Teaching Families with Low Literacy Skills About Nutrition and Exercise Using Children’s Literature
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www.choosemyplate.gov
www.nutritiondata.com
www.prevention.com
www.funwithfood.com


**Disclaimer:**
This publication contains the opinions and ideas of its authors. It is intended to provide helpful and informative material to help integrate health and literacy education in family literacy programs. It is provided with the understanding that the authors are not medical providers.
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Introduction

Overview
Literacy, Food & Fitness (LFF) is a nutrition and literacy program for young children and their parents and caregivers. It uses a traditional story time format to introduce nutrition and exercise concepts. Hands-on nutrition and physical activities reinforce healthy choices.

Goal
Young children and their parents and caregivers will learn about healthy eating and physical activity habits that will last a lifetime through story time activities.

Objectives
Children and their parents and caregivers will:
- Know they should eat more of some foods and less of others.
- Know how to choose the healthiest foods from each food group.
- Know they need physical activity every day.
Lesson Topics:
Lessons include specific nutrition objectives relative to the lesson theme and promote a key nutrition and fitness message:

- Lesson 1: **Know MyPlate** - Eat a Rainbow Every Day
- Lesson 2: **Groovy Grains** - Whole is More Wholesome
- Lesson 3: **Vital Vegetables** - Vary Your Veggies
- Lesson 4: **Fantastic Fruit** - Fruit for Fiber
- Lesson 5: **Calcium Rich Foods** - Build Strong Bones and Teeth
- Lesson 6: **Protein Power** - Keep Your Protein Lean
- Lesson 7: **Fitness is Fun** - Exercise Every Day

Each Lesson Includes:

- **Lesson Preview:** Summary, Objectives, Lesson Message.
- **Background Information for Instructor:** Topic information for instructor’s benefit - can be shared informally with group participants.
- **Reading Activity:** Storybook reading with featured books - one for preschool-kindergarten and another for grades 1-3. Sample questions and nutrition “Tip To Teach” included.
- **Music, Poetry and Finger Play Activity:** Reinforces lesson theme.
- **Physical Activity:** Group exercise to get the heart pumping. Exercise “Tip To Teach” included.
- **Exploratory Activity:** Step-by-step instructions and supply list to reinforce lesson message.
- **Craft Activity:** Step-by-step instructions and supply list related to lesson topic.
- **Coloring Activity:** Easy to use reproducible coloring page.
- **Snack Activity:** Recipe that features foods from each lesson.
- **Knowledge Quiz:** Reinforces lesson content.
- **Parent Handout:** Reproducible information sheet for parents to take home.
LFF recommends two featured books for each story time reading activity; one for preschool - kindergarten and the other for first—third grades. Both books complement the lesson objectives. Whenever possible, at least one book in the lesson is available in Spanish.

All of the books used in this curriculum can be purchased at local bookstores and web vendors or borrowed from your local library. Schools may also have some of the books, as many are on the California Recommended Reading List for elementary students.

LFF has included a set of reproducible food model pictures in the Appendix. Food pictures from newspaper food ads, magazines, seed catalogs, coloring books, or clipart programs can also be used. Real food or plastic food models can also be used to support the lessons.

MyPlate resources and colorful downloadable materials can be obtained from the USDA web pages, www.MyPlate.gov.

*Family Health and Literacy—A Guide to Easy-to-Read Health Education Materials and Web Sites for Families* by Julie McKinney and Sabrina Kurtz-Rossi is a terrific resource to integrate health and literacy education in family literacy programs.

LFF is a nutrition and literacy program developed for preschool children through third grade and their caregivers. They learn food and nutrition concepts by having high quality storybooks with food-related themes read to them, followed by hands-on nutrition activities. The nutrition activities draw on information from the *Dietary Guidelines for Americans 2005* and *Reading Across MyPlate* by the University of California Cooperative Extension.

Providing families with knowledge to make healthy choices is one of the best ways to help them develop a lifetime habit of healthy eating and exercise. Through the books and activities, children and their parents will learn four important concepts of a healthy diet:

- **Variety** — Eat an array of foods from all five food groups and subgroups.

- **Proportionality** — Eat more of some foods (fruits, vegetables, whole grains, and fat-free and low-fat milk products) and less of others (foods high in saturated fats or trans fats, cholesterol, added sugars and salt).

- **Moderation** — Choose forms of foods that limit intake of saturated fats and trans fats, added sugars, cholesterol and salt.

- **Activity** — Be physically active every day.
# Lesson 1

## Know MyPlate

### Lesson 1: Know MyPlate

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Lesson 1: Know MyPlate

Lesson Preview

Summary
Parents and children will be introduced to the concept of choosing healthy foods by reading the featured book. They will explore MyPlate and learn that it is one guide to a healthier lifestyle. Participants will learn the importance of eating from all five food groups and exercising every day. They will apply what they learn to learning activities.

Objectives
Children and Parents will:
- Know they should eat a variety of foods every day from all five food groups.
- Know they should eat more of some foods and less of others.
- Know they should be physically active every day.

Lesson Message
Eat a Rainbow Every Day!
Lesson 1: Know MyPlate

Background Information

- This information is for the instructor’s benefit - may be shared informally with group participants.

Recent scientific consensus links poor eating habits with a variety of chronic diseases, such as heart disease, cancer, hypertension, diabetes and obesity. Early experiences with food are very important in forming lifelong attitudes and eating habits that can be a factor in minimizing these diseases.

According to a 2002 study, An Epidemic: Overweight and Unfit Children in California Assembly Districts, produced by the California Center for Public Health Advocacy:

- 26.5% of the state’s students are overweight.
- 39.6% of the state’s students are considered unfit.
- 35% do not eat any fruit on a daily basis.
- 20% do not eat any vegetables on a daily basis.
- Urban Los Angeles County and the rural Central Valley have the highest overweight rates.
- African-American and Latino youth face higher rates of overweight and poor fitness than White and Asian youth.

The U.S. Department of Agriculture (USDA) changed the food MyPlate in 2015. They also released a special version, MyPlate for kids. MyPlate is a way to help children learn to eat healthy. It is a rainbow colored plate representing the five food groups.
Lesson 1: Know MyPlate

Background Information

Here's what the MyPlate colors stand for:
- orange - grains
- green - vegetables
- red - fruits
- blue - milk and dairy products
- purple - meat, beans, fish, and nuts

Here are some of the other messages from MyPlate:

Eat a variety of foods. A balanced diet is one that includes all the food groups. In other words, eat a rainbow. Have foods from every color, every day.

Eat less of some foods and more of others. The sections for protein (purple) fruits (red) and dairy (blue) are smaller than the vegetables (green and grains (orange). That's because the recommendation is to eat more vegetables and whole grains.

Make it personal. Through USDA's www.MyPlate.gov, adults and children can get personalized recommendations about exercise and the mix of foods they need to eat and how much they should be eating.
Lesson 1: Know MyPlate
Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

Tip To Teach
Eat more fruits and vegetables every day for good health. Be sure to cut grapes in half to prevent young children from choking.

For Preschool and Kindergarten:

Sample questions to engage children and introduce lesson topic:
1. Ask the children if they recognize the kids on the cover. (Charlie & Lola are on TV).
2. Ask if anyone ever tries to get them to eat food they don’t like.
3. When the book is finished ask, “Did Lola know that Charlie was trying to trick her into eating healthy food?”

For Grades 1-3:
An Omelet for Evan
by Sheri Wall
(ISBN 10: 154693148)

Sample questions to engage children and introduce lesson topic:
1. What is an omelet?
2. Did you ever eat an omelet?
3. What vegetables would you put in an omelet?
Lesson 1: Know MyPlate

Music, Poetry and Finger Play Activity

Reach for the Sky

Give a hoot (hoot hoot hoot) if you like fruit!

Stomp your feet (stomp, stomp, stomp) and eat veggies!

Sing a tune (ooh ooh ooh) for protein foods!

Fly like a plane (vrooooom!) with some grains!

Now add dairy, you’ve got all five!

So come on everybody, reach for the sky!

The five food groups are what we need

Fruits, veggies, protein foods, grains, dairy

The five food groups are as cool as can be

So eat five food groups and sing with me!
Lesson 1: Know MyPlate

Music, Poetry and Finger Play Activity

MyPlate Soup (music)
Sing to: “Farmer in the Dell”

Directions: Have the children stand in a circle and pretend to stir.

The soup is boiling up
The soup is boiling up
Stir slow-around we go
The soup is boiling up

First we add the broth
First we add the broth
Stir slow-around we go
The soup is boiling up

Now we add some carrots
Now we add some carrots
Stir slow-around we go
The soup is boiling up

Now we add some tomatoes
Now we add some tomatoes
Stir slow-around we go
The soup is boiling up

Now we add some barley
Now we add some barley
Stir slow-around we go
The soup is boiling up

And then we eat it up!
Lesson 1: Know MyPlate

Physical Activity

The MyPlate Pokey Song and Dance
Tune: “Hokey-Pokey” Directions: Stand in a circle and move to the actions.

You put the grains up,
You put the grains down,
You put the grains in,
And you mix them all around.
You do the MyPlate pokey and you turn yourself around. And that’s what it’s all about.
You put the vegetables up,
You put the vegetables down,
You put the vegetables in,
And you mix them all around.
You do the MyPlate pokey and you turn yourself around. And that’s what it’s all about.
You put the fruit up,
You put the fruit down,
You put the fruit in,
And you mix them all around.
You do the MyPlate pokey and you turn yourself around. And that’s what it’s all about.
You put the meat and beans up,
You put the meat and beans down,
You put the meat and beans in,
And you mix them all around.
You do the MyPlate pokey and you turn yourself around. And that’s what it’s all about.
You put the milk up,
You put the milk down,
You put the milk in,
And you mix them all around.
You do the MyPlate pokey and you turn yourself around. And that’s what it’s all about.

Tip To Teach
Get active! Exercise 1 hour a day. You don’t have to do it all at once. You can do some in the morning, some in the afternoon, and some in the evening.
Lesson 1: Know MyPlate

Exploratory Activity

Meet MyPlate

Supplies:
- MyPlate poster or handout, (available from www.MyPlate.gov, or in Appendix)

Directions:
- Show parents and children the MyPlate poster or handout. Ask them to be detectives and see how much they can find out about MyPlate. Try asking these questions to help with the investigation:
  - What shape is the MyPlate?
  - What things do you see on the MyPlate?
  - Together, name each section out loud and tell them that it’s important to eat foods from each section every day.
  - Name favorite foods from each section.
- Our investigation gave us a lot of information. How can we use the information from MyPlate? Answer: “Help us eat foods from each food group every day”.

Food Group Sorting

Supplies:
- food group labels
- tape (optional)
- paper bag (to put the food models in)
- food models (available from www.funwithfood.com, or in Appendix)

Directions:
- Put the food models or pictures in the paper bag.
- Read each food group label and place on a board or the floor.
- Ask parents and children to pick a food from the bag and place it in the correct group.
- Review what was learned throughout the activity—emphasizing the importance of eating foods from each food group every day.
Lesson 1: Know MyPlate

Craft Activity

Food Group Mobile

Supplies:
- hangers
- yarn
- scissors
- crayons
- hole punches
- food templates (see next page) copied on card stock or magazine pictures glued to card stock

Directions:
1. Have children color foods (or choose pictures from a magazine), then cut them out, and punch holes in the top of each.
2. Prepare various lengths of yarn.
3. Have parents and children tie one end of yarn to the paper cut-out and the other to the hanger.
Lesson 1: Know MyPlate

Craft Activity

[Images of food items: cheese, fish, carrot, apple, corn]
Lesson 1: Know MyPlate

Coloring Activity

Choose MyPlate.gov
MyPlate Parfait

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Serves 2

**Ingredients:**
- 1 small container of low-fat or non-fat vanilla yogurt
- 1/4 cup blueberries
- 1/4 cup sliced strawberries
- 1/4 cup sliced bananas
- 1/2 cup chopped walnuts or almonds

**Directions:**
1. Put a layer of yogurt on the bottom of a cup, then add fruit and nuts.
2. Keep layering yogurt with fruit and nuts until all the ingredients are finished.
3. Serve right away or freeze for 2 hours for a frozen treat.

It is important that you use yogurt labeled "contains live cultures." This makes it easier to digest than milk. It also fights illness and diarrhea.
Lesson 1: Know MyPlate

Quiz

Circle the correct answer:

1. How often should you eat foods from all five food groups?
   - Every month
   - Every week
   - Every day

2. Before today, did you know about eating from all five food groups?
   - No
   - Yes

3. Which food should you eat more of?
   - Pizza
   - Meat
   - Fruit and vegetables

4. Before today, did you know which foods you should eat more of?
   - No
   - Yes
Lesson 1: Know MyPlate

Parent Handout

Eat a Rainbow Every Day!

Children need to eat foods from all the food groups to grow and stay healthy. Give them healthy food when they are the most hungry. After daycare or school, children can be very hungry!

Healthy Snacks:
- cut-up vegetables or fruit
- low-fat yogurt
- low-fat cheese
- dried fruit
- 1% milk
- applesauce
- 100% whole grain breads, cereal and crackers

Kids like to make their own snack. Try:
- Fresh fruits or dried fruits on top of yogurt!
- Unsweetened applesauce and apple butter on whole wheat toast or bagels.
- Granola on top of applesauce for an instant apple crisp.
- Low-fat string cheese in whole wheat pita bread with lettuce and tomatoes.
- Celery with peanut butter topped with raisins is also great!

