



Topic of Study – Health and Nutrition

 <p><u>Introduction</u></p>	<p>Children from three to five can begin to take some responsibility for keeping themselves healthy and for eating foods that are nutritious. In a classroom setting there are many opportunities for children to be involved in activities that focus on health and nutrition. Many of the activities are part of the daily routine while others can be planned during this topic of study and included throughout the year.</p>
 <p><u>Big Ideas</u></p>	<p>Here are five big ideas about health and nutrition you can help children explore:</p> <ul style="list-style-type: none"> ➤ I can be active and exercise my body ➤ I can develop good health practices ➤ I can eat foods that are nutritious ➤ I can help prepare nutritious foods ➤ I can get plenty of rest
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Collect pictures of nutritious foods that fit into the five food groups: <ul style="list-style-type: none"> ○ Milk Group: milk, yogurt, cheese, cottage cheese, ice cream, frozen yogurt ○ Meat Group: cooked meat, cooked poultry (chicken/turkey), fish, eggs, peanut butter, cooked dried peas and dried beans ○ Vegetable Group: raw vegetables, raw leafy vegetables, cooked vegetables, vegetable juice, potato ○ Fruit Group: raw, canned or cooked fruit, apple, banana, orange, pear, cantaloupe, grapefruit ○ Grain Group: bread, English muffin, hamburger bun, ready-to-eat cereal, pasta, rice, grits, cooked cereal, tortilla, roll, muffin • Laminate or cover the pictures with clear self-adhesive for durability. • Five boxes (package of copy paper size), each one labeled with one of the five food groups and a couple of pictures that represent that group • Feely bag or box • Health related items such as a tube of toothpaste, bar of soap, hair brush, comb, wash cloth (for feely bag) • Chart paper and markers • Children’s books about health and nutrition: <ul style="list-style-type: none"> <i>From Head to Toe</i> by Eric Carle <i>Daddy Makes the Best Spaghetti</i> by Anna Grossnickle Hines <i>The Napping House</i> by Audrey Wood, illustrated by Don Wood <i>Time for Bed</i> by Mem Fox, illustrated by Jane Dyer • Storytelling figures (felt or magnetic) for the book, <i>From Head to Toe</i> (B.A.M.M.M.! – Books and Movement – A Magical Mix, Learning Activity #1 – I Can Move My Body in Many Ways)

	<ul style="list-style-type: none"> • Storytelling figures (felt or magnetic) for the book, <i>If You Give a Pig a Pancake</i>, (A Story a Month, September 2001) • Storytelling figures (felt or magnetic) for the book, <i>The Little Red Hen</i>, (A Story a Month, December 2002) • Storytelling figures (felt or magnetic) for the book, <i>The Napping House</i>, (A Story a Month, December 2001) • Storytelling figures (felt or magnetic) for the book, <i>If You Give a Moose a Muffin</i>, (A Story a Month, November 2003) • Storytelling figures (felt or magnetic) for the book, <i>The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear</i>, (A Story a Month, April 2002) • Storytelling figures (felt or magnetic) for the book, <i>The Gingerbread Boy</i>, (A Story a Month, December 2003)
 <p>Resources</p>	<ul style="list-style-type: none"> • Check with your local library for the availability of children’s books. • Children’s books can be purchased online, from school supply catalogs or local bookstores. • Contact the Division of Child Care and Early Childhood Education for the following materials or locate at http://www.arkansas.gov/childcare/bammm.htm <ul style="list-style-type: none"> ✓ B.A.M.M.M.! – Books and Movement – A Magical Mix, a series of 12 learning activities that begin with a children’s book, extends to movement activities that are suggested in the book, and expands to include related curriculum activities and ideas for enhancing the learning environment. ✓ B.A.M.M.M.! – Books and Movement – A Magical Mix, Learning Activity #1 – I Can Move My Body in Many Ways. Patterns for making storytelling figures for the book, <i>From Head to Toe</i> • Contact the Division of Child Care and Early Childhood Education for the following materials or locate at www.arkansas.gov/childcare/storymonth.html: <ul style="list-style-type: none"> ✓ A Story a Month – September 2001 – <i>If You Give a Pig a Pancake</i> (patterns for storytelling figures) ✓ A Story a Month – December 2002 – <i>The Little Red Hen</i> (patterns for storytelling figures) ✓ A Story a Month – December 2001 – <i>The Napping House</i> (patterns for storytelling figures) ✓ A story a Month – November 2003 – <i>If You Give a Moose a Muffin</i> (patterns for storytelling figures) ✓ A Story a Month – April 2002 – <i>The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear</i> (patterns for storytelling figures) ✓ A Story a Month – December 2003 – <i>The Gingerbread Boy</i> (patterns for storytelling figures)
 <p>Introducing and Concluding the Topic</p>	<p>Introduction: Finding out what Children Know about Health and Nutrition</p> <p>Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion</p> <p>To introduce the topic of “Health and Nutrition” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.</p> <ul style="list-style-type: none"> • Gather the children in a group. Say, “For the next few days we’re going to be learning about health and nutrition. We’re going to be learning about ways we can keep our bodies healthy.”

