn the song after the students have already completed the vegetable counting game from the Math and Patterns activity in this unit.

- 1. Generate different soup ideas:** Gather the students so they can see the teacher and one another.
 - We're going to learn a song today that's about different kinds of soup. Who can name a soup that they have tried?
 - Listen to children's soup ideas. If they cannot generate ideas, ask them specific, concrete questions such as, "Has anyone tried a soup that's red?"
 - If they're still stuck, give them some suggestions of what you like to eat or soups they've been served at school.
- 2. Introduce the song:** Have the lyrics to the song, *Soup Is...* available for your reference.
 - Now we're going to listen to a song that's all about soup. This is a song for moving and dancing so let's all stand up in our circle as we listen.
 - Watch for my hand movements during the song. Every time I hear "Soup is yummy for my tummy" I'm going to rub my tummy like this.
 - Every time I hear the word "soup" I'm going to jump up like this.
 - See if you can hear those words too.

- Have the students move to the music. Decide how you're going to define the dance area so that everyone has space in which to carefully move about.
 - Demonstrate the motions and invent motions of your own as you see fit. This is a catchy song that can be listened to repeatedly.
 - Students will begin to know when certain words are coming and will get themselves ready to do the movements.
 - Now let's listen to the song again. Try and sing along as you learn the words.
-

Extend the Learning

Ongoing listening: Have the recording available for further listening. It can be played for a movement break or with props, such as scarves, for dancing.



Soup Is Song Lyrics

Soup is yummy for your tummy.
Soup is good to eat.
Soup is made by your mommy.
Soup gives you dancing feet.

Soup - You eat it with a spoon.
Soup - Creamy mushroom.
Soup - Potato leek.
Soup - Every day of the week.

Soup is yummy for your tummy.
Soup is good to eat.
Soup is made by your mommy.
Soup gives you dancing feet.

Soup - You eat it with your poodle.
Soup - Oh, they love chicken noodle.
Soup - Have you tried cauliflower?
Soup - It gives you superpowers!

Soup is yummy for your tummy.
Soup is good to eat.
Soup is made by your mommy.
Soup gives you dancing feet.

Repeat chorus one more time...

SOUP!



Story

Stone Soup: A Story of Working Together

The teacher reads the classic story Stone Soup by Jon J Muth and discusses with students the importance of working together and helping each other.

Objectives

- Learn the value of working together and helping one another.
 - Learn about how food is combined to make delicious new foods.
-

Materials and Resources

- Stone Soup by Jon J Muth.
-

Vocabulary

Sharing: letting someone else use something of yours.

Giving: to be generous with your time or help.

Community: a group of people who share similar things, such as where they live, what they believe in.

Feast: a large and celebratory meal shared between many people.

Activity

1. **Build Excitement:** Gather students together to read the book Stone Soup.

- I'm going to read you a special story today called Stone Soup. This story is about people working together to create something they could all enjoy.
- Who has ever worked with a friend or family member to make something or build something that you couldn't do as well on your own?
 - Listen to some stories about working together. If there are no ideas in the beginning then suggest occasions in the school day when students may have helped other students.

2. **Class read-aloud:** Introduce the setting of the book and read the story aloud for students.

- This story takes place long ago. You'll meet some monks who are traveling a long way who stop and help some villagers learn to work together to be happy.
 - Read the story and engage students in the rich vocabulary and the meaningful content.
 - Many of the words may not be familiar to the students, but the meaning of the story should shine through.

3. Follow-up discussion: When you've finished reading the story, use the following questions to guide a discussion to help students make meaning from the story.

- Why do you think the people hid when the monks came to their village?
- The monks said that the people in the village were not happy? How do the monks help the community find happiness?
- Do the villagers enjoy sharing at the end of the book? How do you know?
- Do you think the villagers continued to share and help each other after the monks left? Why?
- To make our classroom community the best it can be, we all bring something to share. We bring ourselves to the community. It's like we're making our own community "stone soup."

Notes for Teachers: This book, and the message of working together as a community, can be referenced in the Art Activity in this unit that has students creating a community mural called "Magic Soup." We suggest reading this book before doing the art activity.

Extend the Learning

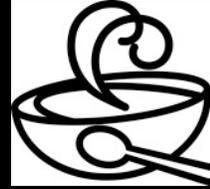
Art Mural: Complete the Art Activity for this Soup unit called *The Magic Soup Community Mural*.

Read other books about working together. This list below can help you get started.

- Swimmy by Leo Lionni
- Zinnia and Dot by Lisa Campbell Ernst
- Lost by David McPhail
- Big Pumpkin by Erica Silverman
- Kevin and His Dad by Irene Smalls

Fresh-Food-Fun Family Letter

Soups and Dips



Let's be partners in good eating!

Because of their smooth consistency, blended flavors, and simple ingredients, soups and dips are the most perfect "kid food" we can imagine. Both soups and dips are great companions for little hands, little spoons, and hungry little bellies.



A Note to Families

This month's focus is on healthy soups and dips. Both can be easily made at home, and kids love them!

Soups can be creamy, chunky, and filled with all kinds of good stuff. They are fun to make and can be a great family cooking activity. Soups can contain meat, beans, and grains, and some are even made from fruit. Most soups are served hot, though some are best warm, and still others are eaten cold. Soup can be an entree item, or it can be part of a larger meal.

Dips are a type of thick sauce. They're filled with flavor, texture, and healthy ingredients such as beans and vegetables. But, unlike other sauces, you dip the food into the sauce rather than

put the sauce on top of the food. It's easy to see how they came to be called dips. Both sweet dips (like honey yogurt) and savory dips (like guacamole) make a great snack when paired with vegetables, fruit, whole-grain crackers, pita bread, or corn tortillas.

By preparing homemade soups and dips you're nourishing your child with vegetables, fiber, protein, and nutrients to help them as they grow and develop. And we know you'll have fun preparing this hearty, kid-friendly soup.

Oh, and be sure to look out for some dip recipes in future food letters.

Sincerely,

The Healthier Meals Initiative Team

A World of Dips

Dips are eaten all over the world and are an important part of many cultures. Introduce your child to the important role food plays in a culture. You can use the following dips as a way to introduce your child to food from other cultures.

- * Guacamole: Mexico
- * Peanut sauce: Thailand
- * Chutney: India
- * Hummus: Syria (and the Eastern Mediterranean)
- * Tzatziki: Greece

Food Fun

Counting and Measuring Vegetables

When following a recipe, be sure to add the correct amount of each ingredient so you know your recipe will taste good. This is a great way to encourage your child to count and measure. Even if you're not making a real recipe, you can make up games in which your child counts out cucumber slices, or baby carrots, or tortilla chips to add to each plate.

Green Pea Soup

Yield: 8 servings



This vibrant green soup is bold, fresh, and super sweet. Kids may find it hard to believe that colors like this actually come in nature.

With only a few basic ingredients that are cheap, easy to find in any grocery store, and that keep well in your freezer and pantry, making soup just got easier to make than you'd ever imagine. Get ready for a new family favorite.



Ingredients

2 T	Vegetable oil
3 cups	Sliced onions
2 cups	Sliced celery
2 cloves	Whole garlic cloves
4 cups	Frozen green peas, thawed
1 cup	Cubed Yukon gold potatoes, unpeeled
1 quart	Chicken stock
½ t	Salt, Kosher
¼ t	Pepper

Method

1. Heat the oil in a stockpot over medium heat.
2. Add the onions, celery, and garlic cloves sautéing until tender, about 10 minutes.
3. Add the thawed peas, cubed potatoes, chicken stock, salt, and pepper. Simmer over medium heat for 15-20 minutes, until vegetables, especially potatoes, are tender. Do not overcook as the peas will lose their color and the soup won't be as bright green when pureed.
4. Puree until smooth using a counter top blender or an immersion blender.
5. Thin with additional water if necessary to adjust consistency.
6. Taste for seasonings. Add more salt and pepper if necessary.
7. Serve immediately.