Cut the Sugar and Fat. Foods to limit:
- Sugars (especially high fructose corn syrup)
- Trans fats (also known as partially hydrogenated fats and oils)
- Animal fats (butter, cheese, meat, ice cream)

Kids Need to be Active at Least One Hour a Day!
- dance to music
- swim
- walk
- jump rope
- bike ride
- hike
- play tag
- hide-and-seek
Antojos Saludables:

panes con 100% harina de trigo integral, cereales y galletas. vegetales picados, frutas picadas, yogurt bajo en grasa. queso bajo en grasa, uyes, y palomitas bajas en grasa. fruta seca, leche al 1%, puré de manzana.

A los niños les gusta hacer sus propios antojitos. Pruebe:

- Frutas frescas o secas con yogurt encima.
- Puré de manzana sin azúcar y mantequilla de manzana en pan tostado o bagels.
- Granola con puré de manzana encima para una manzana crujiente instantánea.
- Tiritas de queso bajo en grasa sobre un pan de pita con lechuga y tomates.
- Apio con mantequilla de cacahuete con pasitas encima, es delicioso!

Reduzca el azúcar y las grasas. Alimentos que debe limitar:

- Azúcares (especialmente miel de maíz alta fructuosa)
- Grasas transgénicas (también conocidas como grasas y aceites parcialmente hidrogenadas)
- Grasas animales (mantequilla, queso, carne y helado)

Los Niños Necesitan estar Activos Cuando Menos Una Hora al Día!

bailar con música, nadar, caminar, saltar la cuerda
montar en bicicleta, escalar, tirar al tejo, a las escondidas
Lesson 2: Groovy Grains

Lesson Preview

Background Information

Reading Activity

Music, Poetry & Finger Play Activity
- Bread, Bread, Bread (finger play)
- Baby Chicks/Los Pollitos (song/rhyme)
- Popcorn (finger play)

Physical Activity
- Bread, Bread, Cake

Exploratory Activity
- Reading the Ingredients Label
- Reading the Nutrition Label

Craft Activity
- Whole Grain Model

Coloring Activity

Snack Activity
- Checks & O’s Whole Grain Snack

Quiz

Parent Handout

Parent Handout (Spanish)
Lesson 2: Groovy Grains

Lesson Preview

Summary
Reading one of the featured books will introduce the grain food group to parents and children. They will learn about the importance of eating whole grains every day. Parents and children will learn to locate fiber, vitamins and minerals on food labels.

Objectives
Children and parents will:
• Know that whole grains are the healthiest.
• Learn how to find whole grain listed on ingredient labels.
• Know they should be physically active every day.

Lesson Message
Whole is More Wholesome!
Lesson 2: Groovy Grains

Background Information

- This information is for the instructor's benefit - may be shared informally with group participants.

Grains are the seeds and fruits of cereal grasses. The grains group is the first group on MyPlate. Whole grains are among the most valuable of all foods. They contain protein, fiber, healthy carbohydrates, vitamins, minerals and healthy fats. These nutrients are found in the different layers of whole grains. Manufacturers remove these healthy layers to extend the shelf life of grain products. Refined grains include white flour, white rice and degeminated corn meal. These grains have had all the nutrients stripped from them. Because these products are inferior, manufacturers often enrich them with synthetic nutrients. These added nutrients may contain preservatives that don’t have to be listed on the label. (Whole Food Bible, Chris Kilham. 1997. pg. 121).

A whole grain is comprised of three parts:

1. The bran is the outer shell that provides a rich source of fiber, and 50 to 80% of the grain’s minerals, B vitamins and phytochemicals (these are plant chemicals known to protect our health and prevent disease).

2. The germ nourishes the grain and is packed with antioxidants, B vitamins and vitamin E. It is also a source of heart-healthy unsaturated fat.

3. The endosperm is the largest portion of the grain and contains mostly complex carbohydrates and some protein that provide energy. When all three parts of the grain are present in processed foods, the foods can be labeled whole grain. By comparison, refined grains have been milled, a process that removes the bran and germ.

Whole grains are good sources of B vitamins, vitamin E and the minerals: selenium, iron, zinc, copper and magnesium. Whole grains contain dietary fiber, which provides the necessary bulk for normal functioning and health of the gastrointestinal tract. Fiber binds to cholesterol. A high fiber diet helps to lower the risk of heart disease, some cancers and diabetes.

How to identify whole grain foods:

- Check the package label. It must list 100% whole wheat (or other grain) as the first ingredient.

- The words "whole grain" on a label without more details, such as "crackers made with whole grain" may contain only miniscule amounts of whole grains.

- Foods with stoneground whole [grain] are a good source of whole grains.

- Wheat bread is not whole grain. It is just white bread with caramel coloring added.

- Words like "wheat," "durum," and "multigrain" can (and do) appear on good whole grain foods, too. None of these words alone guarantee whether a product is whole grain or refined grain, so look for the word "whole".
Lesson 2: Groovy Grains

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

For Preschool and Kindergarten:

*The Tortilla Factory*
by Gary Paulsen (ISBN) 0152016988

*La Tortillería*
by Gary Paulsen (ISBN: 0152017143)

Sample questions to engage children and introduce lesson topic:
1. What do you think the people on the cover are doing?
2. Who likes tortillas?
3. Have you ever made tortillas?

For Grades 1-3:


Sample questions to engage children and introduce lesson topic:
1. Show the book front cover, inside cover and title page, asking what the little red hen is doing.
2. Would you help the little red hen?
3. Did you see the recipe at the end of the book?

Tip To Teach

Whole grains are much healthier than processed grains! Wheat bread isn’t whole wheat. It’s just white flour with caramel color added. The label has to say 100% whole grain.
Lesson 2: Goovy Grains

Music, Poetry and Finger Play Activity

**Bread, Bread, Bread** (finger play)
Directions: Use hand motions to describe bread.

Bread, bread, bread
I like to eat,
Bread, bread, bread!

Thick bread, thin bread,
Round bread, square bread,
Long bread, short bread,
Big bread, flat bread.

Bread, bread, bread
I like to eat,
Bread, bread, bread

**Baby Chicks / Los Pollitos** (song/rhyme)
Directions: Improvise a tune for this bilingual song/rhyme.

Spanish:
Los pollitos dicen: pío, pío, pío.
Cuando tienen hambre; cuando tienen frío.
La Gallina busca, el maíz y el trigo.
Les de la comida, y les presta abrigo.
Bajo su dos alas acurrucaditos
Hasta el otro día duermen los pollitos.

English:
Baby chicks are crying: pie, pie, pie.
Mama, we are hungry; Mama, we are cold.
Mama brings them wheat; Mama brings them corn,
Under her wings, she will keep them warm.
Until the next day they sleep.

**Popcorn** (finger play)
Directions: Use hand motions to describe the actions.

You put a little oil in the pot
And you let it get hot!
You put the popcorn in
And you start to grin!
Sizzle, Sizzle, Sizzle (rub hands together quickly)
POP! (clap your hands once)
Sizzle, Sizzle, Sizzle (rub hands together quickly)
POP! (clap your hands once)
Lesson 2: Groovy Grains

Physical Activity

Bread, Bread, Cake
(played like “Duck, Duck, Goose”)

Directions:
- Have all the children sit in a circle except one who is designated as the "baker."
- The baker walks about the outside of the circle tapping each child on the shoulder or head saying "bread" for each person.
- At a point of the baker’s choosing he/she shouts "CAKE!" and taps the next child. Then he runs as quickly as he can around the circle.
- The "cake" then chases the baker in the same direction the baker is running.
- If the baker reaches the gap left by the cake in the circle and sits down before he/she is tagged, he/she is “safe” and the cake becomes the new baker.
- If the cake tags the baker, the baker must again roam about the circle.

The more children involved in the game, the better. The minimum number of players for an interesting game is seven.

Tip To Teach
Walking is great exercise. It doesn’t cost anything and it’s a great time to talk with your kids and collect rocks, leaves or shells. Plus, it gets you both in shape!
Lesson 2: Groovy Grains

Exploratory Activity

Reading the Ingredients Label
Parents and children will examine food labels for whole grain vs. refined grain.

Supplies:
- nutrition labels for whole wheat bread and wheat bread (see following pages)
- highlighters
- whole grain model - make this ahead of time (see following pages)

Directions:
Show group the pre-made whole grain model.
Explain that the bran is where all the fiber is and the germ (not the kind that makes you sick) is where the vitamins and minerals are.
Explain that manufacturers refine or process wheat so that bread will last longer on the shelf.
When you remove the bran (take the bran off the model) - you have removed the fiber.
When you remove the germ (take the germ off the model) - you have removed all the nutrition.
After the manufacturers take all the nutrition and fiber out of the wheat, they enrich it with synthetic vitamins and minerals.

Explain how to identify whole grain foods.
- Check the package label. It must list 100% whole wheat (or other grain) as the first ingredient.
- The words "whole grain" on a label without more details, such as "crackers made with whole grain" may contain only miniscule amounts of whole grains.
- Foods with stone-ground whole [grain] and sprouted whole grain are a good source of whole grains.
- Wheat bread is NOT whole grain. It is refined grain bread with caramel coloring added.
- Words like "wheat," "durum," and "multigrain" can (and do) appear on good whole grain foods, too. None of these words alone guarantees whether a product is whole grain or refined grain, so look for the word "whole".

Hand out bread labels and highlighters to each family.
Have them look over the 2 labels and see which one is whole grain and which is enriched grain.
Ask the participants which bread has more dietary fiber.
Ask the participants which one has more additives.
Ask the participants which bread is a healthier choice.
Lesson 2: Groovy Grains

Exploratory Activity

Reading the Nutrition Label
Parents and children will examine food labels for serving size; servings per container; calorie, sugar, fat, and fiber content.

Supplies:
- box of cold breakfast cereal
- two breakfast cereal nutrition labels (see following pages)
- bowl
- highlighter markers
- measuring cup

Directions:
Hand out the labels and highlighters.
Pick one of the cereal labels and show where the “Serving Size” is on the handout and ask what that amount is.

- Have them highlight it on their handout.
- Measure out that serving size in the measuring cup as a visual aid.
- Do they think the serving size is realistic or would they normally eat more?
- If we doubled the serving size, how many cups would that be?
- Measure the new amount in the measuring cup.
- Point out that if they eat double the serving size, they must double all the nutrient values including the calories, sugar and fat.

Explain that the goal is to have less calories, fat and sugar, but MORE fiber in your diet. So, low numbers for calories, fat and sugar – high numbers for fiber is good!
General guideline is: Calories (under 200), Fat and Sugar (under 5g), Fiber (3g and up)

Show where the “Calories” listing is on the handout and ask what that amount is.

- Have them highlight it on their handout.
- Explain that if they eat double the serving size (or two servings) they will be doubling the sugar, fat, fiber, etc.

Continue highlighting and multiplying the values for the Sugar, Fat and Fiber listings.
Now, have them look over both cereal labels and decide which cereal is the healthier choice.
Lesson 2: Groovy Grains

Exploratory Activity

Whole Wheat Bread

Ingredients: Whole wheat flour, non-fat milk, water, cracked wheat, wheat gluten, soybean oil, sugar, salt, yeast, raisin juice concentrate, vinegar.

Nutrition Facts
Serving Size 1 slice 28g (28g)

Amount Per Serving

Calories 69  Calories from Fat 8

% Daily Value*

Total Fat 1g  1%

Saturated Fat 0g  1%

Trans Fat

Cholesterol 0mg  0%

Sodium 132mg  6%

Total Carbohydrate 12g  4%

Dietary Fiber 2g  8%

Sugars 2g

Protein 4g

Vitamin A 0%  •  Vitamin C 0%

Calcium 3%  •  Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com
Lesson 2: Groovy Grains

Exploratory Activity

Wheat Bread

Ingredients: Enriched wheat flour [flour, barley malt, ferrous sulfate (iron), 8 vitamins, (niacin, thiamine, mononitrate (B1), riboflavin (B2), folic acid)], water, high fructose corn syrup or sugar, yeast, calcium sulfate, wheat gluten, soybean oil, salt, dough conditioners, (may contain: mono and diglycerides, sodium stearoyl, lactylate, dicalcium phosphate, datem, sorbic acid, and/or calcium dioxide), vinegar, soy flour, tricalcium phosphate, yeast nutrients (may contain: ammonium phosphate, monocalcium phosphate, calcium carbonate, ammonium sulfate, ammonium chloride and/or diammonium phosphate), cornstarch, wheat starch, enzymes, calcium propionate, whey, soy lecithin.

