

Eat Healthy Be Active

Days 1-5



 **FACS**
THE UNIVERSITY OF GEORGIA
COLLEGE OF FAMILY AND CONSUMER SCIENCES
Department of Human Development and Family Science

An Early Childhood Initiative to Promote Healthy Eating and Physical Activity

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EAT HEALTHY, BE ACTIVE: AN EARLY CHILDHOOD INITIATIVE TO PROMOTE HEALTHY EATING AND PHYSICAL ACTIVITY

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Substantial revisions have occurred and new numerous activities have been developed for this version. Some materials in this initiative have been adapted and expanded from previous versions first developed for the 2006 booklet *Eat Healthy, Be Active: Hands-on Educational Activities for the Early Childhood Classroom*, written by these co-authors and funded in part by Bright from the Start: Georgia Department of Early Care and Learning with funds provided by the federal Child Care and Development fund.

The procedures and language for all activities included in this initiative were developed by project staff based on extensive professional experience with young children, and were revised based on feedback from early childhood teachers and parents of young children. Any similarity to previously published and copyrighted activities is entirely unintentional. The copyright for all children's books listed here remains with the original copyright holders, and no right to reproduce those books is intended.

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EAT HEALTHY, BE ACTIVE THREE-WEEK CURRICULUM PLAN

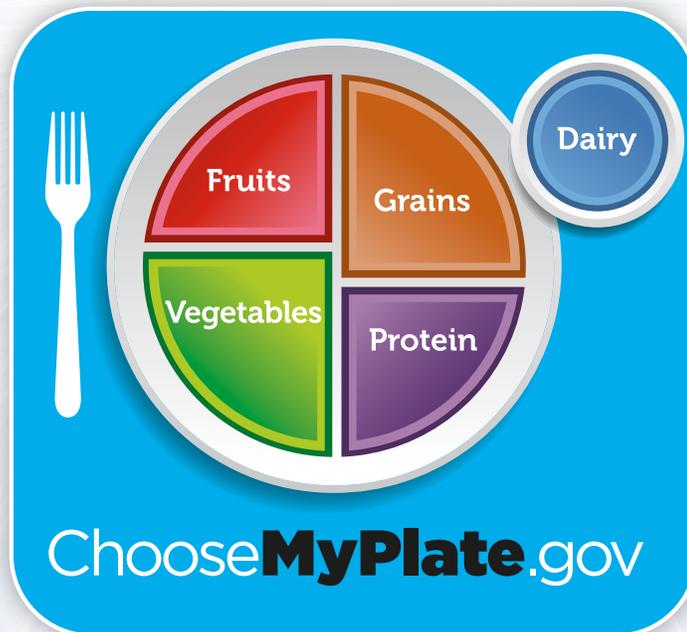
Eat a Variety of Foods

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
THEME FOR DAY	MyPlate	Fruits	Proteins	Grains	Vegetables
 LARGE GROUP	Healthy Bear Says, "Choose MyPlate"	Healthy Bear Says, "Find Fruits"	Healthy Bear Says, "Pick Your Protein"	Healthy Bear Says, "Grains Give Us Energy"	Healthy Bear Says, "Eat Your Veggies"
 MUSIC	Growing Bodies Song				
 ART	MyPlate Collage	Apples on the Apple Tree	Bean Designs	Pasta Necklace	Favorite Vegetables Mural
 MATH	Let's Make a Healthy Plate	Mystery Fruit Box	Beans, Beans, Sort Those Beans	Cereal Graph	Let's Taste Some Veggies!
 SCIENCE	MyPlate Observation Station	Awesome Applesauce	Float an Egg	Baking Bread	Sink or float
 DRAMATIC PLAY	The Snack Shack				
 OUTDOOR ACTIVITY	MyPlate Bean Bag Toss	Fruit Salad Foot Races	Egg Balancing Game	Grain Scavenger Hunt	Veggie Hunt
 LITERATURE AND STORY STRETCHING ACTIVITIES	<i>Stone Soup</i>	<i>Go, Go, Grapes!</i>	<i>Two Eggs, Please</i>	<i>Bread Comes to Life</i>	<i>The Vegetables We Eat</i>

Eat Healthy Be Active

DAY 1

INTRODUCING MyPLATE



EAT HEALTHY, BE ACTIVE: DAY 1 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "CHOOSE MyPLATE"

Help Healthy Bear introduce children to MyPlate and the five food groups, and encourage children to identify food pictures and place them in the corresponding food group.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies Song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: MyPLATE COLLAGE

Encourage children to create collages by identifying healthy foods in magazines and cutting and gluing the pictures into the appropriate food groups.



Math: LET'S MAKE A HEALTHY PLATE

Allow children to practice classifying foods by sorting food models into containers for each of the five food groups.



Science: MyPLATE OBSERVATION STATION

Encourage children to use their five senses to observe real foods from each food group.



Dramatic Play: THE SNACK SHACK

Set up a dramatic play area where children can act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



Outdoor Activity: MyPLATE BEAN BAG TOSS

Encourage children to practice gross motor skills by throwing bean bags with pictures of different foods toward the correct food group on a large MyPlate diagram.



Literature and Story Stretching Activities: STONE SOUP BY ANN MCGOVERN

Learn how a clever young man helps an old woman make soup from a stone (along with onions, carrots, and other additions).



HEALTHY BEAR SAYS, "CHOOSE MYPLATE"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify the different food groups.
- › Children will list and identify examples of fruits, vegetables, grains, protein, and dairy foods.

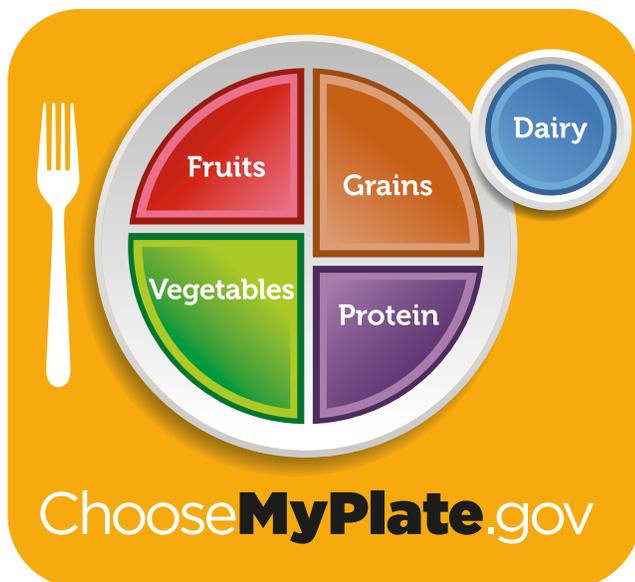
MATERIALS:

- › Healthy Bear puppet
- › Large poster of MyPlate
- › Pictures of foods from each food group of MyPlate (grains, vegetables, fruits, dairy, and protein)
- › Tape (optional)



PROCEDURE:

1. Transition the children to group time by saying a special visitor is coming to see them. Tell children that the visitor is here to help them learn about MyPlate.



2. Introduce Healthy Bear to the children. Let Healthy Bear show the children his MyPlate diagram. Suggested phrases:
 - a. *This is our special friend, Healthy Bear.*
 - b. *Today Healthy Bear wants to show us MyPlate. Has anyone heard of MyPlate?*
 - c. *Let's take a look at the picture Healthy Bear has brought. The picture shows us what MyPlate is. This is what Healthy Bear's plate looks like when he is eating, and he is going to help you learn how to make your plates look like this too.*
3. Explain that to keep our bodies healthy it is important to eat a variety of foods. Food gives us energy and helps us build strong muscles. MyPlate helps us choose foods from different groups.

Day 1: MyPlate

For more activities, visit eathealthybeactive.net

4. Have Healthy Bear discuss the different food groups included on MyPlate. Begin by identifying the fruit group. Show the children a picture of an apple. Ask them what it is. Tell them the apple is a fruit. Invite a child to tape or place the apple on the fruit group. Repeat with other fruit pictures.

Suggested phrases:

- a. *Do you know what this picture is? That's right—it's an apple!*
- b. *What food group is the apple in?*
- c. *What letter does apple start with? An A.*

5. Show the children a picture of a carrot. Ask them what it is. Tell them the carrot is a vegetable. Invite a child to tape or place the carrot on the vegetable group. Repeat with other vegetable pictures.

Suggested phrases:

- a. *Do you know what this picture is? That's right—it's a carrot!*
- b. *Do you know who else eats carrots? Rabbits! But I'm a bear and I like them too.*
- c. *What food group carrots are in?*
- d. *"Vegetable" starts with a "V" sound.*

6. Repeat this procedure with the grain, protein, and dairy groups.
7. Once the children have talked about foods from each group, remind them about the importance of eating foods from each food group.



ADAPTATIONS/EXTENSIONS:

Creative Art/Literacy: Have children draw pictures of favorite foods from each food group. Encourage children to talk about their pictures while you write down what they say.

Math: Have children sort and count plastic food models from each food group on MyPlate.

Dramatic Play: Set up a grocery store with various food items from all food groups (e.g., cereal boxes, plastic food models, canned foods). Include grocery bags, cash registers and play money so children can pretend to shop for food.



GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice language and rhythm by singing the Growing Bodies song.
- › Children will discuss the importance of choosing foods from all food groups.

MATERIALS:

- › Song chart with words
- › MyPlate poster

PROCEDURE:

1. Show the MyPlate poster. Discuss the importance of choosing foods from all food groups. Point out the different food groups on MyPlate. Suggested phrases include:
 - a. *Our bodies need different kinds of foods.*
 - b. *When we eat healthy foods, they give our bodies energy to work and play all day long.*
 - c. *This is the fruit group. A peach is a fruit.*
2. Lead the children in singing the "Growing Bodies Song." Encourage children to clap or stomp along with the song. Point to the food group, or show a food from that group, as you sing each verse.
3. Start by singing just the verse. Add a verse or two each day as you talk about the different food groups.



Day 1: MyPlate

For more activities, visit eathealthybeactive.net

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, Oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, pasta
Cereal and toast
These are healthy whole grains
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, yogurt
Drink your milk and know
These are healthy dairy foods
That make my body grow*

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*



ADAPTATIONS/EXTENSIONS:

Language Arts: Invite children to create their own verses for this song using their favorite healthy foods.

Literature: Provide materials for children to make a book with pictures of different kinds of healthy foods from each section of MyPlate. Use this book as a visual when children sing the Growing Bodies Song.

Day 1: MyPlate

For more activities, visit eathealthybeactive.net



MyPLATE COLLAGE

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify foods from different MyPlate food groups.
- › Children will improve fine motor skills by cutting and gluing pictures.