TAB: Celebration Exploration

Section 9 : Celebration Exploration

Celebration Exploration Includes:

- **Exploration** - Food Brings People Together!
- **Patterns & Sorting** - Adventurous Eaters: Graphing the New Foods We Taste!
- **Art** - Party Planning: Making Invitations!
- **Song Time** - Let's Begin
- **Story** - Green Eggs and Ham

Get ready to celebrate! Start off in an exciting way with the exploration unit “Food Brings People Together.” Children will enjoy discovering the important role meals and celebrations play in bringing people together. The concept of adventurous eating also continues in this unit when children come together as a class to practice math skills by graphing new foods they have tried. Reading *Green Eggs and Ham* will give children a chance to further discuss the joy of trying new foods. Excitement will build as children help prepare for a class celebration by making invitations. Singing the song *Let's Begin* will bring the section to a close while revisiting the concept of celebrating and coming together to enjoy eating! Enjoy eating the spice rubbed boneless chicken as a group at your center and children can take the recipe home in the Family Letter to share at home.





Food Brings People Together!

Exploration

Students learn about the three daily meals and the different types of food that we eat at each meal. They discover the important role that meals and special celebrations play in bringing people together.

Objectives

- Become familiar with the three daily meals: breakfast, lunch, dinner.
 - Learn the importance of food as a way to bring people together.
-

Materials and Resources

- Healthy Daily Meals: Breakfast, Lunch and Dinner handout.
 - Chart paper for recording students' input.
-

Vocabulary

Daily Meals: breakfast, lunch, and dinner. During mealtime people gather together to eat. Daily meals can take place at home, school, or in a restaurant.

Breakfast: the first meal eaten after waking up in the morning.

Lunch: the midday meal.

Dinner: the evening meal.

Celebration: a party or gathering of people that often includes special foods.

Activity

1. **When do we eat?** Review the three daily meals.

- We know that we have to eat to keep our bodies healthy and strong. Raise your hand if you know that it's good practice to eat three balanced meals each day. What are the names of the three main meals? What times of day do we eat these meals?
 - Record responses on chart paper. Include the names of the meals (breakfast, lunch, dinner, and perhaps snack) and the time of day each meal is eaten. You can create a chart to record the responses.³

Meal	Time of Day	Type of Food
Breakfast	Morning	Eggs, Toast, Cereal

○ *Note: the chart example above includes a third column with the heading “Type of Food.” This can be completed in Step 2 below.*

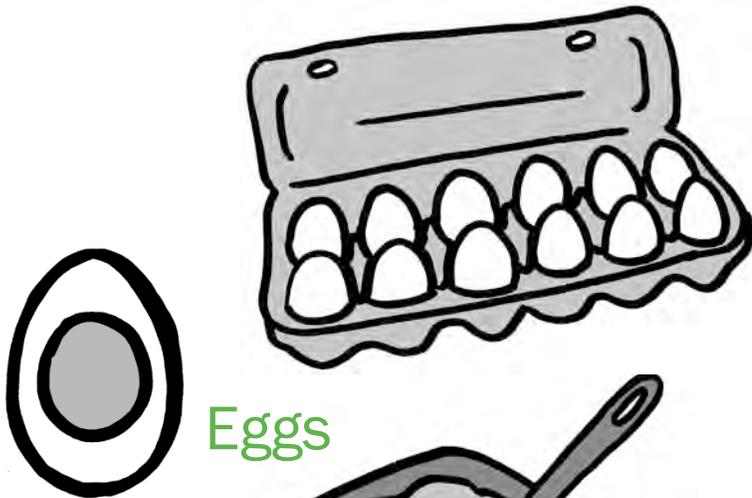
- That’s right. We eat breakfast in the morning. When do we eat lunch?
2. **What do we eat?** Refer to the Healthy Daily Meals handout to give students a visual reference of the different foods eaten at each meal.
- Now let’s talk about what we eat as part of a healthy breakfast.
 - Take all suggestions and write them on the chart paper next to the appropriate meal. Use the Healthy Daily Meals handout, if students get stuck.
 - Help students realize that the types of food eaten for lunch and dinner can be the same.
3. **Why do we eat?** Encourage students to make the connection between eating healthy meals and feeling energized, happy, and ready to learn.
- The final question we have today is: **Why** do we eat?
 - Take all suggestions and write them on the chart paper.
 - Yes! We often eat because we’re hungry. What is our body telling us if our tummy is rumbling? Yes! It’s telling us we need energy, or fuel. We eat healthy foods at meal times: breakfast, lunch, dinner, and snack so we have lots of energy available throughout the day to play and learn.
4. **Celebrations:** Help students to discover that food brings people together.
- Are there any other times, besides the daily meals, when people prepare special foods to eat?
 - Take all suggestions and write them on the chart paper.
 - That’s right! At birthday parties we may have cake. At weddings, holiday parties, and graduations we have special foods, too.
 - When people come together in large or small groups, that may include family and friends, we call it a celebration. A celebration is a party. At most celebrations, food is an important part of bringing people together!
 - Turn to a partner and tell him/her about a celebration or party or festival that you’ve been and describe the food you ate. What did it look like? What did it taste like? Shut your eyes to remember the details of the event and share them with your partner.
 - Now let’s come back together and share some of our stories with the whole group.

Extend the Learning

- **Dramatic play:** In dramatic play, encourage students to have celebrations that include the preparation of special and magical foods. Brainstorm different reasons to celebrate and suggest what foods might be appropriate for the party.
 - Perhaps the good witch makes magical soup filled with flowers and butterflies and rainbows and the bad witch makes a soup of rocks and dirt.
 - Perhaps a long lost unicorn has returned to the kingdom and everyone who drinks a magical potion made of all things green (grass, asparagus, leaves, etc.) has the ability to fly!
- **Classroom rituals:** Establish rituals in the classroom that include celebrations. In addition to familiar celebration of birthdays, find a reason to celebrate the little things:
 - The first flowers blooming in spring.
 - The coming of autumn.
 - A student who successfully puts on shoes, a coat, mittens, etc.
- **Decorating the table:** Have students prepare for classroom celebrations by setting the table and preparing festive table decorations. Students can sing special celebration songs that highlight how special it is to share a meal together.

