LESSON PLAN

UNIT: NUTRITION


Age-Appropriate: Preschoolers and school-age children will be able to identify these foods.

Theme: Grains

Objectives: Children will understand how breads and grains fit into the MyPyramid Food Guidance System and how they help them grow and have energy. They will be able to identify foods that fit into this category.

Materials: Examples of fresh bread, bagels, rice, cereals, pasta, and other grains or a poster of the MyPyramid; magazine pictures of grains including numerous breads and grains; an empty poster board, and glue or paste

Lesson: Read the book Bread, Bread, Bread. Have children name all the different kinds of breads they can think of. Talk about how bread helps children grow and have energy. Show children examples of other foods that fit into the breads and grains categories. Have them select and cut out pictures of this category from magazine pictures of foods. Have all children use glue sticks to glue their pictures of these foods on a large poster board, creating a collage of breads and grains.

Follow-Up: Snack and lunch items will feature bread and cereal group foods such as cereal, spaghetti, tortillas, pancakes, and rice cakes. Read the book On Top of Spaghetti, Pancakes for Breakfast, or Strega Nona. If children bring their lunches, have all children participate in identifying the bread or grain food group items.
LESSON PLAN 2
Unit: NUTRITION

Suggested Themes: Junk Foods, Television Ads Influence Food Choices. Learning to Feed Ourselves (for toddlers), and Exercise Our Bodies

Theme: Exercise Our Bodies

Age-Appropriate: Preschoolers will enjoy using their energy for this lesson.

Objectives: Children will understand how exercise makes their bodies strong and healthy.

Materials: A flannelboard and flannel cutouts; an exercise video; balls, trikes, and a whistle

Lesson: Explain the importance of exercise to children. Have them give examples of what they think is exercise, clarifying as you go. Tell a flannelboard story about a little boy who didn’t exercise and how it made him unhealthy and how he felt better after he started exercising. Put on an exercise video and have everyone participate. Take a walk, and walk at different speeds from slow to fast. Read the book Willie Takes a Hike.

Follow-Up: Plan some organized exercises for the rest of the week. Include foot races and trike races. Play Red Light, Green Light and Simon Says. Use exercise video for kids again. Read books like Too Much Junk Food, Too Much T.V., and I Went Walking, and discuss how these might affect children and their exercise effort and time.
LESSON PLAN
Chapter 9

LESSON PLAN 3
Unit: NUTRITION

Suggested Themes: Breakfast Starts My Day, Lunch Helps Me Grow, Snacks are Important, and Good Fast Food Selections

Theme: Lunch Helps Me Grow

Age-Appropriate: Preschoolers and school-age children are most likely to be receptive to this information.

Objectives: Children will learn how to make good selections for lunch box meals.

Materials: Labels from typical convenience foods such as Lunchables and snack items often packed in lunches; lunch snacks, breads, condiments, meats, cheese, peanut butter and jelly, chips, veggies, juices, sodas, junk food selections; magazine pictures of foods; paper, scissors, and glue or paste

Lesson: Show children labels from typical lunch and snack foods. Help them learn how to look at the labels to see what is healthy and what is not. Talk about good selections for a lunch box. Read Lunch Boxes. Have children discuss how many different items from different cultures are healthy lunch selections. Have children practice good selections by choosing lunch items from magazine pictures and pasting them on paper. Have children select their own lunch items and make their own lunches. Talk about their selections, and help them make better choices, if necessary.

Follow-Up: Send home a handout of good lunch box selections and those foods you do not want to see in the early childhood education environment (such as candy and soda). Read What’s on My Plate?, Lunch, and Gregory, the Terrible Eater. During lunch time for the rest of the week, read labels from children’s lunch box selections. Have children discuss their food choices.
Lesson Plan

Unit: Nutrition

Suggested Themes: Healthy Foods, Food Groups, Cooking Healthy Food, Making Good Choices with Food

Theme: Food Groups from MyPyramid

Appropriate: Preschool and kindergarten children will be able to group the foods.

Objectives: Children will learn about each food group and good healthy choices with each food group.

Materials: Flannelboard with pictures of each of the food groups found on MyPyramid Food Guidance System and plastic food from each food group for the children to sort; magazines and scissors to make a collage of each food group; sliced apples and crackers and milk for a healthy snack

Lesson: Flannelboard will display the five food groups to be used as a discussion topic. Each food group and what foods are healthy will be talked about, and the children will give examples as to what they think is healthy. Children can cut pictures of foods from different magazines to make a collage, sorting by groups. At snack time, the children can have the healthy snack listed in the materials above. During the snack, the teacher can talk about the snack and the MyPyramid Food Guidance System.