MATERIALS:

- › Magazines with pictures of healthy foods from all food groups (fruits, vegetables, grains, protein, dairy)
- › Age-appropriate scissors
- › MyPlate templates (see attached)
- › MyPlate poster
- › Glue sticks



PROCEDURE:

1. Review the concept of eating foods from the different MyPlate food groups. Point out each group, and identify the beginning letter of each group name on the MyPlate poster. Suggested phrases:
 - a. *Today we are going to create a collage of foods from the different food groups.*
 - b. *Can anyone give me an example of a fruit? (Repeat with other food groups.)*
 - c. *What letter does fruit start with?*
2. Ask the children to look through magazines for pictures from the different food groups. Help the children get started by holding up a few pictures you have found in magazines (e.g., a child drinking a glass of milk).
3. Encourage children to cut out pictures for each food group, and glue the pictures to the paper. As children work, talk with them about the foods they choose. Suggested phrases:
 - a. *That glass of milk you found looks good, doesn't it? Do you like milk? Me, too!*
 - b. *Let's try to find a picture of fruit. What kinds of fruits do you like?*

ADAPTATIONS/EXTENSIONS:

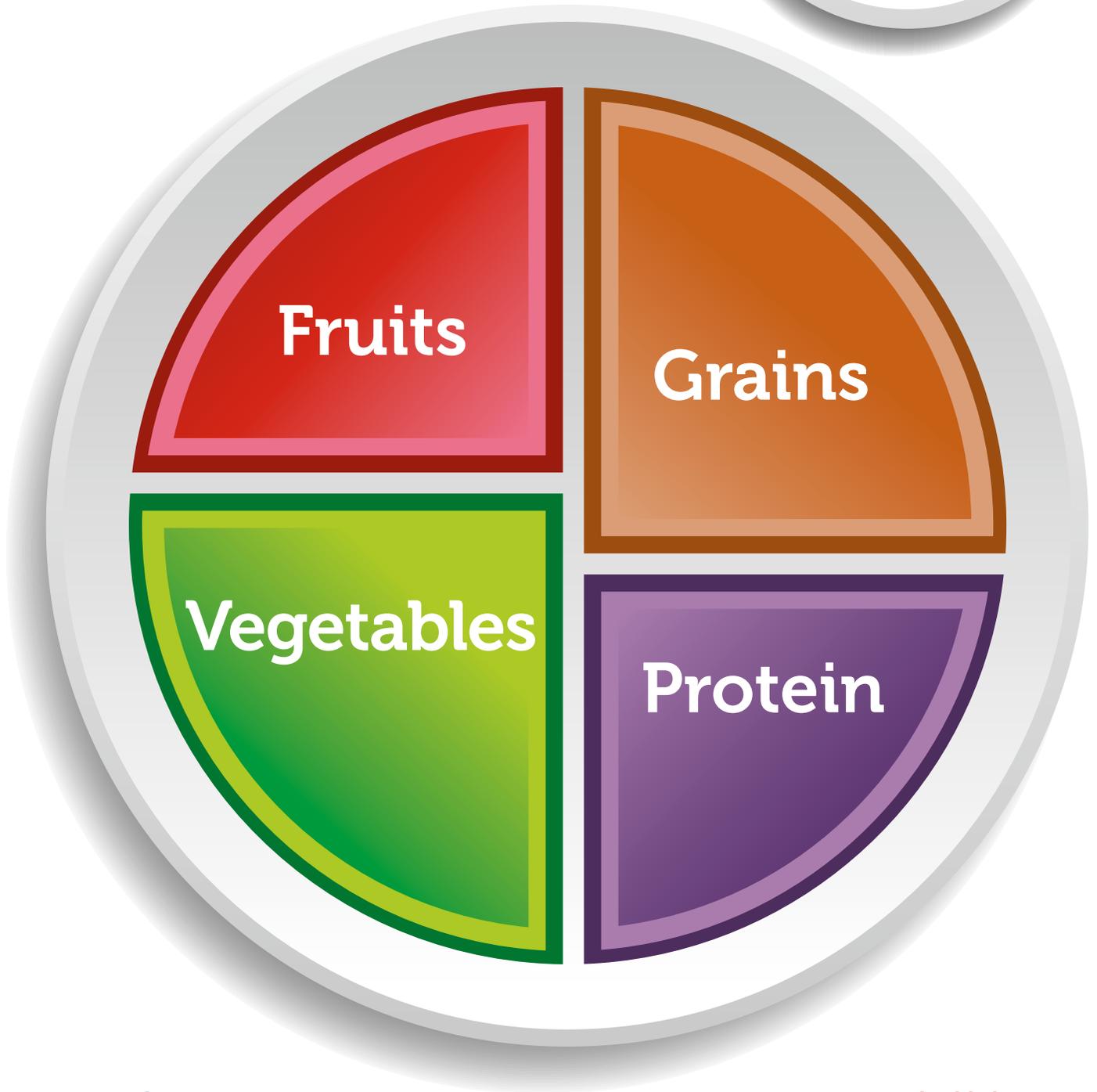
Age Adaptation: For younger children, cut out foods before the activity begins, and encourage them to choose pictures from the options presented. Limit the number of choices to make the task easier.

Nutrition: Laminate children's collages and use them as placemats at meal time. While eating, encourage children to talk about the healthy foods offered, and help them decide where foods belong on MyPlate.

Day 1: MyPlate

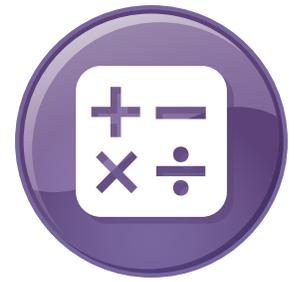
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MyPLATE COLLAGE



Day 1: MyPlate

For more activities, visit eathealthybeactive.net



LET'S MAKE A HEALTHY PLATE!

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify different foods.
- › Children will sort food models into food groups.

MATERIALS:

- › 5 Containers
- › Container labels (see template, next page)
- › Food models from all food groups
- › MyPlate poster

PROCEDURE:

1. Spread out the food models so everyone can reach them. Ask children to name the foods.
2. Explain that eating foods from different food groups keeps us healthy. Point to and name each food group on MyPlate. Show children the labeled container for each group. Suggested phrases:
 - a. *Look at the red group. What foods go in the red group? Fruits. Can anyone name some fruits?*
 - b. *Here is a container for fruits.*
3. Encourage children to sort the food models into groups. Discuss the foods and food groups as children sort.



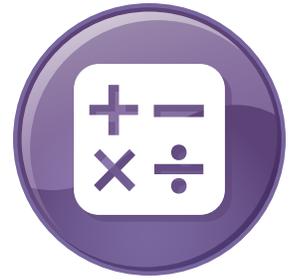
ADAPTATIONS/EXTENSIONS:

Dramatic Play: Help the children set up a restaurant in the dramatic play area. Include food models from each food group, plates, napkins, silverware, and placemats. Encourage children to be "chefs" who create meals and serve them to the "customers." Talk to the children about making healthy choices when deciding what to eat.

Day 1: MyPlate

For more activities, visit eathealthybeactive.net

LET'S MAKE A HEALTHY PLATE LABELS



Fruits

Grains

Protein

Vegetables

Dairy



MyPLATE OBSERVATION STATION

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will observe foods using their five senses.
- › Children will describe the characteristics of foods.
- › Children will identify the food group for each food they observe.

MATERIALS:

- › Various real foods from the five food groups
e.g., lemon, banana, orange, apple, cucumber, onion, carrot, peanuts in shells, dried beans or beans in shells, milk in a carton, string cheese, bread, crackers
- › Magnifying glasses for close-up observations (optional)
- › Knife to cut up foods for tasting (keep out of children's reach)

PROCEDURE:

1. Before the children see the foods, explain that they will be learning about making observations. Ask the children if they know what the word "observation" means. Talk to them about their five senses, and how they can be used. Suggested phrases:
 - a. *We are going to make observations today for our science activity. Does anyone know what an observation is? An observation is when we use our senses to examine objects and learn more about them.*
 - b. *Does anyone know what their 5 senses are? They are seeing, hearing, smelling, tasting, and touching.*
 - c. *Let's use our senses to observe this lemon. What does a lemon look like? It is yellow and shaped kind of like an egg. What does it smell like? Does it remind you of anything? Yes, some soaps have a lemony smell. How about touch? What does the outside of a lemon feel like? Hard, kind of bumpy and heavy. And taste? A lemon is very sour and tart. You can't really listen to a lemon, but it does make a sound when you squeeze it or when you drop it.*
2. Explain that they will observe foods with their five senses. Explain how the activity will work.
3. Guide the children through the observations using all five senses. Suggested phrases:
 - a. *What does your food look like? What color is it? How would you describe its shape? (Ask additional questions using the other four senses).*
 - b. *What is this food? Which food group does it belong to?*



Day 1: MyPlate

For more activities, visit eathealthybeactive.net

4. After observing, give the children the opportunity to taste samples of the foods. Do not force children to try foods. Have children watch as you cut different foods. Talk about how they look different on the inside than they did from the outside.
5. Discuss the most interesting observations children made during this activity.

ADAPTATIONS/EXTENSIONS:

Art: Have the children draw pictures of the foods they observed.

Math: Encourage children to match pictures of foods with real food or food models.



Day 1: MyPlate

For more activities, visit eathealthybeactive.net



THE SNACK SHACK

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice social skills by acting out the roles of customer, cashier, and cook.
- › Children will choose a variety of healthy snacks.
- › Children will identify foods from different food groups.

MATERIALS:

- › Plastic models of healthy snack foods from all food groups (see list on next page for ideas)
- › Paper and markers to make signs
- › Cash register with play money
- › Plastic plates, cups, and silverware
- › Child-sized tables and chairs
- › Menu board with pictures and names of foods
- › Aprons, chef's hats, etc.
- › Empty spray bottles, rags to wipe tables, etc.
- › Order pads and pencils
- › Serving trays
- › "To-go" bags



PROCEDURE:

1. Set-up the dramatic play area to resemble a snack bar, with a cooking area, an order counter, and tables and chairs for customers. Hang a sign that says "Welcome to the Snack Shack" near the entrance. Put up signs that read "Order Here," "Cook Here," and "Pick-Up" in the appropriate areas. Put up a menu board at the order counter.
2. Introduce the Snack Shack to children. Begin by discussing what happens at each station ("Order Here," "Cook Here," and "Pick-Up"). Hold up the menu board. Explain that customers can order their snacks from the menu. Encourage children to choose a variety of foods to create a delicious snack.
3. Explain the items located in the dramatic play area. Discuss the various roles that children can act out, including cashier, table cleaner, customer, cook, etc.

Day 1: MyPlate

For more activities, visit eathealthybeactive.net

4. Encourage children to begin dramatic play in the Snack Shack. If children have trouble getting started, pretend to be a customer and ask a child to take your order.

ADAPTATIONS/EXTENSIONS:

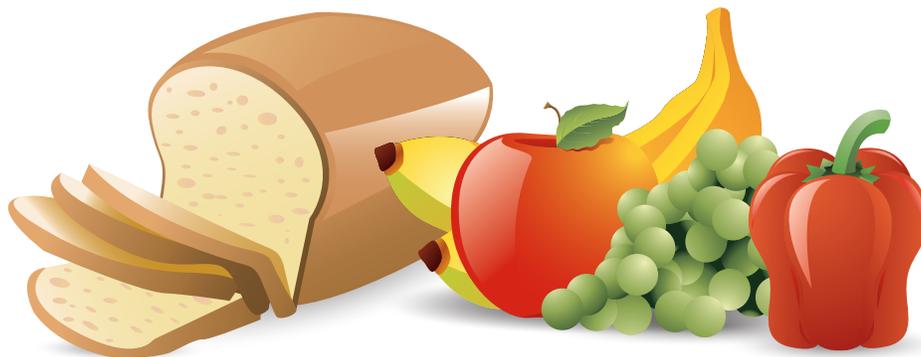
Math: Add prices to the menu board. Encourage children to count the number and calculate the cost of food items ordered.

Art: Encourage children to create new Snack Shack menus.

Language: Provide children with comment cards. Explain that we use comments cards to tell business owners if we liked their food. Invite children to write or draw their comments about the Snack Shack and drop them into the Comment Box. Read the comments to the children during a later group activity, and talk about how the Snack Shack could be improved.