Healthy Daily Meals

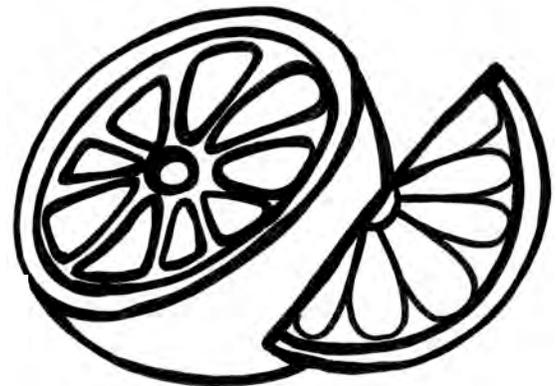
Breakfast



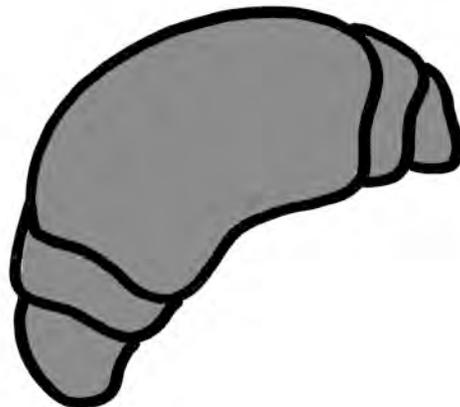
Eggs



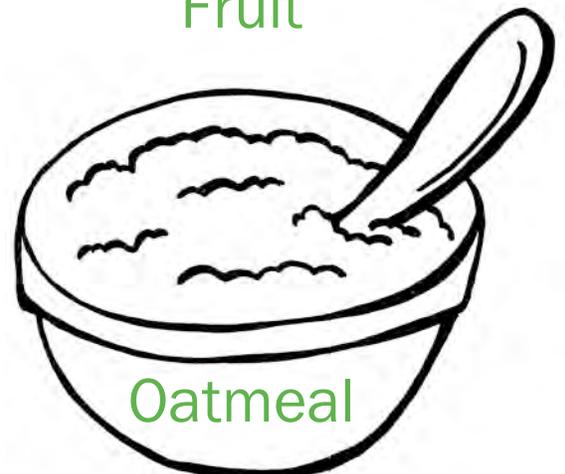
Yogurt



Fruit



Healthy muffins and breads



Oatmeal

Healthy Daily Meals

Lunch



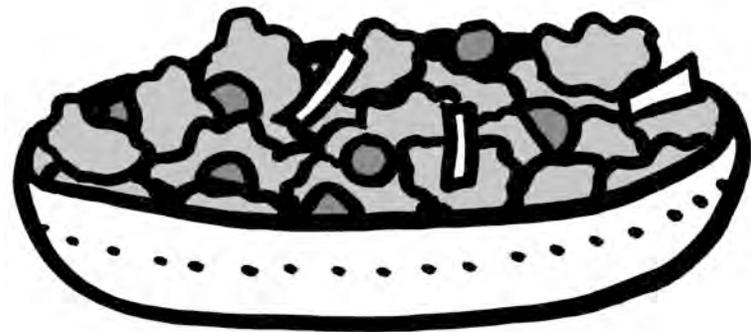
Healthy
sandwiches



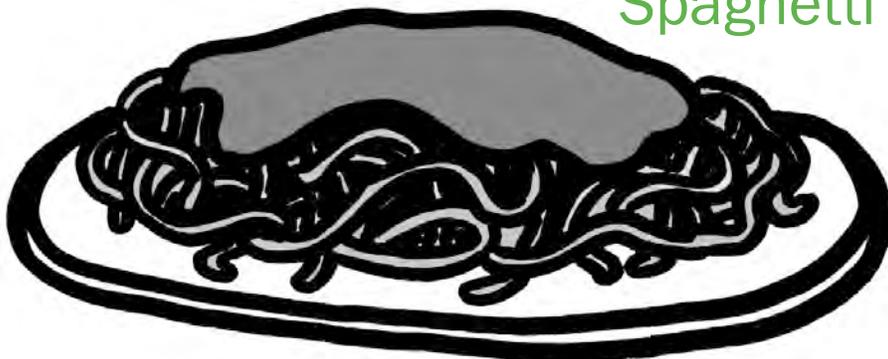
Salads



Enchiladas



Spaghetti

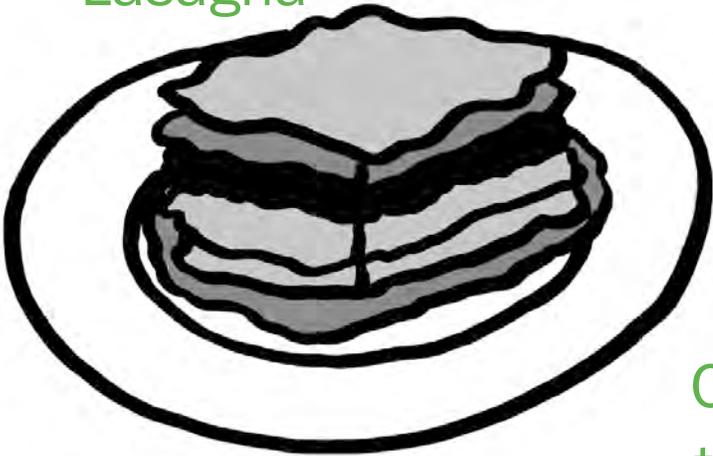


Soup

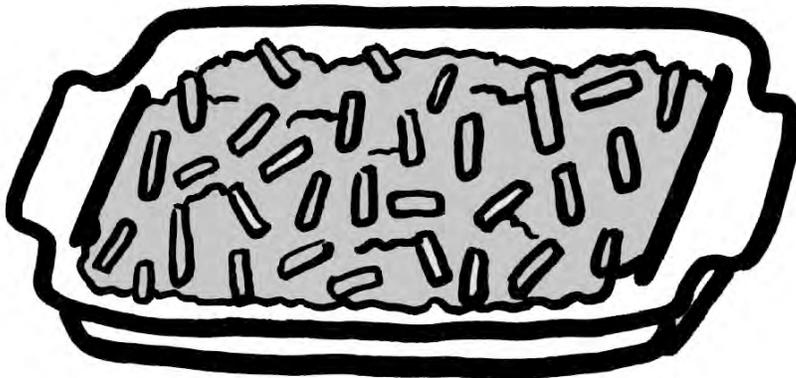
Healthy Daily Meals

Dinner

Lasagna



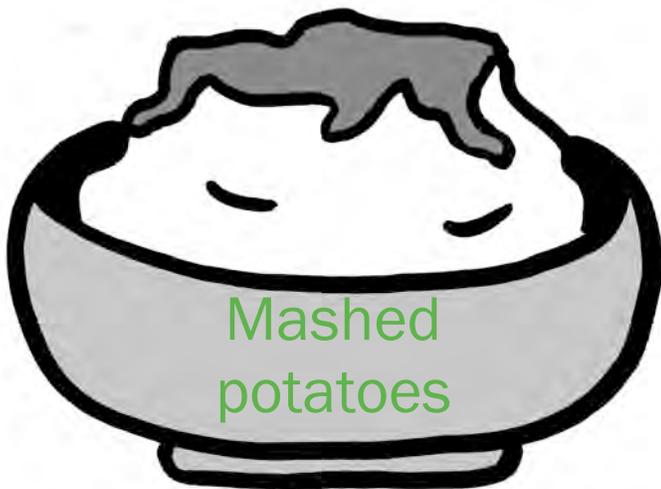
Baked ziti



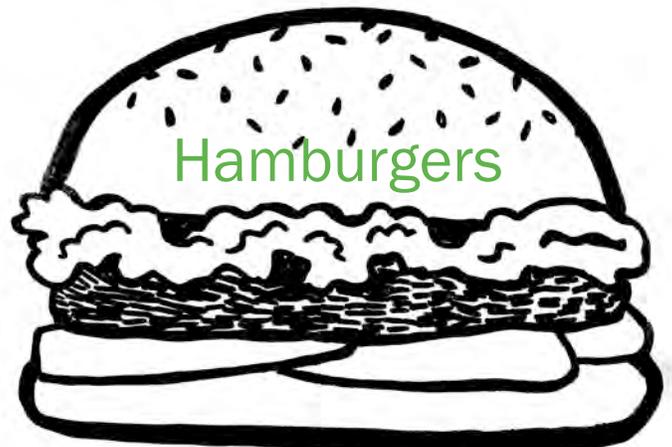
Corn on the cob



Stew



Mashed potatoes



Hamburgers



Adventurous Eaters: Graphing the Foods We Taste!

Patterns & Sorting

In an effort to encourage every student to try new foods, the class creates an interactive bar graph that keeps track of how many students have tried different foods. The goal is for everyone in the class to try each food!

Objectives

- Learn to use a bar graph.
 - Practice counting.
 - Practice writing names.
 - Match students' handwritten names to the teacher-written names.
 - Build excitement about trying different foods
-

Materials and Resources

- Chart paper, markers, and a yardstick for making a large bar graph.
 - Large sticky notes on which students write their names and draw small pictures.
 - Markers, crayons or pencils for students to write their names.
-

Vocabulary

Mathematics: the study of numbers and patterns.

Vertical: a direction that is up and down

Horizontal: a direction that goes across, from side to side

Bar graph: a chart that keeps track of two things: in this case, the number of students that have tried certain foods.

Adventurous: full of excitement about something new.

Activity

Note: Prepare the following graph on a large sheet of chart paper ahead of time.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Fruit	Vegetables	Grains	Meat / Protein

Make sure each square is big enough to contain a sticky note. The number of students in the class will determine how high the numbers climb. Be sure to include the teachers, too! Provide a picture for each of the food groups.

1. **Build excitement about trying new foods!** Explain how the class can use a bar graph to keep track of what new foods the students have tried for the first time.

- Today we're going to make a bar graph that we will use to keep track of all the new foods we taste. Trying new foods is one of the great pleasures in life.
- In math we use tools called graphs to keep track of numbers. This is what a bar graph looks like...
- With this graph we have a fun way to count and keep track of everyone who's trying new foods, and which foods we're eating!