Nutrition Facts

Serving Size 1 slice 25g (25g)

Amount Per Serving

Calories 66  Calories from Fat 7

% Daily Value*

Total Fat 1g  1%

Saturated Fat 0g  1%

Trans Fat

Cholesterol 0mg  0%

Sodium 170mg  7%

Total Carbohydrate 13g  4%

Dietary Fiber 0g  2%

Sugars 2g

Protein 2g

Vitamin A 0%  •  Vitamin C 0%

Calcium 4%  •  Iron 5%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com
Lesson 2: Groovy Grains

Exploratory Activity

Whole Wheat Cereal

Ingredients: 100% Whole Grain Wheat, Sugar, Salt, Calcium carbonate, Barley Malt Extract, Trisodium Phosphate, Freshness Preserved by BHT, Vitamins and Minerals: Iron and Zinc, Vitamin C, (Sodium Ascorbate) A B Vitamin (Niacinamide), Vitamin B1 (Thiamin Mononitrate), Vitamin B6 (Pyridoxine Hydrochloride), Vitamin A (Palmitate), Vitamin B12 (Riboflavin), A B Vitamin (Folic Acid), Vitamin B12, Vitamin D.

![Nutrition Facts]

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Lesson 2: Groovy Grains

Exploratory Activity

Frosted Wheat Cereal

Ingredients: Enriched Wheat Four, Sugar, Salt, Malt Flavoring, High Fructose Corn Syrup, Ascorbic Acid (Vitamin C), Niacinamide, Reduced Iron, Pyridoxine Hydrochloride (Vitamin B6), Calcium Pantothenate, Ribflavin (Vitamin B2), Vitamin A Pamitate, Thiamn Hydrochloride (Vitamin B1), Folic Acid (Folate), Vitamin B12, BHT (Preservative), and Vitamin D.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
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<tbody>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories</td>
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<tr>
<td>% Daily Value*</td>
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<tr>
<td>Total Fat</td>
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<tr>
<td>Saturated Fat</td>
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<td>Trans Fat</td>
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<tr>
<td>Protein</td>
</tr>
<tr>
<td>Vitamin A</td>
</tr>
<tr>
<td>Calcium</td>
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</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com
Lesson 2: Groovy Grains

Craft Activity

Whole Grain Model

Supplies:
- copies of whole grain food model (see Appendix) or pictures cut from magazines
- whole grain & refined grain food labels (see previous pages).
- crayons
- scissors
- brass brad fasteners

Directions:
1. Have children color the whole grain model, then cut out (with help from parents when needed) and fasten together (outer layer, germ and inner layer) with a brass brad.
Lesson 2: Groovy Grains

Coloring Activity

<table>
<thead>
<tr>
<th>I can color the hen red.</th>
<th>I can color the barn purple.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="hen.png" alt="Hen" /></td>
<td><img src="barn.png" alt="Barn" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can color the seeds orange.</th>
<th>I can color the bread pink.</th>
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</thead>
<tbody>
<tr>
<td><img src="seeds.png" alt="Seeds" /></td>
<td><img src="bread.png" alt="Bread" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can color the duck yellow.</th>
<th>I can color the wheat brown.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="duck.png" alt="Duck" /></td>
<td><img src="wheat.png" alt="Wheat" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can color the sack green.</th>
<th>I can color the dog black.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="sack.png" alt="Sack" /></td>
<td><img src="dog.png" alt="Dog" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can color the oven blue.</th>
<th>I can color the cat gray.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="oven.png" alt="Oven" /></td>
<td><img src="cat.png" alt="Cat" /></td>
</tr>
</tbody>
</table>
Lesson 2: Groovy Grains

Snack Activity

Checks & O’s Whole Grain Snack

Check for food allergies. Before eating or handling food, have children wash their hands with soap and water.

Ingredients (per person):
- 1/2 cup whole grain square cereal
- 1/4 cup whole grain pretzel sticks
- 1/2 cup whole oat O’s cereal
- 1/4 cup whole grain fish crackers or croutons

Directions:
1. Measure each ingredient into sandwich bags and shake.
Lesson 2: Groovy Grains

Quiz

Circle the correct answer:

1. Which food is made with whole grain?
   - Wheat bread
   - White rice
   - Whole wheat bread

2. Before today, did you know that whole grains are the healthiest?
   - No
   - Yes

3. We can tell if a food has whole grain by:
   - The front of the package
   - Watching TV
   - Reading the food label

4. Before today, did you know how to tell if a food was 100% whole grain?
   - No
   - Yes
Lesson 2: Groovy Grains

Parent Handout

WHOLE IS MORE WHOLESOME

Children need 6 ounces of grains every day for health and energy. Most grains should be 100% whole grain. Whole grains have vitamins, minerals, and fiber. Refined or enriched grains are not whole grains. The label must say 100% whole grain. If a label says wheat bread, it isn’t whole wheat.

1 serving is:
- 1 tortilla
- 1 piece of bread
- 1/2 cup of cooked cereal, like oatmeal
- 1/2 cup of rice or pasta
- 1 cup of cold cereal

<table>
<thead>
<tr>
<th>Kids should eat MORE:</th>
<th>Kids should eat LESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 100% whole grain bread, cereal, pasta</td>
<td>- white bread</td>
</tr>
<tr>
<td>- 100% stone-ground corn or whole wheat tortillas</td>
<td>- white flour tortillas</td>
</tr>
<tr>
<td>- 100% whole oatmeal</td>
<td>- white pasta</td>
</tr>
<tr>
<td>- brown rice</td>
<td>- cereal made from refined grains</td>
</tr>
<tr>
<td></td>
<td>- white rice</td>
</tr>
</tbody>
</table>

How to get more 100% whole grains in your children:

Make Breakfast Fun
Start with oatmeal, whole grain cereal or frozen whole grain waffles. Kids can add their own toppings: cinnamon, fruit, nuts, raisins, applesauce, 1% milk or yogurt.

Lunch and Dinner
For lunch, use whole wheat pita bread or stone-ground corn tortillas to make burritos. Fill with turkey, cheese, lettuce, tomato. For dinner, add beans, salsa, and low-fat cheese. Kids can make mini-pizzas by topping whole wheat English muffins or pita bread with pizza sauce, low-fat cheese, mushrooms, and chunks of grilled chicken.

Snacks
- Top whole wheat crackers with peanut butter or low-fat cheese.
- Popcorn is a whole grain food. Serve it without lots of added fat, salt or sugar. (NOTE: Kids under 4 years old can choke on popcorn).
- Top ice cream, frozen yogurt, or regular yogurt with whole grain cereal. Make cookies and muffins using whole wheat flour instead of white flour.
Lesson 2: Groovy Grains

Parent Handout (Spanish)

Lección 2: Granos cotidianos / Manual para Padres

Granos cotidianos

Los niños necesitan 6 oz. de granos todos los días para tener salud y energía. Muchos de los granos deben ser 100% trigo integral. Los granos integrales tienen vitaminas, minerales y fibra. Los granos refinados y enriquecidos no son granos de trigo integral. La etiqueta debe decir 100% trigo integral. Si la etiqueta dice pan de trigo no es trigo integral.

Una porción de 1 oz. es:
Una tortilla ½ taza de arroz o pasta
1 pieza de pan 1 taza de cereal frío ½ taza de cereal cocinado, como avena

Los niños deberían comer MAS:
100% pan de trigo integral, cereal, pasta
100% tortillas de grano entero de maíz o de trigo integral
100% avena integral
Arroz café

Los niños deberían comer MENOS:
Pan blanco
Tortillas de harina
Pasta blanca

Cómo darles más 100% trigo integral a sus hijos:

Haga un Desayuno Divertido
Empiece con avena, cereal de trigo integral o waffles congelados. Los niños pueden agregar su propia cubierta: canela, fruta, nueces, pasitas, puré de manzana, leche al 1% o yogurt.

Almuerzo y Cena
Para el almuerzo, use pan de pita de trigo integral o tortillas de maíz entero para hacer burritos. Rellénelos con pavo, queso, lechuga, tomate. Para la cena, agregue frijoles, salsa, y queso bajo en grasa. Los niños pueden hacer sus propias mini-pizzas poniendo encima de un pan de pita o un panque Inglés de trigo integral, salsa para pizza, queso bajo en grasa, champiñones, y pedacitos de pollo asado.

Antojitos
Ponga encima de unas galletas de trigo integral mantequilla de cacahuate o queso bajo en grasa. Las palomitas son un alimento de grano entero. Sírvalas sin agregarles mucha grasa o azúcar. (Los niños menores de 4 años pueden asfixiarse con palomitas)
Cubra el helado, yogurt congelado o regular con cereal de trigo integral. Haga galletitas y panquecitos usando harina de trigo integral en lugar de harina blanca.
# Lesson 3: Vital Vegetables

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<td>The Good Food Song (song)</td>
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<td><strong>Parent Handout (Spanish)</strong></td>
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Summary
The featured book will introduce parents and children to the vegetable group. Lesson activities teach that vegetables contain dietary fiber, vitamins and minerals important for health and growth. Activities will teach the importance of eating an assortment of foods from the vegetable group every day.

Objectives
Children and parents will:
- Know the benefit of eating a variety of vegetables every day.
- Know that vegetables contain the fiber, vitamins, and minerals needed for health and growth.
- Know they should be physically active every day.

Lesson Message
Vary Your Vegetables
Lesson 3: Vital Vegetables

Background Information

- This information is for the instructor’s benefit - may be shared informally with group participants.

Vegetables are the healthiest foods we eat. Per calorie, vegetables contain more vitamins, minerals and phytochemicals than any other food group. Vegetables contain no cholesterol and very little sugar and fat (except avocado, coconut and olives). Phytochemicals are nonnutritive plant chemicals that contain protective, disease-preventing compounds. Vegetables provide vitamin A, vitamin C and folic acid (folate). They contain essential minerals such as potassium, calcium and iron. Vegetables are a good source of dietary fiber that improves digestion and may reduce the risk of heart disease and certain cancers. Raw vegetables contain live enzymes, which are catalysts involved in almost every bodily function. In addition, live enzymes in raw vegetables enhance the digestion and absorption of nutrients.

Certain types of vegetables have a higher nutritional value than others. Studies suggest that cruciferous vegetables (broccoli, cabbage, cauliflower) may offer protection from certain cancers. The dietary guidelines advise eating dark green and orange vegetables. Eating a variety of vegetables every week assures that you get all the nutrients you need from the vegetable group.

Wash fresh vegetables with warm water before eating or cutting (even if you don’t eat the skin). Washing removes germs and particles of dirt that may be on the surface and could get inside when cut.

Personal food habits are developed early in life, so it is important to present positive messages and experiences about vegetables early in a child’s development.
Lesson 3: Vital Vegetables

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

For Preschool—Kindergarten:
A sembrar sopa de verduras / Growing Vegetable Soup bilingual board book by Lois Ehlert
(ISBN: 10: 0547734972)

Sample questions to engage children and introduce lesson topic:
1. What’s your favorite vegetable?
2. What did they plant in the story?
3. What vegetables would you put in your soup?

For Grades 1-3:
Carlos and the Squash Plant (Carlos Y la Planta de Calabaza), by Jan Romero Stevens
(ISBN: 0873586255)

Sample questions to engage children and introduce lesson topic:
1. Show children the book cover. What is the boy holding?
2. What is growing out of Carlos’ ear?
3. Did you see the recipe at the end of the book?

Tip To Teach
Vegetables are among the healthiest foods to eat, so eat a lot of them!
Lesson 3: Vital Vegetables

Music, Poetry and Finger Play Activity

**Five Little Pea Pods** (finger play)

Five little peas in a pod pressed *(make fist)*.
One grew, two grew, and so did all the rest *(raise respective fingers)*.
They grew and grew and did not stop *(stretch fingers wide)*.
Until one day the pod went POP! *(clap hands)*.

**The Vegetable Song** (song)

Sing to: "Twinkle, Twinkle Little Star"

Carrots, Peas, and Broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, Peas, and Broccoli,
Vegetables are good for me.

**The Good Food Song** (song)

Sing to: "Old MacDonald Had A Farm"

Vegetables are good for me,
EE I EE I O
And so I eat them happily,
EE I EE I O
With a carrot, carrot here,
and a carrot, carrot there
Here a carrot, there a carrot
Everywhere a carrot, carrot.
Vegetables are good for me,
EE I EE I O.

Use your own creativity to add other vegetables.
Lesson 3: Vital Vegetables

Physical Activity

Dancing Streamers

**Supplies:**
- tongue depressors or paper towel tubes
- crepe paper streamers
- CD player & music

**Directions:**
- Give each child two crepe paper streamers, about 3 feet long, and a tongue depressor or a cardboard paper towel tube.
- Have the children tape their streamers to their tongue depressors or tube.
- Then let them experiment with moving their streamers as they dance, skip and parade around to music.

**Tip To Teach**
Children who are active are less likely to become overweight and develop diabetes, heart disease and high blood pressure!
Lesson 3: Vital Vegetables

Exploratory Activity

**Fight-O-Chemicals**

**Supplies:**
- MyPlate poster or handout, (available from www.MyPlate.gov, or in Appendix)
- vegetable food models (see Appendix) or pictures cut from magazines
- tape

**Directions:**
- Show parents and children the MyPlate poster and where the vegetable group is found.
- Ask why we need to eat vegetables.
- Explain that vegetables provide us with important vitamins, minerals and things called phytochemicals.
- Explain that phytochemicals, pronounced "fight-o-chemicals," fight to protect our health. Phyto" is a Greek word that means plant and phytochemicals usually refer to plant colors. So, vegetables that are bright colors - yellow, orange, red, green, blue, and purple - usually have the most phytochemicals and the most vitamins and minerals.
- Show them how much vegetables MyPlate recommends we eat daily (2 1/2 cups). Tell them that 1 cup is about the size of an adult’s fist.