EXAMPLES OF FOOD MODELS THAT COULD BE INCLUDED IN THE SNACK SHACK

- Apples
- Oranges
- Bananas
- Pears
- Peaches
- Grapes
- Strawberries
- Milk
- Juice
- Carrot Sticks
- Celery Sticks
- Red or Green Pepper Strips
- Broccoli
- Baked Chicken
- Sliced Ham
- Sliced Turkey
- Trail Mix
- Dried Fruit
- Cheese Cubes
- Whole Wheat Crackers
- Whole Wheat Bread
- Peanut Butter



Day 1: MyPlate

For more activities, visit eathealthybeactive.net



MyPLATE BEAN BAG TOSS

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will demonstrate improved gross motor skills by throwing bean bags onto MyPlate.
- › Children will identify the food on each bean bag and the food group where it belongs.

MATERIALS:

- › Sidewalk chalk or large drawing of MyPlate
- › Bean bags with pictures of different foods on them

PROCEDURE:

1. Set-up: Draw an outline of MyPlate using sidewalk chalk. Label the food groups.
2. Briefly review MyPlate as you point to the chalk diagram. Suggested phrases:
 - a. Remember MyPlate that we were learning about earlier? Well, I have drawn it here on the ground! Do you see all the different food groups?
 - b. Does anyone remember one of the food groups? That's right, grains are the orange food group. Can anyone name a food in the grain group?
3. Have children choose a bean bag, name the food, and throw the beanbag toward the correct food group. If the beanbag lands in the wrong food group, encourage the child to pick it up and move it to the correct group.
4. Challenge the children by having them stand further away so that they will have to throw the bean bags with more effort.



ADAPTATIONS/EXTENSIONS:

Art: Allow the children to draw fruits, vegetables, grains, dairy, and protein on the chalk diagram. Talk with them about the foods that belong in each food group.

Language: Give children sponges or empty milk cartons to toss. Have children name a fruit, vegetable, grain, protein, or dairy, and then throw the sponge or carton to the appropriate group.

Day 1: MyPlate

For more activities, visit eathealthybeactive.net

Eat Healthy Be Active

DAY 2

FRUITS



EAT HEALTHY, BE ACTIVE: DAY 2 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "FIND FRUITS"

Healthy bear has lost his favorite fruits and needs help to find them. Encourage children to find fruits and return to talk about what they found.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies Song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: APPLES ON THE APPLE TREE

Help children learn about apples and to make their own apples for the class apple tree.



Math: MYSTERY FRUIT BOX

Encourage children to reach into a box, describe what they feel, and predict what fruit it might be.



Science: AWESOME APPLESAUCE

Teach children how to make no-cook applesauce. In the process, they will learn to follow directions, measure ingredients, make observations, and test their hypotheses – just like scientists.



Dramatic Play: THE SNACK SHACK

Set up a dramatic play area where children can act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



Outdoor Activity: FRUIT SALAD FOOT RACES

Lead children in a relay race as they run to collect pretend fruits for a fruit salad.



Literature and Story Stretching Activities: GO, GO, GRAPES! BY APRIL PULLEY SAYRE

Lead children in a fun fruit chant while you look at the pictures of common and less-common fruits.



HEALTHY BEAR SAYS, "FIND FRUITS"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods

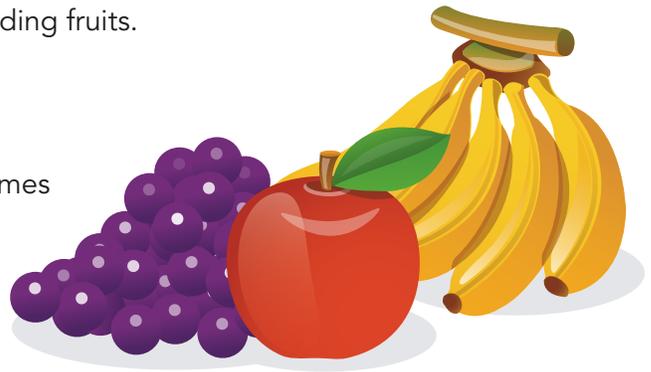


OBJECTIVES:

- › Children will name and describe fruits.
- › Children will use memory skills to search for fruits on the list.
- › Children will practice gross motor skills by finding fruits.

MATERIALS:

- › A variety of real fruits or fruit models
- › A picture list of the hidden fruits and their names (optional)
- › Paper bags (optional)
- › Healthy Bear puppet



PROCEDURE:

1. Set up the activity by hiding the fruits in the classroom or on the playground.
2. Begin by talking about the fruit group and having the children list different fruits. Show the children the picture list of hidden fruits. Suggested phrases:
 - a. Which food group is pineapple in? It is in the fruit group. What is your favorite fruit?
 - b. What are other foods that are in the fruit group?
 - c. Healthy Bear has a few favorite fruits (list all the fruits you hid).
3. Have Healthy Bear tell the children they are going to have a fruit hunt. Give the children boundaries for where they should look for the hidden fruits. Suggested phrases:
 - a. Healthy Bear has lost his favorite fruits and needs us to help him find them.
 - b. Look at this list so you can remember what fruits to find.
 - c. Remember, the fruits hidden are (list all you hid).
4. Give each child a bag to collect his or her fruits. Tell the children to come back when they have found one fruit. Talk to each child about the fruits he or she found.
5. Encourage children to hide the fruits they found, so someone else can find them.

ADAPTATIONS/EXTENSIONS:

Nutrition/Science: Provide a variety of fruits for children to make a fruit salad. Allow opportunities to experience the fruits with their senses and talk about the qualities of each fruit as they make and eat the salad. Provide plastic knives for them to cut the fruit into smaller pieces.

Day 2: Fruits

For more activities, visit eathealthybeactive.net



GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES, MATERIALS,
PROCEDURE and ADAPTATIONS/EXTENSIONS:

➤ For full instructions, please refer to page 8.

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, Oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, pasta
Cereal and toast
These are healthy whole grains
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, yogurt
Drink your milk and know
These are healthy dairy foods
That make my body grow*

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*



Day 2: Fruits

For more activities, visit eathealthybeactive.net



APPLES ON THE APPLE TREE

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify apples as fruits.
- › Children will describe the qualities of apples (e.g., grow on trees, have stems, different types and colors).
- › Children will practice fine motor skills by drawing and cutting out their own apples.

MATERIALS:

- › Apples of various colors (or pictures)
- › Photo of an apple tree
- › Paper
- › Markers or crayons (e.g. red, yellow, green, brown, pink)
- › MyPlate poster
- › Large drawing of an apple tree without fruit
- › Tape or glue sticks
- › Age-appropriate scissors



PROCEDURE:

1. Show the MyPlate poster and ask children which food group apples belong to. Point out the fruit group on the poster.
2. Explain that apples are a fruit and they come in many different colors. Ask the children to list different colors of apples. Ask the children if they know where apples grow. Suggested phrases:
 - a. *What color are apples?*
 - b. *Apples come in many colors. There are red, green, yellow, and pinkish-red ones. Which color apple is your favorite?*
 - c. *Do you know where apples grow? That's right, on trees.*

Day 2: Fruits

For more activities, visit eathealthybeactive.net

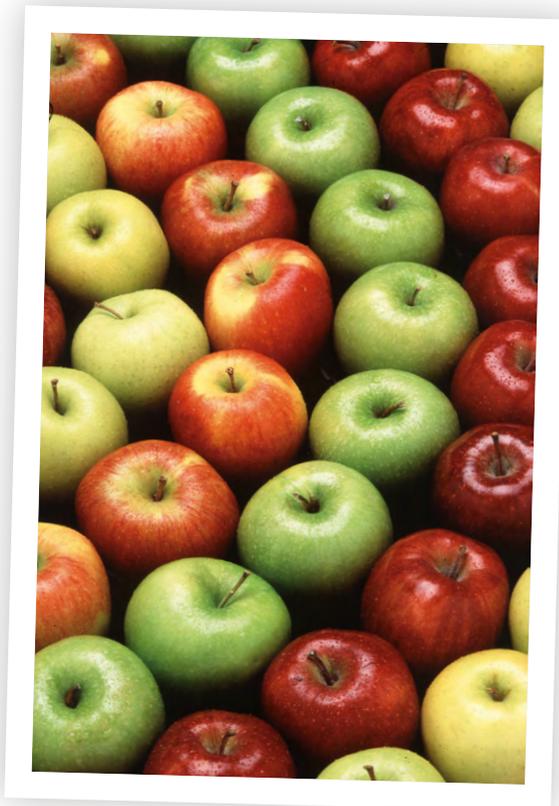
3. Show children a photo of an apple tree. Ask the children what color different parts of the apple tree are. Show them the tree that you've made for their apples. Explain that they will be making apples to put on the tree.
4. Give the children adequate time to make their apples. While they are working, talk about the different colors they are using and the process of creating. When children are finished drawing, encourage them to cut out their apples.
5. After children are finished cutting out their apples, encourage them to tape or glue their apples to the apple tree.

ADAPTATIONS/EXTENSIONS:

Science: Leave a cut apple sitting out and observe how it turns brown. Dip another cut apple into lemon juice to see if it turns brown. Invite children to predict what will happen to the apples. Talk about the difference between the two apples.

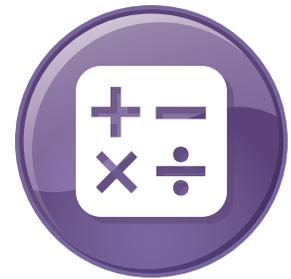
Literature: Read *Apples* by Gail Gibbons and talk about how apples grow on trees, the different parts of apples, and the different types and colors of apples.

Math: Encourage children to taste different colored apples and talk about which kind each child likes best.



Day 2: Fruits

For more activities, visit eathealthybeactive.net



MYSTERY FRUIT BOX

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will make predictions about the mystery fruits.
- › Children will identify and describe different types of fruit.

MATERIALS:

- › Small boxes or bags
- › Real fruits to put in the boxes
- › Knife (for adult use)
- › Serving bowls



PROCEDURE:

1. Show the children a mystery fruit box with a fruit inside. Invite one child to place a hand inside the box and to feel the fruit without looking.
2. Ask the child what the fruit feels, smells and sounds like. Suggested phrases:
 - a. *Is it hard or soft? Is it round? Is it big or small?*
 - b. *What does it sound like when you shake the box?*
 - c. *Is the box heavy or light?*
 - d. *What does it smell like?*
3. Invite children to predict what the fruit might be. If time allows, make a chart or tally the votes from the children.
4. Have the child pull the fruit out of the box and name it. Ask the children if they guessed correctly.
5. Have the children wash their hands. Cut up the fruit while children watch. Encourage children to taste the fruits. Talk about what they taste like. Do not force children to try fruits.

ADAPTATIONS/EXTENSIONS:

Nutrition Activity: Do this activity with vegetables or other foods.

Math Activity: Create a class chart, and have children choose their favorite fruit from two or three choices.

Day 2: Fruits

For more activities, visit eathealthybeactive.net



AWESOME APPLESAUCE

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify apples as fruits.
- › Children will practice measuring and combining ingredients.
- › Children will predict and observe changes in apples.

MATERIALS:

- › Blender
- › 5-7 large apples
- › 2-3 pears
- › 1 Tbsp Sugar
- › 2 Tbsp Brown sugar
- › 2 Tbsp Water
- › 1 Tbsp Nutmeg
- › Cinnamon
- › Lemon juice
- › Metal table knives
- › Sharp knife (for adult use)
- › Bowls or cups
- › Spoons
- › Wooden spoon
- › Food service gloves (optional)



PROCEDURE:

1. Set-up: Select several different types of apples and pears for this activity. Wash all fruit well. Set aside one apple and one pear for children to observe the whole fruits. Use a sharp knife to slice the remaining apples and pears into fourths and core them. Leave the peel on the fruits. Sprinkle cut apples with lemon juice to prevent browning. (Be sure to keep the sharp knife out of children's reach.)
2. Show children an apple and a pear. Help children identify each fruit. Identify the peel on the fruit, and talk about its color. Cut up the apple and talk about what it looks like inside. Suggested phrases:
 - a. *What color is this apple? Did you know that apples can be different colors?*
 - b. *There's a special part of the apple on the outside called the peel. The peel helps protect the apple and keep the inside juicy. The peel also has vitamins that help to keep our bodies healthy.*
3. Help children recognize that apples and pears are fruits. Tell children fruits are one kind of food that helps to keep our bodies healthy.