2. **Introduce the bar graph:** Explain how the bar graph works.

- What you see on this chart paper will become a bar graph once we begin to record information in it. What do you notice about this graph? What do you recognize?
 - Wait for students to answer. Explain that each column represents a different food group, and that each row represents each new food that students have tried.
- Along the left side of the chart is a list of numbers, starting with 1 at the bottom and going up to _____. This is the number of people in the class. Along the bottom of the chart are the different food groups.

3. **Sticky notes that represent students:** Write your name on a sticky note and invite each student to write his/her name on a sticky note as well.

- These sticky notes represent each student. Let's use them as we practice creating the bar graph. Students, take a minute to write your names on the sticky note.
- So, we said that the numbers along the left side of the graph help us count how many people have tried a new food for each food group. Let's practice that. Raise your hand if you've ever tasted an apple. Which food group are apples in? Yes, fruit!
- Those of you with your hand raised, draw an apple on the sticky note with your name. Now, give me their sticky note and I'll add it to the graph in the fruit column.
 - One by one enter the sticky notes into the fruit column. As you do so, follow the numbers on the side of the graph, one at a time, to show how each new sticky note makes the "bar" climb up vertically.
- How many of you have tried apples? Let's look at the top of the vertical bar we've made out of names in the fruit column. Once we find the name at the top of this tall bar, we move our eyes this way, across the grid, and here we find a number. It's the number _____. This is the number of people in our class who have tasted an apple!
 - Demonstrate reading the graph with your fingers.
 - Practice with new foods. As you do this move the sticky notes, or have students write their names on new ones.

4. **We are adventurous eaters!** Frame this experience as adventurous!

- We now have a great way to keep track of who is trying new foods. Tasting new foods is something we'll all do throughout our lives. When we taste new foods, we're adventurous! Who knows what the word *adventurous* means?
 - *Take all ideas and write them on chart paper.*
- When we're adventurous, we discover new things and do things we've never done before! When we don't know how something will taste, but we taste it anyway, we're being adventurous, and that's an exciting way to be! Sometimes we like the taste, and sometimes we don't, but we keep on trying new things.
- Each time we try a new food, we get to write our name on a sticky note, draw a picture of the food we ate, and add it to the right food group in our bar graph. Now, we're charting our own adventurous spirit when it comes to food!

Extend the Learning

Graphing students' weekly routines: Incorporate this graph into your daily or weekly routine. Encourage students to try one or two new foods every week and have them chart the foods on the graph.

Plan a tasting party: Plan a party or celebration with dishes made from foods that students have tasted. For instance, keep track of how many students have tried apples. When the whole class has tasted them, have a celebration at snack with applesauce, apple slices, or dried apples!



Party Planning: Making Invitations!

Students help prepare for a class celebration by choosing a theme, making a guest list, and creating invitations.

Objectives

- Recognize reasons to have a party or celebration.
 - Practice forming letters by making a guest list.
 - Use creative thinking by designing party invitations.
-

Materials and Resources

- Construction paper of assorted colors, one 9"x 12" sheet per child, folded in half.
 - Crayons and magic markers.
 - Glue sticks.
 - Invitation Template handout (2 per 8 ½" x 11" piece of computer paper) to be glued on the inside of each invitation including with places to include the party details.
 - Chart paper for writing down student ideas.
-

Vocabulary

Invitation: a card or other kind of request inviting someone to a party or celebration. The invitation usually provides the details of the party.

Guest: a person who is invited to a party or celebration.

Theme: an idea or topic that a party can be based around. It gives direction to how the party place is decorated and what games are played.

Celebration: a party, festival, or other social gathering that brings people together for enjoyment. A celebration often includes special food.

Party: a gathering of people who've been invited to a specific location. Special foods are often enjoyed at parties.

Activity

Suggestion: Set up a workstation for each student with one pre-folded piece of construction paper and one invitation template. Have crayons, magic markers, and glue sticks within reach. Use art supplies that reflect the theme of the party (For example, if you're celebrating winter, use white and blue paper).

Send invitations home with students, but don't rely on these invitations as the only form of communication about your classroom celebration. Be sure to communicate with parents using your normal communication channels, especially if you want RSVP's.

1. **Coming up with a theme or reason to celebrate:** Gather students in a circle on the rug to begin planning a classroom celebration or party.

- What is a party? That's right, a party or celebration is a gathering of people that often includes special foods.
- Who here has been to a party or celebration? What kind of parties have you been to?
 - Take all ideas and write them on the chart paper.
- I think we should have special classroom party next week. What do you think? What should we celebrate? What should our party be about?
 - Refer the chart paper list of parties/celebrations to help you come up with a party theme. You may already have a reason to celebrate, or a theme may emerge from students, so listen carefully. This is a great opportunity to find out what the students value and want to celebrate. Common party themes include: holidays, seasons, and accomplishing a goal.

2. **Making a guest list:** Once you've decided on a theme for your celebration, introduce the concept of inviting guests.

- Who do we want to invite to our party? Who do we want to come and celebrate with us? I'm going to write everyone's name down here and this will be our guest list. A guest is a person who's invited to a party.
 - Take all names and create a guest list on chart paper.

3. **Making invitations:** Now that you have a party theme and a guest list, do a demonstration of how to make invitations.

- Now that we know the theme of our party, which is _____, and we have a guest list, it's time to make invitations. Does anyone know what an invitation is?
 - An invitation is a card that we give to guests so they know when the party is taking place and what time to come.
- Each of us will choose one person on our guest list to make an invitation for.
- On this piece of paper (the invitation template) we're going to write in all of the important information about our party. Let's glue this part of the invitation to the inside of our card.
 - Hold up the folded piece of construction paper and open and close it. Point to the inside.

- Demonstrate how to use a glue stick to cover the back of the template with glue, and press it onto the inside of the folded invitation.
- Now I can create a beautiful piece of artwork for the cover of my invitation. Remember, the theme of our party is _____. What colors might I want to use to show this theme? What might I want to draw on my invitation?
 - Close the card and demonstrate how to use crayons and markers by drawing on the front of the card.
 - Regardless of the theme, students may simply explore using the crayons and markers, or draw family members. Support all designs.

4. **Making invitations:** Once the cards are made, students will fill them and “send” them to their guests.

- Now that we’ve decorated our cards, it’s time to write our invitations to our guests, the people we’re inviting. When we include all of the party details, our guests will know when the party is and where to come.
 - Write all the information on chart paper and have the students copy it.
 - Help students who need help forming their letters.
- Our invitations are done! Your job is to be sure to give these invitations to the guest you’re inviting. Don’t forget!

Extend the Learning

Fantasy Invitations: Students can create fantasy invitations to imaginary parties and events. It’s a great way to practice their writing.

Classroom Post Offices: Introduce the concept of mail, since invitations are often mailed. You can set up a classroom post office where students write and mail letters and invitations to one another. You can even take a trip to the post office, or your local mailbox, to mail cards that the students write.

Party Invitation Templates

Cut out the invitation templates below for students to use in their own homemade invitations to a class party. These templates can be glued or taped to a decorated construction paper card, and then filled out with the details of the party.

You are invited.....

Event: _____

To: _____

From: _____

Party Details

Date: _____

Time: _____

More information:

You are invited.....

Event: _____

To: _____

From: _____

Party Details

Date: _____

Time: _____

More information:



Song

Let's Begin

Students learn a song that introduces them to the idea that food brings people together, creates joy, and helps to create community. This song serves as a great transition to mealtime.

Objectives

- Learn about the joy that comes from sharing meals together.
 - Learn to listen to a song and understand its meaning.
-

Materials and Resources

- *Let's Begin* handout with lyrics (included with this activity).
 - *Let's Begin* recording (provided with this activity) for reference.
-

Activity

Suggestion: Have students sit in a circle on the floor or in chairs. This activity also works with students standing in a circle.