**Colorful Veggies**

**Supplies:**
- vegetable food models (see Appendix) or pictures cut from magazines
- tape

**Directions:**
- Pass out vegetable food models (see Appendix) or pictures cut from magazines.
- Ask for and tape up all the red vegetables followed by orange, yellow, green, purple, brown and white vegetables.
- Tell them that most people don’t eat enough vegetables. Ask for ideas to add vegetables to their lunches, dinners and snacks.
Grow Beans in a Baggie

Supplies:

- paper towel
- zip lock plastic bags
- green bean seeds
- water

Directions:
Place a paper towel in a zip lock plastic bag. Place seeds in the bag and dampen the towel with water. Zip the bag closed and instruct participants to tape it to a window or place it in a sunny location when they get home. Keep it moist and watch it grow.

Plastic Cup Radish Greenhouse

Supplies:

- white paper towels
- clear plastic cups
- plastic wrap
- radish seeds
- water
- tape

Directions:
Stuff crumpled white paper towels into a clear plastic cup. Add water to dampen, but do not soak the towels. Place several seeds between the side of the cup and the crumpled paper towels so that the seeds are visible from the outside. Cover the cup with plastic wrap, and tape an empty cup on top of the first. Instruct participants to place the seeds in a sunny location at home and water it when dry, then watch it grow.
Lesson 3: Vital Vegetables

Coloring Activity

crunchy and orange
Lesson 3: Vital Vegetables

Snack Activity

Veggie Bowl

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Ingredients:
- green, yellow or red pepper
- celery
- carrots
- your favorite low-fat salad dressing

Directions:
1. Cut the pepper in half (from side to side). Clean out the seeds from the inside. Now you have two pieces. One will be your pepper-shaped bowl.
2. Cut the other half of the pepper into thin slices.
3. Cut the carrot into thin sticks about 4 inches long.
4. Cut celery into thin sticks so each one is about 4 inches long.
5. Put a little salad dressing in the bottom of your pepper bowl.
6. Put celery sticks, carrot sticks, and pepper slices into the pepper bowl.
7. You can pull out the veggies and eat them with a little dressing.
8. When you're finished with the veggies, it's time to eat the bowl!
Lesson 3: Vital Vegetables

Quiz

Circle the correct answer:

1. Why does your body need lots of different vegetables every day?

   - To make farmers happy
   - For the vitamins & minerals
   - To sing better

2. Before today, did you know you should eat a variety of vegetables every day?

   - No
   - Yes

3. What makes vegetables healthy?

   - Fiber, vitamins, & minerals
   - Lots of sugar
   - Lots of fat

4. Before today, did you know why vegetables make you healthy?

   - No
   - Yes
Lesson 3: Vital Vegetables

Parent Handout

VARY YOUR VEGETABLES

Children need to eat a variety of vegetables every day to get the vitamins, minerals and fiber they need to grow and be healthy. The healthiest vegetables are the dark green, red and orange ones.

Fun ways to serve vegetables:

- Take kids to the store or local farmers’ market and let them pick out a new vegetable.
- Make up a plate of "baby" foods (baby carrots, baby corn, cherry tomatoes, etc.) or make a face out of vegetables, complete with peas for eyes and lettuce for hair.
- Most kids like raw vegetables better than cooked. They like raw vegetables cut-up with low-fat ranch dip.
- Let them make their own salad, adding chopped broccoli, tomatoes, carrots, peas or beans. They can top it with olives, low-fat cheese or a few croutons.
- Try some tricks like chopping up veggies and putting them in foods like muffins, pancakes and pasta sauce.

Don’t worry too much if your child won’t eat all vegetables. Children’s taste buds are more sensitive than ours. Some vegetables taste bitter to them. Try sweet vegetables like carrots, beets, or peas. But, keep trying new vegetables. It can take 15 tastes before a child will eat a new food. If your child won’t eat any vegetables, make sure they eat fruit. Fruit has vitamins, minerals and fiber, too.

1 cup of vegetables is about the size of your fist.
Parent Handout (Spanish)

Lección 3: Vegetales Vitales / Manual para Padres

Los niños necesitan 2 ½ tazas de vegetales todos los días para obtener las vitaminas, minerales y fibras que se requieren para que crezcan sanos. Los vegetales más saludables son los verde obscuro, rojos y los amarillos.

= 1 taza

1 taza de vegetales es como el tamaño de su puño.

Pruebe formas divertidas de servir vegetales:

- Lleve a los niños a la tienda o al Mercado local y déjelos que escojan un nuevo vegetal.
- Hágales un platillo de alimentos pequeños (zanhorias pequeñas, maíz pequeño, jitomates, etc., o forme una cara con vegetales, complétela con chícharos para los ojos y lechuga para el cabello.
- A la mayoría de los niños les gustan los vegetales crudos más que cocidos. Les gustan los vegetales crudos cortados en pedacitos con salsa ranchera (dip) bajo en grasa.
- Permitales hacer su propia ensalada, agregándole brocoli picado, tomates, zanhorias, chícharos, habichuelas. Pueden decorarla con aceitunas, queso bajo en grasa, o unos pedacitos de pan.
- Pruebe algunos trucos; picar vegetales y ponerlos en alimentos como panecillos, panques y salsa para pasta.

No se preocupe mucho si su niño no come todos los vegetales. El sentido del gusto de los niños es más sensible que el de nosotros. Algunos vegetales les saben más amargos a ellos. Pruebe vegetales dulces como las zanhorias, remolacha/betabel, o chícharos. Pero, siga probando nuevos vegetales. Puede tomar hasta 15 probaditas antes de que un niño quiera comer un nuevo alimento. Si su hijo no come ningún vegetal, asegúrese de que coma frutas. Las frutas también tienen vitaminas, minerales y fibras.
Lesson 4: Fantastic Fruit

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LITERACY, FOOD & FITNESS
Summary
Reading the featured book introduces parents and children to the fruit group. Lesson activities teach that fruit contains dietary fiber, vitamins and minerals important for health and growth. Parents and children will learn the difference between fruit drinks and 100% fruit juice. They will learn that it is recommended that children eat whole fruit every day. They will discover that children should drink only one 4-6 oz. serving of 100% fruit juice a day.

Objectives
Children and parents will:
- Know that fruit contains fiber, vitamins, and minerals needed for health and growth.
- Know that they should limit juice consumption to 1 small glass (4-6oz.) of 100% juice per day.
- Know they should be physically active every day.

Lesson Message
Fruit for Fiber!
Lesson 4: Fantastic Fruit

Background Information

- This information is for the instructor's benefit - may be shared informally with group participants.

Fruit is an important source of vitamins A and C, potassium, folate, phytochemicals and fiber. Vitamin A fights infection and keeps eyes and skin healthy. Vitamin C is important for keeping body tissues, such as gums and muscles, healthy. Vitamin C also helps heal wounds and fight infection. Potassium maintains healthy blood pressure and folate helps in the formation of red blood cells. A phytochemical is a natural bioactive compound found in plant foods that works with nutrients and dietary fiber to protect against disease. Research suggests that phytochemicals, working together with nutrients found in fruits, vegetables and nuts, may help slow the aging process and reduce the risk of many diseases, including cancer, heart disease, stroke, high blood pressure, cataracts, osteoporosis and urinary tract infections. The skin and pulp of fruit is full of fiber. Fiber improves digestion and may reduce the risk of heart disease and certain cancers. Fresh fruit contains live enzymes, which are catalysts involved in almost every bodily function. In addition, live enzymes in fresh fruit enhance the digestion and absorption of nutrients.

For good health:

- Only drink 100% fruit juice and limit the amount of juice to no more than one 6oz. serving a day because it is concentrated fruit with a high sugar content.
- Eat whole fruit (fresh, frozen, canned or dried) - the skin and pulp has beneficial fiber.
- Eat a variety of fruit, since fruits vary in their nutrient content.
- Wash fresh fruit with warm water before eating or cutting (even if you don't eat the skin). Washing removes germs and particles of dirt that may be on the surface and could get inside the fruit when cut.
Lesson 4: Fantastic Fruit

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

For Preschool—Kindergarten:
Handa’s Surprise, by Eileen Browne (ISBN: 0744536340)
La Sorpresa De Nandi, by Eileen Browne (ISBN: 9802571962—Spanish)

Sample questions to engage children and introduce lesson topic:
1. Show the children the book cover. Ask if they can name the fruit on Handa’s hat.
2. Have children count the fruit on page 2.
3. Ask what’s happening as each animal takes a fruit from Handa’s hat.

For Grades 1-3:

Sample questions to engage children and introduce lesson topic:
1. Ask what a rooster says. Then ask about the book title. Show the title page, ask for a prediction of the story.
2. After reading page 8, ask the children if the story reminds them of another story.
3. Did you see the recipe at the end of the book?

Tip To Teach
It’s best to eat fresh fruit because it contains fiber. 100% juice is good too, but limit it to 4-6 oz. a day.

Tip To Teach
It’s best to eat fresh fruit because it contains fiber. 100% juice is good too, but limit it to 4-6 oz. a day.
Lesson 4: Fantastic Fruit

Music, Poetry and Finger Play Activity

Apple Tree (poetry)

Up in an apple tree (raise your arms)
High as can be (wave arms)
Two little apples (hold up two fingers)
Looked down at me (raise hand over eyes)
I shook that tree as hard as I could (make shaking motion)
Down came the apples (flutter fingers)
Mmmmm they were good! (rub stomach)

Strawberry, Bananas, Watermelon (song)
Sing to: "Twinkle, Twinkle, Little Star"

Strawberries, bananas, watermelon too;
Good for me and good for you!
They are tasty; they are sweet.
All are such a yummy treat.
Strawberries, bananas, watermelon too;
Good for me and good for you!

Watermelon (song)
Sing to: "Frere Jacques"

Watermelon, watermelon
How it drips, how it drips
Up and down your elbows
Up and down your elbows
Spit the pits! Spit the pits!
Lesson 4: Fantastic Fruit

Music, Poetry and Finger Play Activity

**Naranja dulce**
(song)

Naranja dulce,  
limon partido,  
dame un abrazo  
que yo te pido.

Si fuera falso  
mi juramento  
en poco tiempo  
se olvidara.

Toca la marcha  
Mi pecho llora;  
Adios, senora,  
Yo ya me voy.

**Orange So Sweet**
(song)

Orange so sweet  
A lemon slice, love,  
I'm asking you for  
A hug tonight, love.

If I forsake you  
While I'm away, dear,  
Then please forget me  
Forevermore.

Strike up the music  
Let it play on, dear,  
My poor heart’s broken  
Dear love, farewell.

*Naranja dulce* is a popular Mexican song-game in which a young man sings to his true love as he goes off to the army. Children hold hands and form a circle. They choose a soldier, who stands in the middle, and circle him while he chooses a sweetheart. The two hug and leave the circle. This is repeated until no one is left in the circle.
Lesson 4: Fantastic Fruit

Physical Activity

Move and Sing

Directions:
Sing to: “Head and Shoulders, Knees and Toes”
Sing and touch head, shoulders, knees and toes as indicated below.

Slow
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Pears and peaches and plums and cherries
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)

Fast
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Pears and peaches and plums and cherries
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)

Faster!
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Pears and peaches and plums and cherries
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)

Fastest!
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)
Pears and peaches and plums and cherries
Watermelon (touch head), apples (touch shoulders), grapes (knees), & berries (toes)

Tip To Teach
Make exercise fun and exciting!
Instead of taking the elevator, see who can run up the stairs the fastest. This gets everyone moving!
Lesson 4: Fantastic Fruit

Exploratory Activity

Fruit Juice vs. Fruit Drink

Supplies:
- MyPlate poster or handout, (available from MyPlate.gov, or in Appendix)
- oranges
- hand juicers
- measuring cups, spoons and a knife
- clear cups
- sugar
- water
- orange food coloring (mix yellow & red)
- labels from raw fruit, 100% fruit juice and fruit drinks
(see following pages)

Directions:
1. Show the MyPlate poster or handout. Point out the color and location of the fruit group.
2. Ask for the names of the pictured fruits. Ask children what their favorite fruits are.
3. Tell parents and children that fruits contain lots of vitamins, minerals, fiber and something
called phytochemicals that are important for good health. Phytochemicals help prevent cancer
and other diseases. Vitamins A and C strengthen your immune system and keeps you from
getting sick. Potassium keeps blood pressure healthy.
4. The skin and pulp of fruit is full of fiber. Fiber improves digestion and may reduce the risk of
heart disease and certain cancers. Show the nutrition facts from the raw fruit, fruit drink and
100% juice. Point out the difference in fiber, sugar and ingredients.
5. Most people don't eat enough fruit. 2 cups of whole fruit per day is recommended.
6. Children should drink only 4-6 oz. of 100% fruit juice per day.
7. Ask for and list ideas for adding fruit to their diets.
8. Juice an orange. Pour into clear cup. Explain that this is 100% fruit juice without any sugar
added.
9. Explain that some drinks that say “juice” have less than 10% fruit juice in them.
10. In a new cup, mix 1/2 cup water with 1/4 cup sugar.
11. Add 1 tablespoon of the freshly squeezed orange juice and a few drops of food coloring.
12. Ask which drink is healthier and why.
13. Again, look over the labels and compare fiber, sugar and ingredients.
14. Have children juice their own oranges and pour into cups for drinking.
Lesson 4: Fantastic Fruit