Day 2: Fruits

For more activities, visit eathealthybeactive.net

4. Have children wash their hands. (For cleanliness, children may wear food service gloves during this activity.) Give each child a plate, a metal table knife, and a slice of apple and pear. Encourage children to cut up the fruit. When children are finished, have them pour the fruit pieces into the blender.
5. Show children the measuring spoons, explain that they help us measure out exactly the correct amount of food for the recipe. Compare the teaspoon and the tablespoon, and ask children which one is larger. Show children how to measure a level tablespoon of sugar, and how to pack the brown sugar into the tablespoon to measure it.
6. Have children add 1 tablespoon of sugar, 2 tablespoons of water, 1 teaspoon of nutmeg, and 2 tablespoons of packed brown sugar to the blender bowl. Have a child give the cinnamon container four shakes into the blender bowl.
7. Put the lid tightly on the blender, and blend until the fruit reaches the consistency of applesauce. You may need to stop the blender and stir the fruits with a wooden spoon to ensure that all of the fruit gets blended. Ask children to describe what happens to the fruit when the blender is turned on. Suggested phrases:
 - a. *What do you think will happen when we turn on the blender? The blender has a blade in the bottom that blends the fruit.*
 - b. *What is happening while the blender is running? When we mix it with a spoon, we are making sure all the fruit gets down to the bottom so the blade can blend it.*
 - c. *What does it look like now? (Use words like thick, chunky, or smooth to describe the texture.) The peels make it colorful. What colors can you see in the applesauce?*
 - d. *What do you think the applesauce will taste like?*
8. Pour the applesauce into small bowls or cups. Serve immediately or refrigerate until snack time. As children taste the applesauce, talk to them about the taste and color.



ADAPTATIONS/EXTENSIONS:

Math/Science: Make several small batches of applesauce using different types of apples, or replacing the pear with other types of fruit (e.g. peach or strawberry). Make a batch without sugar, and have children compare the tastes with and without sugar. Encourage them to talk about similarities and differences in the various batches. Graph children's choices.

AWESOME NO-COOK APPLESAUCE

INGREDIENTS

- 5 to 7 large apples
- 2 or 3 pears
- 1 Tbsp. sugar
- 2 Tbsp. water
- 1 tsp. nutmeg
- 2 Tbsp. packed brown sugar
- Cinnamon



INSTRUCTIONS

- ★ Core apples and pear(s). Leave peel on fruits.
- ★ Cut fruits into small pieces. Place pieces in the bowl of a blender.
- ★ Add sugar, water, nutmeg, and brown sugar to the blender bowl. Shake a small amount of cinnamon into the blender bowl.
- ★ Cover tightly. Blend until fruits reach the consistency of applesauce.
- ★ You may need to stop the blender and stir fruit with a wooden spoon to ensure that all fruit is blended evenly.

SERVE IMMEDIATELY, OR STORE IN THE REFRIGERATOR UNTIL SERVING TIME.

The applesauce recipe was adapted by project staff from recipes on organizedhome.com, nyapplecountry.com, and weightwatchers.com web sites.

SEE CHILDREN'S RECIPE, NEXT PAGE

AWESOME NO-COOK APPLESAUCE, KIDS RECIPE

INGREDIENTS



5 APPLES



2 PEARS



SUGAR



TABLESPOON



WATER



TEASPOON



NUTMEG



BLENDER



BROWN SUGAR



CINNAMON

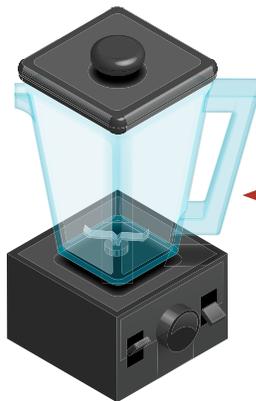
Day 2: Fruits

For more activities, visit eathealthybeactive.net

INSTRUCTIONS



CUT
FRUITS



ADD
INGREDIENTS



1 TBSP. SUGAR



2 TBSP. WATER



1 TSP. NUTMEG



2 TBSP.
BROWN SUGAR



CINNAMON



BLEND



SERVE
AND ENJOY!

Day 2: Fruits

For more activities, visit eathealthybeactive.net



THE SNACK SHACK

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods

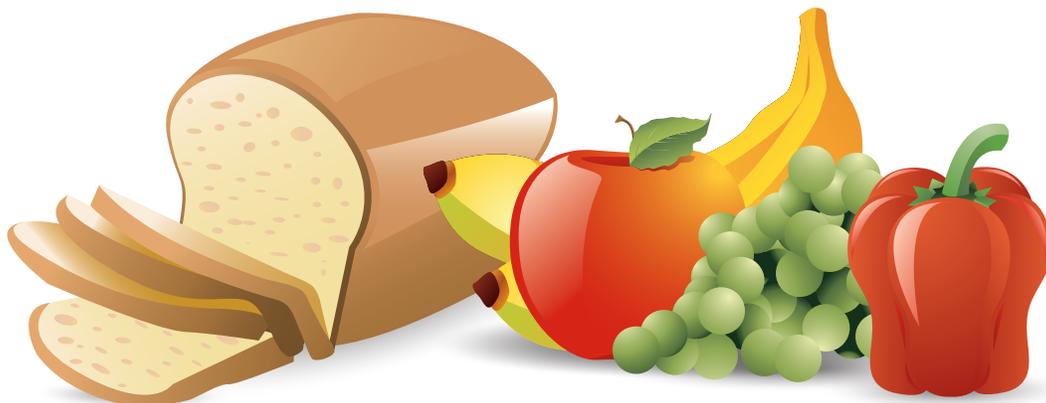


OBJECTIVES, MATERIALS, PROCEDURE and ADAPTATIONS/EXTENSIONS:

For full instructions, please refer to page 15.

EXAMPLES OF FOOD MODELS THAT COULD BE INCLUDED IN THE SNACK SHACK

- Apples
- Oranges
- Bananas
- Pears
- Peaches
- Grapes
- Strawberries
- Milk
- Juice
- Carrot Sticks
- Celery Sticks
- Red or Green Pepper Strips
- Broccoli
- Baked Chicken
- Sliced Ham
- Sliced Turkey
- Trail Mix
- Dried Fruit
- Cheese Cubes
- Whole Wheat Crackers
- Whole Wheat Bread
- Peanut Butter



Day 2: Fruits

For more activities, visit eathealthybeactive.net



FRUIT SALAD FOOT RACES

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice gross motor skills while running, bending and picking-up fruits.
- › Children will identify and describe different fruits.

MATERIALS:

- › Plastic fruit models
- › Large bowls or baskets

PROCEDURE:

1. Spread fruit models around the playing area. Divide the children into several groups.
2. Have the groups gather behind a starting line, and tell the children that they are going to work together to collect fruits that make a pretend fruit salad. Show children the bowls or baskets where they will put their fruit.
3. Encourage group members to run out one at a time, pick up a fruit, and name it. As they run back to their team, remind them to put their fruit in the bowl or basket. If they don't know the name, encourage them to ask their group for help.
4. When all the fruits are collected, count the fruits they found for their fruit salad.



ADAPTATIONS/EXTENSIONS:

Nutrition: Make a fruit salad with the children. Talk about the fruits and tell them that fruits contain vitamins we need to be healthy. Invite them to prepare and taste the fruits.

Language: Make a favorite fruits book. Encourage children to draw pictures of their favorite fruits. Bind the pages together and share the book at story time.

Eat Healthy Be Active

DAY 3

PROTEINS



EAT HEALTHY, BE ACTIVE: DAY 3 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "PICK YOUR PROTEIN"

Healthy Bear is back to have some fun and talk about protein. Encourage children to help Healthy Bear make up silly rhymes for different foods in the protein group.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies Song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: BEAN DESIGNS

Assist children in creating designs by gluing dried beans to paper. While creating the art, talk with them about beans as a protein food.



Math: BEANS, BEANS, SORT THOSE BEANS

Give children a variety of dried beans to sort into separate containers. Once sorted, have children estimate how many beans are in each container, and then count them.



Science: FLOAT AN EGG

Encourage children to predict whether an egg will sink or float in water. Help them compare their predictions with their observations.



Dramatic Play: THE SNACK SHACK

Set up a dramatic play area where children can act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



Outdoor Activity: EGG BALANCING GAME

Children help practice gross and fine motor skills by balancing a hard-boiled egg on a large spoon or ladle and walking it to a large bowl, trying not to drop it.



Literature and Story Stretching Activities: TWO EGGS, PLEASE BY SARAH WEEKS

Remind children that eggs are in the protein group as you read this simple story about customers who visit a diner and order eggs cooked in many different ways.



HEALTHY BEAR SAYS, "PICK YOUR PROTEIN"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

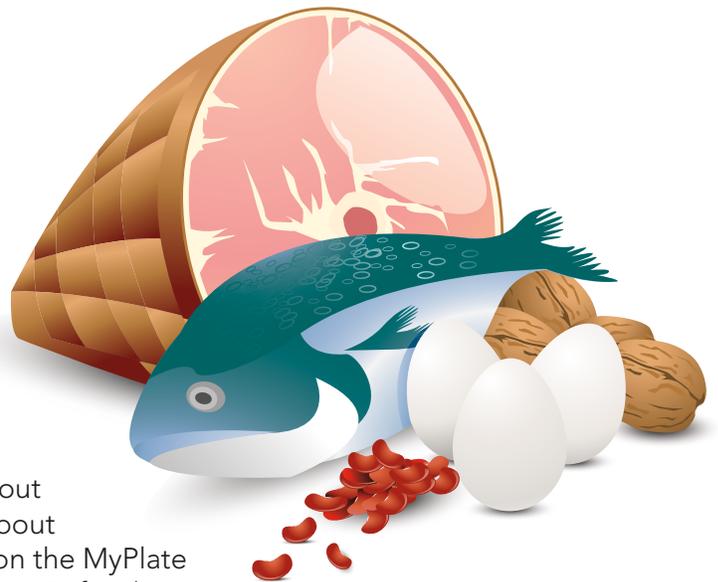
- › Children will name and describe foods in the protein group.
- › Children will practice rhyming.

MATERIALS:

- › MyPlate poster
- › Healthy Bear
- › Pictures or models of protein foods
- › Rhyming word list (provided, page 51)
- › Chart paper

PROCEDURE:

1. Explain that Healthy Bear is back to talk about protein. Ask the children what they know about protein and remind them where protein is on the MyPlate poster. Show them pictures or models of protein foods. Suggested phrases:
 - a. *What kinds of foods have protein?*
 - b. *Protein is found in meat (such as chicken, turkey, and beef), eggs, beans, peas, nuts, and more. (Show pictures of different protein foods).*
2. Tell the children that Healthy Bear wants to play a game with them. Explain that Healthy Bear likes to make up funny rhymes. Suggested phrases:
 - a. *Does everyone know what a rhyme is? It's when two words sound the same, like "big" and "pig" or "pan" and "man."*
 - b. *Healthy Bear loves to make up silly rhymes, but he needs your help. He wants to make up rhymes for different foods in the protein group.*
3. Encourage children to name protein foods, and make up silly rhymes with the names of the foods. Write the rhyming words on a piece of chart paper. Give them ideas (from the provided list) if they have a hard time coming up with rhymes. Suggested phrases:
 - a. *What rhymes with egg? Healthy Bear says he has an egg on his leg!*
 - b. *What about bean? Healthy Bear says that bean sure looks mean!*



ADAPTATIONS/EXTENSIONS:

Family Involvement: Tell the families what you did in class and encourage them to practice making up rhymes with their children.