1. Introduce the song: Have the lyrics available for a visual reference.

- Today we're learning a song called *Let's Begin*. It's about the special activity of coming together to share a meal. First, let's listen to the song.
 - Play the song all the way through. Students listen.
- Let's sing the first part of the song together. Sing the first stanza line by line, and have the children repeat each line back to you. Continue to teach small sections until the students become familiar with all of the words.

2. Introduce hand movements: Use all of the hand movements suggested here, or just incorporate one or two.

- Let's use hand and body movements to act out a few of the verses. Follow my hands and do what I do as we sing the song again.

First Stanza:

- For the words let's share this table, show students how to move their hands and arms forward from their belly buttons, outward in a sweeping motion, as if gesturing to an imaginary table in front of them.
- For the words share this food, have students pretend they're holding an imaginary dish of food and passing it to their neighbor.

- For the words I hope everybody’s in a good mood, have students gently put their index fingers to the corners of their mouths to make a smile, pulling the sides of their mouths upward.
- For the words we’re gonna eat, have students pantomime eating from an imaginary plate, bringing the “utensil” to their mouths.
- For the words gonna laugh, have students throw back their heads in laughter.
- For the words would you please pass the joy, have students put their arms around their neighbor in a friendly gesture.

Second Stanza:

- For the words we share our hearts, have students put both hands over their hearts and then extend their hands forward as if warm heart energy is being showered upon everyone.
- For the words share our hands, have students join hands.
- For the words and we help make all the plans, have students put one hand in front of them, palm flat and facing upward, as if it’s a piece of paper. With the other hand have them pretend to be holding a pencil and writing back and forth across the “paper”.
- For the words and that brought you and you and you and you all here, have students hold out a pointer finger and point to different people around the circle.

Third Stanza:

- For the words first, wash your hands, have students pretend to wash their hands by rubbing them back and forth as if with soap and water.
- For the words fix your hair, students pretend to fix their hair.
- For the words take your seat, students pretend to sit down.
- For the words pull in a chair, students pretend to pull in a chair behind them.
- For the words and let’s begin, students all join hands in the circle, raise their hands above their heads, and let go in one sweeping motion.

.....

Extend the Learning

Transitions to eating: This song is a great transition that sets the right tone for mealtime. Playing it each day before students begin eating lunch can become a lovely ritual.



Let's Begin Song Lyrics

Let's share this table.
Share this food.
I hope everybody's in a good mood.
We're gonna eat.
Gonna laugh.
Would you please pass the joy?

We share our hearts.
Share our hands.
And we help make all the plans
That brought you and you and you and you all here.

Let's begin.

First wash you hands.
Fix your hair.
Take your seat.
Pull in your chair.

And let's begin.



Story

Green Eggs and Ham

In a read-aloud of the book, Green Eggs and Ham by Dr. Seuss, students are introduced to the idea that it can be fun to try new foods!

Objectives

- Learn the words, the rhythms, and the rhymes in the language of the story.
 - Become curious, open, and joyful about trying new foods!
-

Materials and Resources

- Green Eggs and Ham by Dr. Seuss.
 - Chart paper for recording student ideas.
-

Vocabulary

Stubborn: saying no over and over again, no matter how many times someone wants you to say yes!

Brave: the ability to confront fear, to do something even though you are afraid.

Activity

1. **Build excitement:** Gather students to introduce the book Green Eggs and Ham, by Dr. Seuss.
 - We're going to read this book (hold up book). Look carefully at the cover and tell me what you think it's about? What makes you think that?
 - What color is the food on top of the big plate? That's right. Green. The word green is also in the title of this book. It's titled, Green Eggs and Ham. Does everyone see the green eggs and ham on the cover?
 - This book was written by Dr. Seuss. Has anyone read any other books by Dr. Seuss? Which ones?
2. **Class read-aloud:** Begin reading Green Eggs and Ham. Stop regularly throughout the reading to ask questions and encourage students to share their thoughts about different aspects of the story.
 - Let's begin reading.

- (Stop on page 11) Does anyone here like green eggs and ham? Has anyone ever tasted green eggs or green ham?
 - Take all responses and continue reading.
 - Make a game of finding the green eggs and ham in each illustration. There are over 20 pages that show green eggs and ham because the main character refuses to try them over twenty times, in different locations. (Pages: 14, 16, 19, 23, 26, 29, 31, 33, 35, 37, 38, 40, 43, 45, 47, 49, 51, 53, 55, 57)
- Does our character like green eggs and ham? No? Maybe he'll at least try them, lets see... Nope, not this time...
- (On page 54) Okay, it seems that our main character has finally agreed to try green eggs and ham. Do you think he'll like them? Let's continue reading to find out.

3. **Follow-up discussion:** When you've finished the book, invite the students to talk about what they learned from the story. The questions below can help facilitate the discussion. You can record their answers on chart paper.

- You may never have tried green eggs and ham, but have any of you ever tried a food that you thought you wouldn't like, and, once you tasted it, found out that you really liked it?
- Our main character in Green Eggs and Ham refuses to try green eggs and ham over twenty times in a row! Who here has said, "No! I won't try this!" over and over again? This is called being stubborn. What are the problems with being stubborn? Turn and talk with a partner about this.
- At the end of the book, the boy stops being stubborn. What does he do? That's right! He agrees to try green eggs and ham! He's brave! When someone is brave, they agree to do something even if they're a little scared to. The boy in the story tries green eggs and ham, even though he's scared of what they might taste like. And what does he find out? That's right, he likes them!

Extend the Learning

Read more: Read other books that feature meats and other proteins such as:

- Cloudy with a Chance of Meatballs by Judi Barrett.

Fresh-Food-Fun Family Letter



Celebrations!



Let's be partners in good eating!

Good nutrition doesn't have to be compromised when serving party food. Plan party foods that support healthy eating habits, even when you are planning a celebration!



A Note to Families

Parties and celebrations are the perfect place and time to introduce children to new foods. Celebrations often include special recipes and dishes that are meaningful, symbolic, and meant for everyone to enjoy! A party is a great place for children to see adults trying new foods while enjoying traditional meals as well.

When children have repeated opportunities to try new foods, they're more likely to eventually accept foods that they may at first reject. So rather than giving in to your child's natural resistance to trying a new food, simply smile, nod, and reassure him/her that someday they'll grow up to love this recipe. This is especially easy to do at parties and celebrations where special family recipes, or cultural dishes, help

children feel that they're part of a larger community.

Encourage your child to see how food can bring people together. Create new mealtime rituals, such as making special decorations for the table, or having family members share a story from his/her day. Talk about special parties or celebrations that you've attended, and share fun food memories from these events.

Most important, have fun! Your curiosity, appreciation, and enjoyment of food, and the role food plays in celebrations, will do much for your child.

Sincerely,

The Healthier Meals Initiative Team

Plan a Healthy Celebration...

- ★ Serve a variety of healthy foods at your next party and encourage children to try a little bit of each dish.
- ★ Cut vegetables and make homemade dips for appetizers.
- ★ If you're serving dessert, offer fruit, or fruit juice sweetened muffins, cookies, or cupcakes.

Send in a Family Recipe

Many families have special recipes that have been passed down from generation to generation—ones they make each year to celebrate a holiday. Share these family favorites with your child. Invite your child to make the dish with you and give him/her a copy of the recipe as a gift.

Ask your child to name his/her favorite dish that you eat together at home. Talk with your child about why she/he likes it. Parents may want to work together with the child care provider to collect and share these recipes.

Food Fun

Spice Rub Boneless Chicken

Yield: 6-8 servings



Easy-to-make, mouth-watering, and delicious are three reasons this boneless chicken recipe is worth trying out in your house! Serve with a side of vegetables and whole grains.

Ingredients

- 2 lb Chicken, raw, boneless, skinless
- 1/4 cup Spice rub mix (see recipe)

Method

1. Prepare the spice rub.
2. Defrost chicken under refrigeration 2-3 days prior to cooking.
3. Preheat oven to 350°F.
4. Toss chicken with pre-made spice rub mix.
5. Place chicken on a sheet pan.
6. Roast for 25-35 minutes, depending on the cut of chicken, until chicken reaches an internal temperature of 165°F. Serve immediately.