Exploratory Activity

Orange - 1 Large

Ingredients: Raw Orange

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<tr>
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<tr>
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Vitamin A 7% • Vitamin C 113%
Calcium 6% • Iron 1%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Lesson 4: Fantastic Fruit

Exploratory Activity

Orange Juice

Ingredients: 100% Orange Juice

Nutrition Facts

Serving Size 1 cup 249g (249g)

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<td>Cholesterol 0mg</td>
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<td>Sugars 21g</td>
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Vitamin A 5% • Vitamin C 161%
Calcium 2% • Iron 1%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com
Lesson 4: Fantastic Fruit

Exploratory Activity

Orange Fruit Drink—Orangeade

Ingredients: 10% Orange Juice, water, high fructose corn syrup (sugar), orange juice concentrate, grape juice concentrate, citric acid, apple juice concentrate, tangerine juice concentrate, natural flavors, ascorbic acid (vitamin C), beta-carotene (color)

Nutrition Facts

Serving Size 1 cup 249g (249g)

Amount Per Serving

Calories 134  Calories from Fat 0

% Daily Value*

Total Fat 0g  0%

  Saturated Fat 0g  0%

  Trans Fat 0g

Cholesterol 0mg  0%

Sodium 5mg  0%

Total Carbohydrate 33g  11%

  Dietary Fiber 0g  2%

  Sugars 30g

Protein 0g

Vitamin A 2%  •  Vitamin C 62%

Calcium 0%  •  Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Lesson 4: Fantastic Fruit

Craft Activity

Fruit Basket Hat

Supplies:
- large newspaper sheets that consist of two pages on each side
- glue
- crayons
- fruit basket coloring page—2 for each hat (see next page)

Directions:
1. Take one large newspaper sheet that consists of two pages on each side and fold in half lengthwise (the way it comes in the newspaper).
2. Fold corners (on folded side) to middle. This will make a pointed top to paper.
3. Fold one piece of bottom of paper up to the bottom of the pointed fold.
4. Turn hat over.
5. Fold the other bottom piece of paper up to the bottom of the pointed fold.
6. Color two fruit basket coloring pages.
7. Glue colored fruit baskets to hat—one on each side.
8. Pull opening in hat apart to make a hat shape.

Step 1
Step 2
Step 3
Lesson 4: Fantastic Fruit

Craft Activity
Lesson 4: Fantastic Fruit

Coloring Activity
Lesson 4: Fantastic Fruit

Snack Activity

Rainbow Fruit Kabobs

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Ingredients:

- skewers (long, pointy, wooden sticks)
- strawberries
- cantaloupe
- pineapple
- green grapes—seedless
- red grapes—seedless
- blueberries
- bananas
- and all types of dried fruit, for example:
  apricots, mangoes, raisins, cranberries, apples, etc.
- napkins

Directions:

1. Wash the fruit, cut into chunks if necessary and place each on paper plates or bowls with serving utensils.

2. Children slide pieces of fruit onto a skewer. They design their own kabob by putting as much or as little of whatever fruit they want onto the skewer. Let the creativity begin!
Lesson 4: Fantastic Fruit

Quiz

Circle the correct answer:

1. How much juice should you drink in a day?

   - 4-6 Ounces
   - 1 Gallon
   - As much as you want

2. Before today, did you know how much juice is healthy to drink each day?

   - No
   - Yes

3. Which is the healthiest serving of fruit?

   - Apple pie
   - Apple
   - Apple juice

4. Before today, did you know the difference between fruit drink and fruit juice?

   - No
   - Yes
Lesson 4: Fantastic Fruit

Parent Handout

FRUIT FOR FIBER

How to Get Your Kids to Eat More Fruit

Add fruit to any of your child’s meals. Fresh cherries, blueberries, strawberries, kiwi, cantaloupe, orange and apples slices, watermelon, bananas or other fruits add fiber, vitamins and minerals.

Kids love fruit smoothies—put fresh or frozen fruit in the blender and watch them drink it up!

Cut fruit up—kids will eat it!

Juicy Facts

Limit juice to less than one small glass (4-6 oz.) a day.

Read the juice label to make sure it is 100% juice and not a juice drink.

Drinking too much juice or sweet drinks can make your child fat. It can also slow down growth because kids fill up on juice and may have less room for the other healthy foods that can help them grow.

Even 100% juice has a lot of sugar, so don't overdo it!

For example:

⇒ 1/2 glass juice = 1 orange
⇒ 1 glass juice = 2 oranges

What is the best drink for your kids when they are thirsty?

WATER!
Como hacer que sus niños coman más fruta

Agregue fruta a cualquier comida de sus niños. Cerezas frescas, zarzamoras, fresas, kiwi, melón, naranja y rebanadas de manzana, sandía, plátano u otras frutas le añaden fibra, vitaminas y minerales.

A los niños les encantan los raspados de fruta – ponga fruta fresca o congelada en la licuadora y vea como se la toman toda!

Corte pedacitos de fruta – los niños se la comerán!

Datos Jugosos

Limite el consumo de jugo a un vaso pequeño (6 onzas) diarias

Lea la etiqueta del jugo y asegúrese que sea 100% jugo y no bebidas a base de jugo.

Beber mucho jugo o bebidas dulces contribuyen a la obesidad de sus hijos. También hacen más lento su crecimiento porque los niños que se llenan con jugo comen menos otros alimentos saludables que les pueden ayudar a crecer.

Aún el que es 100% jugo tiene muchísima azúcar, así que no tomen demasiado jugo. Por ejemplo:

⇒ ½ vaso de jugo = una naranja
⇒ 1 vaso de jugo = 2 naranjas
Lesson 5: Calcium Rich Foods

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LITERACY, FOOD & FITNESS

LITERACY, FOOD & FITNESS
Summary
Reading the featured book introduces parents and children to a lesson about foods that pro-
vide calcium and other nutrients needed for healthy bones and teeth. They will learn the im-
portance of vitamin D and exercise for building strong bones.

Objectives
Children and parents will:
• Know that green leafy vegetables and dairy foods contain the minerals needed to build
  strong bones and teeth.
• Choose low-fat sources of calcium for children over 2 years old.
• Know that exercise builds strong bones.

Lesson Message
Build Strong Bones and Teeth
Lesson 5: Calcium Rich Foods

Background Information

- This information is for the instructor’s benefit - may be shared informally with group participants.

Bone is a living tissue that is constantly being built, broken down and made anew. Throughout life, bones are taking up and releasing calcium, phosphorus, magnesium, and other minerals, a cycle that is influenced by a variety of factors, including diet and exercise habits.

Eating for bones & teeth:
- Milk and milk products are sources of Vitamin B12, potassium, protein, vitamin D, riboflavin, calcium and phosphorus.
- Vitamin C from citrus fruits, tomatoes, peppers, and other fruits and vegetables is essential for making collagen, the connective tissue that minerals cling to when bone is formed.
- Vitamin K is thought to stimulate bone formation. It is found most abundantly in dark leafy greens like kale and spinach, but is also readily available in beans, soy products, and some fruits and vegetables.
- Potassium decreases the loss of calcium from the body and increases the rate of bone building. Oranges, bananas, potatoes, and many other fruits, vegetables and beans are all rich sources of potassium.
- Magnesium, like calcium, is an important bone mineral. Studies have shown higher magnesium intakes to be associated with stronger bones. “Beans and greens”—legumes and green leafy vegetables—are excellent sources of magnesium.
- Vitamin D is a hormone produced by sunlight on the skin. It controls your body's use of calcium and is an important player in bone building. About 15 minutes of sunlight each day normally produces all the vitamin D children need to build strong bones.

By their fourth or fifth birthdays, many children grow out of their ability to digest lactose (milk sugar). Drinking milk can cause stomach pain, gas, bloating, diarrhea, and other uncomfortable symptoms in lactose-intolerant children. There are special lactose-reduced dairy products and enzyme pills available for people who are lactose intolerant. Yogurt that contains live cultures is a good source of calcium and can be easier to digest than milk—even for those who are lactose intolerant.

Exercise gives bones a reason to live. When bones are put to work, especially in weight-bearing activities (exercise in which you support the weight of your own body) such as running, soccer, basketball and weightlifting, bones respond by becoming stronger and denser. Engaging in physical activity may be the most helpful thing children can do to promote bone health. A recent study published in the medical journal, Pediatrics, found that sedentary teens had lower bone density by age 18 than those who engaged in regular physical activity.
Lesson 5: Calcium Rich Foods

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

Tip To Teach
Exercise builds strong bones! Green leafy vegetables and milk contain the calcium and minerals needed to build strong bones & teeth. Whole milk, cheese, and butter have calcium, but have a lot of saturated fat, too.

For Preschool—Kindergarten:

*It Looked Like Spilt Milk,* by Charles G. Shaw (ISBN: 0064431592)

Sample questions to engage children and introduce lesson topic:
1. Was it really a rabbit?
2. What do you think can look like spilt milk, a sheep or an angel?
3. Have you ever seen clouds that look like something else?

For Grades 1-3:

*Milk: From Cow to Carton,* by Aliki (ISBN: 0064451119)


Sample questions to engage children and introduce lesson topic:
1. Where does milk come from?
2. Have you ever seen a real cow?
3. What do cows eat?
Lesson 5: Calcium Rich Foods

Music, Poetry and Finger Play Activity

Dem Bones (song)
Sing to: "Dem bones"

The toe bone connected to da foot bone,
The foot bone connected to da ankle bone,
The ankle bone connected to da leg bone
The leg bone connected to da knee bone,

The knee bone connected to da thigh bone,
The thigh bone connected to da hip bone,
The hip bone connected to da back bone,
The back bone connected to da neck bone,
The neck bone connected to da head bone,
Oh, build good healthy bones!

Dem bones, dem bones, gonna walk aroun'
Dem bones, dem bones, gonna walk aroun'
Dem bones, dem bones, gonna walk aroun'
Oh, build good healthy bones!

The head bone connected to da neck bone,
The neck bone connected to da back bone,
The back bone connected to da hip bone,
The hip bone connected to da thigh bone,
The thigh bone connected to da knee bone,
The knee bone connected to da leg bone,
The leg bone connected to da foot bone,
The foot bone connected to da toe bone,
Oh, build good healthy bones!
Lesson 5: Calcium Rich Foods

Music, Poetry and Finger Play Activity

**Rice and Milk** (Puerto Rican song)
Sing to: Arroz con leche

I’m Rice and Milk, I’d like to be wed,
To a good little widow who bakes fine bread.
Who knows how to sew and knows how to weave,
And in the bell tower her needle does keep.

Ting-a-ling, ting-along. Ting-a-ling, ting-a-long.
With her I will marry, with her I belong.

I am the king’s daughter, a good widow, too.
I’d like to get married, I know not to whom.
With you sir, it’s yes. With you sir, it’s no.
With you dear, I’ll marry—let’s be married soon.

**Arroz con leche**

Arroz con leche se quiere casar
Con una viudita de la capital,
Que sepa coser, que sepa border,
Que ponga la aguja en el campanar.

Tilin, tilan, sopitas de pan.
Alla viene Juan, comiéndose el pan.

Yo soy la viudita, la hija del rey,
Me quiero casar y no encuentro con quien:
Contigo, mi vida, me casare yo.

---

**Arroz con leche** is a favorite Latin-American tune that is also a game. A widow is chosen to be in the center of a circle of children. The children hold hands and circle around her as she chooses a husband. The widow trades places with the husband, and the game starts again.
Strong Bones Simon Says

Directions:
Explain that you will be playing “Simon Says” with weight-bearing exercises that build strong bones. Be the first “Simon” in order to demonstrate the type of moves that build bones.

Play:
Simon says, run in place! (children run in place)
Simon says, jump up & down! (children jump up & down)
Simon says, skip! (children skip)
Hop on one foot! (anyone who hops is out)
Simon says hop on the other foot (children hop on one foot)
Do jumping jacks (anyone who does jumping jacks is out)
Simon says, do jumping jacks! (children do jumping jacks)
Simon says freeze!