	<ul style="list-style-type: none"> • Write on chart paper, chalk board or marker board the words “Health and Nutrition.” • Invite children to tell you things they already know about health and nutrition. You may have to ask questions to stimulate their thinking; questions such as, “What do you think being healthy means?” “Who are some people who help keep us healthy?” “What do you think we mean when we say a food is nutritious?” (Nutritious food is food that helps us grow strong and stay healthy) • Make a list of all of the things children know about health and nutrition. • Review the list with them and say, “You already know a lot of things about health and nutrition and we’ll find out even more.” • Keep the list until you have completed the topic of study. <hr/> <p>Conclusion: Finding out What Children Have Learned about Health and Nutrition</p> <ul style="list-style-type: none"> • Gather the children in a group at the conclusion of the study about health and nutrition. • Write on chart paper, chalk board or marker board, “Things We Learned about Health and Nutrition.” • Invite children to tell you some things they have learned about health and nutrition. You may have to ask prompt questions such as “Can you tell me some ways you can help keep yourself healthy?” “What are some things you do in the center/school each day that help keep you healthy?” “What are some nutritious foods that you can eat?” • Make a list of all the things children learned about health and nutrition. • Read the first list you made with the children. Then say, “Here are some new things you found out about health and nutrition” and read today’s list with the children.
 <p><u>Reading</u> <u>Books with</u> <u>Children</u></p>	<p>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</p> <p>Book #1: <i>From Head to Toe</i> by Eric Carle, author and illustrator</p> <p>First Reading of <i>From Head to Toe</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>From Head to Toe</i>. • Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.) • Ask children to look at the cover and predict what story is about. • Read the story so all children can see the pictures in the book. • Follow up with questions such as “Were your predictions about the story correct?” “Which was your favorite animal in the story?” “Why was it your favorite?” “Which exercise did you like the best?” • Show the pages of the book as you are asking the follow up questions. <hr/> <p>Second Reading of <i>From Head to Toe</i></p> <ul style="list-style-type: none"> • Show the cover, give title, author and illustrator. • Read the story so all children can see the pictures in the book. • Follow up the second reading by involving children in the movement activities that are featured in the book. The procedures for this activity follow: • Invite children to stand and make a circle by holding hands. Ask that they drop hands and move back one step to expand the circle so each child has self-space (room to move without touching others). • Explain to children that you will read the story again and they can move like the animals in the book. • Stand in the middle of the circle and read the story while children do the movements.

Additional Benchmark: 4.12 Shows balance and coordination

Book #2: *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines, author and illustrator

First Reading of *Daddy Makes the Best Spaghetti*

- Prepare to read the book, *Daddy Makes the Best Spaghetti*
 - Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
 - Invite children to look at the cover and ask, "What do you think Daddy and the boy are doing?" Accept all answers.
 - Read the story so all children can see the pictures in the book.
 - Read the first page, pause and invite children to predict what Corey wants for dinner. Say, "Let's read and find out."
 - Continue reading story to the end.
 - Follow up by involving children in a discussion about spaghetti, where or not they like it, and who makes the spaghetti at their house.
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Second Reading of *Daddy Makes the Best Spaghetti*

- Show the cover, give title, author and illustrator.
 - Read the story so all children can see the pictures in the book.
 - Follow up the second reading by inviting children to recall some of the ways Corey helped with dinner. Show pictures to give them visual cues. (He pushed the cart in the grocery store, found the right lids for the pots, washed vegetables, set the table and helped with dishes.
 - Invite children to discuss how they help with meals at their house.
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Book #3: *The Napping House* by Audrey Wood, illustrated by Don Wood