Chili Seasoning Spice Rub

Ingredients

- 1/4 cup + 2 T Chili powder
- 1/4 cup Cumin
- 3 T Salt
- 3 T Paprika
- 1 T Pepper

Method

1. Combine all spices together. Use as a rub for poultry, or as a seasoning for taco meat and chili.
2. Make ahead of time and store in a sealed container at room temperature for up to 6 months.

TAB: Eating the ABC's

Section 10 : Eating the ABC's

Eating the ABC's Includes:

- **Exploration** - Food Faces
- **Patterns & Sorting** - Foods for Growing a Strong Me!
- **Art** - Eating the ABC's
- **Song Time** - Ring the Bell
- **Story** - The Very Hungry Caterpillar

It's eating time! So much as been learned and shared from sections 1-9, now it is time to take pleasure in the joys and rituals connected with mealtime with the sing-aloud song *Ring the Bell*. This song reinforces the idea that sitting down to eat a meal together is a celebration that can be shared every day. Before settling down for a delicious meal or snack, gather the children around and reflect on all that has been learned about foods that are good for their bodies by making a big class book. Everyone will take part in the class book which will allow the children to learn and review the alphabet and connect different foods with letters. Take the fun a step further and create art out of food and engage children in identifying and learning which foods are needed for a growing body. Read the classic book, *The Very Hungry Caterpillar*, and have children practice counting food and sequencing the days of the week.





Food Faces

Exploration

Students create funny faces on their plates using bite-sized pieces of nutrient-rich food.

Objectives

- Students have a chance to be creative and try a variety of foods on one plate.
 - Students represent parts of the face using the food on their plate.
-

Materials and Resources

- Plates (one for each child).
 - A selection of foods that are either bite-sized, or cut into slices or cubes. Good choices include: apple slices, grapes, cucumbers circles, cheese sticks, oranges, raisins, cheerios, red peppers, celery cut into half moons, carrot circles.
-

Vocabulary

Face: the front of the head, from forehead to chin, from nose to ears.

Eyes: the part of our body that allows us to see.

Eyebrows: the two arches of hair that grow above the eyes.

Lips: the outer part of our mouth.

Nose: the part of body that allows us to smell.

Ears: the part of the body that allows us to hear.

Chin: the lower portion of the face that is below the mouth and part of the jaw.

The Activity

Notes for Teachers: This activity would make a good lead-in to snack or lunch. The foods you use are dependent on what ingredients you have available at your center.

1. **Introduce the activity:** Build interest through vocabulary.
 - Today we are going to create a fun and delicious snack/lunch for ourselves.
 - We are going to make something called “food faces”.
 - Who can name something that is on my face? Let’s name the parts of my face?

- If students need help getting started, point to and identify different parts of your face.
- Yes, my nose! I definitely want to include a nose on my “food face.”
- Who can name another part of my face?
- Yes, my eyes!
 - Keep taking ideas until the students have named all of the different parts of the face.

2. **Creating the food faces:** Have students sit at tables to create their own food face. Organize each type of food in bowls or plates in the middle of the tables.

- Now we are going to create our own “food faces”.
- The fun part is that we are going to use different ingredients to be the various parts of our face, and then we are going to eat the face we’ve created for our [snack or lunch].
 - Have a couple of examples of the food slices in front of you.
- What could I use for my eyes? Yes, I could use two cucumber slices for my eyes. I can even put raisins in the center to be the pupils of my eye.
 - Begin to model how to arrange the food on the plate. Show only one or two facial features so that the students can be creative as they build.
- Now you are all ready to make your own food faces. Take only the food that you need to build the face. Then when we you are all done we can start eating!
- Okay boys and girls. Before we eat, let’s take a moment to share our creations.
 - Allow the students to talk about their creations. This should be a short conversation as students will want to enjoy eating the foods.
- Now we get to eat our faces! Let’s eat one part at a time and enjoy the whole face.

Extend the Learning:

Sketch their food art and create stories: Invite the students to draw what they created. When the students have finished the drawing, they can dictate a story about what food they chose and why that food reminded them of an eye, ear, nose, or lips.



Foods for Growing a Strong Me!

Patterns & Sorting

Students identify (by circling or coloring) the foods that help them grow and give them energy for playing and learning.

Objectives

- Students identify the foods that are best for their bodies.
-

Materials and Resources

- Foods for Growing a Strong Me! Handout, included with this activity.
 - Colored pencils or crayons.
-

Vocabulary

Nutrition: the food that is needed to keep us growing and healthy. Proper nutrition should be a balance of many foods that help us get the vitamin, minerals, protein, fiber, and other nutrients we need.

The Activity

Suggestion: This math lesson will have more meaning for students if it is done after the Story Time activity from this unit, which features the book *The Very Hungry Caterpillar*, by Eric Carle.

1. **Introduction:** Gather students to discuss what foods are best for their growing bodies.

- Today we are going to talk about different foods and consider which foods are best for our growing bodies.
- Some food that we eat gives us good energy for playing. Some food help to build our muscles and help our bodies and brains get stronger. And other foods can make us feel full, but they don't give us much of the nutrients we need for our growing bodies. We want to mostly eat the foods that help us grow and think and play the best that we can!
- Can anyone think of a food that you like to eat, that tastes good, and it is good for your growing body?
 - Take some ideas and expand their understanding using their comments as a springboard to a conversation around good nutrition. Guide them towards the healthy food choices that you have learned about in other lessons and units of this Healthy Meals Initiative.

- If they name a food that is not healthy or nutritious, explain that while this food may taste good, and be fun to eat, it should be eaten only occasionally as it doesn't give our body what it needs.
- Yes, an apple is so good for you. Can you think of other fruit that is delicious and helps us grow?

2. Sorting sheet: The students will sort foods that are good for you from foods that are not too healthy and should be eaten in moderation.

- Now we are going to work together to identify healthy foods. We are going to use this fun challenge game called Foods for Growing a Strong Me!
 - Distribute the sheet to students.
- Let's look at the first picture on the sheet. Who can tell us about this food?
- Yes, it is a strawberry. What color is a strawberry? Is it a fruit or a vegetable? Yes, it is a fruit. Are strawberries good for us? Absolutely! Strawberries have lots of vitamins to make us strong. Yum, they are sweet and delicious, too!
- Who can tell us about this next food?
 - Continue identifying each food item and talking about which foods are best for growing bodies.
- Now everyone is going to get a chance to circle (or color) the foods that are best for our bodies.
 - Pass out crayons or colored pencils.