Tip To Teach
Set a good example! You and your kids can go for a bike ride, play ball together, do some gardening or dance to music and get silly. Have fun together!
Lesson 5: Calcium Rich Foods

Exploratory Activity

Strong Bones and Teeth

Supplies:
- MyPlate poster or handout, (available from www.MyPlate.gov, or in Appendix)
- “Recipe for Strong Bones” posters (see following pages):
  (Exercise + Calcium, Phosphorus, Magnesium & Protein + Vitamin D = Strong Bones)
- tape
- board and markers

Directions:
- Ask children to locate the milk group on MyPlate poster.
- Ask children why they think their parents tell them to drink their milk.
  Answer: For strong bones
  Explain that bones are living tissue (like skin). Growing children need calcium and other minerals every day to grow strong bones and teeth.
- Ask for examples of dairy foods that contain calcium. List on the board.
  (milk, yogurt, cheese, cottage cheese)
- Did you know that 1% or non-fat milk is much healthier than 2% milk? A cup of 2% milk has 5g of fat and 1% has only 2g of fat. Non-fat milk, of course, has none!
- Ask if anyone is allergic to milk.
- Ask if they know of any non-dairy foods with calcium. List on board.
  (Broccoli, Almonds, Beans, Green leafy vegetables)
- Point to kids exercising on MyPlate poster.
  Explain that weight-bearing exercise helps build strong bones. Weight-bearing exercise is exercise in which you support the weight of your own body. Give examples of weight-bearing exercises (running, jumping rope, jumping jacks, walking, etc.)
- Vitamin D is important for bone growth and health. Milk is fortified with vitamin D and you can get vitamin D from the sun shining on your skin. Just 15 minutes of sunshine a day will give you all the vitamin D you need.
- Put up the “Recipe for Strong Bones” posters (see following pages) to reinforce the recipe for healthy bones (Exercise + Calcium, Phosphorus, Magnesium & Protein + Vitamin D = Strong Bones).
Lesson 5: Calcium Rich Foods

Exploratory Activity

Recipe for Strong Bones

Exercise
Lesson 5: Calcium Rich Foods

Exploratory Activity

Recipe for Strong Bones

Plus
Lesson 5: Calcium Rich Foods

Exploratory Activity

Recipe for Strong Bones

Foods with vitamins and minerals (calcium, phosphorus, magnesium, protein)
Lesson 5: Calcium Rich Foods

Exploratory Activity

Recipe for Strong Bones

Plus
Exploratory Activity

Recipe for Strong Bones

Vitamin D
Recipe for Strong Bones

= Strong Bones
Lesson 5: Calcium Rich Foods

Craft Activity

Pasta Skeleton

Supplies:
- several different types of pasta, dried beans and lentils, like macaroni, pasta tubes, spaghetti, tiny shells and wagon wheels
- black construction paper
- white glue

Directions:
1. Glue pasta and beans to paper with glue in the shape of a skeleton. Suggest they lay out their “bones” first before gluing.
Lesson 5: Calcium Rich Foods

Coloring Activity
Lesson 5: Calcium Rich Foods

Snack Activity

Yogurt-Fruit Smoothie

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Ingredients (per person):
- 1/2 banana
- 6 strawberries
- 1/2 cup non-fat yogurt
- 1 tsp. ground flax seed
- ice

Directions:
1. In a blender, process all the ingredients until thoroughly mixed. Serve.
Lesson 5: Calcium Rich Foods

Quiz

Circle the correct answer:

1. Which calcium rich food is lowest in fat?
   - Ice cream
   - Green vegetables
   - Cheese

2. Which milk is healthiest for kids over 2 years old?
   - Whole Milk
   - 2% Milk
   - 1% or Non-fat Milk

3. Before today, did you know which milk is healthiest for kids over 2 years old?
   - No
   - Yes

4. Before today, did you know that exercise builds strong bones?
   - No
   - Yes
Lesson 5: Calcium Rich Foods

**STRONG BONES AND TEETH**

Your child needs exercise, calcium, minerals and vitamins to build strong bones and teeth. The important time to build strong bones is during childhood and the teen years.

**Milk Servings Per Day**

- **Infant-1 year**: breast milk or formula only
- **1-2 years**: 2 cups whole milk
- **2-8 years**: 2 cups 1% or non-fat
- **8 years + up**: 3 cups 1% or non-fat

**Foods with Calcium**

- **Milk and Dairy**
  - yogurt
  - cheese
  - cottage cheese
  - milk (1% or non-fat for kids over 2)

- **Milk and Dairy Free**
  - kale
  - collard greens
  - Chinese cabbage
  - broccoli
  - canned salmon and sardines with bones
  - orange juice and soy milk with added calcium

**Vitamin D**

Vitamin D helps the body use calcium to build bones. This vitamin is different - the body makes vitamin D when sunlight hits your skin!

- Foods with Vitamin D:
  - egg yolks
  - fish oils
  - milk and soy milk with Vitamin D added

**How to Get More Calcium in Your Kids**

- Add beans to your child's favorite soups.
- Top salads or cereals with sliced almonds.
- Serve whole beans or low-fat refried beans in corn tortillas.
- Pour a glass of calcium-fortified juice for breakfast.

**Exercise**

Exercise is very important to bone health. Weight-bearing exercises such as jumping rope, jogging and walking help build and keep bones strong.
HUESOS Y DIENTES FUERTES

Su hijo necesita hacer ejercicio, calcio, minerales y vitaminas para que tengan huesos y dientes fuertes. El período más importante cuando sus huesos de desarrollan fuertes es durante la infancia hasta los diez años.

Porciones de Leche Diaria:

- Bebé – 1 año: solamente leche materna o fórmula
- 1 – 2 años: 2 tazas de leche entera
- 2 – 8 años: 2 tazas de leche al 1% o descremada
- 8 años en adelante: 3 tazas de leche baja en grasas, al 1% o descremada

Alimentos con Calcio

Yogurt
Queso
Queso cottage
Leche (al 1% y descremada para niños)

Vitamina D

La vitamina D ayuda a que el cuerpo asimile el calcio necesario para los huesos. Esta vitamina es diferente – el cuerpo hace su propia vitamina D con la luz del sol en tu piel!

Alimentos con Vitamina D:

- Yemas de huevo
- Aceite de pescado
- Leche y leche de soya con vitamina D

Cómo hacer que su niño coma más calcio

- Agregue frijoles a las sopas favoritas de sus hijos
- Póngale a las ensaladas o cereales pedacitos de almendras
- Sirva frijoles enteros o frijoles refritos bajos en grasa en tortillas de maíz
- Déles un vaso de jugo fortificado con calcio en el desayuno

HAGA EJERCICIO

El ejercicio es muy importante para tener huesos saludables. Ejercicios de resistencia como saltar la cuerda, trotar y caminar pueden ayudarle a que sus
# Lesson 6

## Protein Power

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LITERACY, FOOD & FITNESS
Lesson 6: Protein Power

Lesson Preview

Summary
Reading the featured book begins the session on meat, nuts and beans. Participants will learn that foods in this group are an important source of B vitamins, protein and minerals that are essential for body growth and maintenance. They will learn to choose protein foods that are low in fat.

Objectives
Children and parents will:

- Learn that meat, fish, nuts and beans contain protein, vitamins and minerals.
- Know that it’s important to eat lean meat and prepare beans without added fat.
- Know they should be physically active every day.

Lesson Message
Keep your protein lean
Lesson 6: Protein Power

Background Information

- This information is for the instructor’s benefit - may be shared informally with group participants.

The meat and beans group includes fish, poultry, beef, pork, beans, eggs, nuts and tofu. The major nutrients found in these foods are protein, B vitamins (niacin, thiamin, and B12), minerals (iron and zinc) and fat. Protein is the primary structural substance of the body. It is contained in all foods, not only animal products. Protein is needed for growth and maintenance of body tissues. B vitamins are involved in the metabolism of all foods and the growth of children. Digestible vitamin B12 is only found in milk, meat, eggs and fish. It is essential for the formation of red blood cells (helps prevent anemia). Iron carries oxygen in red blood cells and muscle cells. Vegans (those who eat NO animal products) need to take vitamin B12 supplements. Zinc supports the body’s immune system and helps wounds heal.

Animal protein contains cholesterol and saturated fat which can cause heart disease and cancer. Heart disease begins in childhood and is not easy to reverse. Plant food contains no cholesterol and is low in saturated fat (except palm and coconut oils). There is no biological requirement for saturated fat.

To lower fat intake:
- Choose lean cuts of meat
- Remove skin on poultry and fish
- Read food labels
- Broil or cook without added fat (use stock or oil spray)
- Trim all excess fat from meat
- Drain off any fat that comes from cooking
- Prepare beans without fat
- Eat more plant protein

Iron rich foods are essential to avoid iron deficiency anemia, which is a risk for some preschoolers.

Iron rich foods:
- Lean red meat
- Pinto, navy and kidney beans
- Whole grain breads
- Dried fruit
- Dark green leafy vegetables—kale, collards, mustard, spinach and turnip greens.
Lesson 6: Protein Power

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

For Preschool—Kindergarten:
Jack and the Beanstalk / Juan y los frijoles mágicos, by Arnal Ballester (ISBN: 0811818438)

Sample questions to engage children and introduce lesson topic:
1. Have you ever heard this story?
2. What do you remember about the story?
3. Where do you think Jack is going (on the cover)?

For Grades 1-3:
Mice And Beans, by Pam Munoz Ryan (ISBN: 0439701368)
Arroz Con Frijoles Y Unos Amables Ratones, by Pam Munoz Ryan (ISBN: 0439317371—Spanish)

Sample questions to engage children and introduce lesson topic:
1. Why are the party things disappearing?
2. What do you think the mice are going to do with the party things?
3. Does Rosa Maria still think there is no room for mice?

Tip To Teach

Meat, fish, beans, nuts and seeds contain protein, vitamins and minerals. Meat and poultry have saturated fat, cholesterol and NO healthy fiber. Plant protein has vitamins, minerals, phytochemicals AND healthy fiber.
Lesson 6: Protein Power

Music, Poetry and Finger Play Activity

Peanut Butter & Jelly (song)

First you take the peanuts
And you crunch 'em,
You crunch 'em
First you take the peanuts
And you crunch 'em,
You crunch 'em

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take the grapes
And you squish 'em,
You squish 'em
Then you take the grapes
And you squish 'em,
You squish 'em

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take the bread
And you spread it,
You spread it
Then you take the bread
And you spread it,
You spread it

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take your sandwich
And you eat it,
You eat it
Then you take your sandwich
And you eat it,
You eat it

'Cause its good, peanut butter
And jelly
Good, peanut butter
And jelly

First you take the peanuts
And you crunch 'em,
Then you take the grapes
And you squish 'em,
Then you take the bread
And you spread it,
Then you take your sandwich
And you eat it

'Cause its good, peanut butter
And jelly
Good, peanut butter
And jelly!

LITERACY, FOOD & FITNESS
Lesson 6: Protein Power

Physical Activity

Musical Chairs

Supplies:
- CD or tape player with children’s music
- Use one of the following:
  (one for each player—minus 1)
  chairs
  cushions
  small pillows

Directions:
Make a circle of enough chairs for all the players less one.
The children dance and move about as the music plays, and when
it stops they scramble for a chair.
After each round, the player that did not find a chair must sit out.
A chair is removed until finally there is just one left.
Children who are “out” can take turns helping with the music.

Tip To Teach
Get up from the TV or computer screen!
Have a jump rope contest and see who can
jump the longest. Everyone is a winner
when they exercise!
Lesson 6: Protein Power

Exploratory Activity

**Meat, Fish, Beans, Nuts and Seeds**

**Supplies:**
- MyPlate poster or handout, (available from MyPlate.gov, or in Appendix)

**Directions:**
Show parents and children the MyPlate poster or handout.

**Say:**
- Where is the Meat and Beans group on the MyPlate?
- Ask them to name the foods pictured in that group.
- Tell them it’s important to eat lean meat, chicken, turkey and fish. Bake it, broil it, grill it, just don’t fry it!
- Protein is found in most foods, not just meat. Meat has a lot of fat, cholesterol and no healthy fiber, so it is important not to eat too much meat. Beans, nuts, and seeds have a lot of protein, healthy fiber and healthy fat. So it is good to eat lots of them. Eat them without added fat!
- Protein is important to eat every day because your body cells wear out and your body needs protein to fix and make new cells.
- Protein builds strong muscles and teeth. You need exercise and protein to build strong muscles. If you eat a lot of protein, but don’t exercise, you would just get fat—not build muscles.

**Where Do Meat, Fish, Beans, Nuts and Seeds Come From?**

**Supplies:**
- Meat and beans food models (see the Appendix) or pictures cut from magazines
- Animal and plant protein signs (see following pages)
- Tape

**Directions:**
- Tape the animal and plant protein signs on a wall or white board.
- Pass out several animal and plant food models to each family; ask them to sort the animal and plant proteins. Have them tape them under the appropriate sign.
- Ask the whole group to check if each protein food is under the correct sign.
Lesson 6: Protein Power

Exploratory Activity

Plant Protein
Lesson 6: Protein Power

Exploratory Activity

Animal Protein
Lesson 6: Protein Power

Craft Activity

Planting Magic Beans

Supplies:
- dried lima beans
- paper towels
- plastic sandwich bags
- small plastic cups
- soil
- marker
- plastic scoop (for soil)
- masking tape
- damp paper towels

Directions:
1. Invite families to plant the beans two different ways to see if a beanstalk will grow: first in a cup with soil, the second wrapped in paper in a plastic bag.
2. Provide families with a plastic cup. Instruct them to fill their cups halfway with soil. Place two lima beans in the soil. Cover with more soil. Add water. Write child’s name on a piece of masking tape and attach to the cups. Place the cups in a plastic baggie to prevent them from spilling on the way home.
3. Next, provide each family with a plastic sandwich bag, a damp paper towel and two lima beans. Ask children to carefully wrap their lima beans in the damp paper towel and then place them into the plastic bags. Label each bag with their names. Instruct families to place the cups in a sunny location and water when soil is dry. They can tape the baggie to their window and keep moist.
4. Ask families to observe the growth of their beans over the next few weeks.
Lesson 6: Protein Power

Coloring Activity
Lesson 6: Protein Power

Snack Activity

Peanut Butter Tortilla Snack

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Ingredients (per person):
- 1 whole wheat tortilla
- 2 tablespoons peanut butter
- 1 tablespoon honey
- 1 banana
- 2 tablespoons raisins

Directions:
1. Lay tortilla flat.
2. Spread peanut butter and honey on tortilla.
3. Place banana in the middle and sprinkle in the raisins.
4. Wrap and serve.