Art: Encourage children to draw pictures of their favorite rhymes from the day using markers, crayons, or pencils.

EXAMPLES OF PROTEIN FOODS:

MEAT

Chicken
Turkey
Beef
Ham
Pork

FISH

Tuna
Trout
Salmon

SHELLFISH

Clams
Crab
Lobster
Shrimp

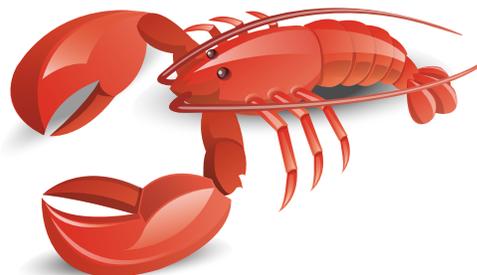


MISCELLANEOUS

Tofu
Eggs
Beans
Peas
Seeds

NUTS

Cashews
Peanuts
Peanut butter
Almonds
Pecans



SAMPLE RHYMES:

MEAT – beat, beet, eat, feet, heat, Pete, seat, street, sweet, treat

I found meat on my seat!

BEEF – chief, grief, leaf, thief

I think a thief stole my beef!

STEAK – bake, cake, make, shake, snake

Steak makes me shake!

HAM – am, bam, clam, jam, lamb, ma'am, Sam, slam, yam

I like to eat my ham with jam!

Yes ma'am, we want more ham!

PORK – cork, fork, stork

I eat my pork with a fork!

FISH – dish, squish, swish, wish

I put my fish in a dish!

EGG – beg, Greg, leg, Meg, Peg

Hey- there's an egg on my leg!

BEAN – clean, Dean, green, jean, lean, mean, seen, teen

That bean sure looks mean!

PEA – be, bee, free, key, me, three, tree

Buzzy the bee once ate a pea!

One time I saw a pea up in a tree!

NUT – but, cut, gut, shut

Have you ever tried to cut a nut?

SEED – bead, feed, lead, need, read

I ate a seed as small as a bead!



GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES, MATERIALS,
PROCEDURE and ADAPTATIONS/EXTENSIONS:

➤ For full instructions, please refer to page 8.

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, Oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, pasta
Cereal and toast
These are healthy whole grains
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, yogurt
Drink your milk and know
These are healthy dairy foods
That make my body grow*

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*



Day 3: Proteins

For more activities, visit eathealthybeactive.net



BEAN DESIGNS

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods

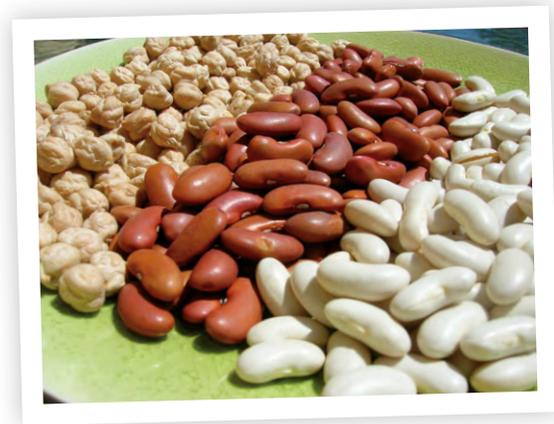


OBJECTIVES:

- › Children will list foods in the protein group.
- › Children will state that beans are an example of a protein food.
- › Children will practice fine motor skills by manipulating beans and gluing them on their collages.

MATERIALS:

- › Variety of dried beans (e.g., pinto, navy, black, kidney, garbanzo)
- › Liquid glue
- › Cardstock or other paper
- › Containers for beans
- › MyPlate poster



Safety Note – This activity requires careful supervision. Be aware that beans are a choking hazard. Before distributing beans, remind children that beans belong on their paper or the table only.

PROCEDURE:

1. Show children the protein group on MyPlate. Talk about foods in the protein group. Suggested phrases:
 - a. *Fish, chicken and nuts are all examples of proteins.*
 - b. *(Hold up a bean) Do you know what this is? It's a bean. Have you ever eaten beans? Did you know that beans are in the protein group too?*
2. Show children a variety of dried beans. Suggested phrases:
 - a. *There are many different kinds of beans: black beans, pinto beans, kidney beans, and navy beans. They are all different colors.*
 - b. *These beans are dried. Before you can eat them, you have to soak them in water and then*

cook them. They look different when they are cooked.

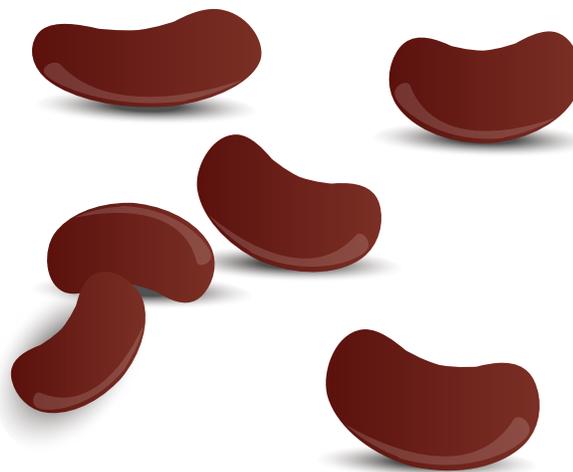
3. Explain that the children will be making a design with beans. Hand out materials and let them be creative. Talk to the children about the different kinds of beans while they are working. Remind children that beans are in the protein group. Suggested phrases:
 - a. *These are navy beans that you are using for your picture.*
 - b. *This reddish bean is called a kidney bean. I see some kidney beans in your picture.*

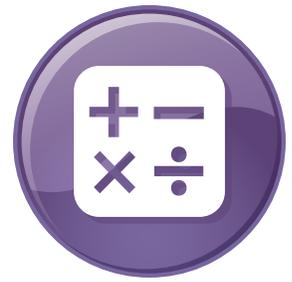
ADAPTATIONS/EXTENSIONS:

Family Involvement: Send children home with bags of different kinds of dried beans and simple cooking directions. Encourage families to cook the beans at home, and have children report which beans they tried.

Science: Have children place beans in water to soak overnight. Encourage children to explore the wet beans and talk about how they have changed.

Science: Give children several lima beans and a wet paper towel. Encourage children to place the beans in the paper towel, put them in a clear container, and watch them sprout. Talk about how the beans change over several days or weeks.





BEANS, BEANS, SORT THOSE BEANS!

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will classify beans into different groups.
- › Children will estimate how many beans are in each container.
- › Children will count the beans in their cup.

MATERIALS:

- › A variety of dried beans (pinto, garbanzo, kidney, black, Great Northern, etc.)
- › Small cups
- › Egg cartons, ice cube trays, or other containers for sorting



Safety Note – This activity requires careful supervision. Be aware that beans are a choking hazard. Before distributing beans, remind children that beans belong on their paper or the table only.

PROCEDURE:

1. Set-up: Place a variety of the different beans into cups for the children. It does not matter how many of each bean you use.
2. Show children a cup full of different types of beans. Remind children that beans are in the protein group. Encourage them to talk about the beans. Suggested phrases:
 - a. Did you know beans come in all different sizes and colors? What colors are the beans in your cup?
 - b. Which bean is the biggest? The smallest?
 - c. Have you ever eaten beans?
3. Show the children the containers for sorting. Explain that they can sort the beans into different groups. As children sort, help them identify the different types of beans. Talk about the colors, shapes, and sizes of the beans. Suggested phrases:
 - a. Put the beans that look alike together.

Day 3: Proteins

For more activities, visit eathealthybeactive.net



FLOAT AN EGG

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will explain the difference between sinking and floating.
- › Children will predict whether an egg will sink or float in tap water and salty water.
- › Children will compare their predictions with what they actually observe.

MATERIALS:

- › Uncooked Eggs
- › Container of warm water
- › Salt (at least 5 Tablespoons)
- › Large spoon



PROCEDURE:

1. Review the protein group with the children.
Suggested phrases:
 - a. *What foods are in the protein group? Eggs are one protein food.*
 - b. *Why should we eat protein foods? They help us build strong muscles.*
2. Show children the egg and the container of warm water. Explain that they are going to place an egg in the water to see if it floats or sinks. Ask children to predict what will happen.
Suggested phrases:
 - a. *This is an uncooked egg. What does an uncooked egg look like on the inside? What would happen if we dropped this egg?*
 - b. *If we place this egg into the water, do you predict that it will sink or float?*
3. Have a child place the egg in the warm water. It should sink to the bottom. Ask what happened to the egg. Compare what happened to their prediction.
4. Ask children if they think the egg would still sink if the water was salty. Pour at least 5 tablespoons of salt into the container and let the children help stir until the salt dissolves. Talk to them about what "dissolve" means. Suggested phrases:
 - a. *Let's stir the water until the salt dissolves. If we keep stirring, soon we won't be able to see the salt anymore because it will be dissolved in the water.*
 - b. *What do you think will happen when we put the egg in the salty water?*

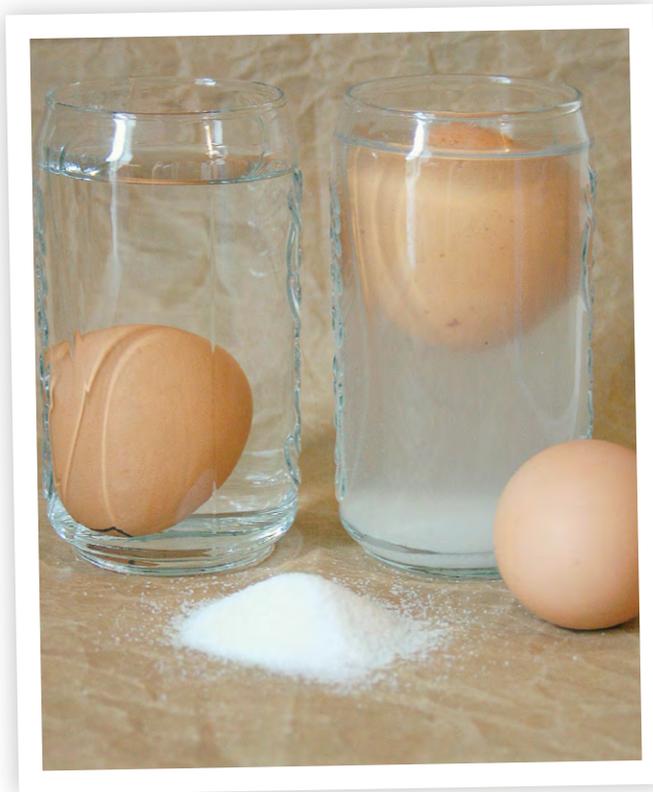
Day 3: Proteins

For more activities, visit eathealthybeactive.net

5. Have a child place the egg in the container of salty water. It should float. Ask children what happened to the egg this time. Suggested phrases:
 - a. *Was that what you thought would happen? The egg floated on top of the water.*
 - b. *Water is made up of molecules. Molecules are little parts we can't even see.*
 - c. *The salt made the water more dense, because the molecules were closer together. When the molecules are close together, the egg floats.*

ADAPTATIONS/EXTENSIONS:

Science: Show children an uncooked egg and a hard-boiled egg, and talk about the differences between the two. Encourage them to use their senses to compare the eggs. Repeat the floating and sinking experiment with the hard-boiled egg.