First Reading of *The Napping House*

- Prepare to read the book, *The Napping House*.
 - Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
 - Ask children to look at cover and predict what story is about.
 - Read story so all children can see the pictures in the book.
 - Show and read the first page and pause and ask children what the weather is like. (raining)
 - Continue reading and showing the pictures, allowing children sufficient time to take in the details.
 - Follow up by inviting children to focus on the last page. Pause and see if they notice the rainbow.
 - Ask children to recall what the weather was like on the first page (raining) and what it is like now. Show both pages.
 - Invite children to discuss their favorite part of the story.
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Second Reading of *The Napping House*

- Show the cover, give title, author and illustrator.
- Invite children to recall the different characters in the story.
- Suggest that children join in and help you read the story.

- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to add the characters from the granny to the flea.
- Reverse this by continuing to show the pictures and involving children in discussing what happened to each character from the flea biting the mouse to the bed breaking.

Additional Benchmark: 3.14 Demonstrates the ability to order and sequence

Third Reading of *The Napping House* (Small Group)

- Show the cover and invite children to recall the title. State author and illustrator.
- Suggest that children join in and help you read the story.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by rereading the story while pausing and allowing children to fill in the missing words. For example, pause while reading this phrase as follows: “where everyone is _____(sleeping.)” Pause and allow children to add the characters such as a “snoring _____(granny)”, “dreaming _____(child)”, “dozing _____(dog)”, “snoozing _____(cat)”, slumbering _____”mouse)” and “wakeful _____(flea).”

Trainer Note: Pausing while allowing children to complete a phrase or sentence is called the cloze technique.

Book #4 *Time for Bed* by Mem Fox, illustrated by Jane Dyer

First Reading of *Time for Bed*

- Prepare to read the book, *Time for Bed*.
 - Show cover, give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
 - Read the story so all children can see the pictures in the book.
 - Follow up by showing pictures and inviting children to name the animals. Ask children which animal is their favorite and why.
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Second Reading of *Time for Bed* (Small Group)

- Gather a small group of children, three to five.
- Show cover, give title, author and illustrator.
- Invite children to recall some of the animals in the story.
- Read the story so all children can see the pictures in the book. Make sure each child can clearly see the pictures and call attention to some of the details in the pictures of animals; details such as the whiskers and tails on the mouse, the whiskers and tongue on the cat, the eye lashes on the cow and calf and the antenna on the bees
- Follow up the second reading by rereading the story and pausing to invite the children to fill in the rhyming words.

Additional Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games



Additional Books

Bread and Jam for Frances by Russell Hoban

Bread, Bread, Bread by Ann Morris

Goodnight Moon by Margaret Wise Brown, illustrated by Clement Hurd

Growing Vegetable Soup by Lois Ehlert

I'm Not Feeling Well Today by Shirley Neitzel, illustrated by Nancy Winslow Parker

It Looked Like Spilt Milk by Charles Snow

Pancakes for Breakfast by Tomie dePaola

Pancakes, Pancakes by Eric Carle



Language Materials and Activities

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Storytelling Figures: *From Head to Toe*

- Make either felt or magnetic storytelling figures for the book, *From Head to Toe*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures - Choice of One or More Stories:

If You Give a Pig a Pancake
The Little Red Hen
The Napping House
If You Give a Moose a Muffin
The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear
The Gingerbread Boy.

- Make either felt or magnetic storytelling figures for one or more of the stories.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Teacher Note: Select the storytelling figures that you have available, that you think will best support the big ideas, or that you think will be of most interest to the children. The storytelling figures can be used throughout the year.

Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

Activity: Nursery Rhymes about Food and Bedtime

Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man!
 Bake me a cake as fast as you can.
 Roll it, and pat it, and mark it with B,
 Put it in the oven for Baby and me.

Little Jack Horner

Little Jack Horner
Sat in a corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

Simple Simon

Simple Simon
Met a pieman
Going to the fair;
Says Simple Simon
To the pieman,
Let me taste your ware.

Says the pieman
To Simple Simon,
Show me first your penny;
Says Simple Simon
To the pieman,
Indeed I have not any.

Wee Willie Winkie

Wee Willie Winkie
Runs through the town,
Upstairs and downstairs
In his nightgown,
Rapping at the window,
Crying through the lock,
Are the children in their beds,
For now it's eight o'clock?

The Man in the Moon

The Man in the Moon
Looked out of the moon,
Looked out of the moon and said,
"Tis time for all children on the earth
To think about getting to bed!"