3. Sharing the matches: Students will share the foods they chose.

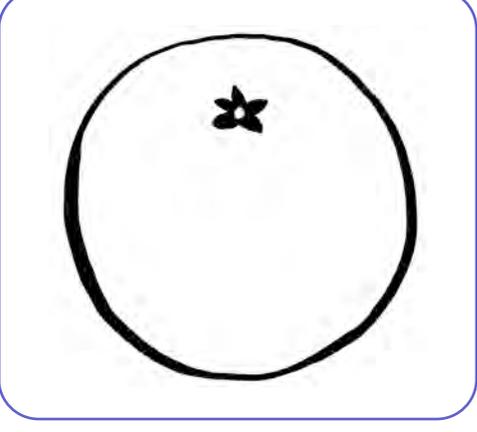
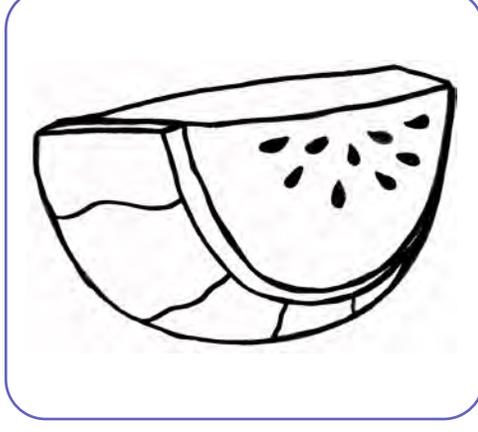
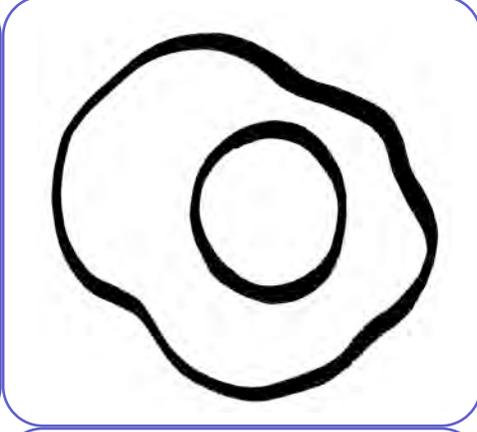
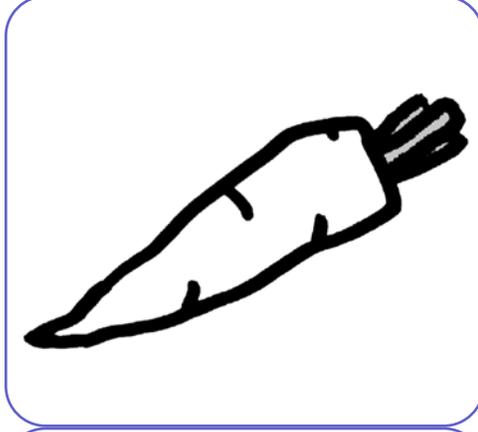
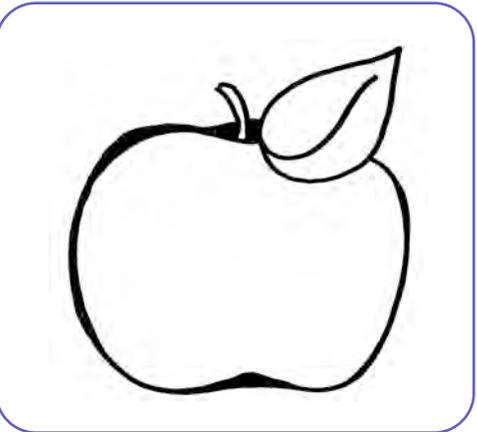
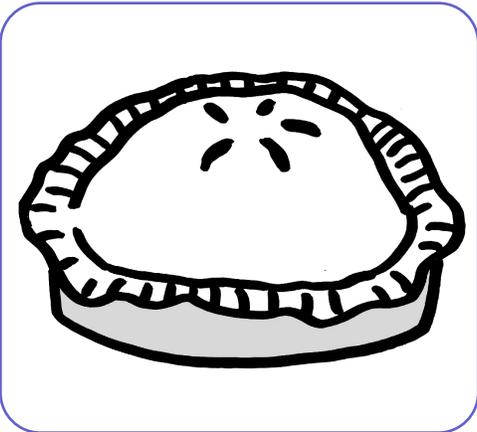
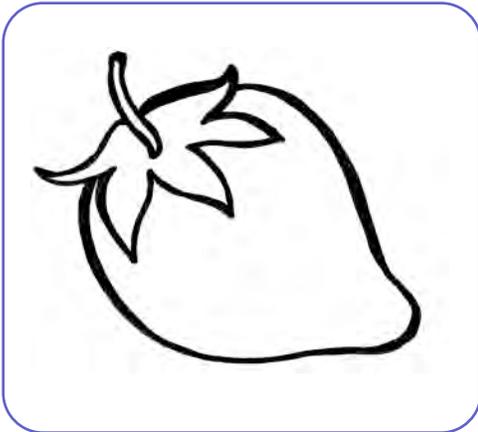
- Who wants to share one of the foods that you chose?
- Do we eat this food together at our school?
- Have you tried this food at home?
 - Engage the students in conversation about the foods they've chosen. If they circled or colored in sweet foods such as cupcakes, you can talk about when we eat these foods and why it should be eaten in moderation.
 - Cupcakes can be such a good treat to eat sometimes. Foods that help us grow are foods that we should try to eat everyday.
 - If you have already read The Very Hungry Caterpillar, you can reference what happened when the caterpillar had too much food and too many sweet things.

Extend the Learning

Bingo-like game: These sheets can also be used as a BINGO board. The teacher can call off the names of the foods and the students can identify the foods and put a chip or marker on the food. Although the foods are in the same order, it is fun for the students to try to identify the foods that you are naming. This can be played in a small group during a choice time.

Foods for Growing a Strong Me!

Only some of these foods give you the nutrients you need to grow strong and healthy.
Circle or color the foods that are best for your body.





Eating the ABC's

Students make an alphabet book with each letter corresponding to a specific food that begins with that letter.

Objectives

- Review the sounds of each letter in the alphabet.
 - Associate foods for each letter of the alphabet.
 - Color foods.
-

Materials and Resources

- Drawing paper.
 - Crayons or markers.
 - Chart paper for the teacher to write down the students' ideas.
 - A teacher marker (for writing feature letters, the words, and student names on the pages of the book).
-

Vocabulary

Alphabet: the letters of a language arranged in a fixed sequence.

Activity

Notes: Depending on the size of your group and the schedule, it may be helpful to introduce this activity to the whole group, but then work on the book in small groups over the course of several days.

1. Introduction: Gather students to discuss the idea of creating an alphabet book.

- We have learned so much about different kinds of food. We are going to celebrate all that we know about foods that are good for our bodies by making a big class book. Everyone is going to help to make at least one page for our book. Our book is going to be an alphabet book.
- What is the alphabet?
 - *Take one or two ideas. Most will say the alphabet is a list of all of the letters.*
- Yes, the alphabet is a list of all of the letters we use in the English language.
- Let's all sing the ABC song together so we can all hear the letters of the alphabet in order.
 - *Sing the alphabet all together. Use an alphabet chart as a visual if you have one.*

- Great, you really know the alphabet. Our book is going to start with A and go all of the way to Z.

2. Introducing The Activity: The students will start to choose letters.

- Each page of our book is going to show just one letter.
- Let's start with A.
- Who can think of a food that starts with the letter A?
 - You may reinforce the letter/sound connection in different ways depending on your children's readiness.
- Yes, an apple starts with A.
- Watch what I do to make my page in the alphabet book.
 - Show students how you would prepare a page for the alphabet book. Label the page so that it is ready to be part of a book. You may write, "A is for Apple" on the top of the page. Then write your name at the bottom of the page. Finally, draw a picture of the food that you have chosen to represent this letter, in this case, an apple.
- Now everyone is going to get to work on a letter. We will work together to think of some food ideas for the letters and then start to draw our pictures.

3. Making the Book: The students will work at a table to generate ideas and draw. Have the paper, crayons or markers and a writing utensil ready for the teacher to use. You may also want to have some matching cards or food sheets from other units at the table for visual prompts.

- Now, we're ready to make our book.
- Let's see what letters you'd like to work on.
 - Begin to take students' ideas.
- Let's work on the letter L. What food starts with the letter L? Can anyone help me think of a food that starts with L?
 - If the students have difficulty generating an idea then you can show pictures or give some hints.
- Hmm... I'm thinking of a food that I'd like to put in my salad. Yes, lettuce! So I'll write L for Lettuce on the top of the page and put my name on the bottom. Now I'm ready to draw my picture. What color would you use for drawing lettuce?
 - Write the words "L is for Lettuce" on the top and your name at the bottom.
 - Then, go around the table asking students what letters they'd like to choose. It helps to have a list of letters so you can keep track of what has already been chosen and so that the students have a visual reference. The small group should help each other come up with ideas.
 - Students can write their letter on the top and/or their name on the bottom. However, more likely, you'll need to do the writing and they'll do the drawings.
 - If the letter is difficult, then use a describing word.

X could stand for "excellent to eat" or "exercising makes us hungry." It's okay to be creative and make the alphabet work for your group.

- Great, now we all have our ideas and we can start drawing. Let's make our pictures big so our readers can really see what foods we want to put in our book.
 - When the book is completed and bound together, put it in the classroom library and read it for story. It's also great to share with families.
-

Extend the Learning:

Read more ABC books: The list below provides some great examples.