THE SNACK SHACK

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods

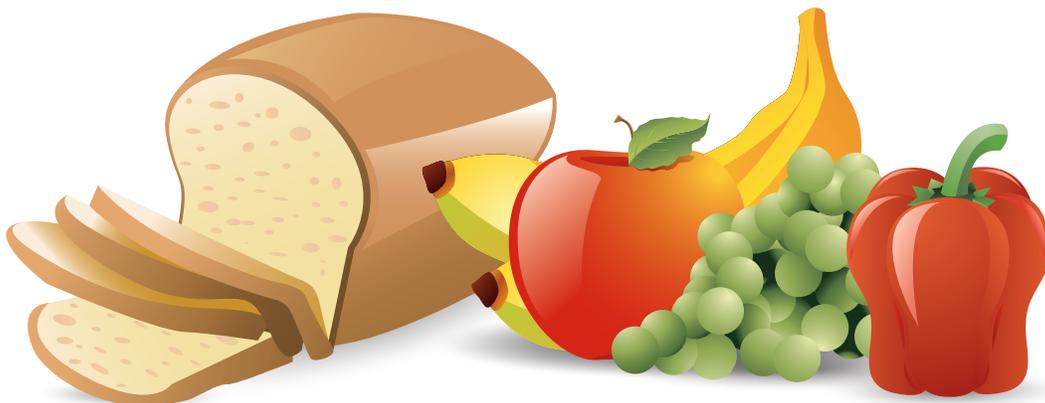


OBJECTIVES, MATERIALS, PROCEDURE and ADAPTATIONS/EXTENSIONS:

For full instructions, please refer to page 15.

EXAMPLES OF FOOD MODELS THAT COULD BE INCLUDED IN THE SNACK SHACK

- Apples
- Oranges
- Bananas
- Pears
- Peaches
- Grapes
- Strawberries
- Milk
- Juice
- Carrot Sticks
- Celery Sticks
- Red or Green Pepper Strips
- Broccoli
- Baked Chicken
- Sliced Ham
- Sliced Turkey
- Trail Mix
- Dried Fruit
- Cheese Cubes
- Whole Wheat Crackers
- Whole Wheat Bread
- Peanut Butter



Day 3: Proteins

For more activities, visit eathealthybeactive.net



EGG BALANCING GAME

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice gross and fine motor skills by walking and balancing an egg on a cup or spoon.
- › Children will name foods, including eggs, in the protein group.
- › Children will state that eggs are protein foods.

MATERIALS:

- › Enough hard-boiled eggs for every child to have one (if eggs will be eaten afterward, be sure to keep refrigerated until it is time for the activity).
- › Measuring cups with handles or large spoons/ladles
- › Large bowl
- › MyPlate poster



PROCEDURE:

1. Show the children the MyPlate poster and review the protein group. Name foods that are in the protein group. Suggested phrases:
 - a. *Who remembers what foods belong in the protein group? Meat, nuts, seeds, beans, and eggs.*
 - b. *It's good to eat protein foods because they help your muscles grow strong.*
2. Show the children the large bowl. Explain that they will be filling the bowl with eggs. Place the large bowl somewhere in a grassy area not too far from the eggs. Give each child an egg and either a cup, spoon, or ladle.
3. Explain that they are going to balance their eggs in a cup or on a spoon, while walking to the bowl. Tell them to try not to drop their eggs.
Suggested phrases:
 - a. *Try to get to the large bowl without dropping the egg.*
 - b. *Once you get to the bowl, put your egg in.*
 - c. *If you drop your egg, pick it up and keep trying.*
4. Allow children to repeat the game as long as they are interested.

ADAPTATIONS/EXTENSIONS:

Nutrition/Science: When the game is finished, allow children to peel the shell off their eggs. Wash the peeled eggs, and then allow children to eat them. Talk about what the eggs look and taste like.

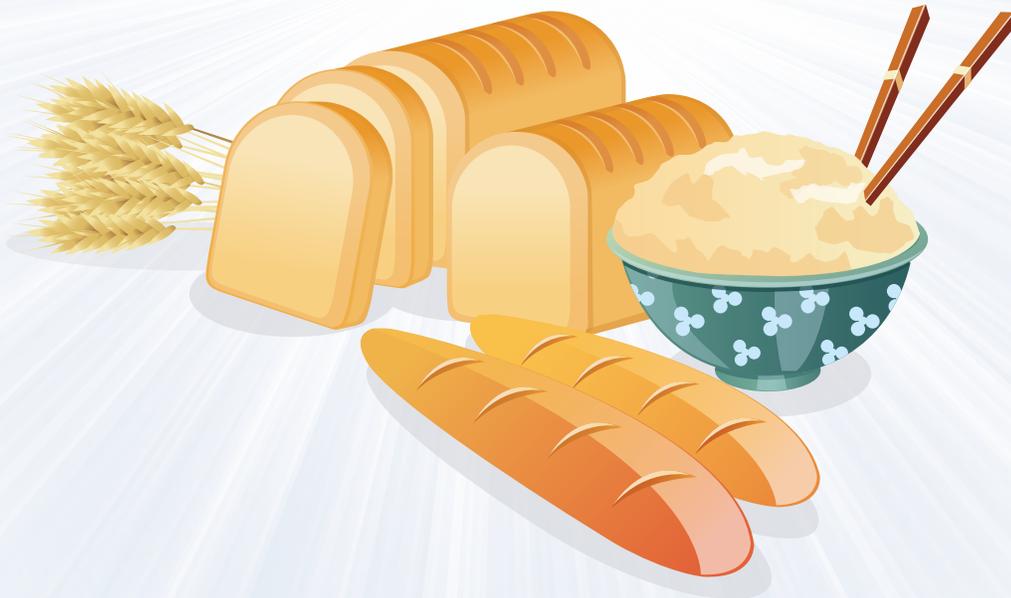
Day 3: Proteins

For more activities, visit eathealthybeactive.net

Eat Healthy Be Active

DAY 4

GRAINS



EAT HEALTHY, BE ACTIVE: DAY 4 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "GRAINS GIVE US ENERGY"

Healthy Bear is back to talk about grains. Help him read *Bread, Bread, Bread* by Ann Morris, and then review different types of bread with the children.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies Song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: PASTA NECKLACE

Encourage children to make pasta necklaces using dyed pasta. While they're creating, talk with children about pasta and other grains.



Math: CEREAL GRAPH

Help children identify cereal as a good source of grains, sample several different healthy cereals, and identify their favorite cereal on a chart. When everyone has chosen, count the number of people who liked each cereal best.



Science: BREAD COMES TO LIFE

Work with children to help measure, mix, knead, and bake a loaf of bread. Then comes the best part – trying it!



Dramatic Play: THE SNACK SHACK

Set up a dramatic play area where children can act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



Outdoor Activity: GRAIN SCAVENGER HUNT

Have Healthy Bear lead the children on a scavenger hunt, to find grains and other foods (such as a vegetable or a protein) to go with them.



Literature and Story Stretching Activities: BREAD COMES TO LIFE BY GEORGE LEVENSON

Teach children how bread is made from scratch, beginning with wheat in the field and ending with a freshly-baked loaf.



HEALTHY BEAR SAYS, "GRAINS GIVE US ENERGY"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name and describe foods in the grain group.
- › Children will explain that grains give them energy.

MATERIALS:

- › MyPlate poster
- › Healthy Bear
- › Pictures of foods in the grain group (rice, pasta, cereal, bread, etc.)
- › Book: *Bread, Bread, Bread* by Ann Morris
- › Flip chart, paper and markers



PROCEDURE:

1. Explain that Healthy Bear is back to talk about grains. Ask the children what foods are made from grains. Show pictures of grains. Remind them where grains are on the MyPlate poster. Suggested phrases:
 - a. *What kind of foods are in the grains group? Bread, pasta, cereal, and rice are all grains.*
 - b. *Does anyone remember where they go on MyPlate? Grains go in the orange section.*
 - c. *Grains give us energy to play.*
2. Have Healthy Bear read *Bread, Bread, Bread* to the class. As you read, help children to notice the different types of bread. Suggested phrases:
 - a. *What kind of bread is this boy eating? It is loaf bread. Do you like to eat peanut butter on bread?*
 - b. *What do you like to eat on tortillas? Sometimes we eat them with refried beans and cheese.*
3. After reading the book, have Healthy Bear review some of the types of bread in the book. Make a list of types of bread they can remember.

ADAPTATIONS/EXTENSIONS:

Nutrition: Let the children taste different types of bread (French, sourdough, wheat, rye, cinnamon raisin, etc.). Encourage them to describe how the breads are alike or different. Let them decide which kinds they like best.

Math: Let the children vote for their favorite bread. Graph the results.

Day 4: Grains

For more activities, visit eathealthybeactive.net



GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES, MATERIALS,
PROCEDURE and ADAPTATIONS/EXTENSIONS:

➤ For full instructions, please refer to page 8.

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, Oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, pasta
Cereal and toast
These are healthy whole grains
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, yogurt
Drink your milk and know
These are healthy dairy foods
That make my body grow*

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*



Day 4: Grains

For more activities, visit eathealthybeactive.net



PASTA NECKLACE

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify foods from the grain group.
- › Children will identify foods made with pasta.
- › Children will demonstrate fine motor skills by creating a necklace using pasta.

MATERIALS:

- › Dried pasta that is easy to string (e.g. rigatoni, penne, or wheel shaped)
- › Food coloring
- › Rubbing alcohol
- › Zipper-top plastic bags (quart or gallon size)
- › Paper towels
- › Yarn or plastic lace
- › Masking tape
- › Pictures or models of grains



PROCEDURE:

1. Set-up: A day ahead of time, place a few cups of dried pasta in a plastic bag. Place 3-4 drops of food coloring and 1 tablespoon of rubbing alcohol into the bag with the pasta. Close the bag and shake it until the pasta has absorbed the color (at least several hours). Remove pasta from the bag and place it on a paper towel to dry. Repeat for each color.
2. Cut yarn or laces into pieces long enough for children to make necklaces. String a piece of colored pasta onto the yarn and tie a knot in it so that the pasta remains at one end. If using yarn, place a piece of masking tape around the opposite end to make it easier for children to string pasta. Tape one end of the yarn to a table so the pasta does not slip off.
3. Review foods in the grain group. Show children pictures or models of grains and encourage them to name the foods. Suggested phrases:
 - a. *Who remembers which foods are in the grain group? Bread, crackers, cereal, and pasta are*

all grains. Today we are going to make a necklace out of pasta.

b. It is important to eat pasta and other grains because they give us energy to run and play.

4. Invite children to string the pasta onto the yarn. Encourage them to choose different shapes, sizes, and colors.
5. When children complete their necklace, tie the ends together.

ADAPTATIONS/EXTENSIONS:

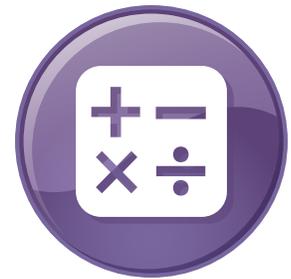
Art: Use the colored pasta to make a collage or decorate a picture frame. Other interesting shapes of pasta that may not be easy to string may be used for collages (e.g. bow-ties, alphabet pasta).

Math: Encourage children to create a pattern when making their necklaces, and talk about the pattern they made.



Day 4: Grains

For more activities, visit eathealthybeactive.net



CEREAL GRAPH

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify cereal as grains.
- › Children will choose a favorite cereal from options.