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John
Went to bed with his stockings on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

Teacher Note: Have a Nursery Rhyme book and show the appropriate pictures as you and the children say the six rhymes previously listed.

Teacher Note: Make illustrated Nursery Rhyme charts and show to children as you say the rhymes together.

Tiny Tim

Miss Lucy had a baby
She named him Tiny Tim
She put him in the bathtub
To see if he could swim.

He drank up all the water
He ate up all the soap
He tried to eat the bathtub
But it wouldn't go
Down his throat.

Miss Lucy called the doctor
Miss Lucy called the nurse
Miss Lucy called the lady
With the alligator purse.

In walked the doctor.
In walked the nurse
In walked the lady
With the alligator purse.

"Measles," said the doctor.
"Mumps," said the nurse.
"Nothing," said the lady
With the alligator purse.

Out went the doctor.
Out went the nurse.
Out went the lady
With the alligator purse.

The Apple Tree

Way up high in an apple tree, (Hold hands above head, form circles with
Two red apples smiled down at me thumb & forefinger of each hand. Smile)

I shook that tree as hard as I could (Put hands out as if on tree and - shake)
And down came those apples, (Hands above head and lower to ground)

And Mmmmmmm were they good. (Rub tummy)

One Potato, Two Potato

(Hold up appropriate number of fingers while saying verse)

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more!

We Need Water

(Sing to tune of "Are You Sleeping?")

We need water, we need water,
Yes we do! Yes we do!
We need to drink some water,
We need to drink some water,
Everyday! Everyday!

We need water, we need water,
Yes we do! Yes we do!
Water keeps us healthy,
Water keeps us healthy,
Yes it does! Yes it does!

Teacher Note: Provide opportunities each day for children to drink water.

My Toothbrush

(Suit actions to words)

I have a little toothbrush,
I hold it very tight.
I brush my teeth each morning,
And then again at night.

Teacher Note: If brushing teeth is part of your program, then change the verse to reflect and include when children brush their teeth in the classroom. Here is an example:

I have a little toothbrush,
I hold it very tight.
I brush my teeth each morning,
At noon and then at night.

This Is the Way

(Sing to tune of Mulberry Bush and suit actions to words)

This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands,
So early in the morning.

This is the way we brush our teeth,
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
So early in the morning.

This is the way we comb our hair.
Comb our hair, comb our hair.
This is the way we comb our hair,
So early in the morning.

After a Bath

(Suit actions to words)

After my bath, I try, try, try
To wipe myself 'till I'm dry, dry, dry.
Hands to wipe, and fingers and toes,
And two wet legs and a shiny nose.
Just think how much less time I'd take,
If I were a dog, and could shake, shake, shake.

Baking Song

(Sing to tune of Mulberry Bush)

What would you like to bake today,
Bake today, bake today?
What would you like to bake today,
So early in the morning?

I'd like to bake some bread today,
Bread today, bread today.
I'd like to bake some bread today,
So early in the morning.

Teacher Note: Repeat first verse and, as you sing the second verse, substitute other baked items such as pie, cake, muffins, rolls, or cornbread.

I Love Good Food

I love carrots, yum, yum, yum.
I love crackers, even a crumb.
I love cheese toast, oh what fun.
I love good food, yum, yum, yum.

I love cereal, yum, yum, yum.
I love cornbread, even a crumb.
I love oranges, oh what fun.
I love good food, yum, yum, yum.

I love peaches, yum, yum, yum.
I love biscuits, even a crumb.
I love apples, oh what fun.
I love good food, yum, yum, yum.

Healthy Food

(Sing to tune of If You're Happy)

Can you name a healthy food you like to eat? (Yum! Yum!)
One you like so much that it's your favorite treat? (Yum! Yum!)
It's a food that tastes so good
You'd eat it always if you could.
Can you name a healthy food you like to eat? (Yum! Yum!)

Teacher Note: Have an assortment of felt or magnetic pictures of healthy foods in a container. As you sing the song, hold up one of the pictures, invite children to name the food item and place the picture on the felt or magnetic board. Repeat the verse several times, selecting a different food item each time.

The Muffin Man

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

Oh, yes, we know the muffin man,
The muffin man, the muffin man,
Oh, yes, we know the muffin man
Who lives on Drury Lane.