- A Gardener's Alphabet, by Mary Azarian
- Alphabet Soup, by Scott Gustafson
- Chicka Chicka ABC, by Bill Martin Jr.
- Eating the Alphabet, by Lois Ehlert
- The Ocean Alphabet Board Book, by Jerry Pallotta



Ring the Bell

Song

Students sing a song to celebrate the joys and rituals connected with mealtime. They also have fun playing percussion instruments at key points in the song.

Objectives

- Students learn to sing a song that reinforces the idea that sitting down to eat a meal together is a celebration that we can share everyday.
-

Materials and Resources

- *Ring the Bell* song handout, included with this activity.
 - *Ring the Bell* song recording, provided with this activity, for reference.
 - Bells, triangles, shakers, rattles, claves, or any other percussion instruments.
-

The Activity

1. Introduce the song: Gather children in a circle. Have the song lyrics, recording and musical instruments nearby.

- Today we are going to listen to and learn a song that is all about gathering together to eat a meal or snack together. It celebrates that special moment when we have been called to the table, but we have not begun eating yet, and we are eager to enjoy the wonderful foods that have been prepared for us.
- This song is called “Ring the Bell.” In some families, and in some cultures, someone rings a bell in order to let everyone know that it is time to eat. The sound of the bell is the call to eat, and when they hear the ringing of the bell, everyone gathers together to share a meal.
- We are going to use instruments as we listen and learn the song.
- After we hear the words “ring the bell” we are going to play our instruments.
- Before I hand out the instruments let’s listen to the song once and see if we can hear the words “ring the bell.” Every time you hear the words “ring the bell” put your hands up in the air and shake them.
 - Listen to the song once through. Build excitement about hearing the words.

2. Playing percussion: Students play percussion instruments to accompany the song.

- Okay, now we are ready to play our musical instruments.
 - Depending on the size of the group and the number of instruments, you can decide how to pass out instruments.
 - Children can take turns with the instruments. Those students who don't have an instrument can wave their hands in the air, clap, or do other movements during the song.
 - Now let's pretend that we are gathering our friends and families to come and celebrate with us!
 - Listen to the song again and have the students practice shaking their instruments after they hear the words "ring the bell."
-

Extend the Learning

Ongoing listening: Have the recording available for further listening. It can become the transition song to gather the students for snack or lunch.



Song

Ring the Bell

Song Lyrics

Ring the bell!
Ring the bell!
Ring the bell...
It's eating time!

Take off your coats and gather
around,
And put down your favorite
toys.

And let's make a toast
To all us folks,
And take a seat
Girl, boy, girl, boy.

Ring the bell!
Ring the bell!
Ring the bell...
It's eating time!

Ring the bell!
Ring the bell!
Ring the bell...
It's eating time!
Ring the bell!
Ring the bell!

Ring the bell...
It's eating time!

Ring the bell...
It's eating time!
Ring the bell...
It's eating time!
Ring the bell...
It's eating time!



Story

The Very Hungry Caterpillar

The teacher reads the book, The Very Hungry Caterpillar by Eric Carle, and guides students through a discussion about what the caterpillar ate that helped it to grow into a butterfly.

Objectives

- Engage children in a discussion about what kinds of food are best for their growing bodies.
 - Teach students about how food gives them energy and helps them grow.
 - Practice counting using food as an item to count.
 - Practice sequencing the days of the week.
-

Materials and Resources

- The Very Hungry Caterpillar by Eric Carle.
-

Vocabulary

Nutrition: the food needed to keep us healthy and make sure we grow. Proper nutrition should be a balance of many foods that give us the vitamin, minerals, protein, fiber, and other nutrients we need.

Activity

1. **Build excitement:** Gather students to read The Very Hungry Caterpillar.

- Today we're going to read a story about a very hungry caterpillar. When he's feeling hungry he goes out looking for food.
- What do you think he should eat so that he will grow?
 - Take ideas from the students.
 - Ask questions and comment on their ideas. Oh, a leaf could be very good for his body. Do you think that a leaf will help him grow? That would be a very nutritious food for him to eat.
- Let's read the book and see what he finds to eat.

2. **Class read-aloud:** Read the story and stop along the way to ask students to predict what will happen next.
- He ate one apple on Monday and two pears on Tuesday. What do you think he will eat on Wednesday? How many?
 - Reinforce the sequence of the days of the week and have the students count how much fruit for each day.
 - Oh my, look how much he ate on Saturday! Do you think that will help his body to feel full? Or, do you think that he'll feel too full? What does it feel like when we overeat and feel really full?
 - Read about his stomachache and how the one green leaf helps him feel better.
3. **Discussion:** Use the following questions to guide your discussion once you are done reading the book.
- Why do you think the very hungry caterpillar had a stomachache?
 - What did he eat that made him feel better?
 - Have you ever had a stomachache? When our bodies are hungry we need to feed ourselves. When we eat too much or eat something that's not good for our body, we might get a stomachache. If we eat slowly, and listen to the signals our body is giving us, we can stop eating when we start to feel satisfied. This is a healthy way to eat.

Notes for Teachers: This book can be referenced for the math activity in this unit. We suggest reading the book before asking the students to work on the Foods for Growing a Strong Me! sheet.

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Extend the Learning

Dramatic performance: Perform the book as a play! Students can take turns being the caterpillar. Other students can hold up pictures of the food that the caterpillar eats. The caterpillar can go along to “eat” the food as the teacher reads the story.

Engage in a bilingual study: Many libraries also carry the Spanish language version: [La Oruga Muy Hambrienta](#). Read the book in English one day and in Spanish another day.

Fresh-Food-Fun Family Letter

Developing Good
Lifelong Habits



Let's be
partners
in good
eating!



It can be fun to teach children about healthy eating. Learning how to be thoughtful eaters when they are young will help to improve children's health throughout their lives.



A Note to Families

This month our focus is on developing the kinds of healthy eating habits that last a lifetime.

Talk with your children about the differences between foods that are good for their growing bodies, and foods that offer little nutritional benefits. Help them to understand the importance of limiting the kinds of foods that should only be eaten occasionally because they contain ingredients such as salt, sugar, and fats.

Families and teachers can work together to promote, teach, and practice good eating habits. By developing these thoughtful food habits at an early age, children are likely to become life-long healthy

eaters who know how to make balanced choices.

Family involvement is essential for children to develop these good habits. Let your children learn from you that fruits, vegetables, minimally processed protein, and whole grains are delicious and nutritious.

Sincerely,

The Healthier Meals Initiative Team

Food Tips

Keep things simple. Good food habits don't need to be complicated.

- ☀ **Include your children in meal preparation so that they can learn directly about ways to cook and serve balanced meals.**
- ☀ **Offer children different types of food from day to day. They will learn to be more adventurous eaters and eat a variety of foods.**

Food Fun

Create Silly Food Games:

Play games together that feature some of the foods that you enjoy eating.

- Try to think of all the foods that start with the first letter of your names.
- Write a menu for your family meals. Come up with funny names for your favorite dishes.
- Create food art. Let your child use a selection of foods (like sliced vegetables, cheeses, hardboiled eggs, and olives) to create a work of art on their plate. They can eat their picture piece by piece.

Healthy and Delicious Dips

Yield: 8 servings

Creamy Herb Dip



Ingredients

1 cup	Yogurt, plain, low fat
2 t	Lemon juice
2 T	Diced chives
1 t	Minced garlic
½ t	Dried dill
¼ t	Salt, Kosher
Dash	Pepper
1 lb	Baby carrots

Method

1. Whisk yogurt and lemon juice together. Add the chives, garlic, dill, salt and pepper, whisking to combine.
2. Serve immediately with the carrot sticks or other cut up vegetable, or refrigerate until ready to serve.

Honey Yogurt Dip



Ingredients

1 cup	Yogurt, plain, low fat
2 t	Honey
½ t	Cinnamon
1 pound	Sliced apples

Method

1. Whisk together yogurt, honey and cinnamon until smooth.
2. Serve immediately with sliced apples or other cut up fruit, or hold under refrigeration until ready to serve.

Offering tasty dips like these is a great way to get kids to want to eat fruit and vegetables!

For more information on the Colorado Department of Public Health & Environment's Child and Adult Care Food Program and this toolkit, please call 303-692-2330.

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