MATERIALS:

- › Paper and markers
- › Several different low-sugar cereals
- › Cups or bowls
- › MyPlate poster



PROCEDURE:

1. Set-up: Make a chart on a large sheet of paper. Write the names of the cereals across the top of the chart (see sample on next page).
2. Talk to the children about different foods in the grain group. Explain that cereal is a grain. Have the children name their favorite cereals. Suggested phrases:
 - a. *Do you know which is the grain group on MyPlate? What color is it? (Orange)*
 - b. *Cereal is a grain. What is your favorite cereal?*
3. Introduce the cereals you have brought for the class to try. Encourage the children to try the three different cereals one by one, but do not require them to eat the samples. After sampling, have them state their favorite one.
4. Help each child write his/her name or initials on the chart below their choice. After everyone has chosen their favorite cereal, help children count which cereals were the most/least preferred.

ADAPTATIONS/EXTENSIONS:

Grocery Store Dramatic Play: Add cereal boxes to the home living area for children to pretend to buy and eat.

Art: Encourage children to make art using empty cereal boxes.

CEREAL GRAPH SAMPLE

Write each child's name on the chart below their choice. After everyone has chosen their favorite cereal, count which cereals were the most/least preferred.

CEREAL 1	CEREAL 2	CEREAL 3



BREAD COMES TO LIFE

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name ingredients needed to make bread.
- › Children will practice using the terms “measuring,” “adding,” “mixing,” “rising,” “kneading,” and “baking.”
- › Children will practice measuring.

Note to Teachers: This activity should be conducted with a small group of children.

MATERIALS:

- › Whole wheat bread recipe (see templates)
- › 1½ cup lukewarm water
- › ¼ cup honey
- › 1 package active dry yeast
- › ¼ cup vegetable oil
- › 2 teaspoons salt
- › 3½ cups whole wheat bread flour
- › Measuring spoons and cups
- › Liquid measuring cup
- › Table knife
- › Large wooden spoon
- › Large mixing bowl
- › Cloth or plastic wrap
- › Bread pan
- › *Bread Comes to Life* by George Levenson (optional)



Day 4: Grains

For more activities, visit eathealthybeactive.net

PROCEDURE:

1. Set-up: Gather ingredients and tools
2. Have the children wash their hands. Work with the children to make bread dough using the recipe. Have the children take turns measuring and adding ingredients. Demonstrate how to measure each ingredient correctly. Explain that the ingredients have to be measured correctly so that the bread will taste good.
3. Invite children to take turns mixing the ingredients until a lump of dough forms in the bowl. Talk about how the mixture changes as it's stirred. Suggested phrases:
 - a. *How is it different now that the water is mixed in?*
 - b. *When a lump of dough forms in the bowl, we'll stop stirring the ingredients.*
4. Encourage children to lightly dust the tabletop with flour. Place the dough on the tabletop, and let it rest for 10 minutes.
5. Show the children how to knead the bread. Push the dough away from you and pull it back toward you. Rotate it and fold it in half. Repeat this process about 100 times. Have the children take turns kneading the dough. Suggested phrases:
 - a. *Do you know what this process is called? It's called kneading.*
 - b. *Let's work as a team to knead the bread so our arms don't get tired.*
6. Have a child shape the dough into a ball and place the dough in an oiled bowl. Cover the bowl with plastic wrap or a towel and let the dough rise until it has doubled in size (about an hour). Suggested phrases:
 - a. *We have to wait for the dough to rise. What does rising mean?*
 - b. *The yeast makes the dough rise so it can become bread.*
7. Punch down the dough, then knead the dough 50 more times. Encourage children to describe how the dough feels. Suggested phrases:
 - a. *What does it feel like? What does it smell like?*
 - b. *How will the dough change when we bake it? What will it look like when we take it out of the oven?*
8. Shape the dough, place it into the bread pan and cover with the cloth. Let the dough rise $\frac{1}{2}$ inch above the rim. Bake at 350 degrees for 30-45 minutes. Remove the loaf from the pan and let it cool. Slice the bread and serve to the children if they wish to try some. Talk about how the bread is different from the dough.

ADAPTATIONS/EXTENSIONS:

Literacy: Read the book *Bread Comes to Life* by George Levenson. Talk with children about the steps in bread-making. Compare the pictures in the book with the steps you completed to make your loaf of bread.

Recipe Adaptation: Ask a parent to share a favorite bread recipe. Consider using a bread machine to bake the bread.

Sensory/Dramatic Play: Give children real bread dough, and allow them to roll it out, knead it, and pretend to bake it.

BAKING BREAD RECIPE

INGREDIENTS

- 3 ½ cups bread flour
- 1 ½ cups water (preferably lukewarm)
- ¼ cup honey
- ¼ cup oil
- 2 teaspoons salt
- 1 packet active dry yeast

INSTRUCTIONS

- ★ Stir together 3 cups of the flour, the water, the honey, the oil, the salt, and the yeast.
- ★ Mix until the ingredients form a lump of dough.
- ★ Use some of the remaining flour to lightly flour your work area. Turn out the dough onto the floured surface, and let it rest for 10 minutes.
- ★ Dust your hands with flour. Knead the dough by pushing it away from you, turning it a quarter turn, and folding it in half toward you. Repeat the kneading about 100 times.
- ★ Shape the dough into a ball, and place it in a well-oiled bowl. Cover the dough with a dish towel or plastic wrap, and let it rise until it doubles in size (about an hour).
- ★ Punch down the dough, and knead it about 50 more times. Shape the dough into a loaf and put it in an oiled bread pan. Cover it with a dish towel and allow it to rise again until the dough is about half an inch above the rim of the pan.
- ★ Bake the bread at 350 degrees for 30 to 45 minutes.

This bread recipe is adapted from a recipe included in the book *Bread Comes to Life* by George Levenson.

SEE CHILDREN'S RECIPE, NEXT PAGE

BAKING BREAD, KIDS RECIPE

INGREDIENTS



3 1/2 CUPS FLOUR



1/4 CUP HONEY



2 TSP. SALT



1 1/2 CUPS WATER



1/4 CUP OIL



1 PACKET
ACTIVE YEAST

INSTRUCTIONS

MIX INGREDIENTS



PUT FLOUR,
THEN DOUGH ON
YOUR TABLE



KNEAD DOUGH
100 TIMES



SHAPE INTO A
BALL AND PUT IN
A BOWL



LET DOUGH
RISE



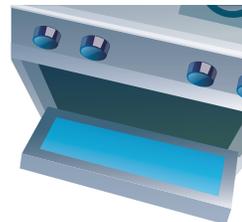
PUNCH DOUGH
DOWN AND KNEAD
AGAIN



SHAPE INTO A
LOAF AND PUT
IN A PAN



LET DOUGH RISE
AGAIN



BAKE AT 350°
FOR 30 TO 45
MINUTES



SERVE
AND ENJOY!



THE SNACK SHACK

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods

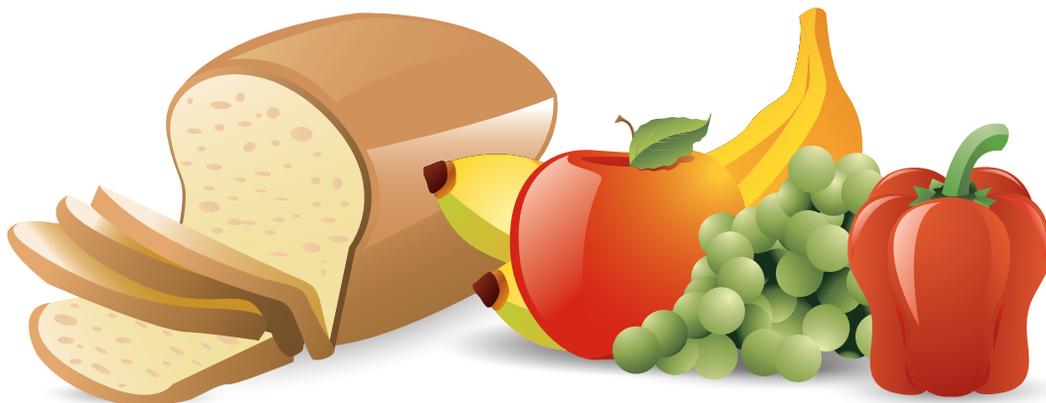


**OBJECTIVES, MATERIALS,
PROCEDURE and ADAPTATIONS/EXTENSIONS:**

For full instructions, please refer to page 15.

EXAMPLES OF FOOD MODELS THAT COULD BE INCLUDED IN THE SNACK SHACK

- Apples
- Oranges
- Bananas
- Pears
- Peaches
- Grapes
- Strawberries
- Milk
- Juice
- Carrot Sticks
- Celery Sticks
- Red or Green Pepper Strips
- Broccoli
- Baked Chicken
- Sliced Ham
- Sliced Turkey
- Trail Mix
- Dried Fruit
- Cheese Cubes
- Whole Wheat Crackers
- Whole Wheat Bread
- Peanut Butter



Day 4: Grains

For more activities, visit eathealthybeactive.net



GRAIN SCAVENGER HUNT

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name foods made from grains.
- › Children will practice gross motor skills by moving around the playground.
- › Children will learn that grains give us energy.

MATERIALS:

- › Models or pictures of grain foods
- › Models or pictures of foods that could be paired with grains (e.g. peanut butter, chicken, milk, tomato sauce)
- › Healthy Bear



PROCEDURE:

1. Set-up: Place food models in different places around the playground.
2. Have Healthy Bear introduce the scavenger hunt by reminding children that there are many types of grains. Encourage children to name foods made from grains. Talk about foods that often go with grains (e.g. macaroni and cheese, cereal and milk, spaghetti and meatballs, tortillas and beans). Suggested phrases:
 - a. *Grains give us energy. Today we are going on a scavenger hunt to look for some grains and other foods to eat with the grains.*
 - b. *Have you ever eaten chicken and rice casserole? Rice is in the grain group. Broccoli is a vegetable, and chicken is in the protein group.*
3. Send children to find a grain and bring it back. When they return, help them name the grain, and then send them to find a food to go with it. If a child brings back a food other than a grain, name the group and encourage them to find a grain to pair with it. Help them think of examples. Suggested phrases:
 - a. *You found rice. Rice is a grain.*
 - b. *What foods would go well rice? Why don't you go find chicken or cheese or broccoli to put with your rice?*

ADAPTATIONS/EXTENSIONS:

Math/Literacy: Give children cards with grains, and cards with names and pictures of foods that could be eaten with grains. Encourage children to match the cards, and identify the first letters of the words.

Day 4: Grains

For more activities, visit eathealthybeactive.net

Eat Healthy Be Active

DAY 5

VEGETABLES



EAT HEALTHY, BE ACTIVE: DAY 5 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "EAT YOUR VEGGIES"

Have Healthy Bear help children identify, discuss, and classify all types of vegetables.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies Song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: FAVORITE VEGETABLES MURAL

Encourage children to create a mural using pictures of vegetables.



Math: LET'S TASTE SOME VEGGIES!

Provide children with an assortment of vegetables to taste.



Science: SINK OR FLOAT

Allow children to explore which vegetables will sink and which will float when placed in water.



Dramatic Play: THE SNACK SHACK

Set up a dramatic play area where children can act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



Outdoor Activity: VEGGIE HUNT

Encourage children to find hidden vegetables on the playground, using a list.



Literature and Story Stretching Activities: *THE VEGETABLES WE EAT* BY GAIL GIBBONS

Help children learn about different kinds of vegetables as you read this book aloud.



HEALTHY BEAR SAYS, "EAT YOUR VEGGIES"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name vegetables and discuss their characteristics.
- › Children will classify vegetables according to color.