Recipe contains:
15 grams of protein
11 grams of fiber
Lesson 6: Protein Power

Quiz

Circle the correct answer:

1. Which foods are from the protein group?
   - Fish
   - Beans
   - Peanut
   - All of them

2. Before today, did you know which of these foods were protein?
   - No
   - Yes

3. How can you make your meat and beans lean?
   - Fry them in oil
   - Bake it, boil it, or broil it
   - Add a little butter

4. Before today, did you know how to make your meat and beans lean?
   - No
   - Yes
Children need protein to grow and build muscle. Foods in this group have vitamin B-complex and iron, which helps build strong bones, and muscles.

**CUT THE FAT**

- Choose lean cuts of meat
- Take off the skin on chicken and fish
- Read food labels
- Broil or cook without added fat (use broth or oil spray)
- Cut off all extra fat from meat
- Drain off any fat that comes from cooking
- Make beans without added fat
- Eat more plant protein

**UNFRIED BEANS RECIPE**

A tasty, low-fat way to make beans!

**INGREDIENTS:**
- 1 pound dry pinto beans, rinsed
- 2 tablespoons minced garlic, divided
- 1 medium tomato, diced
- 2 tablespoons ground cumin
- 1 tablespoon chili powder
- 2 tablespoons olive oil
- lightly salt to taste

**DIRECTIONS:**

Put beans in a pot, cover with water and soak overnight. Drain and rinse beans. Cover the beans with 2 inches of water, and stir in 1 tablespoon of garlic, the tomato, cumin and chili powder. Bring to a boil over high heat, then reduce heat to low, and simmer until the beans are very soft, about 3 hours and 45 minutes, adding water as needed. Once the beans have cooked, mash them with the remaining tablespoon of garlic, the oil, and lightly salt to taste. Use more water if needed. Place over low heat for 30 minutes, stir. Use as a dip or on burritos.
Los niños necesitan proteínas para crecer y fortalecer sus músculos. Los alimentos de este grupo tienen Complejo de vitamina B y hierro, los cuales ayudan a construir huesos, dientes y músculos fuertes.

**Reduzca las grasas**
- Seleccione pocos niveles de carne
- Quítele la piel al pollo y al pescado
- Lea la etiqueta de en los alimentos
- Ase o cocine sin agregar grasa (utilice solo el caldo o aceite en spray)
- Quite toda la grasa extra en la carne
- Haga frijoles sin agregarles grasa
- Coma más alimentos de origen vegetal que tengan proteína

**RECETA DE FRIJOLES SIN FREIR**
Una forma sabrosa, baja en grasa de cocinar frijoles beans!

**INGREDIENTES:**
- 1 libra de frijoles secos pintos, enjuagados
- 2 cucharadas de ajo partido en pedacitos
- 1 medio tomate cortado en pedazos
- 2 cucharadas de comino entero
- 1 cucharada de chile en polvo
- 2 cucharadas de aceite de olivo
- sal al gusto

**INSTRUCCIONES:**
Ponga los frijoles en una olla, cúbralos con agua y remójelos toda la noche. Enjuague y escurra los frijoles. Cubra los frijoles con 2 pulgadas de agua y revuélvalos una cucharadita de ajo, el tomate, el comino, y el chile en polvo. Póngalos a hervir a temperatura alta, después reduzca el calor a temperatura baja y déjelos hervir hasta que estén muy suaves, cerca de 3 horas y 45 minutos, agregándoles más agua según lo necesiten. Una vez que los frijoles estén cocinados, macháquelos y póngales el ajo restante, el aceite, y la sal al gusto. Use más agua si lo requieren. Póngalos a fuego lento por 30 minutos, revuélvalos. Utilícelos como salsa o dip o para hacer burritos.
## Lesson 7: Fitness is Fun

### Lesson Preview
- **Background Information**
- **Reading Activity**
- **Music, Poetry & Finger Play Activity**
  - Five Little Monkeys (poetry)
- **Physical Activity**
  - Catch the Dragon’s Tail
  - Group Pull Up
- **Exploratory Activity**
  - Fitness is Fun MyPlate
- **Craft Activity**
  - Grocery Bag Kite
- **Coloring Activity**
- **Snack Activity**
  - Snack to Go
- **Quiz**
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### Exercise Every Day

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Lesson 7: Fitness is Fun

Lesson Preview

Summary
Families will be introduced to the *Fitness is Fun MyPlate* and learn some fun physical activities they can do together. They will learn why it is important to exercise every day.

Objectives
Children and parents will learn:
- That regular exercise is recommended for one hour a day
- That regular exercise keeps their heart, lungs, bones, and muscles healthy
- That two hours is enough screen time a day

Lesson Message
Exercise Every Day!
Lesson 7: Fitness is Fun

Background Information

- This information is for the instructor’s benefit - may be shared informally with group participants.

Being physically active is natural for children. Yet half of American children don’t get even a moderate amount (30 minutes) of exercise a day. The average American child spends four–six hours a day on screen time (TV, computer, video games). In California, 39.6% of the state’s students are considered unfit.

Children’s sedentary lifestyles contribute to the increase in childhood obesity rates. 26.5% of California school age children are overweight. Physical inactivity is a major risk factor for developing coronary artery disease, stroke, high blood pressure, low HDL (“good”) cholesterol and diabetes.

Increased physical activity is associated with an increased life expectancy and decreased risk of disease. Physical activity produces overall physical, psychological and social benefits. Inactive children are likely to become inactive adults. Combining healthy diets with active lifestyles are the key components to reversing the childhood obesity trend.

Physical activity should be fun for children. Caregivers should try to be role models for active lifestyles and provide children with opportunities for increased physical activity. Physical activity can be increased by reducing screen-time to two hours or less a day and promoting active play.

All children, even less-coordinated ones, need to be physically active. Physical activity is particularly helpful for the physical and psychological well-being of children with weight problems.

All children age 2 and older should participate in at least one hour of enjoyable exercise every day—combining moderate and vigorous activities. Vigorous physical activities help maintain a good level of cardiorespiratory (heart and lung) fitness.

If children don’t have an hour block of time to devote towards activity each day, breaking up the hour into 10, 15 or 20-minute segments is perfectly fine. Be sure the activities are appropriate to the child’s age and stage of physical and emotional development.
Lesson 7: Fitness is Fun

Reading Activity

Read Aloud Story Time

Refer to “Story Time Tips” (see Appendix).

Tip To Teach

Exercise helps children eat well, sleep well, do well in school, stay healthy and feel good. To be physically fit children should be active for one hour each day. Exercise can be broken up into 10-15 minute segments at a time.

For Preschool—Kindergarten:

*From Head to Toe*, by Eric Carle (ISBN: 0064435962)
*De La Cabeza a Los Pies: Head to Toe*, by Eric Carle (ISBN: 060513020—Spanish)

Sample questions to engage children and introduce lesson topic:
1. What kind of animal is on the cover?
2. Where do these animals live?
3. Have you ever been to the zoo?

For Grades 1-3:


Sample questions to engage children and introduce lesson topic:
1. What are the kids on the cover doing?
2. What kind of exercises are the people doing on pages 3-4?
3. What kind of exercise do you like?
Lesson 7: Fitness is Fun

Music, Poetry and Finger Play Activity

Five Little Monkeys (poetry)

Directions: Children jump up and down like little monkeys.

Five little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor, and the doctor said no more monkeys jumping on the bed!

Four little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said no more monkeys jumping on the bed!

Three little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor, and the doctor said no more monkeys jumping on the bed!

Two little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor, and the doctor said no more monkeys jumping on the bed!

One little monkey jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said no more monkeys jumping on the bed!
Lesson 7: Fitness is Fun

Physical Activity

Catch the Dragon’s Tail

Supplies:
- rag, ribbon or scarf

Directions:
Line up children and parents one behind the other and have them place their hands on the waist of the person in front of them.

The last person in line is the dragon. He/she tucks a rag into his/her belt or pocket.

At the signal, the person at the front of the line tries to snatch the dragon’s tail, while keeping the line together.

Once the tail is caught, the head becomes the tail, and the second person in line becomes the head.

(Source: The New Games Book)

Group Pull Up

Directions:
Split the group into pairs.

Have each pair sit on the floor facing each other holding hands. Together, the pair must pull themselves up to standing.

Once the pair can do it, add two people to the pair forming groups of four sitting in a circle holding hands. Together, the group must pull themselves up to standing.

Experiment on the best way to get up, adding more people as you go.

(Courtesy of National Dairy Council)

Tip To Teach

Fitness should be fun. If your child isn’t having fun, ask why and try to find another activity your child does enjoy and then do it!
Lesson 7: Fitness is Fun

Exploratory Activity

Fitness is Fun MyPlate

Supplies:
- copies of the Fitness is Fun Pyramid handout for each family (see following pages)
- copies of the Fitness is Fun (blank) handout for each family (see following pages)
- crayons and pencils

Directions:
- Pass out the Fitness is Fun MyPlate handout to each family.

Say: Your body needs you to be active to help strengthen your bones, heart and muscles.
Ask: How much exercise do kids need? (at least an hour a day)
Ask: What is at the top of the MyPlate? (kid playing video games)
Say: The MyPlate says to spend LESS time watching TV and using the computer and video games. To be healthy, kids should have no more than 2 hours of screen time a day.
Ask: What are the kids doing in the second part of the MyPlate labeled “ENOUGH”? (sit-ups and stretches)
Say: The MyPlate says to do ENOUGH strengthening exercises to keep your muscles strong. That means 2-3 days a week kids should do monkey bars, climb jungle gyms, sit-ups, push-ups, etc.
Ask: What are the kids doing in the next part of the MyPlate labeled “MORE”? (soccer, playing baseball and swimming).
Say: The MyPlate says to get MORE intense exercise that makes your body warm. Do these kinds of exercise 5-7 days a week.
Ask: What is at the bottom and biggest part of the MyPlate? (running, dancing, bike riding, hula hooping)
Say: The MyPlate says to get PLENTY of exercise that makes your heart beat faster. That means 5-7 days a week.

- Pass out copies of the Fitness is Fun MyPlate (blank) handout to each family, along with crayons and pencils. Have the families draw and/or write in activities that they enjoy in each level of the MyPlate.
Kids need at least 1 hour of exercise every day.

LESS
Spend less time watching TV or using the computer.

ENOUGH
Do enough strengthening activities to keep your muscles strong.

MORE
Do more intense activities that warm you up and make you glow.

PLENTY
Walk, run, dance, climb the stairs, play with your pets - just get your heart pumping!

Adapted from Reading Across MyPyramid
produced by the University of California Cooperative Extension Division of Agriculture and Natural Resources
Fitness is Fun MyPlate (blank)

In each level of the MyPyramid, draw and/or write in activities that you and your children enjoy do-

Adapted from Reading Across MyPyramid
produced by the University of California Cooperative Extension Division of Agriculture and Natural Resources
Lesson 7: Fitness is Fun

Craft Activity

Grocery Bag Kite

Supplies:
- 1 paper grocery bag with handles for each child
- scissors
- crayons or markers
- crepe paper streamers cut about twelve inches
- stapler or glue

Directions:
1. Cut the bottom off the paper bag.
2. Turn the bag inside out.
3. Decorate the bag with crayons or markers.
4. Staple or glue streamers to the bottom of the bag.
5. Let dry.
6. Children can hold the bag handle and run with the bag to make the “kite” flutter.
Lesson 7: Fitness is Fun

Coloring Activity

Color the pieces with dots purple to find the hidden picture.
Lesson 7: Fitness is Fun

Coloring Activity

Color the pieces with dots blue to find the hidden picture.
Snack Activity

Snack to Go

Check for food allergies.
Before eating or handling food, have children wash their hands with soap and water.

Supplies:
- zip lock plastic sandwich bag for each child
- tablespoons for measuring
- plastic bowl for each child
- 1 tablespoon sunflower seeds for each child
- 1 tablespoon chopped walnuts for each child
- 2 tablespoons raisins for each child
- 3 tablespoons of toasted O’s cereal for each child
- water to drink

Directions:
(helpful hint: 16 tablespoons = 1 cup)
1. Place each ingredient in a plastic bowl.
2. Give each child a plastic bag, have them measure and add each ingredient to their bag.
3. Have them close the bag and shake it up.
4. Serve with water to reinforce the importance of drinking water while exercising.
Lesson 7: Fitness is Fun

Quiz

Circle the correct answer:

1. How much exercise should you try to get each day?

   - 8 Hours
   - 1 Hour
   - 20 Minutes

2. Before today, did you know how much exercise to get each day?

   - No
   - Yes

3. How much is enough screen time daily (watching TV, video games and using the computer)?

   - 2 Hours
   - 4 Hours
   - 6 Hours

4. Before today, did you know how much screen time is enough each day?

   - No
   - Yes
Lesson 7: Fitness is Fun

Exercise Every Day!