We'll Be Coming to the Table

(Sing to the tune of "She'll Be Coming 'Round the Mountain")

We'll be coming to the table very soon,
We'll be coming to the table very soon.
We'll be coming to the table,
We'll be coming to the table,
We'll be coming to the table very soon.

We'll be eating peas and carrots very soon,
We'll be eating peas and carrots very soon.
We'll be eating peas and carrots,
We'll be eating peas and carrots,
We'll be eating peas and carrots very soon.

Teacher Note: Involve children in making up more verses with different healthy food pairs such as apples and oranges, grapes and bananas, and cheese and crackers.

Are You Sleeping?

Are you sleeping, are you sleeping?
Brother John? Brother John?
Morning bells are ringing,
Morning bells are ringing.
Ding, ding, dong.
Ding, ding, dong.

Activity: What's in the Bag? (Small Group)

- Collect health related items that are familiar to children: bar of soap, tube of toothpaste, hair brush, comb, washcloth.
- Place one object at a time in a feely bag out of sight of children.
- Invite one child at a time to place his or her hand in the bag to feel the object without seeing it.
- Ask child to describe how the object feels and name it.

Activity: Handwashing Chart

- Develop an illustrated hand washing chart and laminate. See page 19: Steps for Washing Hands.
- Introduce hand washing to children by showing them the chart, reviewing and

	<p>modeling the steps.</p> <ul style="list-style-type: none"> • Involve children in a discussion about when they should wash their hands. Guide children to come up with the times that are listed on the chart that follows. • List the times on a chart sheet as you and the children discuss them. • Post the chart on the wall at child’s eye level and review it with the children from time to time, especially when they seem to be forgetting to wash hands. • Copy the list on a sheet of paper and make enough copies to send home to each family. • Invite children to illustrate the chart for their family. • Post the hand washing chart on the wall above the sink where children wash hands. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">When Should We Wash Our Hands?</p> <ul style="list-style-type: none"> ✓ When we come into our classroom each day ✓ Before snack and meals ✓ After using the toilet ✓ After blowing our nose ✓ After messy activities such as finger painting and using glue ✓ Before and after water play ✓ After outdoor play </div> <p>Additional Benchmark: 3.18 Shows an awareness of time concepts</p>
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<div style="text-align: center;">  <p><u>Science / Discovery and Math</u></p> </div>	<p>Benchmarks: 3.11 Classifies objects conceptually (things that go together) 4.3 Shows awareness that some foods are better for your body than others 5.3 Expands vocabulary</p> <p>Activity: Food Group Sorting (Small Group)</p> <ul style="list-style-type: none"> • Collect five boxes (about the size of a package of copy paper). Each box will represent one of the following five food groups: milk group, meat group, vegetable group, fruit group and grain group. • Collect food pictures for the food groups as follows: <ul style="list-style-type: none"> ○ Milk Group: milk, yogurt, cheese, cottage cheese, ice cream, frozen yogurt ○ Meat Group: cooked meat, chicken/turkey, fish, eggs, peanut butter and cooked dried peas ○ Vegetable group: raw vegetables, raw leafy vegetables, cooked vegetables, vegetable juice, potatoes ○ Fruit Group: raw, canned, or cooked fruit, apples, bananas, oranges, pears, grapefruit, cantaloupe, fruit juice ○ Grain Group: bread, hamburger buns, English muffins, ready-to-eat cereal, cooked cereal, pasta, rice, grits, tortillas, rolls, muffins • Label each box and glue a couple of pictures representing each food group to the appropriate box. • Invite a small group of children to help you sort the food pictures into the appropriate box. • Explain to children that each box represents a different food group and that we should eat food from each food group each day. Read the food group labels and discuss some of the foods that go in each box. • Assist children as they sort the food items. For example, they may need guidance in putting chicken, eggs, peanut butter and cooked dried beans into the meat group. Explain that, although these are not meats like hamburger meat and
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	<p>steaks, they help make us strong and keep us healthy the same way that meat does. Explain that all of the food items in the milk group are made from milk. All of the food items in the grain group are made from grains such as corn, wheat and rice.</p> <p>Teacher Note: Consider simplifying this activity, by beginning with one food group at a time and showing an array of food items with only one that does not belong. For example, have an array of vegetables and a picture of milk. Invite children to find the one that does not belong. Continue this activity with each food group individually, then progress to sorting into the five food groups at the same time.</p>
 <p><u>Food/ Nutrition Experience</u></p>	<p>Benchmarks: 4.3 Tries new foods before deciding whether he/she likes them 4.5 Shows awareness that some foods are better for your body than others 4.6 Coordinates eye-hand movements to complete task 4.7 Uses small muscles for self-help skills 5.3 Expands vocabulary</p> <p>Activity: Tuna Salad in Pita Bread</p> <ul style="list-style-type: none"> • Gather drained tuna (¼ cup per child), boiled eggs that have been chopped, lettuce leaves (one per child), sweet pickle relish, salad dressing and pita bread. • Provide a ¼ cup measuring cup with handle for the tuna and small serving spoons for the relish and salad dressing. • Provide for each child a small bowl, small plate, spoon and napkin. • Help each child measure and put into the small bowl ¼ cup of tuna. Serve yourself ¼ cup of the tuna. • Sit at the table with children and take a serving spoon of the chopped eggs, pass the bowl to the child on your right and say, “(child’s name), please take a spoon of the chopped eggs and pass the bowl to your friend, (child’s name) on right.” • Continue this with the other tuna salad ingredients. • Mix the ingredients and make a tuna salad. • Pass the plates with the pita bread and the lettuce leaves around the table. • Say to children, “This is pita bread. Sometimes it is called pocket bread. Can you think of why it is called pocket bread?” Accept all answers. • Model lining the inside pocket of the pita bread with the lettuce, then add the tuna salad. • Serve with fresh fruit such as apple slices and milk. • Eat and enjoy. <p>Teacher Note: Discuss with children that all food groups are represented in the lunch: grain (pita bread), meat (tuna and eggs), vegetable (lettuce), fruit (apple), and milk.</p> <hr/> <p>Activity: Making Fruit Salad</p> <ul style="list-style-type: none"> • Gather for each child a small bowl, spoon and napkin. • Place apple slices (2 per child) banana slices (3 per child), pineapple chunks (3 per child), orange sections (2 per child) and fat-free vanilla yogurt in serving bowls with serving spoons that fit children’s hands. • Sit at the table with the children and serve yourself 2 apple slices and pass it on to the child on your right and say, “(child’s name), please take two apple slices and pass it to your friend to your right (child’s name on right.)” Guide each child to pass the fruit to the child on his or her right. • Continue with the other fruit and the yogurt. • Mix your fruit and yogurt and invite children to do the same. • Enjoy the fruit with ½ of a toasted English muffin and milk.