Follow-Up: Provide books and magazines that talk about the different food groups such as Good Enough to Eat: A Kids Guide to Food and Nutrition, Eat Healthy, Feel Great, Alphabite! A Funny Feast from A to Z, and The Very Hungry Caterpillar. A letter will be sent to the parents explaining the theme and asking them to donate magazines or books about nutrition. If there is a computer in the environment, find the MyPyramid site and show children the interactive site by groups. This is more likely to be a one-on-one or one-on-two activity. Parents will be sent home handouts and a newsletter with good nutrition information including the URL for the MyPyramid website.
LESSON PLAN
Unit: NUTRITION

Suggested Themes: Taking Care of Our Teeth, What Food Labels Mean, How Our Bodies Grow, Why We Drink Water, What Vegetables Do

Age-Appropriate: Preschool children will be able to brush their teeth.

Theme: Taking Care of Our Teeth

Objectives: Children will understand what teeth are important for, how to take care of them, what happens at the dentist’s office.

Materials: Toothbrushes (one for each child); the song “Brush Your Teeth” by Raffi, to play and sing along with; small mirrors; magazine pictures of foods that are good and bad for teeth; scissors, glue sticks, and paper; a small chicken bone; a clear cup large enough to completely hold the bone and a can of a cola soft drink.

Lesson: Talk about teeth and how important it is to keep them healthy. Place the chicken bone in the cup, and cover it completely with the soft drink. Allow to sit for a few days. Observe changes and discuss the changes to the bone due to the sugars in the soda and the discoloration and how this would be similar for teeth. Explain proper ways and how often to brush teeth. Do activity with children sitting in a circle, brushing teeth with water. Pass mirrors around the circle so the children can look inside their mouth while brushing. Sing song, and read one of the books. Have a discussion about foods that are good for your teeth and the ones that are not. For art, let children cut out magazine pictures of good foods for teeth, and paste them on paper.

Follow-Up: During the rest of the week, have children brush teeth after lunch. Make “Fruit Faces” by having the children spread cream cheese or peanut butter on toast or a rice cake, then add precut fruit shapes to make faces; pineapple, orange, strawberry, grapes. You could also use vegetables such as carrots and celery. Talk about how fruits and vegetables help our teeth stay strong. Talk about how sugars don’t help our teeth, and look at the discoloration on the bone and discuss it. Send home an information sheet about teeth and what was discussed in class. Sing the song several times during the week, and read Going to the Dentist, The Crocodile and the Dentist, Your Teeth, Critter Goes to the Dentist, and How Many Teeth? Have some dentist props such as a white coat, small mirror, masks for mouth, and napkins for patient’s chest. Put them in the dramatic play area, and let the children be creative. Place dolls and tooth brushes in dramatic play area, also to reinforce lesson.
LESSON PLAN

Unit: NUTRITION

Suggested Themes: Strong Bones and Teeth, Dairy Products, Where Do Foods Come From, Vitamins and Minerals

Theme: Dairy Products

Age-Appropriate: Children ages 3 to 5 years and older can identify dairy foods, and older children can understand the process more.

Objectives: The objective for this is for children to learn what dairy products are and what they do for their bodies. They will be able to identify those products that fit into this category.

Materials: Books that have to do with dairy products and where they come from; “pretend” plastic foods that represent dairy products, placed in the house area so children can interact with and familiarize themselves with them; pictures of cows, dairies, and foods that come from them; paper, scissors, and glue

Lesson: Take a field trip to a dairy or a supermarket. Watching a video about cows and dairies might supplement or substitute for this if field trips are unlikely. Read Milk: From Cow to Carton. The process of getting milk from a cow should be discussed so children have an understanding of how it occurs. The snack would come from the dairy group. Children could draw pictures of their favorite dairy food or cut out a picture of a cow and surround it with products that come from it.

Follow-Up: Play a reminder game about dairy products with plastic foods from dramatic play area and ask, “What is your favorite dairy product?” Read Milk to Ice Cream, A Big Cheese for the White House: The True Tale of Tremendous Cheddar, Milk Makers, and Two Cool Cows. Feature dairy products in meals and snacks and discuss them each time they appear. One day, make pudding from scratch and have them watch milk turn into pudding. Making butter or ice cream would work too. Talk about how dairy products help build strong bones and teeth. Put down a piece of butcher paper, have child lie down, and draw an outline of the child. Have the child draw the bones where he thinks they go.
What can you buy?
- Milk 1/2 and 1/2
- Ice cream cone
- Milkshakes
- Macaroni and cheese
- Casseroles

How does it get to you?
- Cow
- Farmers
- Bottling at dairy
- Drivers
- Supermarket
- Convenience store
- Other stores

How can you eat it?
- Buttermilk
- Cream
- Yogurt
- Sour Cream
- Ice cream
- Sandwiches
- Casseroles
- Macaroni and cheese
- Milkshakes
- Ice cream cone
- Pudding
- Ice cream sundae

Other ways you can think of
- Supermarket
- Delivery truck
- Bottling plant not on farm
- Other ways you can think of

Topical Map for Dairy Products
Children’s Books on Nutrition Subjects