To grow strong and healthy, children need:

- at least 1 hour of active exercise a day (gets your heart beating fast)
- at least 1 hour of free play (playing in the park, pillow fights, chasing the dog)
- no more than 2 hours of screen time a day (TV, computer, video games)

Most preschoolers aren’t ready for team sports. Even simple rules may be hard for a child under 5 years old, and may turn him/her against sports. If you do sign your 5-year old up for soccer or other team sport, be sure to choose a team that teaches the basics and is FUN.

Fitness should be fun. If your child isn't having fun, ask why and try to find another activity your child does enjoy.

Outside Fun

- Walking, playing and running in the backyard or at the park
- Kick a ball back and forth
- Practice hitting a ball off a T-ball stand
- Play tag or freeze tag

Inside Fun

- Hide-and-seek: You can hide and have the kids run around and find you.
- Obstacle course: Set up a course with chairs and boxes for the kids to go over, under, through and around.
- Ball games: Use soft foam balls to play indoor basketball, bowling, soccer or catch. You can even use balloons to play volleyball or catch.
- Freeze dance: Put on some music and dance, stop the music and everyone freezes, anyone who moves is out.

Kids who enjoy sports and exercise tend to stay active. And staying fit can help self-esteem, help keep a healthy weight, and can cut the risk of illnesses such as high blood pressure, diabetes and heart disease.
Lección 7: El ejercicio es Divertido / Manual para padres

**Exercise Every Day!**

Para crecer sanos y fuertes los niños necesitan:

- Cuando menos 60 minutos de ejercicio vigoroso diario
- Cuando menos 60 minutos de actividad física moderada al día (juego libre)
- No más de 2 horas de tiempo en la pantalla (televisión, computadora, videojuegos)

La mayoría de los preescolares no están listos para los deportes en equipo. Aún las reglas más simples pueden ser difíciles para un niño de 4 o 5 años. Empezar los deportes muy jóvenes puede ser contraproducente y puede que a su niño/a ya después no les gusten los deportes. Si usted decide registrar a su niño de 5 años en adelante para jugar balompié o cualquier otro deporte de equipo, asegúrese de que lo que se enseñe sean las bases y sobre todo sea DIVERTIDO.

No importa qué deporte o actividad practique, el ejercicio debe ser divertido. Si su hijo no se está divirtiendo, pregunte por qué y trate de encontrar otra actividad que su hijo disfrute.

**Diversión Afuera**

- **Caminar, jugar y correr** en el patio o en el parque
- **Pegarle a la pelota y rebotarla**
- **Practique a tirar la pelota y encestarla en la red**

**Diversión Adentro**

- **Jugar a las escondidas**: Usted puede esconderse y hacer que los niños le encuentren
- **Camino de obstáculos**: usted puede indicar el camino con sillas, cajas por las que los niños tienen que pasar por arriba, abajo, a través y alrededor,
- **Juegos de pelota**: Use pelotas suaves de foam para jugar en el interior: basketbol, boliche, balompié o atrapar la pelota.
- **El baile de las estatuas**: Ponga música y todos bailan, detenga la música y todos se paran, el que se mueva pierde.

Los niños que disfrutan los deportes y hacer ejercicio tienden a estar activos. Y hacer ejercicio puede ayudarles en su autoestima, les ayuda a mantener su peso, y disminuye el riesgo de enfermedades serias tales como alta presión, diabetes y enfermedades cardíacas.
## Appendix

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LITERACY, FOOD & FITNESS
Story Time Tips

Each LFF session begins with reading one of the featured books. Reading the book aloud is an important element of each session and may require some practice.

- Prepare in advance. **Read the book to yourself**, so you fully understand the story and language flow. Try reading it aloud to hear the cadence of the words and the rhythm of the phrases.
- Set the stage by having **children sit in front of you on a carpet or blanket**. Arrange chairs behind the carpet in a semi-circle for the adults. It is important for the adults to know that their participation is important.
- Preview the book with the children. Show the book to the children. **Read the title of the book. Point out the cover**. Read the author and illustrator’s names.
- If a child says that they have already heard the book, ask them what they remember about the story. Remember it is beneficial for children to hear stories many times.
- **How you read aloud is important.** Children respond **best when they are involved in the story** and their participation is encouraged. **Read at a comfortable pace**. Don’t rush through the book.
- Be expressive. Your voice can make the book interesting and fun. Change the speed of your voice. **Vary the pitch and loudness as you read the book.**
- **Point to pictures.** Children learn from pictures. **Ask the children to name the objects** and describe what they are seeing. This builds language skills.
- As you read, **point to a few of the words as you say them**. This helps children understand that words have meaning.
- During the reading, **ask children to predict what they think will happen next**. Accept **ALL** answers with, “Let’s read and find out.”
- **Relate something in the book to what is happening** around the child in his or her daily life. For example, ”What would you do if you were in the story?”
- **Leave words out of a sentence and let children fill them in.** For example, ”The cat in the_____?” Children love to guess what the next word is. Very effective if the text rhymes.
- **Ask open-ended questions** about the pictures in the story. Ask toddlers, “What’s this?” Preschoolers, “Why do you think he /she did that?” Ask older children to tell you about a time when they had a similar experience as in the story. Never tell a child they are wrong, validate their answer (i.e.) “Yes, ducks are birds too, let’s read and find out what kind of bird is in this story.”
- Look for ways that you can relate the story to the nutrition message and LFF session objectives. **Use the book and discussion to transition into the session’s activity.**
Food Model

Vegetable Group

- Carrot
- Potato
- Broccoli
- French beans
- Corn
Food Model

Protein Group
# Book List

## Lesson 1: Know MyPlate

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<thead>
<tr>
<th>Preschool – Kindergarten</th>
<th>1st - 3rd Grade</th>
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| **I Will Never Not Ever Eat a Tomato**  
Author: Lauren Child  
ISBN: 0763621803 | **An Omelet for Evan**  
by Sheri Wall  
(ISBN 10: 154693149) |
| Spanish  
*Nunca Jamas Comere Tomates*  
Author: Lauren Child  
ISBN: 848488093 | Spanish  
*LA Gallinita Roja Y LA Espiga Trigo*  
Author: Mary Finch  
ISBN: 1841480878 |
| Price $8.99 | Price $6.99 |

## Lesson 2: Groovy Grains

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<th>Preschool – Kindergarten</th>
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| **The Tortilla Factory**  
Author: Gary Paulsen  
ISBN: 0152016988 | **The Little Red Hen and the Ear of Wheat**  
Author: Mary Finch  
ISBN: 184148234X |
| Price $7.00 | Price $5.99 |
| Spanish  
*La Tortilleria*  
Author: Gary Paulsen  
ISBN: 0152017143 | Spanish  
*LA Gallinita Roja Y LA Espiga Trigo*  
Author: Mary Finch  
ISBN: 1841480878 |
| Price $7.00 | Price $6.99 |

## Lesson 3: Vital Vegetables

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| **A sembrar sopa de verduras / Growing Vegetable Soup bilingual board book**  
Author: Lois Ehlert  
ISBN: 0547734972 | **Carlos and the Squash Plant / Carlos y la planta de calabaza**  
Author: Jan Romero Stevens  
ISBN: 0873586255 |
| Price $4.60 | Price $7.95 |
**Lesson 4: Fantastic Fruit**

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<tr>
<td>Author: Eileen Browne</td>
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<tr>
<td><em>La Sorpresa De Nandi</em></td>
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<tr>
<td>Author: Eileen Browne</td>
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<td><em>Cook-A-Doodle-Doo!</em></td>
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<tr>
<td>Author: Janet Stevens</td>
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<td>ISBN: 0152056580</td>
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**Lesson 5: Calcium Rich Foods**

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<tr>
<td>Author: Charles G. Shaw</td>
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<td>Spanish</td>
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<td><em>La Leche: De La Vaca Al Envase</em></td>
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<td>Author: Aliki</td>
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<td>ISBN: 8426127576</td>
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<tr>
<th>Preschool – Kindergarten</th>
<th>1st-3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Milk: From Cow to Carton</em></td>
<td></td>
</tr>
<tr>
<td>Author: Aliki</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 6: Protein Power**

<table>
<thead>
<tr>
<th>Preschool – Kindergarten</th>
<th>1st-3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Jack and the Beanstalk / Juan y los frijoles mágicos</em></td>
<td></td>
</tr>
<tr>
<td>Author: Arnal Ballester</td>
<td></td>
</tr>
<tr>
<td>ISBN: 0811818438</td>
<td>Price $6.95</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td><em>Arroz Con Frijoles Y Unos Amables Ratones</em></td>
<td></td>
</tr>
<tr>
<td>Author: Pam Munoz Ryan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preschool – Kindergarten</th>
<th>1st-3rd Grade</th>
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<tbody>
<tr>
<td><em>Mice And Beans</em></td>
<td></td>
</tr>
<tr>
<td>Author: Pam Munoz Ryan</td>
<td></td>
</tr>
</tbody>
</table>
# Lesson 7: Fitness is Fun

<table>
<thead>
<tr>
<th>Preschool – Kindergarten</th>
<th>1st-3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From Head to Toe</strong></td>
<td><strong>The Busy Body Book</strong></td>
</tr>
<tr>
<td>Author: Eric Carle</td>
<td>Author: Lizzy Rockwell</td>
</tr>
<tr>
<td>Price $6.99</td>
<td>Price $11.00</td>
</tr>
<tr>
<td>Spanish De La Cabeza a Los Pies: Head to Toe</td>
<td></td>
</tr>
<tr>
<td>Author: Eric Carle</td>
<td>Author: Lizzy Rockwell</td>
</tr>
<tr>
<td>Price $11.00</td>
<td>Price $11.00</td>
</tr>
</tbody>
</table>
## Portion Guide

### Easy Portions

<table>
<thead>
<tr>
<th>Hand Symbol</th>
<th>Equivalent</th>
<th>Foods</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fist</strong></td>
<td>1 cup</td>
<td>Rice, pasta, fruit, veggies</td>
<td>200, 75, 40</td>
</tr>
<tr>
<td><strong>Palm</strong></td>
<td>3 ounces</td>
<td>Meat, fish, poultry</td>
<td>160, 160, 160</td>
</tr>
<tr>
<td><strong>Handful</strong></td>
<td>1 ounce</td>
<td>Nuts, raisins</td>
<td>170, 85</td>
</tr>
<tr>
<td><strong>2 Handfuls</strong></td>
<td>1 ounce</td>
<td>Chips, popcorn, pretzels</td>
<td>150, 120, 100</td>
</tr>
<tr>
<td><strong>Thumb</strong></td>
<td>1 ounce</td>
<td>Peanut butter, hard cheese</td>
<td>170, 100</td>
</tr>
<tr>
<td><strong>Thumb tip</strong></td>
<td>1 teaspoon</td>
<td>Cooking oil, mayonnaise, butter, sugar</td>
<td>40, 35, 15</td>
</tr>
</tbody>
</table>
Read the Food Label

What is OK to EAT and What to AVOID

Cut out and take with you to the grocery store.

<table>
<thead>
<tr>
<th>YES - OK TO EAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canola Oil</td>
</tr>
<tr>
<td>Fiber—the more the better! (over 3g is good)</td>
</tr>
<tr>
<td>Grains, Bread, Pasta — 100% whole wheat, brown rice, spelt, millet, oats, rye, barley</td>
</tr>
<tr>
<td>Monounsaturated Fat or Oil</td>
</tr>
<tr>
<td>Mono. Fat or Oil</td>
</tr>
<tr>
<td>Olive Oil</td>
</tr>
<tr>
<td>Pasta—100% whole wheat, brown rice, spelt</td>
</tr>
<tr>
<td>Polyunsaturated Fat or Oil</td>
</tr>
<tr>
<td>Poly. Fat or Oil</td>
</tr>
<tr>
<td>Whole Grains—100% whole wheat, brown rice, spelt, millet, oats, rye, barley</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO - TRY TO AVOID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleached Flour</td>
</tr>
<tr>
<td>White Flour</td>
</tr>
<tr>
<td>Corn Syrup</td>
</tr>
<tr>
<td>Dextrose</td>
</tr>
<tr>
<td>Enriched Flour</td>
</tr>
<tr>
<td>Fructose</td>
</tr>
<tr>
<td>High Fructose Corn Syrup</td>
</tr>
<tr>
<td>Hydrogenated Oil or Fat</td>
</tr>
<tr>
<td>Maltose</td>
</tr>
<tr>
<td>Partially Hydrogenated Oil or Fat</td>
</tr>
<tr>
<td>Saturated fat—label with more than 4g</td>
</tr>
<tr>
<td>Sat. Fat—label with more than 4g</td>
</tr>
<tr>
<td>Sugar—label with more than 4g</td>
</tr>
<tr>
<td>Trans Fat</td>
</tr>
</tbody>
</table>
Binder Spine Insert

Cut out and insert into spine of binder

Literacy, Food & Fitness

Teaching Families with Low Literacy Skills About Nutrition and Exercise Using Children’s Literature

Project Read North San Mateo County
Assisting People in Reaching their Literacy Goals