Teacher Note: Discuss with children the food groups that are represented in the snack: fruit, grain and milk.

Activity: My Favorite Vegetable for Dipping Graph

- Provide broccoli sections, cauliflower sections, green pepper strips and ranch dressing for dipping.
- Provide a small plate and napkin for each child and adult.
- Involve children in naming each of the vegetables. Label them as belonging to the vegetable group. Ask children if they have eaten any of the vegetables before.
- Sit at the table with the children and involve them in selecting and eating the vegetables.
- Serve yourself two of the broccoli sections, pass the serving plate to the child on your right and say, "(child's name), please take two sections of broccoli and pass the plate to your friend (child's name on right.)" Guide each child to pass the vegetable to the child on his or her right.
- Continue this with the other vegetables and with the dressing.
- Enjoy the vegetables and dip.
- Invite children to discuss the characteristics of the vegetables: color, texture, taste, for example.
- Follow up the snack by completing a graph about the children's favorite vegetable.
- Prepare a graph with columns for each vegetable. Use a picture or drawing of the vegetable with the written on it.

My Favorite Vegetable for Dipping

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Broccoli	Cauliflower	Green Pepper

- Write a summary story.

My Favorite Vegetable for Dipping

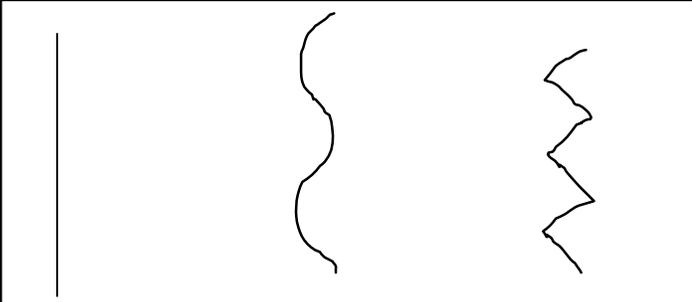
Five children like broccoli the best. Three children like cauliflower the best. Four children like green pepper the best.