MATERIALS:

- › A variety of real or plastic vegetables with at least two of each color (red, orange, green, etc.)
- › List of vegetables used, sorted by color
- › Large bag or container
- › Healthy Bear puppet
- › MyPlate poster



PROCEDURE:

1. Place all vegetables in the bag. Explain that Healthy Bear is back to talk about vegetables. Point out the vegetable group on MyPlate. Talk about the beginning sound "V." Suggested phrases:
 - a. *What vegetables do you like to eat?*
 - b. *Vegetables are in the green part of MyPlate.*
 - c. *What sound does the word "vegetable" start with? What letter?*
2. Allow each child to choose a vegetable from the bag. Have children name their vegetable and describe its color. Suggested phrases:
 - a. *Healthy Bear eats vegetables that are many different colors. What color is your cauliflower?*
3. Once each child has a vegetable, ask children to find a buddy with the same color vegetable.
4. Put all of the vegetables back in the bag, and have each child choose again. Repeat the activity with the new vegetables.

ADAPTATIONS/EXTENSIONS:

Math: Have children count the vegetables of each color.

Science: Allow the children to explore real vegetables by cutting them in half to see what they look like inside. Encourage children to describe colors, textures, shapes, smells, seeds, etc.



GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES, MATERIALS,
PROCEDURE and ADAPTATIONS/EXTENSIONS:

➤ For full instructions, please refer to page 8.

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, Oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, pasta
Cereal and toast
These are healthy whole grains
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, yogurt
Drink your milk and know
These are healthy dairy foods
That make my body grow*

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*



Day 5: Vegetables

For more activities, visit eathealthybeactive.net



FAVORITE VEGETABLES MURAL

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify vegetables that they like.
- › Children will practice fine motor skills by writing and gluing.

MATERIALS:

- › Crayons, markers or colored pencils
- › Glue sticks
- › Butcher paper
- › Pictures of vegetables from magazines, newspapers, seed catalogs and/or websites
- › Age-appropriate scissors
- › Paper



PROCEDURE:

1. Set-up: Find pictures of different vegetables. Place a sheet of butcher paper on the floor or on a table.
2. Have children draw or cut out pictures of vegetables from magazine pages and glue them to the butcher paper to create a mural. Suggested phrases:
 - a. *Do you know what a mural is? It's a big picture.*
 - b. *We are going to hang our mural on the wall so we can see everyone's favorite vegetables.*
3. If developmentally appropriate, help children write the names of the vegetables on the mural near their pictures. If children need help, write the name of the vegetables say the letters as you write them. Suggested phrases:
 - a. *When you finish drawing your vegetable, let's write the name of it on the mural.*
 - b. *You drew a pepper, what letter does pepper start with? Let's write it on the mural.*
4. Hang the vegetable mural in the classroom at the children's eye level so they can talk about the vegetables they like to eat.

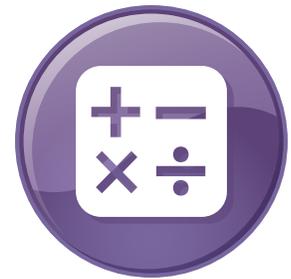
ADAPTATIONS/EXTENSIONS:

Dramatic Play/Sensory: Allow children to wash real or plastic vegetables with water and brushes.

Math: Make pairs of cards with the same vegetable picture. Turn the cards face down. Encourage children to turn over two cards at a time to find matches.

Day 5: Vegetables

For more activities, visit eathealthybeactive.net



LET'S TASTE SOME VEGGIES!

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify and describe different vegetables.
- › Children will use their senses to explore and taste vegetables.

MATERIALS:

- › Variety of vegetables
- › Photos of those vegetables (optional)
- › Cut-up pieces of vegetables shown in the photos
- › Low-fat salad dressing (optional)
- › Bowls and spoons
- › Sharp knife (for adult use)
- › Small plates



PROCEDURE:

1. Set-up: Wash all vegetables and cut the ones children will taste into bite-sized pieces. If possible, include a few unusual vegetables (such as an eggplant, cauliflower or radishes) as well as more common ones. Before serving vegetables, be sure that children are not allergic to any of the vegetables being served. Leave one of each vegetable whole for children to examine.
2. Show children the whole vegetables, and help the children identify them. Discuss the colors, shapes, sizes, smells, and tastes of the vegetables. Encourage children to talk about times when they have eaten these vegetables. If you have photos, compare them to the actual vegetables. Suggested phrases:
 - a. *What does this look like? It's broccoli. Have you ever tasted broccoli? Broccoli is hard and crunchy when it is raw.*
 - b. *What color is this broccoli? It's green.*
 - c. *Broccoli and other vegetables have nutrients that help keep our bodies healthy.*
3. Have children wash their hands well. Give each child who wants to try the vegetables a plate. Allow them to place a spoonful of low-fat dressing on their plates to use as a dip (optional).

Day 5: Vegetables

For more activities, visit eathealthybeactive.net

4. Allow children to place a few vegetables on their plates. As children choose their vegetables, talk about what the vegetables look and smell like, and encourage them to predict what the vegetables will taste like. Ask whether the vegetables taste different when they are dipped in the dressing.
5. Allow children to choose whether they want to try any vegetables and which vegetables to try. Be sure not to push children to try vegetables if they don't want to, and not to reward children who do try them.

ADAPTATIONS/EXTENSIONS:

Cooking: Have children help prepare and serve a salad. Allow children to help wash and cut up vegetables, toss them together, and serve the salad. Provide a low-fat dressing for children who want to try it.

Math: Provide plastic models of vegetables for children to sort or match to pictures.



Day 5: Vegetables

For more activities, visit eathealthybeactive.net



SINK OR FLOAT

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify different vegetables.
- › Children will make and test predictions about which foods will sink or float.

MATERIALS:

- › Clear container (at least 8 inches deep)
- › Water
- › Various real vegetables (see chart for suggestions)
- › Large paper or poster board with line down the middle and words "Sink" and "Float" at top of each column



PROCEDURE:

1. Display vegetables on a table beside the container of water. Explain that the children will explore which vegetables will sink and which will float in water. Suggested phrases:
 - a. Does anyone know what float means? Can you think of something that floats in water?
 - b. What does sink mean? Have you seen things sink in water?
2. Invite the children to predict whether each vegetable will sink or float before placing it in the water. Suggested phrases:
 - a. What food is this? Yes, it is a green bell pepper, and it's a vegetable that is a healthy food.
 - b. Do you think the green bell pepper will sink or float?
3. Encourage children to place items in the water. After observing whether the item sinks or floats, have children place the item on the corresponding section of the poster board. Repeat these steps for each of the food items. Suggested phrases:
 - a. What happened?
 - b. Is it sinking or floating?
4. After children have tested all of the vegetables, help them understand why some float and why some sink, ask the children follow-up questions. Clarify as needed. Suggested phrases:
 - a. How many items floated? How many sank?

Day 5: Vegetables

For more activities, visit eathealthybeactive.net

b. Everything is made up of tiny parts called molecules. When vegetables have molecules that are very close together, they are denser than water and they sink. When fruits and vegetables have molecules that are farther apart, they float because they are less dense than water.

5. (Optional) Repeat the activity with fruits (see chart).

ADAPTATIONS/EXTENSIONS:

Nutrition: Allow children time to explore the foods after being taken out of the water. With supervision, children can peel, cut, examine and taste the foods to better understand them.

DOES IT SINK OR FLOAT?

As you are planning this activity, be sure to include fruits and vegetables that both sink and float. This chart will help you choose some common ones. Feel free to add others.

SINK	FLOAT
CELERY SLICE	WHOLE BELL PEPPER
CARROT	WHOLE RED ONION
CORN KERNEL	ZUCCHINI
ENGLISH PEA	CORN ON COB
GREEN BEAN	BROCCOLI FLORET
LIMA BEAN	MUSHROOM
BELL PEPPER SLICE	OKRA
POTATO	CUCUMBER
TOMATO	LETTUCE
GRAPE	ORANGE
KIWI	CHERRY
	STRAWBERRY
	BANANA
	LIME
	MANGO
	PEAR
	APPLE
	LEMON



THE SNACK SHACK

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods

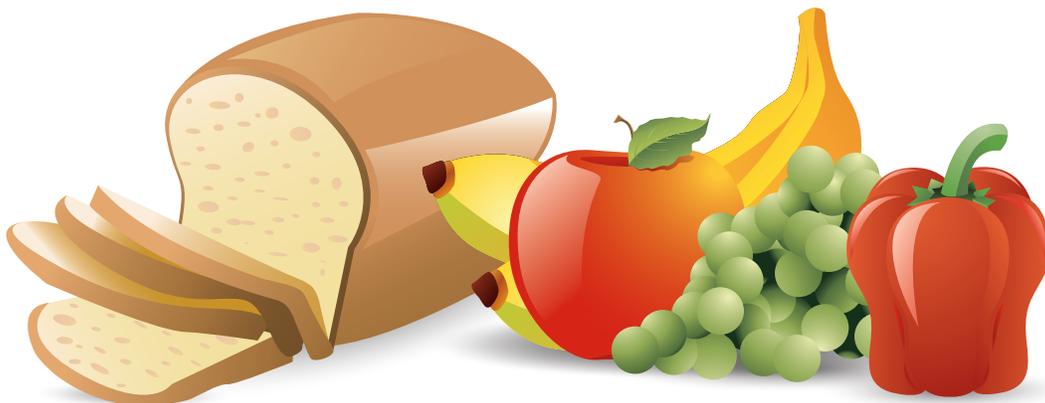


OBJECTIVES, MATERIALS, PROCEDURE and ADAPTATIONS/EXTENSIONS:

For full instructions, please refer to page 15.

EXAMPLES OF FOOD MODELS THAT COULD BE INCLUDED IN THE SNACK SHACK

- Apples
- Oranges
- Bananas
- Pears
- Peaches
- Grapes
- Strawberries
- Milk
- Juice
- Carrot Sticks
- Celery Sticks
- Red or Green Pepper Strips
- Broccoli
- Baked Chicken
- Sliced Ham
- Sliced Turkey
- Trail Mix
- Dried Fruit
- Cheese Cubes
- Whole Wheat Crackers
- Whole Wheat Bread
- Peanut Butter



Day 5: Vegetables

For more activities, visit eathealthybeactive.net



VEGGIE HUNT

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name and describe different vegetables.
- › Children will demonstrate memory by remembering and searching for the vegetables on the list.

MATERIALS:

- › Variety of vegetables (enough for every child to find at least 1 or 2; multiples of the same vegetable are fine)
- › Picture list of hidden vegetables with photos and names
- › Bags (optional)



PROCEDURE:

1. Set-up: hide the vegetables around the outdoor space. Choose a variety of hiding places, some harder and some easier, depending on children's searching skills. Create a picture list of the veggies.
2. Begin by talking about the vegetable group and having children name vegetables. Suggested phrases:
 - a. *Which food group is squash in? It is in the vegetable group.*
 - b. *What other foods are in the vegetable group? Do you have a favorite vegetable on this list?*
3. Introduce the Veggie Hunt and show the children the area where they can look for vegetables. Hold up the list and encourage them to work together to find all of the vegetables on the list. Suggested phrases:
 - a. *Your job in this game is to hunt for the vegetables on the list. They are all hidden on the ground.*
 - b. *Remember, you are looking for the vegetables on the list. If you forget, come back and check the list.*

Day 5: Vegetables

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4. Give each child a bag and tell them to find the vegetables. Consider setting a limit on the number of vegetables each child may find. Encourage children to match their vegetable with the picture of one on the list. Check off vegetables that are found.
5. Have children hide the vegetables again and repeat the activity.

ADAPTATIONS/EXTENSIONS:

Family Involvement: Encourage children and families to look around the kitchen and identify vegetables (canned, frozen, or fresh).



Day 5: Vegetables

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