Additional Benchmarks: 3.10 Classifies objects by physical features such as shape or color

3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

3.5 Understands that print conveys a message

Teacher Note: Consider substituting cucumber slices for one of the vegetables.

	<p>Teacher Note: Allow the children to do as much of these food experiences as possible.</p> <p>Teacher Note: Teachers and children should always wash hands before participating in a food experience.</p>
 <p><u>Movement/</u> <u>Physical</u> <u>Education</u></p>	<p>Benchmark: 4.11 Runs, jumps, hops and skips</p> <p>Activity: I Can Run</p> <ul style="list-style-type: none"> • Discuss with children that running is good exercise for the body. • Explain that they will run in different pathways: in a straight, curved and zigzag pathway • Establish with children a stop and go signal such as clapping hands, striking drum or striking two rhythm sticks together. Children are to freeze when they hear the signal. • Introduce pathways for movement as follows: <ul style="list-style-type: none"> ○ Use hand movements to create and explain a straight, curved and zigzag pathway. ○ Demonstrate running in a straight, curved and zigzag pathway. ○ Run each pathway again and ask children to name the pathway you're running. <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px 0;">  <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Straight Curved Zigzag </div> </div> <ul style="list-style-type: none"> • Provide enough space so that children can run without touching other children. • Explain to children how different parts of their body work when they are running: <ul style="list-style-type: none"> ○ Say, <i>"Bend your elbows, then swing your arms when running."</i> ○ Say, <i>"Pick up your feet and move forward as fast as you can."</i> • Remind children to be careful, to watch where they're going and to avoid running into their friends. • Reinforce the stop and go signal you have established. • Say, <i>"Can you run around the room without bumping into anyone?"</i> • Sound the stop signal. • Say, <i>"Now run in a curved pathway."</i>



- Sound the stop signal.
- Say, "Can you run in a zigzag pathway?"
- Sound the stop signal.
- Say, "Can you walk slowly to your carpet square?"

Teacher Note: Allow enough space so that children can move without running into each other. Consider conducting this activity outdoors.

Benchmark: 4.10 Throws, kicks, bounces, and catches

Activity: Beanbag Toss

- Allow children to toss beanbags into a container such as a small tub or basket.



Learning Centers

Benchmarks: 2.10 Explores and manipulates art media
2.12 Preplans art project and then works with care
3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships

Art

Activity: Kitchen Gadget Printing

- Fold paper toweling into several thicknesses and place in the bottom of a pie pan.
- Pour tempera paint over the toweling to make a print pad.
- Provide paper and gadgets such as kitchen whisk, fork, potato masher, slotted spatula, small sink plunger and mesh ball scrubbers for printing.
- Encourage children to use the objects to create designs.

Activity: Kitchen Gadget Mural

- Provide a long sheet of butcher paper.
- Encourage children to contribute to the mural.
- Follow the procedures for **Kitchen Gadget Printing**.
- Invite children to sign their names to the mural.
- Allow the mural to dry, then hang on the classroom wall or in the hallway.

Activity: Cookie Cutter Prints

- Place tempera paint in a shallow pan.
- Provide paper and several cookie cutters in different shapes.
- Encourage children to use the cookie cutters to create designs.

Library/Book Corner

- Add books about health and nutrition.
- Add storytelling figures for one or more of the suggested stories and a story board.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
2.3 Assumes various roles in dramatic play situations

Home Living/Dramatic Play

- Add a Bedtime Prop Box (gown, robe, slippers, stuffed bear and several children's books.) Make sure gown and robe are short enough to prevent tripping.
- Add a rolling pin, an aluminum pie pan and an illustrated recipe card for making a pie.
- Add food preparation and serving items used by various cultural groups: bamboo steamers, tortilla presses, woks, and baskets, for example.

Teacher Note: Know your families. Invite a family to share a food preparation and/or serving item that is unique to their culture; a tortilla press, for example.

Additional Benchmark: 3.27 Identifies self as a member of a specific family and cultural group

Benchmarks: 3.10 Classifies objects by physical features such as shape or color
4.6 Coordinates eye and hand movements to complete tasks

Manipulatives

Activity: Nut Sorting

- Provide children with tongs, a muffin tin or small bowls, several types of nuts in shells: pecans, walnuts, and almonds, for example.
- Invite children to pick up nuts with the tongs and transfer them to the muffin tin or bowls.
- Observe to see if they sort the nuts into the containers by type.

Teacher Note: Label each container with the name of a different type of nut. Discuss with children the names and ask that they put all of the pecans in the container labeled pecans, walnuts in the container labeled walnuts, and almonds in the container labeled almonds.

- Add hygiene puzzles.
- Add play dough, rolling pins and cookie cutters.

Water table or tub

- Add artificial vegetables and fruit and a vegetable brush.
- Add potatoes, Irish and sweet, and a potato brush.

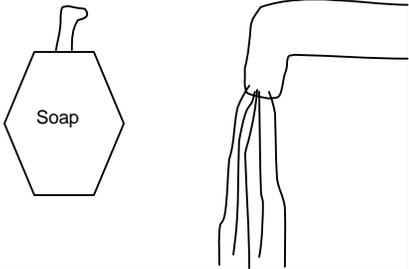
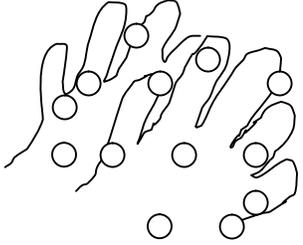
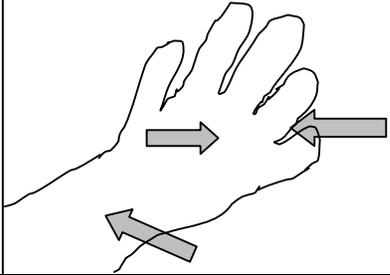
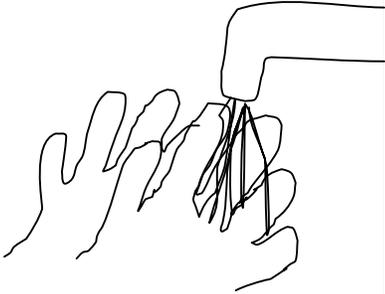
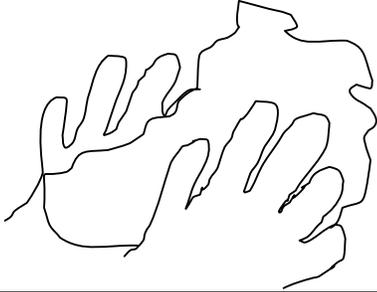
Teacher Note: Observe children carefully to make sure they do not attempt to eat the food items, both artificial and real.

Sand table or tub

- Add sifter, colander, and measuring cups.

	<p>Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.22 Makes comparisons (scientific process: comparing)</p> <p><u>Science/Discovery</u></p> <p>Activity: What's In the Bag?</p> <hr/> <p><u>Quiet Corner</u></p> <ul style="list-style-type: none"> • Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living. • Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples. • Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot? • Explain to children that the quiet corner is for one child at a time.
 <p><u>Transition Activities</u></p>	<p>Activity: Kerplunk</p> <ul style="list-style-type: none"> • Use a small felt board, felt tree and 2 felt apples. • Say, "One little apple, round and red, fell kerplunk on Christopher's head." Christopher goes to the bathroom. • Or say, "Two little apples, round and red, fell kerplunk on Josh and Ariana's head." Josh and Ariana go get their coats. <hr/> <p>Activity: Which Food Group?</p> <ul style="list-style-type: none"> • Provide a felt or magnetic board. • Place on the board the following five labels: Milk Group, Meat Group, Vegetable Group, Fruit Group and Grain Group. Add one food item per group as a guide for children. (Make five columns with the labels) • Give each child a picture of a food item. Make sure that the food items are evenly distributed among the food groups. For example, if there are 15 children in your group, 3 children will have pictures from each food group. • Ask all children in the Milk Group to come up and place their picture in the correct column and transition to the next activity. • Repeat this process with each food group. <p>Teacher Note: Help each child be successful with this activity.</p>
 <p><u>Family Activities</u></p>	<p>Send home a note to parents stating for the next few days, the children will be learning about health and nutrition. Suggest some ways families can be involved in the topic of study:</p> <ul style="list-style-type: none"> • Collect and bring to the center magazines that feature food items. • Invite families to share food preparation and serving items that are unique to their culture. • Include the titles and authors of some of the children's books about health and nutrition. Suggest that they look for these books in the local library, check them out and read them with their children.

Steps for Washing Hands

1		Use liquid soap and running water
2		Rub hands together
3		Wash backs of hands, wrists and between fingers
4		Rinse well
5		Dry hands